

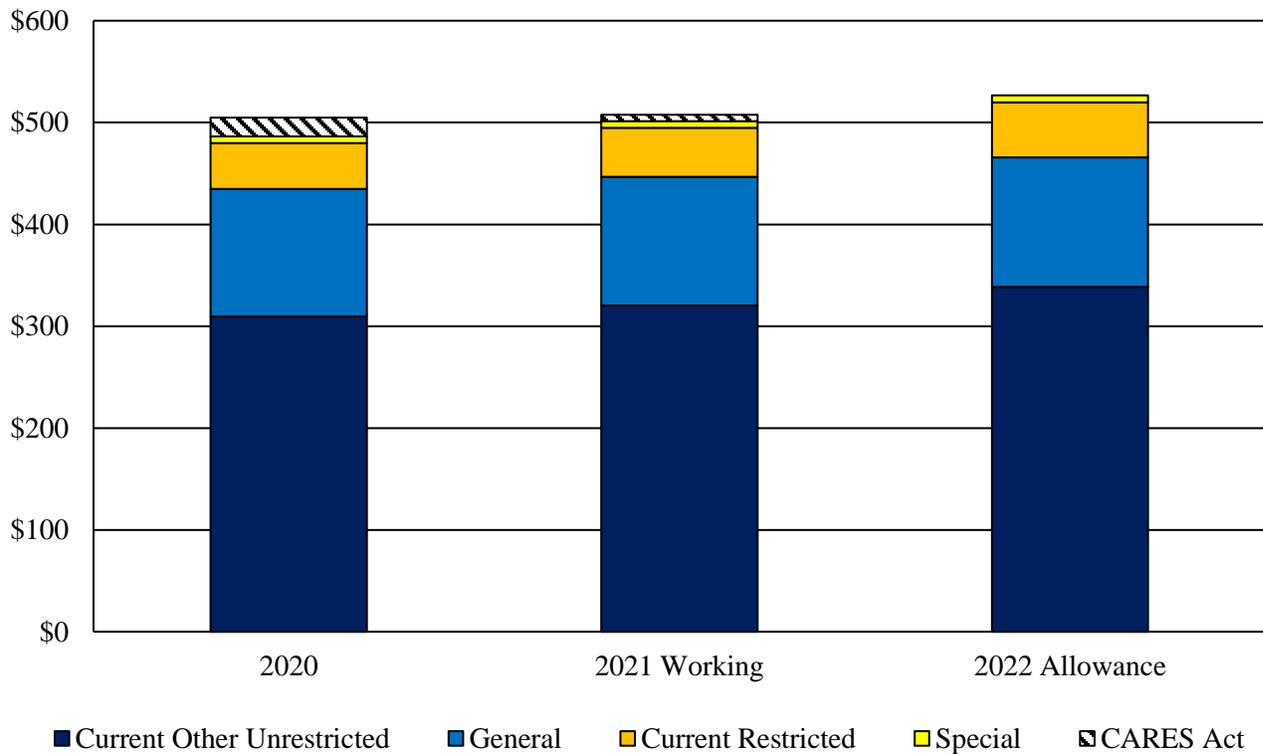
R30B24
Towson University
University System of Maryland

Executive Summary

Towson University (TU) is the largest comprehensive institution within the University System of Maryland, serving both residential and commuter students, providing a broad range of undergraduate programs in the arts and sciences, applied professional fields, and applied master’s and doctoral programs.

Operating Budget Summary

**Fiscal 2022 Budget Increases \$19.3 Million, or 3.8%, to \$526.8 Million
(\$ in Millions)**



CARES: Coronavirus Aid, Relief, and Economic Security

Note: The fiscal 2021 appropriation includes deficiencies, planned reversions, and general salary increases. The fiscal 2022 allowance includes annualization of general salary increases.

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- There are two proposed deficiencies that would provide \$1.0 million in general funds to reimburse TU for COVID-19-related expenses and \$3.3 million in reimbursable funds for public safety personnel costs related to COVID-19.
- To date, TU has received a total of \$20.3 million in federal and State Coronavirus Aid, Relief, and Economic Security (CARES) Act funding in fiscal 2020 and 2021: \$17.3 million in federal funds, of which \$8.7 million was required to be used for emergency student financial aid and the remaining amount covered revenue losses; and \$2.9 million from the State Coronavirus Relief Fund to reimburse TU for COVID-19 and public safety personnel-related expenses.
- Fiscal 2022 State funding decreases 2.3%, or \$3.2 million, compared to fiscal 2021.

Key Observations

- Undergraduate enrollment declined for a second year, 4.5%, or 883 students, in fall 2020. First-time students fell 14.3%, likely reflecting the impact of COVID-19 as students may have decided to put off going to college or stayed closer to home. The number of transfer students declined for a third year, falling 12.9%, which may partly reflect the continuing decline in community college enrollment.
- The gap in the six-year graduation rate between all students and minority students narrowed with the 2012 to 2014 cohorts, with students almost graduating at the same rate. Although the gap for African American students slightly widened with the 2015 cohort, the rate for all student groups exceeded 70%.
- Due to the spread of COVID-19 during the spring 2020 semester, TU sent students home and switched to remote learning, which resulted in loss of revenues and unplanned COVID-19 expenses in fiscal 2020. In fall 2020, due to an increase in positive COVID-19 tests, TU sent students home and continued offering online courses, which further increased the projected loss of revenue. TU is using a multipronged approach – reducing operating expenses, CARES Act funds, and fund balance – to cover the budget shortfall.

Operating Budget Recommended Actions

1. See the University System of Maryland overview for systemwide recommendations.

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Towson University
University System of Maryland

Operating Budget Analysis

Program Description

Towson University (TU) is the largest comprehensive institution within the University System of Maryland (USM), serving both residential and commuter students. As the State’s metropolitan university, it focuses on providing educational experiences and community services through a broad range of opportunities at the undergraduate and graduate levels. TU offers a broad range of undergraduate programs in the arts and sciences, applied professional fields, and applied master’s and doctoral level programs.

Post-baccalaureate certificates, master’s, and doctoral programs focus on education, arts and sciences, health professions, information technology, and business. Areas of emphasis include education, theater, human resources development, psychology, computer information and sciences, speech-language pathology, audiology, occupational therapy, and health administration.

TU contributes to the economic development of the State through a variety of activities and programs. The university continues to provide workforce training targeting nurses, teachers, and health professionals; expands K-12 partnerships; and establishes partnerships with public agencies and private companies.

Carnegie Classification: Doctoral/Professional Universities

Fall 2020 Undergraduate Enrollment Headcount		Fall 2020 Graduate Enrollment Headcount	
Male	7,584	Male	800
Female	11,146	Female	2,387
Total	18,730 (69 at Shady Grove)	Total	3,187 (96 at Shady Grove)
Fall 2020 New Students Headcount		Campus (Main Campus)	
First-time	2,394	Acres	329
Transfers/Others	1,919	Buildings	57
Graduate (Masters)	1,051	Average Age	30 years
Graduate (Doctoral)	82	Oldest	1914: Stephens Hall
Total	5,446		
Programs		Degrees Awarded (2019-2020)	
Bachelor’s	63	Bachelor’s	4,701
Master’s	49	Master’s	829
Doctoral – Research	3	Doctoral – Research	16
Doctoral – Professional	3	Doctoral – Professional	12
		Total Degrees	5,558

