



OFFICE OF THE CHANCELLOR

June 28, 2011

1807
University of Maryland,
Baltimore

1856
University of Maryland,
College Park

1865
Bowie State University

1866
Towson University

1886
University of Maryland
Eastern Shore

1898
Frostburg State University

1900
Coppin State University

1925
Salisbury University

1925
University of Baltimore

1925
University of Maryland
Center for Environmental
Science

1947
University of Maryland
University College

1966
University of Maryland,
Baltimore County

The Honorable Norman H. Conway
Chairman, House Appropriations
Committee
130 Lowe House Office Building
Annapolis, MD 21401

The Honorable Edward J. Kasemeyer
Chairman, Senate Budget &
Taxation Committee
3 West, Miller Senate Office Building
Annapolis, MD 21401

Dear Chairman Conway and Chairman Kasemeyer:

Language on page 129 of the 2011 Joint Chairmen's Report requires the University System of Maryland (USM) to address the allocation of general funds between USM institutions and describe how the USM will better meet the educational needs of underserved and high demand areas of the State. Enclosed is the USM required report on funding of institutions.

I am pleased to be given the opportunity to provide you with a response and hope that you find it responsive to your request.

I am happy to address any questions you may have and look forward to continuing our work together in building Maryland's future through high quality education.

Sincerely yours,

A handwritten signature in black ink that reads "W E Kirwan".

William E. Kirwan
Chancellor

cc: Joseph F. Vivona, COO/Vice Chancellor, USM
Cathy Kramer, DLS
Sara Baker, DLS
Charlene Uhl, DBM

Report on Funding Institutions

Section R30B36 of the Joint Chairman's Report includes language directing the University System of Maryland to develop a report on the funding of its institutions.

“Report on Funding Institutions: In order to provide and maintain affordable higher education for the residents of Maryland and in consideration of the University System of Maryland's 2010-2020 Strategic Plan that includes expanding baccalaureate degree production by 10,000 additional degrees, the budget committees request that USM Office (USMO) develop a report on efforts to address the allocation of general funds between USM institutions and how USM will better meet the educational needs of under-served and high demand areas of the State.”

I. Introduction –

The University System of Maryland appreciates and welcomes the opportunity to respond to the issues required in the report.

The University System of Maryland strongly supports affordable access to higher education. Affordable higher education is an important priority, especially in light of the financial difficulties facing many of our potential students and their families during these challenging economic times. The USM community is very appreciative of the efforts of the Governor and the General Assembly to limit the growth in resident undergraduate tuition over the past four years by providing general fund appropriations for that purpose. Much more needs to be done as other personal expenses like housing, fuel, and health care costs place burdens on our students and their families. The USM will continue its efforts to bolster need-based student financial aid and persist in its efforts to implement our effectiveness and efficiency (E&E) program.

We are also working to advance the 2020 USM Strategic Plan. The plan is purposely aligned with the economic and educational priorities of the state. The effort to increase the state's college completion rate is one of a number of initiatives to strengthen Maryland's economic competitiveness. By creating a highly skilled workforce, especially in the STEM (Science, Technology, Engineering, and Mathematics), cyber-security, health care and business fields, as well as supporting economic development through increased federal and external spending on research, technology transfer and commercialization, economic expansion will materialize.

Adequate funding for higher education will undoubtedly remain a challenge in the years ahead as the nation climbs out of the recession. The burden on campus budgets will also be challenging as new costs compete for limited resources. For example, as the demographic shifts in our population (e.g., more first-in-family college enrollees and emerging population centers in a number of counties) increased costs for academic support services must be expected. Costs will also increase for employee health/pension benefit costs, new facilities operating and costs associated with carbon reduction and other energy reduction initiatives.

The sections that follow review the legal constructs that influence general fund allocations, the factors in the general fund allocation process, and future options for the allocation process. The

final section discusses efforts to address the educational needs of underserved and high-demand areas of the state.

II. Legal Considerations –

Before discussing the matter of general fund allocations it is useful to summarize two legal/legislative considerations: the state’s Education Article as amended in 1999 and the U.S. Office of Civil Rights (OCR) Partnership Agreement with the state. Both the Education Article and the OCR Partnership Agreement emphasize academic excellence in teaching, learning, scholarship, and service. Academic quality, together with student access and tuition affordability, serve as our core goals and form the basis for budget requests, including those that are informed by or are based upon per-student funding considerations.

