

**Report of the
Northeastern Maryland Higher Education Task Force
December 2011**

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Executive Summary

HB-1156 was codified in law May 2011 establishing a Task Force (TF) to study the need for creation of a regional higher education center in Northeastern Maryland. The TF was chartered to examine educational needs, programs available, role of existing educational institutions in Maryland in meeting educational needs, existing and planned facilities and other matters as surface in the course of the TF deliberations. The TF was charged with providing a report to include recommendations by 1 December 2011 to the Governor and Maryland Legislature. The TF met monthly with the inaugural meeting in June 2011 and organized around the formation of three Working Groups: Programs, Facilities and Governance as the operating construct to meet the remit of HB 1156.

The Programs Working Group (PWG) examined the current and future needs for higher education in the region based on a number of studies that identified the Northeastern region of Maryland as one of the fastest growing regions of the State. The PWG factored in the additional educational needs impact of the Department of Defense Base Realignment and Closure (BRAC) action at Aberdeen Proving Ground. In addition to accelerating population growth in the region, the BRAC overlaid a much higher need for science, technology, engineering and math (STEM) related educational program requirements. In general terms the PWG found that the community colleges in the region can support Associate degree programs, that there is a growing need to offer bachelor/masters level and doctoral programs within the region, and programs are available from the existing educational institutions in Maryland that can meet the bachelor/master/doctoral programs requirements as well as Certificate and continuing education needs. The findings of the PWG were foundational in informing the Facilities and Governance Working Groups.

The Facilities Working Group (FWG) examined existing and planned facilities in the region and based on the needs identified by the PWG, determined that the community college facilities and Higher Education and Technology (HEAT) Center can support Associate degree, Certification and continuing education needs. It also concluded that bachelor degree programs offered in the region as 2+2 or stand alone programs will require additional facilities at the community colleges and the HEAT Center and that Masters level programs will require expansion of the HEAT Center. In addition the University Research Park (URP) initiative should be supported to address Doctoral level facilities requirements.

The Governance Working Group examined a number of models for a Northeastern Maryland Regional Higher Education Center (NMRHEC) and recommended a hybrid based on successful approaches across the State and the existing governance structure for the HEAT Center.

Consensus TF Recommendations are summarized below with full text at pages 16/17:

- NMRHEC be formally established and operate under the aegis of the Northeastern Maryland Higher Education Advisory Board (NMHEAB).
- NMRHEC be multi location and geographically dispersed across the region operating in conjunction with the HEAT Center
- Expansion of the HEAT Center, Phase I and II/III be approved and funded at \$16M/9M.
- Expedited bachelor-level degree capacity in the region subject to review by the MHEC.
- NMHEAB annually update the programs and facilities requirements for the region.
- NMHEAB actively support the URP initiative.

I. Introduction and Background

Introduction

On May 19, 2011, House Bill 1156 (HB 1156) was signed into law, establishing a “Task Force to Study the Creation of a Regional Higher Education Center in Northeastern Maryland” and requiring the Task Force to examine and make recommendations regarding the higher education needs of the Northeastern Maryland region through a report issued to the Governor and committees of the General Assembly by December 2011. The genesis of this legislation was based in the demonstrated need for additional higher educational opportunities in the Northeastern Maryland region based on general growth patterns in the past decade and forecasted growth over the next decade. Forecasted growth estimates were accented by the 2005 Department of Defense Base Realignment and Closure (BRAC) process that is poised to bring approximately 8800 direct federal jobs and thousands more private sector positions to the region that support the military missions on Aberdeen Proving Ground. HB 1156 identified the membership of the Task Force, meeting frequency and reporting requirement. The Task Force met as a Committee of the Whole to Consider Informally providing an open forum for the Task Force members to fully develop issues, concerns, options and guidance to the Working Groups. The Task Force was supported by three Working Groups: Facilities, Programs and Governance which were populated by representatives of the organizations identified in HB 1156. The Task Force met monthly to receive the status of progress from the Working Groups and to deliberate on matters coming forth from the Working Groups. The Working Group met more frequently at the call of the individual chair of the Group. The Working Groups each produced a final report which informed the Task Force members and was the basis of formulating Findings and Recommendations of the Task Force.