Proposed Fiscal 2022 In-state Tuition and Fees*

Undergraduate Tuition	\$7,100
Mandatory Fees	\$3,362

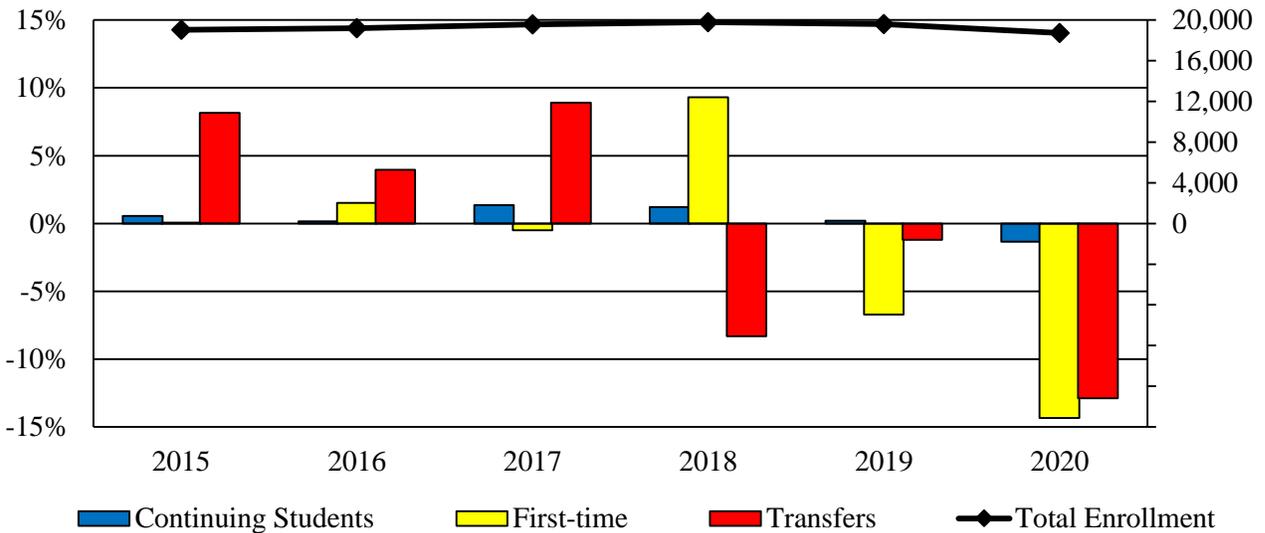
*Contingent on Board of Regents approval.

Performance Analysis

1. Undergraduate Fall Headcount

In fall 2020, for a second successive year, undergraduate enrollment declined 4.5%, or 883 students, as shown in **Exhibit 1**. The 14.3% decline in first-time students partially reflects the impact of COVID-19 as students decided for various reasons to put off college. As a comparison, according to the National Student Clearinghouse, nationally, enrollment of first-time students is down 8.1%. Transfers decreased for a third year, falling 12.9%, or 284 students, which may reflect the continuing decline in community college enrollments. This trend raises concerns for this is a typical pathway of transfer and mobility for these students, and TU will need to recruit and retain these students as a strategy to maintain and/or grow enrollment. Continuing student enrollment slightly declined 1.4%, or 198 students, in fall 2020. Overall, graduate enrollment increased 3.1%, resulting in total enrollment decline of 3.5%, in fall 2020.

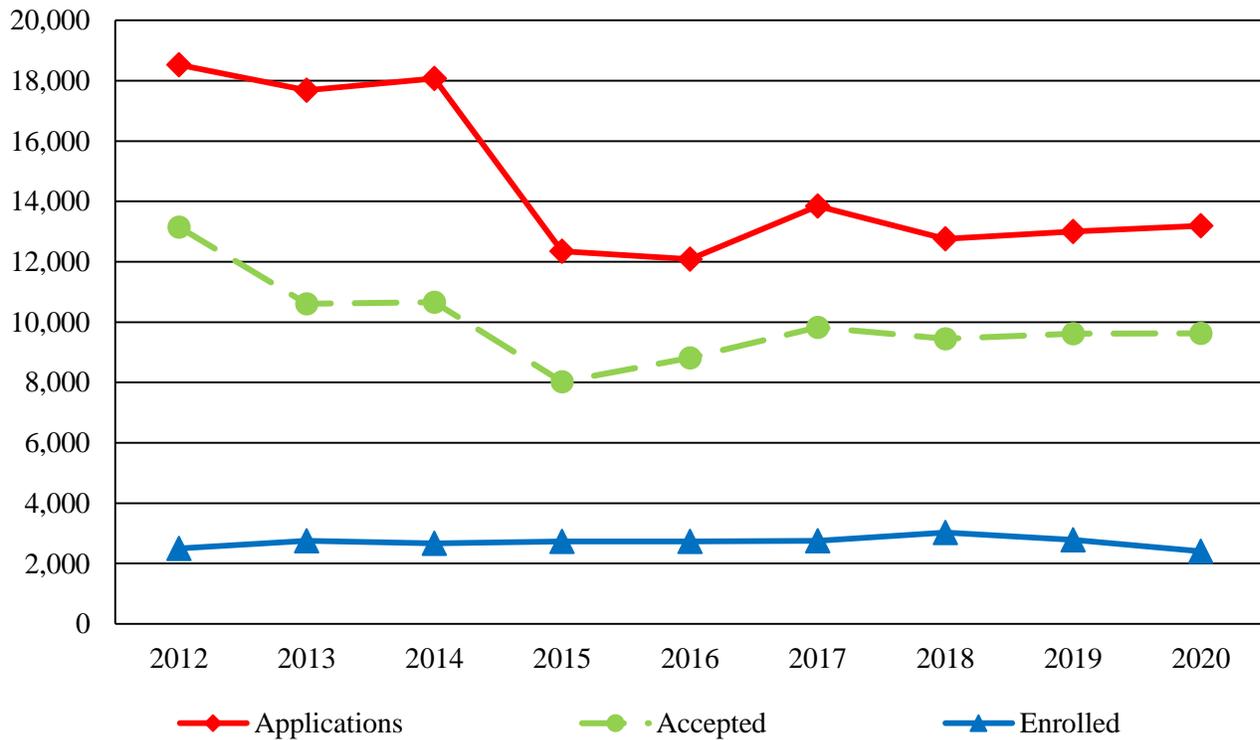
Exhibit 1
Percent Change and Total Headcount Undergraduate Enrollment
Fall 2015-2020



Source: University System of Maryland; Department of Legislative Services

In looking at the first-time undergraduate applications in **Exhibit 2**, the number of applications for fall 2020 increased 1.5%, or 195, but the number of students who enrolled declined 13.4%. While part of this decrease may be related to COVID-19, this was the second year there was a decline in the enrollment of first-time students. While the number of applications grew 2.4%, or 429 applications, from 2018 to 2020, those that enrolled fell 20.3%, or 615 students.