- 1. The Education Article** – The budgetary process for the USM institutions is linked to the state’s Education Article in several ways. First, the Article describes, in a fairly specific way, the state priorities for the USM as a system of higher education. Second, it prescribes several processes that are essential to budgetary decisions at a basic level. For example, the law calls for the development of a USM strategic plan that is consistent with approved mission statements, and requires a strong system of accountability for Maryland’s public universities. The article also directed that guidelines for funding USM institutions be developed. (*The guidelines are described in Sub-section “b.” below.*) Third, the Education Article recognizes that each institution has a distinct mission, yet one that is complementary to those of the other public universities in meeting the broad needs of Maryland in the areas of education, research, workforce development and economic growth.

a. The state’s legislative priorities per the Education Article direct the USM to:

- Enhance the mission of the University of Maryland, College Park as the state’s flagship campus with programs and faculty nationally and internationally recognized for excellence in research and the advancement of knowledge, admit to the campus freshmen who have academic profiles that suggest exceptional ability, provide access to the upper-division undergraduate level of the campus for students who have excelled in completing lower-division study and, provide the campus with the level of operating funding and facilities necessary to place it among the upper echelon of its peer institutions;
- Maintain and enhance an Academic Health Center and a coordinated Higher Education Center for Research and Graduate and Professional Study in the Baltimore area, comprised of the University of Maryland, Baltimore and the University of Maryland, Baltimore County, with a focus on Science and Technology;
- Enhance and support high quality undergraduate, teacher preparation, and master’s programs at the regional comprehensive institutions, recognizing and supporting the unique mission of each of the institutions;
- Support Towson University as the largest comprehensive institution;
- Enhance the Historically Black Institutions and recognize the role of the University of Maryland Eastern Shore as the state’s 1890 Land Grant institution;

- Encourage and enhance, including the use of technology, higher education centers, such as the Shady Grove Center in Montgomery County, as points of collaboration and access for underserved areas of the state; and
- Recognize and promote the unique potential of the University of Maryland University College to be a national and global leader in the new international market place of electronic and continuing education.

b. Funding Guidelines – Again, the Education Article requires that funding guidelines be developed for USM institutions and Morgan State University. Responsibility for the guidelines rests with the Maryland Higher Education Commission. The funding guidelines are meant to be an objective and valid measure of funding adequacy for each of the institutions on an individual basis. They were developed within the context of the above outlined priorities established by the General Assembly. Fundamentally, the guidelines compare USM institutions (again, on an individual basis) with other “like” institutions nationally as follows:

- For UMCP and UMB, the funding standard would be the average of per-student funding levels at their respective aspirational peer institutions; and,
- For the comprehensive institutions and UMBC, based upon current peer institutions, the peer institution that is ranked at the 75 percentile of per student funding becomes the funding adequacy benchmark. (Thus, for an USM institution with 60 peers, the per-student funding of the peer institution that is 15th from the top would be the benchmark for funding adequacy.)

Funding Guidelines also inform institutional general fund allocation decisions. But, as the chart below illustrates, most institutions lag badly behind their respective guidelines target. While the USM’s funding adequacy level hit a system-wide high in FY 2002 at a 90 percent attainment level, currently the USM average attainment level is only 70 percent of the funding guidelines. The table below shows the changes on an institutional basis. Only one institution, Coppin State University, has exceeded reached 100% attainment while no other degree-granting institution is above 75 percent guideline attainment.

Funding Guideline Attainment Levels

	<u>FY 2002</u>	<u>FY 2012</u>
UMB	85%	69%
UMCP	90%	75%
BSU	95%	70%
TU	92%	66%
UMES	107%	70%
FSU	89%	69%
CSU	90%	111%
UB	96%	46%
SU	90%	63%
UMUC	80%	37%
UMBC	82%	62%
UMCES	88%	78%
USM average	90%	70%

In an environment where the budget situation is stable and adequate levels of state funding are available, the funding guidelines are a very effective and efficient mechanism for general fund allocations and are a practical means of narrowing the overall funding gap between our institutions and their respective funding peers in the allocation process. Unfortunately, this is not the current circumstance.