Through the dedication of the Task Force members and respective Working Groups, recommendations were produced and reflected in this report. Members of academia, state & local government, the military, private sector and local education systems were included in this process. The recommendations are the best efforts of the Task Force based on the most current information and projected needs assessments obtained. The goal is to have a unified plan and position as this region moves forward in building its infrastructure and programs to meet the needs of current and future residents and employers of the area. While it is recognized that it is important to meet the workforce needs of the defense contingencies moving to the Northeastern Maryland region as a result of BRAC, looking beyond BRAC, the region must work to ensure that the pipeline to higher education is in place to produce the human capital necessary to fill Science, Technology, Engineering, Math (STEM), healthcare, education and other jobs for years to come.

Background

The Northeastern region of Maryland is an area of tremendous growth and opportunities. From the 2010 Census Data, while the average population growth throughout the State of Maryland was 9%, Harford County realized a 12% increase in population while Cecil County experienced a growth spurt of 17.6%. Much of this is attributed to general growth patterns in the region; however, it was highlighted by the 2005 BRAC recommendations that brought and continue to bring thousands of direct federal employees, private sector employees and their families to the Aberdeen Proving Ground (APG) area. Among the eleven military organizations that moved to APG as part of the 2005 BRAC recommendations was the United States Army’s largest BRAC action – the movement

to APG of the Command, Control, Communications, Computers, Intelligence, Surveillance and Reconnaissance (C4ISR) military mission. As of 15 September 2011, C4ISR was successful in moving 7,260 employee positions, 120 laboratories and 80,000 pieces of equipment to APG without any interruption to its support of Soldiers, as required by a Congressional mandate.

The organic population growth in the region coupled with the need to develop a highly technical workforce to support the influx of military missions to APG emphasizes the need to develop more specialized educational programs and the need for additional facilities. Currently, three main institutions provide for the higher educational needs in northeastern Maryland: Harford Community College, Cecil College, and the Higher Education and Applied Technology Center (HEAT Center). While the main emphasis of Harford Community College and Cecil College focuses on the delivery of programs at the associate and certificate program level, the HEAT Center is the only venue in which baccalaureate and graduate degrees can be obtained in the region.

As a state Regional Higher Education Center, the HEAT Center is a partnership of academia, industry, and local government that determines the needs of the surrounding region in the delivery of baccalaureate and graduate degrees. Currently, the HEAT Center has seven educational partners delivering baccalaureate and graduate degrees including: College of Notre Dame, Johns Hopkins University, Morgan State University, Towson University, University of Maryland at College Park, University of Maryland University College and the University of Phoenix. While the HEAT Center helps to address the needs for higher education in the region, the Center is currently operating at full capacity on weekday evenings. Daytime activity at the Center has been averaging at eighty percent capacity.

Part of the success of the HEAT Center is due to the involvement of the local industry. Local industry in the region has expressed the critical need for an adequately trained workforce and has actively participated in the efforts for regional higher education planning. In addition, several local industry members, State agency representatives, and representatives of local educational institutions have been involved in the formation of a work group discussing the feasibility of a university research park in the area. The implementation of a university research park would bring together the collaboration and cooperation of partnerships among educational institutions and industry. The Research Triangle Park in North Carolina and the Sandia Science and Technology Park in New Mexico are being analyzed to serve as potential models.

Along with industry, military installations around the state have fostered relationships with educational institutions and state and local government to ensure an adequately trained workforce as updated information on anticipated needs becomes available. Projections on scientist and engineering recruitments were obtained from Aberdeen Proving Ground in 2009 showing a continued increase in the STEM related fields over the next ten years. While the survey focused on STEM related fields, it highlights and further supports the potential fields of growth and position levels over the next ten years. Over a ten year span (2009 to 2019), an expected 2,604 positions in engineering will be recruited at APG with 1,646 entry level positions, 819 mid level positions, and 139 senior level positions. A total of 1,504 positions will be recruited over the ten year span in math and science with 496 entry level positions, 705 mid level positions, and 303 senior level positions. A total of 206 positions in health and biology will be recruited with 48 entry level positions, 153 mid level positions, and 5 senior level positions.