Exhibit 2
Undergraduate Applications, Accepted and Enrolled
Fall 2012-2020



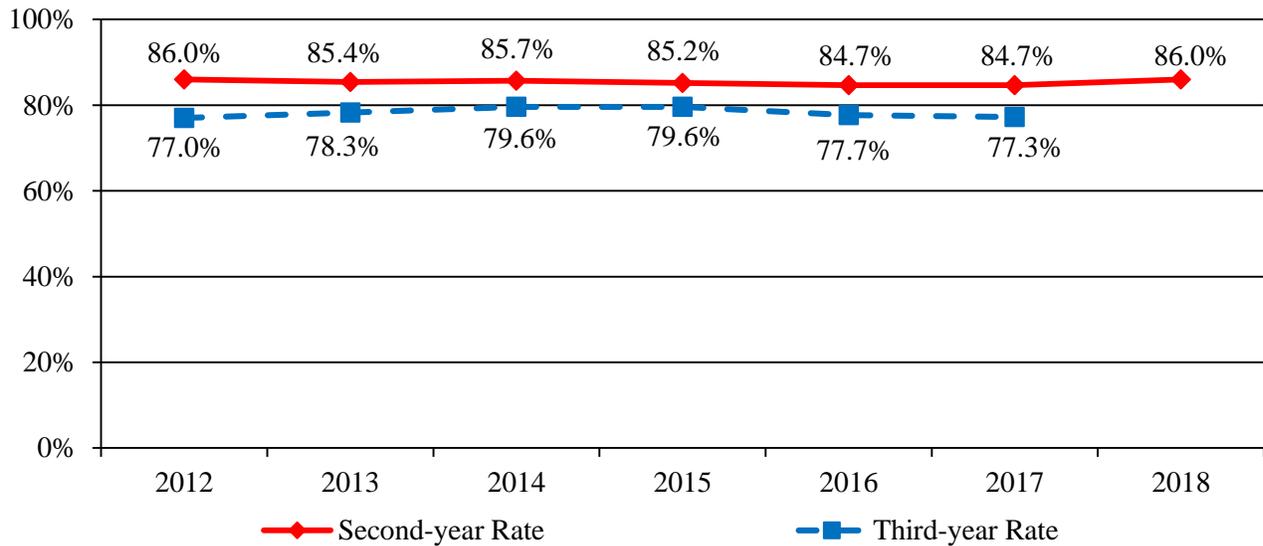
Source: University System of Maryland

Between 2012 and 2014 TU averaged 18,091 first-time undergraduate applications. In 2015, applications dropped 33.3%, or 6,175, and have averaged 12,871 between 2015 and 2020. According to TU, the drop in applications was due the decision to stop using the Common Application because many of the applications were from students who had no intention of attending TU, and the Common Application would not allow modification of their form to add a Board of Regents residency question. TU noted the change had a positive effect in that the number of students who enrolled increased – from 2012 to 2014, on average, 2,641 applicants enrolled compared to an average 2,739 since 2015.

2. Student Performance

Student persistence, or retention, provides a measure of student progress and an indication of an institution’s performance: the higher the retention rate, the more likely students will persist and graduate. As students are most likely to drop out during their first year, the second-year retention rate provides an indication if retention strategies are working or if further investigation is needed to identify areas of improvement. Overall, the second-year and third-year retention rates have remained fairly stable with the 2018 cohort achieving a second-year rate of 86.0% and the 2017 cohort a third-year rate of 77.3%, as shown in **Exhibit 3**.

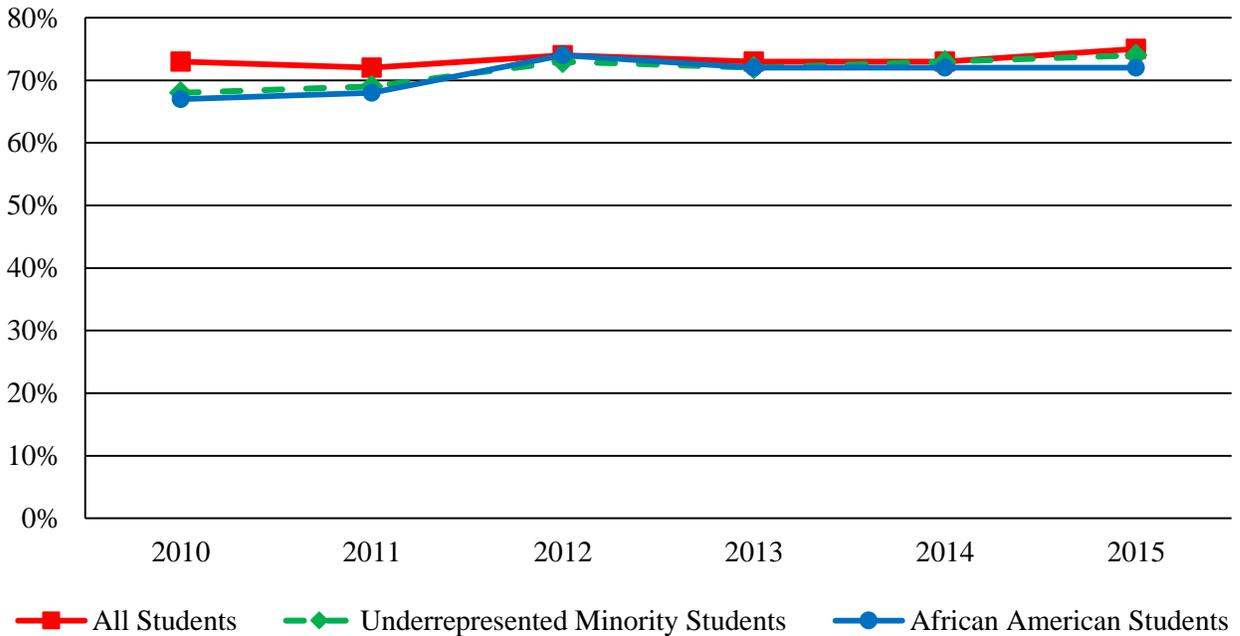
Exhibit 3
Second- and Third-year Retention Rates
First-time/Full-time 2012-2018 Cohorts



Source: Maryland Higher Education Commission

Graduation rates are, in part, another measure of student persistence and efficiency – as more students graduate, it frees up more room, allowing an institution to enroll more students. Furthermore, national data shows students of color, low-income, and first-generation students graduate at a lower rate than their peers, which points to the need to develop strategies and services to support the success of these students and close the achievement gap. **Exhibit 4** shows the six-year graduation rates by ethnicity and all students for the fiscal 2010 through 2015 cohorts. Since 2010, the gap in graduation rates between underrepresented minorities and African American students has narrowed, with the 2012 to 2014 cohorts graduating almost at the same rate as all students. The achievement gap for African American students slightly widened with the 2015 cohort, although the graduation rates for all student groups exceed 70%.