- 2. The Office of Civil Rights Agreement and Historically Black Colleges and Universities (HBCUs)** – The USM’s response to the requirements of the OCR Partnership Agreement in the first half of this decade included operating budget increases along with major investments in the capital construction programs of the HBCUs. Beginning in 2003, the national recession caused reductions in all USM institutional operating budgets. In recent years, however, with the availability of operating support, major investments in the operational aspects of the OCR Partnership Agreement have been made, and this strongly influenced per-student funding of the base operating budget at the USM’s historically black institutions. OCR Partnership Agreement initiatives range from funding competitive academic programs to dollars for operating expenses associated with the previously mentioned major building program. Like the Education Article, the OCR Partnership Agreement remains a macro consideration in the allocation of general funds.

In the context of the OCR Partnership Agreement, it should be noted that the aforementioned funding guidelines calls for an institutional peer selection methodology that includes both historically black colleges and universities nationally and traditionally white institutions.

III. The Allocation of General Funds between USM Institutions –

In practice, the allocation of General Funds is influenced by a number of factors. These factors overlap somewhat and are not considered as mutually exclusive from one another in the allocation. But, it’s helpful to look at the factors separately in order to add perspective to the allocation process. Factors include:

- 1. The state’s budget condition** – The strength or weakness in state revenues is, of course, the primary factor in the allocation process. The state’s budget condition sets the context for the allocation process and determines what is in the realm of the possible for the other allocation factors that are part of the budgetary process.
- 2. Mandatory cost increases** – A high priority in the allocation process is funding for inflationary or other cost increases to meet current services. Some mandatory cost categories are directed set the state. For example, rates for employee health benefits are adjusted annually by the state. Another example from the most recent budget was an across-the-board increase in employee salary through a flat dollar bonus payment of \$750 per regular employee. Specific to the USM, debt service on academic revenue bonds is a mandatory cost. Its allocation is essentially a function of a pro rata formula of institutional appropriations. Another USM mandatory category, “costs for new building openings”, is not at all formulaic. Rather, the institution opening the new building receives a base budget

allocation based on the analysis of the support costs for the facility if, in fact, state funding is available.

- 3. Tuition and tuition affordability** – The potential availability of additional institutional tuition revenue influences general fund allocations. Usually, there is an inverse relationship between tuition rate increases and growth in available state general funds. When institutions must absorb state general fund reductions, tuition rates oftentimes increase. This is especially the case where there is sufficient price elasticity. Anytime an institution increases tuition rates, a portion of the new revenue is set aside for institutional need-based financial aid. In some cases, institutions may be harmed more than others if state funds are reduced and additional tuition revenue is not a viable option. This will influence general fund allocations.

The inverse relationship continues to be the case for most categories of tuition within the USM. But, there is one exception in Maryland. It involves resident undergraduate tuition. The policy priority to maintain tuition affordability during the recent recession and nascent recovery led to limited or zero increases in resident tuition which was made possible by the appropriation of general funds that was meant to stabilize rate changes. It led to a narrowing of the range of differences as we allocated general fund reductions to institutions.

- 4. Enrollment funding** – When funding allows, allocation for growth in enrollment is an important factor in the allocation process. Enrollment funding is critical in three ways. First, it encourages institutions to grow and serve more Maryland students; the funding protects and enhances quality as the enrollment workload increases. Second, enrollment funding is a means of rewarding improvements in retention. Third, enrollment funding is used to increase *the minimum dollars per full-time-equivalent student* for institutions with lowest funding on a per student basis. Thus, enrollment funding achieves an important goal in the allocation process, specifically, the narrowing of differences in funding levels.

Unfortunately, since FY 2009, the USM Enrollment Funding Initiative (EFI) request has been unfunded and enrollment growth has slowed.