The table below is based on a 2009 snap shot in time however the approximate quantification and trends are suitable for broad planning purposes supporting the Task Force examinations.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Science & Engineering Positions	401	651	695	466	372	324	291	275	271	268	215

As a catalyst to engage stakeholders and engender regional cooperation to address some of these higher education needs, Lt. Governor Anthony Brown, who chairs the Governor’s Base Realignment and Closure Subcabinet, convened a Northeastern Maryland Higher Education summit in October 2009. Through this summit, partners in the region were brought together to discuss related issues as well as short and long-term potential, collaborative solutions. Following the summit, a number of military missions at APG were able to provide initial information on the type of educational attainment and number of potential employees who would be interested in such programs. Primary interests were in STEM related fields for Masters and PhD programs. In addition, Harford and Cecil Community Colleges were able to provide information on the other types of fields their students planned to pursue for undergraduate work (liberal arts, education, nursing, etc.).

Building on this momentum, and with great help and consultation with the military commands at APG, this past spring the Maryland Higher Education Commission requested proposals from the higher education community to meet the immediate needs of employees on APG. Seven degree programs and two courses were announced (see press release: <http://www.gov.state.md.us/ltgovernor/pressreleases/110712.asp>).

In tandem with this effort, Maryland Delegates David Rudolph (District 34B) and Mary-Dulany James (District 34A) introduced legislation entitled “Task Force to Study the Creation of a Regional Higher Education Center in Northeastern Maryland” (HB 1156) to formalize a process to create a comprehensive look at all issues and examine all possible solutions to meet the short and long-term higher educational and training needs of all in the Northeastern Maryland region. The Lt. Governor, BRAC Subcabinet, higher education community and Northeastern Maryland regional partners all participated during the 2011 Maryland legislative session in Annapolis to support the legislation through testimony, letters and meetings with key committee members. The collaborative end product is the creation of the current Task Force to Study the Creation of a Regional Higher Education Center in Northeastern Maryland.

II. Authority for Task Force HB1156

HOUSE BILL 1156

F2

1lr2597

By: **Delegates Rudolph and James**

Introduced and read first time: February 14, 2011

Assigned to: Rules and Executive Nominations

Re-referred to: Appropriations, February 28, 2011

Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 22, 2011

CHAPTER _____

1 AN ACT concerning

2 ~~**Northeastern Maryland Task Force to Study the Creation of a Regional**~~
3 ~~**Higher Education and Applied Technology Center in Northeastern Maryland**~~

4 ~~FOR the purpose of establishing the Northeastern Maryland Higher Education and~~
5 ~~Applied Technology Center; providing that the Center shall be governed by a~~
6 ~~certain Board; establishing the number of voting Board members; providing for~~
7 ~~the appointment of Board members; establishing the term lengths for Board~~
8 ~~members; providing for the appointment of a Board chair; providing for the~~
9 ~~establishment of certain committees; establishing the number of nonvoting~~
10 ~~members; providing for the reimbursement of certain expenses; establishing the~~
11 ~~length of members' initial terms; specifying the Board's powers; requiring the~~
12 ~~Board to fulfill certain duties; providing for a director of the Center; specifying~~
13 ~~the procedure for selecting a director; requiring the director to fulfill certain~~
14 ~~duties; requiring the submission of a budget for certain purposes; specifying the~~
15 ~~procedures for requesting certain appropriations; providing for the disposition of~~
16 ~~certain property by the Board; providing certain liability protections for the~~
17 ~~Board, its agents, and employees; defining certain terms; declaring the intent of~~
18 ~~the General Assembly; and generally relating to the establishment of the~~
19 ~~Northeastern Maryland Higher Education and Applied Technology Center.~~

20 FOR the purpose of establishing a Task Force to Study the Creation of a Regional
21 Higher Education Center in Northeastern Maryland; providing for the
22 membership, chair, and staffing of the Task Force; prohibiting a member of the
23 Task Force from receiving compensation, but authorizing reimbursement of

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

Strike out indicates matter stricken from the bill by amendment or deleted from the law by amendment.



1 certain expenses; requiring the Task Force to meet a certain number of times
 2 each month; requiring the Task Force to study and make recommendations
 3 regarding the higher education needs of the Northeastern Maryland region;
 4 requiring the Task Force to report its findings and recommendations to the
 5 Governor and certain committees of the General Assembly on or before a certain
 6 date; providing for the termination of this Act; and generally relating to the
 7 Task Force to Study the Creation of a Regional Higher Education Center in
 8 Northeastern Maryland.