Exhibit 4
Six-year Graduation Rates
2010-2015 Fiscal Year Cohorts

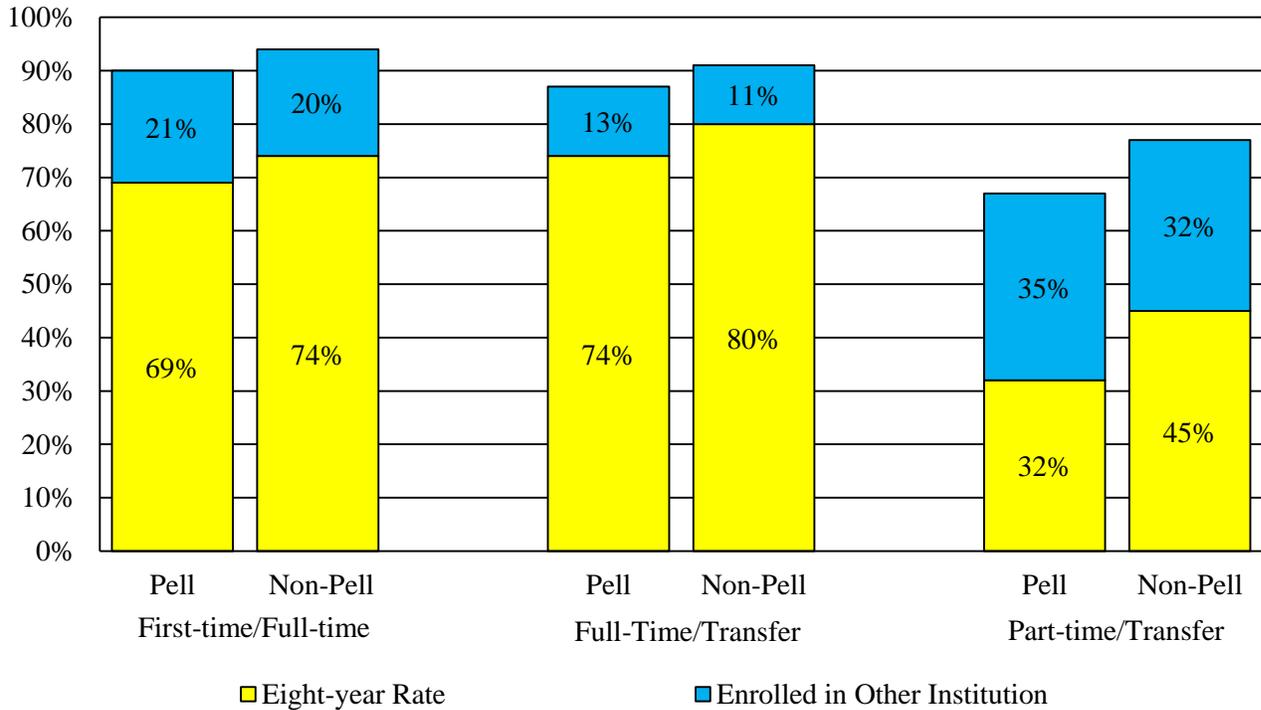


Note: Includes all degree-seeking students (e.g., first-time/full-time, part-time, transfers, spring admits) who enrolled in the fiscal year. Underrepresented minority includes: African American/Black; Hispanic/Latino; American Indian/Native American; Native Hawaiian/Pacific Islander.

Source: University System of Maryland

While much attention has been paid to the achievement gap between the races, increasingly, attention has turned to the graduation gap between low-income and other students. Nationally, according to the National Center for Education Statistics, the average six-year graduation rate of the 2011-2012 cohort of Pell students at four-year public institutions was 43.6%, compared to 55.5% of all students. For TU, as shown in **Exhibit 5**, the eight-year graduation rate of first-time non-Pell students of 74% exceeds that of Pell students by 5 percentage points. The gap widens by 6 percentage points when looking at full-time transfer students, with 80% of the non-Pell students graduating after eight years compared to 74% of the Pell students; however, these rates exceed that of first-time, full-time (FT/FT) students. This indicates that while programs targeted toward transfer students appear to be effective, there are opportunities to improve success of FT/FT students. While TU has been successful with full-time students, part-time students graduate at far lower rates, with approximately one-third of the students transferring to another institution.

Exhibit 5
Eight-year Graduation Rate
Student Entering in Academic Year 2011-2012



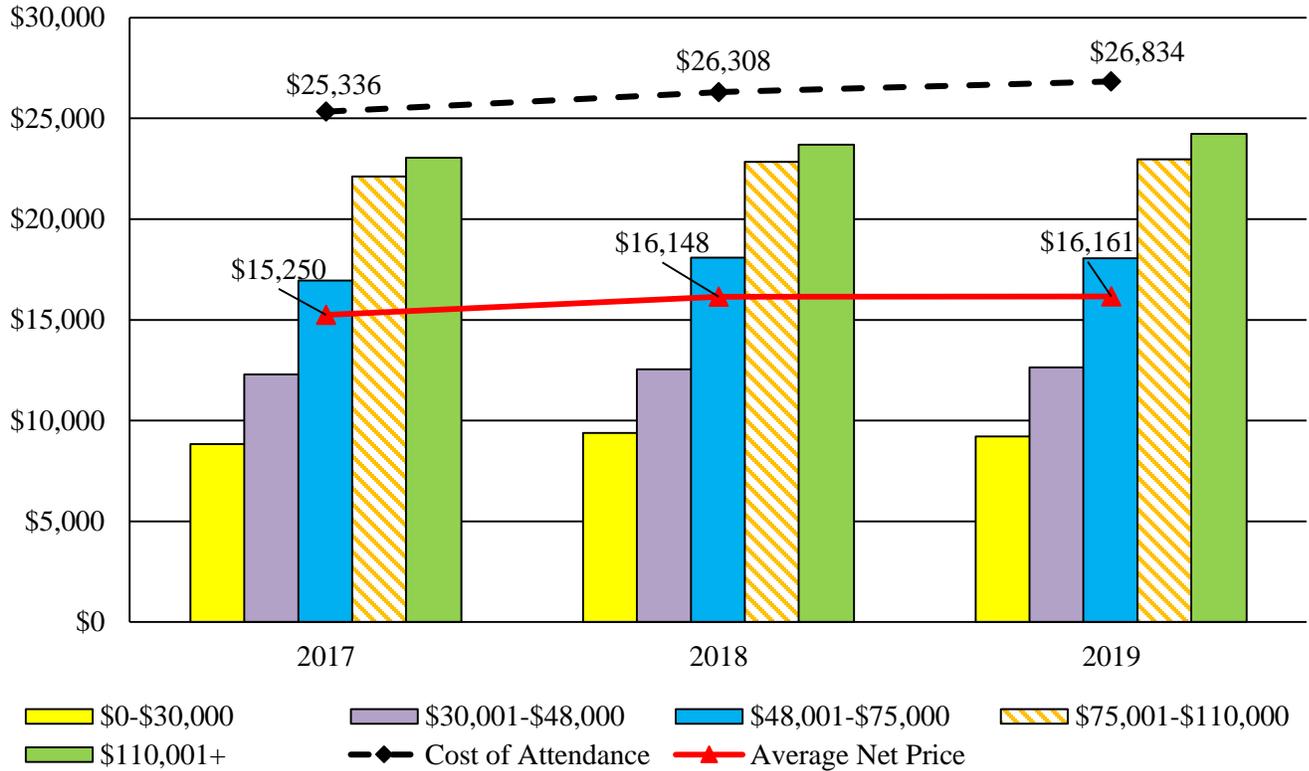
Source: National Center for Education Statistics, College Navigator

3. Affordability and Accessibility

Cost of Attendance

When considering the affordability of college, students and families tend to focus on the published cost of attendance (COA) or sticker price. COA is the total cost of attending college for one year including tuition and fees, room and board, books, supplies, and other expenses. However, the focus should be on the average net price, which is the cost to the student after accounting for the average amount of federal, State, and institutional aid awarded to all undergraduate TU students. As shown in **Exhibit 6**, in fiscal 2019, the average net price was \$10,673, or 39.8% less than the published COA for a FT/FT student. The average cost to a student varies by income level. Those with a lower family income receive more financial aid, thereby lowering the average price for attending college. The average net price for a family with an income between \$0 and \$30,000 increased 4.3%, or \$379, from \$8,827 in fiscal 2017 to \$9,206 in fiscal 2019. Overall, on average, the average net price increased 4.5% across all expected family contribution (EFC) categories.