- 5. Enhancement funding for priorities** – When funding allows, an important part of the allocation process is investment in program priorities. In fact, the idea of making targeted, high impact investments in high priority programs is at the heart of the 2020 USM Strategic Plan. The plan, unlike its predecessors, is specific in the articulation of strategic priorities and is designed to be heavily utilized in the allocation of general funds, as well as other potential sources. For example, when the Chancellor won the 2010 Carnegie Award, a significant portion of the \$500,000 award and the subsequent \$1 million plus in matching gifts from USM donors was targeted for the Course Redesign Initiative (CR). CR has proven to be a successful instructional methodology that improves student classroom performance and retention at a lower cost than traditional academic models. This initiative is one of the critical success factors in the USM's efforts to add 10,000 new graduates per year by 2020.

Like the EFI circumstance described above, new general fund dollars for program priorities have not been available and this has slowed implementation of the key initiatives in support of the state's priorities.

The JCR language directs the USM to “report on efforts to address the allocation of general funds between USM institutions.” The JCR language is timely. There appears to be general agreement that the USM strategic plan portrays accurately the economic, workforce and demographic challenges facing Maryland. There also seems to be a general consensus that the remedies recommended in the plan are the right things to do for the state: a) to increase the college completion rate to an internationally competitive benchmark of 55%; b) to significantly increase the production of graduates in fields which spur economic activity like science, technology, engineering, mathematics, health care, and business creation; c) to build a broader ability to attract federal and other sponsored research to Maryland including homeland and cyber security, defense, and the environment in addition to our traditional strengths in health and science as a means of high wage job creation; d) to expand in an impactful way the USM’s capacity to commercialize research and create new businesses; and most importantly, e) to improve the overall academic quality of the institutions in order to compete on an international scale. Our goal is to weigh the strategic plan more heavily in the general fund allocation process. But, as described above, sustainable increases in state general funds beyond the current services budget level will be necessary in order to maintain quality as we implement the plan.

The USM will do its part.

- Within an institution’s existing funding, it will continue to reallocate resources and will continue to pursue alternative resources to support state operations through the effectiveness and efficiency (E&E) program. As always, the institutions will provide a detailed E&E report to the state annually.
- In regard to the current services budget we will focus resources on maintaining competitive salary and overall compensation levels. It is critical to retain and attract quality faculty and staff in order to meet the degree mix and research goals of the state.
- Assuming that the potential for more general funds will be limited until the state’s structural deficit is resolved and the economy stabilizes, the use of any additional programmatic resources from general funds will be allocated in a strict priority order. For example, if funds for general enrollment increases are insufficient to move broadly toward the 55% degree completion level, we will likely focus additional enrollment funding to specific areas that achieve the best degree mix for economic growth. Certainly, an emphasis on STEM and health care can be expected.
- The USM will examine differential tuition for high workforce demand areas in order to drive targeted investment. We will be sure to include a significant financial aid offset in any plan for differential tuition.

The report language stresses the importance of affordable higher education. For this reason, additional state resources will be necessary for an effective allocation process. Our elected officials recognized this several years ago when new state revenues were raised. A primary justification for increasing the Corporation Tax and creating the Higher Education Investment Fund (HEIF) four years ago was to support higher education priorities. In its initial year of existence, HEIF dollars

went for strategic investments and enrollment growth. However, due to the recession and the state's structural budget deficit it is not possible at this time to utilize the general fund budget for allocations to strategic priorities. The HEIF dollars have been used, largely, to redress shortfalls in the general fund budget. Likewise, the voter referendum for Video Lottery Terminals (VLTs or "slots") had as part of its justification to the citizenry investment of VLT revenue in education including higher education. We strongly suggest that when the economy allows, these two resources be directed toward their intended purposes.

IV. Meeting the Educational Needs of Underserved and High Demand Areas of the State

The ability of Maryland to compete in a global, knowledge-based economy is directly linked to the educational attainment of its citizens. Projections for future job growth note that an increasing percentage of the jobs in our region of the country will require the highest education levels (bachelor's and beyond) and that Maryland rank among the nation's top three states in jobs demanding education preparation beyond the baccalaureate.

In recognition of this trend, Maryland's leadership set a goal of having at least 55 percent of its adult population, age 25 and older, attain a college degree. Achieving this goal will not be easy, with USM's projected share totaling an additional 10,000 baccalaureate degrees per year by 2020, a 55 percent increase, while maintaining current levels of growth in the production of graduate and first professional degrees.