9 ~~BY adding to~~
 10 ~~Article — Education~~
 11 ~~Section 24-3A-01 through 24-3A-08 to be under the new subtitle “Subtitle 3A-~~
 12 ~~Northeastern Maryland Higher Education and Applied Technology~~
 13 ~~Center”~~
 14 ~~Annotated Code of Maryland~~
 15 ~~(2008 Replacement Volume and 2010 Supplement)~~

16 ~~Preamble~~

17 ~~WHEREAS, There is a growing need for higher education in Northeastern~~
 18 ~~Maryland; and~~

19 ~~WHEREAS, The expansion of the Aberdeen Proving Ground has created a~~
 20 ~~demand for skilled workers with expertise in science, technology, engineering and~~
 21 ~~mathematics (STEM) Fields; and~~

22 ~~WHEREAS, The general economic development of the Northeastern Maryland~~
 23 ~~region has manifested into a key economic driver and job center and depends on the~~
 24 ~~existence of a skilled and highly educated workforce; and~~

25 ~~WHEREAS, The creation of the Northeastern Maryland Higher Education and~~
 26 ~~Applied Technology Center will meet these needs by providing quality upper division~~
 27 ~~undergraduate and graduate programs from both public and private institutions in the~~
 28 ~~State and beyond; and~~

29 ~~WHEREAS, The Center will be a Northeastern Maryland regional entity, and~~
 30 ~~the Board of Governors shall work in partnership with area higher education~~
 31 ~~institutions, local public school systems, the business community, and Aberdeen~~
 32 ~~Proving Ground leaders in order to meet the higher education needs of the entire~~
 33 ~~Northeastern Maryland region; and~~

34 ~~WHEREAS, The State will contribute funds towards the expansion of the~~
 35 ~~formally recognized Northeastern Maryland Higher Education and Applied~~
 36 ~~Technology Center; and~~

37 ~~WHEREAS, The Board of Governors of the Northeastern Maryland Higher~~
 38 ~~Education and Applied Technology Center will be the governing board of the Center,~~

1 ~~responsible for the financial management of the Center, needs assessment, academic~~
2 ~~planning, program implementation, and evaluation of programs; and~~

3 ~~WHEREAS, The maintenance and operation of the Northeastern Maryland~~
4 ~~Higher Education and Applied Technology Center will be the responsibility of the~~
5 ~~Board of Governors of the Center; now, therefore,~~

6 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
7 MARYLAND, That ~~the Laws of Maryland read as follows:~~

8 (a) There is a Task Force to Study the Creation of a Regional Higher
9 Education Center in Northeastern Maryland.

10 (b) The Task Force consists of the following members:

11 (1) the Secretary of Higher Education, or the Secretary's designee;

12 (2) the Chancellor of the University System of Maryland, or the
13 Chancellor's designee;

14 (3) the President of Morgan State University, or the President's
15 designee;

16 (4) the President of Harford Community College, or the President's
17 designee;

18 (5) the President of Cecil College, or the President's designee;

19 (6) the Executive Director of the Higher Education and Conference
20 Center at the Higher Education and Applied Technology Center, or the Executive
21 Director's designee;

22 (7) the Executive Director of the Maryland Association of Community
23 Colleges, or the Executive Director's designee;

24 (8) the President of the Maryland Independent College and University
25 Association, or the President's designee;

26 (9) a representative of the Governor's Workforce Investment Board,
27 appointed by the Executive Director of the Board;

28 (10) the Commanding General of Aberdeen Proving Ground, or the
29 Commanding General's designee;

30 (11) the County Superintendent of Harford County Public Schools, or
31 the Superintendent's designee;

1 (12) the County Superintendent of Cecil County Public Schools, or the
2 Superintendent’s designee;

3 (13) a representative of the Harford County Office of Economic
4 Development, appointed by the Executive Director;

5 (14) a representative of the Cecil County Office of Economic
6 Development, appointed by the Executive Director; and

7 (15) the following four members, appointed by the executive director of
8 the organization:

9 (i) one representative of the Susquehanna Workforce Network;

10 (ii) one representative of the Chesapeake Science and Security
11 Corridor;

12 (iii) one representative of the Army Alliance; and

13 (iv) one representative of the Northeastern Maryland
14 Technology Council.