**Exhibit 6
Estimated Cost of Attendance versus Average Net Price
Fiscal 2017-2019**



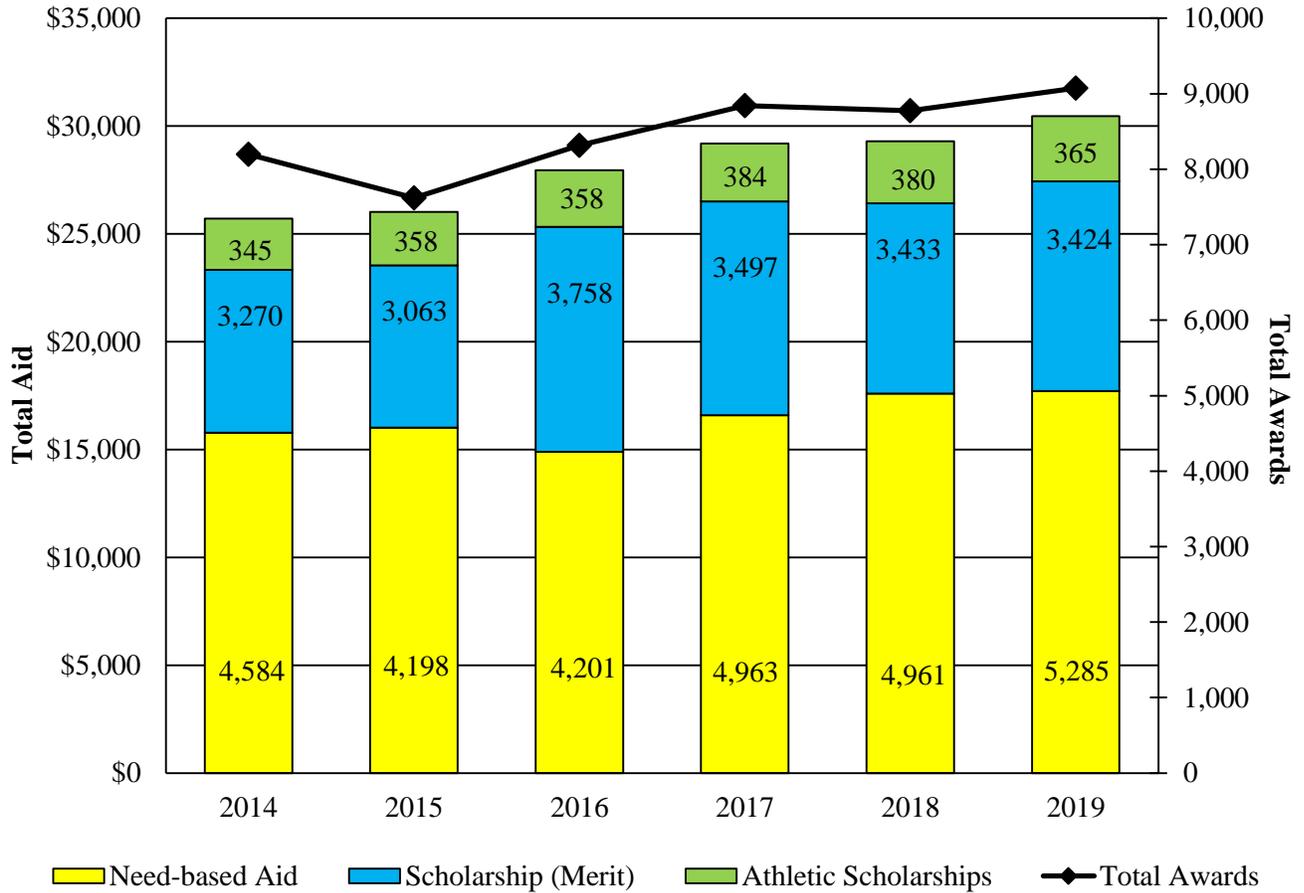
Note: The total cost of attendance includes tuition; mandatory fees; books and supplies; and the weighted average for room, board, and other expenses. Average net price is calculated by subtracting the average amount of federal, State, and institutional aid awarded to Towson University students from the total cost of attendance.

Source: National Center for Education Statistics, College Navigator

Institutional Aid

Total expenditures on institutional aid grew 18.5%, or \$4.8 million, from fiscal 2014 to 2019, as shown in **Exhibit 7**, with scholarships accounting for \$2.3 million of the increase. In fiscal 2016, while total institutional aid expenditures increased \$1.9 million, spending on need-based aid decreased by \$1.1 million. According to TU, this was due to a change in reporting in which, prior to fiscal 2016, scholarships awarded to students demonstrating financial need were reported as need-based aid. When USM was asked to clarify the appropriate procedures for reporting scholarships awarded to students with financial need, TU was asked to report these as scholarships.

Exhibit 7
Institutional Aid Expenditures and Total Awards by Category
Fiscal 2014-2019
(\$ in Thousands)



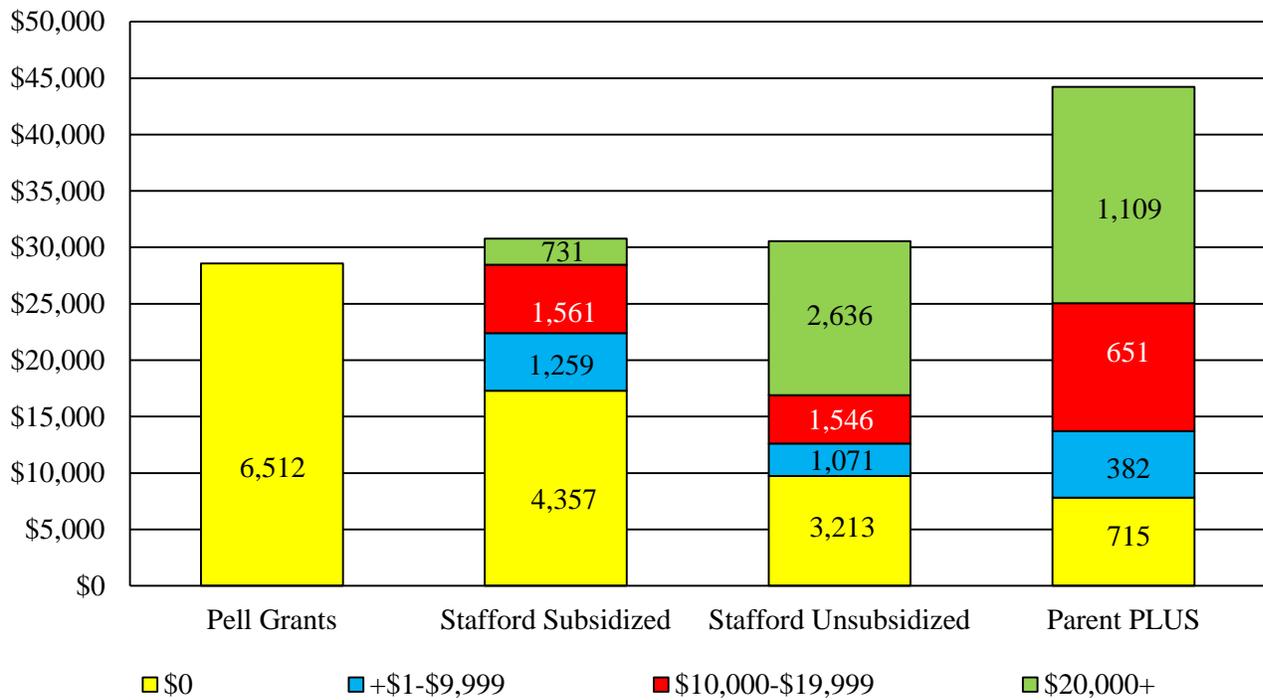
Source: Maryland Higher Education Commission; University System of Maryland

From fiscal 2015 to 2019, total expenditures increased \$4.4 million, funding an additional 1,455 awards. Need-based aid comprised \$1.7 million of the increase and 1,087 of the awards, while scholarships accounted for \$2.2 million of the increase and 361 of the awards. The remainder of the growth was in athletic scholarships. This implies that while TU is giving more students need-based aid, the value of the awards declined, while there was an increase in the award amounts for scholarship recipients. Overall, from fiscal 2014 to 2019, need-based aid comprised, on average, 58.5% of total expenditures, and the number of awards increased 15.3% during this time period.