The current and prior USM strategic plans include a number of goals and strategies to expand enrollment to address the growing educational needs of the state, including the needs of underserved and high demand areas of the state. A significant increase in degree production of this magnitude will be possible only if the USM and its institutions move strategically to expand access and outreach to areas of the state that have traditionally been underserved by higher education. Given the target for increased degree production, the USM estimates that approximately 30,000 additional students must be added over the next five years, plus an additional 15,000 by 2020. Expanding access at this rate will require creating new or expanded programs and centers. It will require careful monitoring of the cost of education at USM institutions to ensure that they remain affordable and supported at the levels required to sustain quality. And finally, it will require ensuring that all USM students are provided with the types and levels of support— financial aid, advising, mentoring, or other student services-related—that are needed to help them persist and graduate.

Specific USM programs and initiatives, developed and implemented over the past five years, are designed to:

- Reduce and eventually eliminate the gap in education success rates that exist between various student populations at our campuses;
- Improve affordability by holding down tuition costs and expanding need-based aid;
- Increase access to high-demand degree programs through expansion or enhancement of our regional centers, partnerships with community colleges, and targeted, high-need programs at our traditional USM institutions, like pharmacy and nursing;

- Improve educational outcomes by identifying and redesigning “gatekeeper” courses that serve as a barrier to student progress; and
- Strategically fund enrollment growth.

The JCR language directs the USM to describe “how USM will better meet the educational needs of underserved and high demand areas of the state.” For the coming decade the above mentioned initiatives will need to be expanded and augmented by additional programs that are critical for the success of the state’s attainment goal by expanding access, improving affordability, and achieving greater student success, as measured by degree attainment. The key goals and strategies in the recently adopted USM strategic plan include:

- Expand outreach to new or underserved areas/populations of Maryland through USM traditional campuses, regional centers, and other outreach programs or activities;
- Expand and promote the effective use of online learning, related technologies, and other nontraditional learning opportunities;
- Work with Maryland community colleges and other segments of Maryland’s P-20 system to improve program articulation and transfer of students between various institutions and segments within the state, as well as identify and “reclaim” stalled students where appropriate;
- Increase affordability of USM institutions and programs;
- Per the recommendations of the Bohanan Commission, align USM tuition policies and practices with state general fund support and financial aid practices in order to remain competitive with funding levels at systems and institutions in peer states;
- Continue to implement and monitor progress on the USM financial aid policies;
- Examine levels of institutional financial aid support for transfer and nontraditional populations and encourage development of aid programs designed to support these populations, including increased private support;
- Promote increased levels of success for all USM students, as measured by degree completion;
- Support new or ongoing initiatives designed to “overcome the achievement gap” at USM institutions;
- In coordination with Maryland’s P-20 Council, develop, improve, or implement strategies designed to improve student success and degree attainment through such strategies as college readiness, early college, and bridge programs;

and, as described in the sections regarding general fund allocations,

- Obtain appropriations of general funds and other state sources, including the HEIF and VLT revenue, sufficient to achieve the degree production and degree mix levels implicit in the strategic plan.

In support of the key goals and objectives, the following are examples of specific actions that the USM has taken:

1. USM Regional Higher Education Centers –

While it is not realistic or feasible to have four-year-degree granting public universities in every county in the State of Maryland, the USM has and will continue to expand

accessibility and affordability through a variety of means such as online programs as well as the presence of USM institutions at the USM Regional Higher Education Centers (RHECS) as well as other non-USM RHECS.

The USM remains committed to providing increased access through the support and expansion of the Universities at Shady Grove and the USM-Hagerstown locations. Currently Shady Grove offers 69 undergraduate and graduate complete degree programs. USM-Hagerstown offers more than 20 programs from five USM institutions. (See Appendices 1 and 2). However, the USM will be unable to support additional “high-need” STEM programs at our Centers without additional funding. In the case of the University System of Maryland-Hagerstown, the facility does not have adequate or appropriate space to support additional STEM programs. In the interim, preliminary discussions are underway between Frostburg State University and Hagerstown Community College to explore the potential for co-locating some laboratory STEM curricula on the community college campus.

USM institutions are also actively involved in delivering access to other underserved areas of the state through the non-USM Regional Higher Education Centers and on community college campuses. The current offerings and locations are detailed below.

- 2. Southern Maryland: Southern Maryland Regional Higher Education Center –**
The USM has four institutions- University of Maryland, College Park; Bowie State University; Towson University and University of Maryland University College- offering some 35 programs at the center in order to assist in meeting the higher education needs of Southern Maryland. Towson University also provides a 2+2 program in Elementary Education with the College of Southern Maryland to help address the need for elementary school teachers in Southern Maryland.

University of Maryland, College Park

- Bachelor of Science in Mechanical Eng.
- Ph.D. in Civil Engineering/Project Mgt.

Professional Master of Engineering with Options in:

- Aerospace Engineering
- Electrical and Computer Engineering
- Environmental Engineering
- Mechanical Engineering (Energy and the Environment Core)
- Nuclear Engineering
- Reliability Engineering
- Sustainable Energy Engineering
- Civil & Environmental Engineering
- Project Management

Graduate Certificate in Engineering with Options in:

- Aerospace Engineering
- Electrical and Computer Engineering
- Mechanical Engineering (Energy and the Environment Core)

- Reliability Engineering
- Systems Engineering
- Nuclear Engineering
- Sustainable Energy Engineering
- Civil and Environmental Engineering
- Project Management
- Environmental Engineering
- Software Engineering

Bowie State University

- Master of Science in Nursing

Towson University

- Master of Science in Math Education: Middle School Track
- Master of Education in Reading
- Master of Education in Early Childhood Education
- Master of Science in Human Resource Dev.: Educational Leadership
- Post Master's Certification in Administration and Supervision

University of Maryland University College

- Bachelor of Science in Business Administration
- BSBA with Emphasis in Small Business
- Management and Entrepreneurship
- Bachelor of Science in Management Studies
- Bachelor of Science in Information Systems Management

3. Northeast Maryland –

a. The Higher Education & Conference Center at *HEAT* –

USM has three institutions- University of Maryland, College Park; Towson University and University of Maryland University College- offering 10 programs at the center in order to assist in meeting the higher education needs of northeast Maryland.

University of Maryland, College Park

- Master of Engineering (M.Eng.)
- Graduate Certificate in Engineering

Towson University

- Master of Education (M.Ed)
- Master of Science (M.S.) in Instructional Technology
- Post-Master's Certification for Administrator I
- Master of Science (M.S.) in Human Resource Development - Educational Leadership Track
- Master of Science (M.S.) in Applied Information Technology

- Bachelor of Science (B.S.) in Elementary Education/Special Education (dual degree)
- Undergraduate Courses

University of Maryland University College

- B.S Cyber Security
- B.S. in Human Resources

b. Cecil College (CC) –

Cecil College (CC) and University of Maryland University College (UMUC) have teamed up to offer a seamless transfer from the associate's to bachelor's degree through the CC – UMUC Alliance. The articulation agreement allows students to be dually admitted to both institutions. Students can complete their associate's degree at Cecil and then transfer up to 70 credits to UMUC. For most programs, the bachelor's degree can be completed online.

The following Cecil College programs are linked to the CC – UMUC Alliance that will enable entire programs of study to be transferred at one time:

- Arts and Sciences Transfer – Environmental Science Option AS
- Business Administration AA
- Business and Commerce Technology – Leadership and Management Option AAS
- Business and Commerce Technology – Accounting Option AAS
- Computer Information Systems – Applications Option AAS
- Computer Information Systems – Programming Option AAS
- Fire Science Technology AAS
- General Studies AA
- Law Enforcement and Corrections Technology AAS

In addition, the Social Work degree is offered as an option in the arts and sciences transfer program. Students who are continuously enrolled in the accelerated program will complete an associate's degree in 27 months. Through an articulation agreement with Salisbury University, graduates of the Social Work Option are eligible to transfer to Salisbury for completion of a baccalaureate degree. Dual admissions provide students a smooth transfer from Cecil to Salisbury University. Upon meeting the admission requirements of Salisbury University and the Salisbury University Social Work Program, the baccalaureate degree can be completed at Cecil College's Elkton Station facility.

c. Harford Community College (HCC) –

On October 16, 2006, Dr. Robert Caret, President of Towson University, and Dr. James LaCalle, President of Harford Community College, signed an agreement confirming the acceptance of transfer credits from Harford Community College to specific Towson programs, with an emphasis on Mathematics, Science, and Education. The partnership will provide scholarship opportunities such as Towson's Transfer Academic Achievement Award, Honors College Scholarship, Cultural Diversity Scholarship, Phi Theta Kappa Scholarship, and the Provost's Scholarship.