Loans

In fiscal 2019, 6,512 of TU’s undergraduate students received a Pell grant, totaling \$28.6 million, as shown in **Exhibit 8**. These grants are given to those students who otherwise could not afford college. These students have an EFC of less than a specific amount, which was \$5,140 in fiscal 2019. EFC is an indicator of the amount that a family is expected to contribute for a student’s college education; the lower the EFC, the greater the financial need.

Exhibit 8
Total Federal Pell and Loans and Number by EFC
Fiscal 2019
(\$ in Thousands)



Source: Maryland Higher Education Commission

While students with the greatest financial need typically receive Pell and institutional aid, it is not enough to cover the cost of attending college. Students in all EFC categories take out other types of federal loans to finance their education, including \$30.8 million in subsidized loans that are based on financial need with the government paying the interest while the student is enrolled in school (Stafford subsidized loans) and \$74.8 million in unsubsidized loans that are general loans for those who do not demonstrate financial need with interest added to the balance of the loan while the student is enrolled in school (Stafford unsubsidized and Parent PLUS loans).

Student Debt

Recently, the U.S. Department of Education’s College Scorecard started reporting the median debt (excluding private and Parent PLUS loans) for 2017 and 2018 graduates by field of study. This is an effort to give students a better picture of outcomes at the program rather than the institutional level. The median debt of TU students ranged from \$13,655 for biochemistry, biophysics, and molecular biology majors to \$25,000 for rehabilitation and therapeutic professions major.

COVID-19 Impact

Fiscal 2020

In March 2020, TU switched to online learning as COVID-19 spread across the State. Students were sent home, and refunds were made to students for room and board and other student fees, such as parking. In addition, TU suffered loss of revenue in other auxiliary enterprises, including the bookstore, dining services, conferences, and athletics. As shown in **Exhibit 9**, TU experienced revenue losses of \$26.3 million and \$4.1 million in auxiliary and tuition and fees, respectively. When including other revenues, losses totaled \$35.0 million of revenues. TU also incurred \$3.1 million in additional COVID-19-related expenses, resulting in a total budget shortfall of \$38.1 million.

Exhibit 9
Fiscal Impact of COVID-19
Fiscal 2020

Revenue Losses and Expenditures

Auxiliary Revenue	-\$26,267,632
Tuition and Fee Revenues	-4,079,617
Other Revenues	-4,663,882
COVID-19-related Expenses	-3,106,472
Total Shortfall	-\$38,117,603

Actions to Cover Shortfall

Expenditure Reductions

Other Personnel Actions ¹	\$9,160,909
Other Operating ²	17,357,092
Total Reductions	\$26,518,001

CARES Act Funds

Direct Federal – Institution	\$8,667,925
State CRF Funds	2,931,677
Total CARES Act	\$11,599,602

Total Actions	\$38,117,603
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Total Surplus/Deficit	\$0
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CARES: Coronavirus Aid, Relief, and Economic Security
CRF: Coronavirus Relief Fund

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

²Includes actions such as across-the-board reductions to departmental operating budgets, travel, and a reduction of Academic Revenue Bonds debt service collection

Source: University System of Maryland

To cover the shortfall, TU used \$8.7 million from the Coronavirus Aid, Relief, and Economic Security (CARES) Act. TU received a total of \$17.3 million in CARES Act funds directly, of which half was designated for emergency financial aid grants that was used to provide grants to 7,071 students. In addition, TU received \$2.9 million from the State’s Coronavirus Relief Fund (CRF) to offset additional COVID-19-related expenses. TU covered the remaining \$26.5 million of the shortfall with various reductions to the operating budget.

Fiscal 2021

In fall 2020 (fiscal 2021), TU initially reopened with 85% of courses delivered remotely and reduced occupancy of resident halls. However, days before classes were to start, TU switched to all remote learning, sending students home due to a growing number of positive coronavirus cases that could not be satisfactorily contact traced. Refunds were provided to students living in on-campus housing thereby further increasing the projected loss of auxiliary revenue to \$40.4 million, as shown in **Exhibit 10**. The estimated loss in tuition and fee revenues is estimated to be \$23.1 million, which is partly related to the freezing of in- and out-of-state tuition at the fiscal 2020 level. Tuition was budgeted to increase 2.0% and 5.0%, respectively for in-state and out-state students. Additionally, the July Board of Public Works action reduced TU's general funds by \$11.2 million, resulting in an overall revenue loss of \$76.5 million. In addition, TU estimates \$2.0 million in COVID-19-related expenses, resulting in an overall shortfall of \$78.5 million.

Exhibit 10
Fiscal Impact of COVID-19
Fiscal 2021 Working

Revenue Losses and Expenditures

Auxiliary Revenue	-\$40,413,136
Tuition and Fee Revenues	-23,100,880
Other Revenues	-1,779,191
BPW Reduction	-11,163,288
COVID-19-related Expenses	-2,050,400
Total Shortfall	-\$78,506,895

Actions to Cover Shortfall

Expenditure Reductions

Temporary Salary Reductions	\$475,000
Other Personnel Actions ¹	15,539,088
Facilities Renewal	14,090,134
Other Operating ²	19,043,313
Total Reductions	\$49,147,535

CARES Act Funds

Direct Federal – Institution	\$0
Deficiency – State CRF Funds	4,325,493
Total CARES Act	\$4,325,493

Fund Balance Adjustments **\$25,033,867**

Total Actions **\$78,506,895**

Total Surplus/Deficit **\$0**

Additional Available Funding

CAA – Institutional³ \$19,134,425

BPW: Board of Public Works

CAA: Consolidated Appropriations Act

CARES: Coronavirus Aid, Relief, and Economic Security

CRF: Coronavirus Relief Fund

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

²Includes actions such as across-the-board reductions to departmental operating budgets, travel, and reduction of academic revenue bonds debt service collection.

³Total funding is \$27.8 million, of which \$8.7 million must be spent on financial aid.

Source: University System of Maryland; Department of Legislative Services

To cover the budget shortfall, TU is taking several actions, including reducing its operating budget by \$49.1 million. Two proposed deficiencies would provide TU a total of \$4.3 million from the State’s CRF to offset additional COVID-19 expenses. The remaining \$25.0 million of the shortfall will be covered by a \$21.0 million transfer from and suspension of the fund balance target. It should be noted that TU will receive \$19.1 million from the Consolidated Appropriations Act for institutional use that can be used to partly offset the use of fund balance or other actions. TU’s estimated ending fund balance in fiscal 2021 is \$78.8 million: \$67.6 million non-State supported; and \$11.2 million State-supported.

Fiscal 2021 Working Budget

Actions Affecting Fiscal 2021 Budget

Two proposed deficiencies provide a total of \$4.3 million from the State’s CRF to reimburse TU for public safety personnel (\$3.3 million) and related COVID-19 (\$1.0 million) expenses. TU could also be allocated portions of two other proposed deficiencies that would provide the USM Office \$21.2 million in bond premiums to fund qualified capital maintenance projects at institutions and \$1.0 million in general funds to TU and the University of Maryland, College Park Campus for deferred reimbursements to the Maryland Economic Development Corporation related to agreements to provide refunds to students and reduce the occupancy of resident buildings. Allocation of the funds has yet to be determined.

Fiscal 2022 Proposed Budget

As shown in **Exhibit 11**, the adjusted fiscal 2022 State funds decreases \$3.2 million, or 2.3%, compared to the adjusted fiscal 2021 budget.