This partnership agreement that will provide seamless transfer opportunities from HCC's associate degree programs to baccalaureate and graduate degree programs at Towson, making it easier than ever for local residents to complete a four-year degree. Towson University and Harford Community College are committed to work cooperatively to improve access to educational opportunities for the citizens of northeast Maryland. This will allow students to now earn credit for courses toward specific degree programs or elective credits at Towson by taking classes at Harford Community College or at the Higher Education and Conference Center (located just six miles from HCC). This will enable students to take the same courses needed for graduation from Towson and receive full credit, closer to home.

Towson University and Harford Community College have also entered into an agreement for Towson to construct an education building on the HCC campus in order to expand the Towson course offerings to HCC students making a four-year degree even more accessible to northeast Maryland residents. The USM and Towson have been prepared to construct this building without the use of state capital funding but have been awaiting Maryland Higher Education Commission approval for nearly a year.

d. Aberdeen Proving Ground (APG) –

The USM is currently working with the Command at the Aberdeen Proving Ground and MHEC in order to address the higher education needs of the military expansion at APG as a result of the Base Realignment and Closure process that is bringing a large number of new personnel and families to Aberdeen. A number of USM institutions are interested in delivering the needed programs to APG. Requests for proposals for specific degree programs were released on April 28, 2011, and six USM institutions have submitted responses covering nine programs and coursework as of the May 27, 2011 deadline. APG and MHEC will now review the responses. (See Appendix 3 for a list of programs under review.)

In summary, the USM is committed to ensure access to baccalaureate and graduate education in both unserved and underserved areas of Maryland at a reasonable cost to students and the state. The USM will be participating in the Task Force to Study the Creation of a Regional Higher Education in Northeast Maryland; and the Southern Maryland Higher Education Council that will be developing strategies for improving access for residents of Southern Maryland. The System offers the state an opportunity to address workforce needs in high-demand areas, particularly for nontraditional students, and to support state, regional, and local economic and workforce development goals that make the state an attractive destination for companies.

Higher education centers meet these objectives by providing baccalaureate and graduate programs in areas of the state in which students do not have access to these programs due to geographical distance, commute time or the limited capacity of local four-year institutions. Through these centers, all regions of the state can be provided with a well-educated workforce critical to the economic development of the regions and the state as a whole.

University System of Maryland

Powerful Partnerships

The Universities at Shady Grove

University of Maryland, Baltimore County

B.A. Social Work
 B.A. Psychology
 B.A. Political Science
 B.A. History
 B.A. Management of Aging Services²
 MPS Industrial-Organizational Psychology
 MPS Geographic Information Systems

Towson University

B.S. Elementary Education/Special Education (dual certification)
 B.S. Early Childhood Education
 M.A.T. Special Education
 M.Ed. Special Education
 M.Ed. Early Childhood Education
 Post-Master's Program for Administrator Certification

Bowie State University

M.Ed. Education
 Ed.D. Education

University of Baltimore

B.S. Health Systems Management
B.S. Simulation & Digital Entertainment
M.A. Publications Design
M.P.A. Public Administration
D.P.A. Doctor of Public Administration

Institute for Bioscience and Biotechnology Research – Shady Grove
 University of Maryland, College Park
 University of Maryland, Baltimore
 National Institute of Standards and Technology

Regional Community Colleges (e.g., Montgomery, Frederick, Prince Georges, Howard)

University of Maryland, College Park

B.S. Accounting
 B.S. Biological Sciences
 B.A. Communication
 B.A. Criminal Justice and Criminology
 B.S. General Business with Specialization in Entrepreneurship
 B.S. International Business
 B.S. Marketing
 B.S. Public Health Sciences
 M.B.A. Business Administration
 M.S. Business & Management (Accounting)
 M.Ed. Education Curriculum and Instruction-Grades 1-5
 M.Ed. Education Curriculum and Instruction – Reading Specialist
 M.Ed. Human Development
 M.Ed. Math Education (Specialization in Middle School Math)
 Master of Information Management¹
 MLS-Library Science
 Ed.D. Policy and Leadership
 Professional Master in Engineering
 Post-Baccalaureate Certificate in Science Education for Elementary and Middle School Teachers
 Masters Certification Program in Elementary and Secondary Education Subjects

University of Maryland, Baltimore

B.S. Nursing (Basic Option)
 RN to BSN/MS Completion Option
 M.S.W. Social Work
 Doctor of Pharmacy (PharmD)

Information about programs and additional offerings for the future, please visit: www.shadygrove.umd.edu

University of Maryland University College

B.S. Accounting
 B.S. Business Administration
 B.A. Communications Studies
 B.S. Computer Studies
^{*}B.S. Computer Information Technology
 B.S. Emergency Management
 B.S. Homeland Security
^{*}B.S. Human Resource Management
^{*}B.S. Information Assurance
 B.S. Investigative Forensics
 B.S. Information Systems Management
^{*}B.T.P.S. Biotechnology
^{*}B.T.P.S. Laboratory Management
 M.S. Biotechnology Studies
 M.S. Health Care Administration
 M.S. Information Technology
 M.S. Management
 M.S. Technology Management
^{*}Certificate Program available

University of Maryland Eastern Shore

B.S. Construction Mgmt. Technology
 B.S. Hotel & Restaurant Management

Salisbury University

B.S. Respiratory Therapy

¹ Start Fall 2011

² Pending Approval for Fall 2011

University System of Maryland at Hagerstown (USMH)

USM has five institutions, Frostburg State University, Salisbury University, Towson University, University of Maryland University College and University of Maryland, College Park, offering 22 academic programs and two certificate programs at the center in order to assist in meeting the higher education needs of western Maryland. In addition, University of Maryland, Baltimore offers professional continuing education courses in social work.

Frostburg State University

- Bachelor of Science in Business Administration
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Liberal Studies
- Bachelor of Science in Psychology
- Bachelor of Science in Sociology
- Master of Business Administration
- Master of Arts in Teaching-Elementary
- Master of Arts in Teaching-Secondary
- Master of Education

Salisbury University

- Bachelor of Science in Social Work
- Master of Science in Social Work

Towson University

- Bachelor of Science in Nursing
- R.N. to Bachelor of Science in Nursing
- Master of Science in Nursing
- Post-Baccalaureate Certificate in Nursing Education

University of Maryland University College

- Bachelor of Science in Accounting
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Investigative Forensics
- Bachelor of Science in Social Science
- Bachelor of Science in Information Systems Management
- Bachelor of Science in Cybersecurity (pending MHEC approval)

University of Maryland, College Park

- Doctorate in Education (Leadership and Policy Studies)

Master of Engineering with options in:

- Aerospace Engineering
- Civil & Environmental Engineering
- Electrical & Computer Engineering
- Environmental Engineering
- Fire Protection Engineering
- Mechanical Engineering

- Project Management Engineering
- Reliability Engineering
- Systems Engineering

Graduate Certificate in Engineering with Options in:

- Aerospace Engineering
- Civil & Environment Engineering
- Electrical & Computer Engineering
- Environmental Engineering
- Mechanical Engineering
- Project Management
- Reliability Engineering
- Software Engineering

Intent to Respond to Request for Proposals

Aberdeen Proving Ground

	SU	TU	UB	UMBC	UMCP	UMUC
MS in Systems Engineering					✓	
MS in Supply Chain MGMT or MBA w/SCM		✓				
MS in Software Engineering		✓ ¹		✓		
MS in Electrical Engineering				✓	✓	
MS in Mechanical Engineering					✓	
MS in Operations Research						
MBA	✓	✓ ² (w/UB)	✓ ³ (w/TU)		✓	✓
Course in Principles of Management	✓	✓		✓		✓
Course in Organizational Behavior	✓	✓		✓		✓

¹ Towson will propose its current MS in Applied Information Technology, which includes a certificate in software engineering that is already offered at the HEAT Center and already fairly popular with APG.

² Leadership and Public Sector

³ Leadership and Public Sector