Exhibit 11
Proposed Budget
Fiscal 2020-2022
(\$ in Thousands)

	<u>2020</u> <u>Actual</u>	<u>2021</u> <u>Adjusted</u>	<u>2022</u> <u>Adjusted</u>	<u>2021-2022</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Funds	\$125,218	\$124,759	\$123,756		
General Salary Increase		1,793	3,585		
Total General Funds	\$125,218	\$126,551	\$127,341	\$789	0.6%
Higher Education Investment Fund	\$6,642	\$6,517	\$6,894	\$377	5.8%
CARES Act – State Support	2,932	0	0	0	
Deficiency – State CRF	0	4,325	0	-4,325	
Total State Funds	\$134,791	\$137,394	\$134,235	-\$3,159	-2.3%
Other Unrestricted Funds	\$323,375	\$299,073	\$342,966	\$43,893	14.7%
CARES Act – Direct Federal Support	8,668	0	0	0	
Transfer to Fund Balance	-13,864	20,955	-4,497		
Net Unrestricted Funds	\$452,969	\$457,422	\$472,704	\$15,283	3.3%
Restricted Funds	\$45,001	\$48,352	\$54,131	\$5,779	1120%
CARES Act – Direct Federal Support	6,889	1,779	0	-1,779	
Total Restricted Funds	\$51,889	\$50,131	\$54,131	\$4,000	
Total Funds	\$504,858	\$507,553	\$526,835	\$19,283	3.8%
CAA – Institutional Funds ¹		\$19,134			
CAA – Financial Aid ¹		8,668			

CAA: Consolidated Appropriations Act

CARES: Coronavirus Aid, Relief, and Economic Security

CRF: Coronavirus Relief Fund

¹Institutions have until September 30, 2022, to expend the funds and therefore may carry over funds to fiscal 2023.

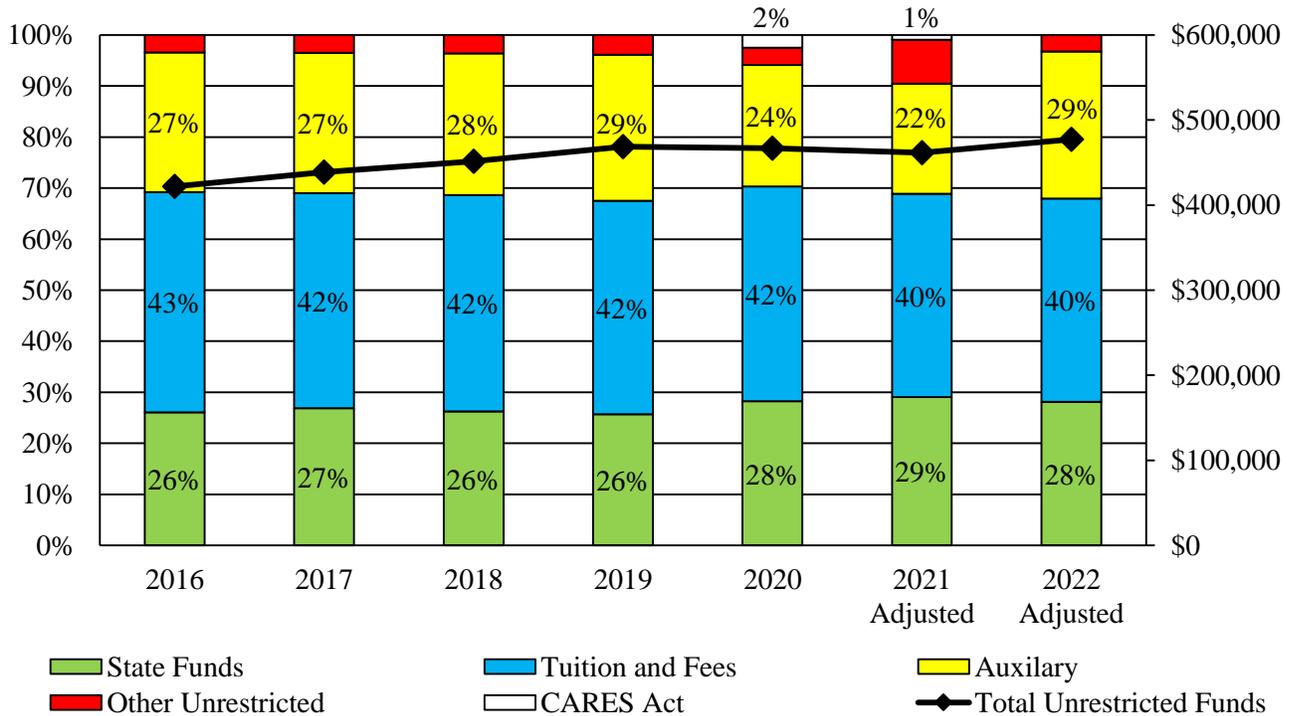
Source: Governor’s Fiscal 2022 Budget Books; Department of Legislative Services

Other current unrestricted funds increase \$43.9 million, or 14.7%, in fiscal 2022, of which \$37.9 million is related to a 38.1%, or \$37.9 million, increase in auxiliary revenues, implying a full return to normal operations in fall 2021. Tuition and fee revenue is estimated to increase 3.3%, or \$6.0 million, partly reflecting a 2.0% increase in in-state undergraduate tuition. It should be noted, TU will receive a total of \$27.8 million in Consolidated Appropriations Act funds in fiscal 2021, of which \$8.7 million is required to be used for financial aid. Institutions have until fiscal 2023 to expend these funds.

Unrestricted Revenue Sources

In the fiscal 2022 allowance, tuition and fee revenues comprise 40% of total unrestricted revenues, while State funds comprise 28%, as shown in **Exhibit 12**. In fiscal 2020 and 2021, auxiliary revenues fell by \$34.5 million related to COVID-19, resulting in these revenues comprising a decreasing portion of unrestricted revenues. Between fiscal 2019 and 2021, the portion fell from 29% to 22%. The increase in other unrestricted revenues to 9.0% in fiscal 2021 reflects a transfer from fund balance to cover revenue losses. Overall, CARES Act funding only comprised a small portion, 2% in fiscal 2020 and 1% in fiscal 2021, of total unrestricted funds.

Exhibit 12
Unrestricted Revenues by Fund Source
Fiscal 2016-2022
(\$ in Thousands)



CARES: Coronavirus Aid, Relief, and Economic Security

Note: State funds include general funds and the Higher Education Investment Fund. Fiscal 2021 and 2022 State funds are adjusted to reflect general salary increases and fiscal 2021 reflects proposed deficiencies.

Source: Governor’s 2016-2020 Budget Books

Personnel Data

	<u>FY 20</u>	<u>FY 21</u>	<u>FY 22</u>	<u>FY 21-22</u>
	<u>Actual</u>	<u>Working</u>	<u>Allowance</u>	<u>Change</u>
Regular Positions	2,248.00	2,248.00	2,248.00	0.00
Contractual FTEs	949.60	837.40	837.40	0.00
Total Personnel	3,197.60	3,085.40	3,085.40	0.00

Vacancy Data: Regular Positions

Turnover and Necessary Vacancies, Excluding New Positions	160.51	7.14%
Positions and Percentage Vacant as of 12/31/20	191.50	8.52%
Vacancies Above Turnover	30.99	

- The fiscal 2022 allowance does not provide for any new regular positions. However, USM institutions have personnel autonomy and may create or eliminate positions during the year. In fiscal 2021 year-to-date, TU abolished 112.2 contractual full-time equivalents.

Issues

1. The Switch to Remote Learning

The change to remote learning during the middle of the spring semester presented numerous challenges, particularly when faculty and students were only given one week's notice. The three significant challenges TU faced were:

- Assisting faculty, most of whom had never taught online, in transitioning courses to remote learning. TU's Faculty Academic Center for Excellence (FACET) immediately began training sessions and provided one-on-one instructional design consultations to over 800 faculty members. Over the next several months, 109 pop-up webinars were presented that were attended by 617 faculty members, one-on-one instructional design consultations were provided to over 800 faculty members, and over 12,000 hours of faculty development support services were offered.
- Assisting students in acquiring appropriate technology for remote learning. TU quickly identified students and the technology they needed to complete the semester, distributing laptops, Wi-Fi hotspots, and other necessary equipment. TU distributed \$364,000 to 850 students to purchase needed equipment.
- Adjusting policies to reflect challenges of delivering classes in a virtual environment in the middle of a semester including temporarily altering the pass/fail policy to allow students to choose this option even after grades had been entered.

FACET expanded its offerings and services after the spring semester in order to assist faculty in preparing for the upcoming fall semester by:

- conducting five evidence-based online pedagogy workshops with 550 faculty participating;
- providing 3,000 hours in workshop development and guided evaluation roles;
- developing a website and Blackboard community providing faculty resources on remote learning; and
- offering reviews of courses, as requested, and providing guidance for enhancement of online teaching design.

TU is taking many actions to ensure and maintain the quality of its remote learning courses including:

- continuous evaluation of courses by students and faculty peers;

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- Instructional Design and Delivery staff working with departments and individual faculty members to follow best practices;
- transforming classrooms to be able to teach courses remotely and purchase technology;
- streamlining professional development and course review processes, assisting faculty to evaluate their skills in teaching remotely and improve their core skills including the use of voluntary self-assessment mechanism and FACET instructional designer providing assessment support to individual or small groups of faculty;
- developing a review process based on Quality Matters standards; and
- creating an Online Edge certification program.

Not only did TU need to transition its courses online but also needed to provide student services remotely to ensure the continued success of its students. COVID-19 had an impact on the wellness and mental health of students and, in order to assist students, TU's Counseling Center:

- continued to provide services and care via secure telehealth;
- expanded the scheduling model to allow for up to 100 same-day appointments; and
- offered after-hours, weekend, and holiday services through Protocall, a mental health vendor, starting in the summer.

Other student support offices provided individual and group advising workshops via WebEx and Zoom in which programs were hosting regular virtual gatherings to help students feel a sense of connection and community. A "Virtual Front Desk" was launched in which students receive on-demand virtual assistance where staff answered questions or connected students to other appropriate campus and off-campus resources.

The President should comment on how the transition of courses and student services to a remote environment has shifted the thinking of how TU will deliver programs and services, opportunities this opens to TU, and the impact this will have on TU's business model.

Operating Budget Recommended Actions

1. See the University System of Maryland overview for systemwide recommendations.

**Appendix 1
Audit Findings**

Audit Period for Last Audit:	July 1, 2015 – June 24, 2019
Issue Date:	August 2020
Number of Findings:	3
Number of Repeat Findings:	0
% of Repeat Findings:	0%
Rating: (if applicable)	n/a

Finding 1: Towson University (TU) did not require or obtain a sufficient independent review of the automated system used by its vendor responsible for processing student refunds to ensure that sensitive student information residing on the system was properly safeguarded.

Finding 2: TU lacked sufficient procedures to verify the propriety of certain transactions posted to student accounts including refunds, charges for returned checks, and removal of holds placed on student accounts.

Finding 3: TU did not adequately segregate employee access capabilities for critical financial aid functions on its financial management system.

**Appendix 2
Object/Fund Difference Report
Towson University**

<u>Object/Fund</u>	<u>FY 20 Actual</u>	<u>FY 21 Working Appropriation</u>	<u>FY 22 Allowance</u>	<u>FY 21 - FY 22 Amount Change</u>	<u>Percent Change</u>
Positions					
01 Regular	2,248.00	2,248.00	2,248.00	0.00	0%
02 Contractual	1,899.40	837.40	837.40	0.00	0%
Total Positions	4,147.40	3,085.40	3,085.40	0.00	0%
Objects					
01 Salaries and Wages	\$ 216,276,573	\$ 218,247,115	\$ 221,248,964	\$ 3,001,849	1.4%
02 Technical and Spec. Fees	49,955,883	44,692,942	45,204,422	511,480	1.1%
03 Communication	1,086,380	2,023,780	2,065,783	42,003	2.1%
04 Travel	4,425,536	2,421,619	2,171,619	-250,000	-10.3%
06 Fuel and Utilities	7,962,874	8,073,400	9,864,460	1,791,060	22.2%
07 Motor Vehicles	1,227,932	1,742,287	1,742,287	0	0%
08 Contractual Services	46,631,951	42,337,984	51,030,585	8,692,601	20.5%
09 Supplies and Materials	22,874,135	24,606,460	24,131,460	-475,000	-1.9%
10 Equipment – Replacement	3,631,839	3,258,034	3,258,034	0	0%
11 Equipment – Additional	8,038,790	12,819,538	11,380,294	-1,439,244	-11.2%
12 Grants, Subsidies, and Contributions	83,504,515	82,226,227	87,648,106	5,421,879	6.6%
13 Fixed Charges	45,488,452	48,309,167	45,842,096	-2,467,071	-5.1%
14 Land and Structures	13,753,599	15,001,549	17,661,972	2,660,423	17.7%
Total Objects	\$ 504,858,459	\$ 505,760,102	\$ 523,250,082	\$ 17,489,980	3.5%
Funds					
40 Unrestricted Fund	\$ 452,969,200	\$ 455,629,337	\$ 469,119,317	\$ 13,489,980	3.0%
43 Restricted Fund	51,889,259	50,130,765	54,130,765	4,000,000	8.0%
Total Funds	\$ 504,858,459	\$ 505,760,102	\$ 523,250,082	\$ 17,489,980	3.5%

Note: The fiscal 2021 appropriation does not include deficiencies, targeted reversions, or general salary increases. The fiscal 2022 allowance does not include contingent reductions or annualization of general salary increases.

**Appendix 3
Fiscal Summary
Towson University**

<u>Program/Unit</u>	<u>FY 20 Actual</u>	<u>FY 21 Wrk Approp</u>	<u>FY 22 Allowance</u>	<u>Change</u>	<u>FY 21 - FY 22 % Change</u>
01 Instruction	\$ 133,053,573	\$ 131,643,102	\$ 132,726,251	\$ 1,083,149	0.8%
02 Research	3,820,173	4,999,915	5,001,175	1,260	0%
03 Public Service	7,878,594	13,729,705	13,228,782	-500,923	-3.6%
04 Academic Support	37,034,186	43,077,418	43,156,463	79,045	0.2%
05 Student Services	22,614,970	25,106,801	23,701,215	-1,405,586	-5.6%
06 Institutional Support	53,971,995	41,265,514	41,986,209	720,695	1.7%
07 Operation And Maintenance of Plant	45,796,521	45,536,881	45,204,441	-332,440	-0.7%
08 Auxiliary Enterprises	118,061,031	120,504,052	132,926,953	12,422,901	10.3%
17 Scholarships And Fellowships	82,627,416	79,896,714	85,318,593	5,421,879	6.8%
Total Expenditures	\$ 504,858,459	\$ 505,760,102	\$ 523,250,082	\$ 17,489,980	3.5%
Unrestricted Fund	\$ 452,969,200	\$ 455,629,337	\$ 469,119,317	\$ 13,489,980	3.0%
Restricted Fund	51,889,259	50,130,765	54,130,765	4,000,000	8.0%
Total Appropriations	\$ 504,858,459	\$ 505,760,102	\$ 523,250,082	\$ 17,489,980	3.5%

Note: The fiscal 2021 appropriation does not include deficiencies, targeted reversions, or general salary increases. The fiscal 2022 allowance does not include contingent reductions or annualization of general salary increases.