15 (c) (1) The Governor shall designate the chair of the Task Force.

16 (2) The Governor shall consider whether individuals considered to
17 chair the Task Force have any of the following attributes:

18 (i) familiarity with the northeastern region of Maryland;

19 (ii) familiarity with higher education; and

20 (iii) leadership ability and experience.

21 (d) The Office of the Governor shall provide staff for the Task Force.

22 (e) A member of the Task Force:

23 (1) may not receive compensation as a member of the Task Force; but

24 (2) is entitled to reimbursement for expenses under the Standard
25 State Travel Regulations, as provided in the State budget.

26 (f) The Task Force shall meet at least one time per month at such times and
27 places it determines.

28 (g) The Task Force shall:

1 ~~SUBTITLE 3A. NORTHEASTERN MARYLAND HIGHER EDUCATION AND APPLIED~~
 2 ~~TECHNOLOGY CENTER.~~

3 ~~24-3A-01.~~

4 ~~(A) IN THIS SUBTITLE THE FOLLOWING TERMS HAVE THE MEANINGS~~
 5 ~~INDICATED.~~

6 ~~(B) "CENTER" MEANS THE NORTHEASTERN MARYLAND HIGHER~~
 7 ~~EDUCATION AND APPLIED TECHNOLOGY CENTER.~~

8 ~~(C) "BOARD" MEANS THE BOARD OF GOVERNORS OF THE~~
 9 ~~NORTHEASTERN MARYLAND HIGHER EDUCATION AND APPLIED TECHNOLOGY~~
 10 ~~CENTER.~~

11 ~~(D) "COMMISSION" MEANS THE MARYLAND HIGHER EDUCATION~~
 12 ~~COMMISSION.~~

13 ~~24-3A-02.~~

14 ~~THERE IS A NORTHEASTERN MARYLAND HIGHER EDUCATION AND~~
 15 ~~APPLIED TECHNOLOGY CENTER, THAT IS GOVERNED BY A BOARD OF~~
 16 ~~GOVERNORS.~~

17 ~~24-3A-03.~~

18 ~~(A) THE BOARD CONSISTS OF THE FOLLOWING NINE VOTING MEMBERS:~~

19 ~~(1) FIVE MEMBERS APPOINTED BY THE GOVERNOR;~~

20 ~~(2) THREE MEMBERS APPOINTED BY THE HARFORD COUNTY~~
 21 ~~EXECUTIVE; AND~~

22 ~~(3) ONE MEMBER APPOINTED BY THE PRESIDENT OF THE CECIL~~
 23 ~~COUNTY BOARD OF COMMISSIONERS.~~

24 ~~(B) (1) EACH MEMBER SERVES FOR A TERM OF 5 YEARS AND UNTIL A~~
 25 ~~SUCCESSOR IS APPOINTED AND QUALIFIES.~~

26 ~~(2) THE TERMS OF MEMBERS ARE STAGGERED AS REQUIRED BY~~
 27 ~~THE TERMS PROVIDED FOR MEMBERS OF THE BOARD ON JULY 1, 2011.~~

1 ~~(3) A MEMBER APPOINTED TO FILL A VACANCY IN AN UNEXPIRED~~
2 ~~TERM SERVES ONLY FOR THE REMAINDER OF THAT TERM AND UNTIL A~~
3 ~~SUCCESSOR IS APPOINTED AND QUALIFIES.~~

4 ~~(C) (1) THE MEMBERS OF THE BOARD SHALL APPOINT ONE OF THE~~
5 ~~VOTING MEMBERS TO ACT AS CHAIR.~~

6 ~~(2) THE VOTING MEMBERS MAY ELECT OTHER OFFICERS AND~~
7 ~~ESTABLISH COMMITTEES, INCLUDING ADVISORY COMMITTEES, AS NEEDED.~~

8 ~~(D) IN ADDITION TO THE NINE VOTING MEMBERS, THE FOLLOWING~~
9 ~~INDIVIDUALS SHALL SERVE AS EX OFFICIO, NONVOTING MEMBERS:~~

10 ~~(1) THE COMMANDING OFFICER OF THE ABERDEEN PROVING~~
11 ~~GROUND, OR THE COMMANDING OFFICER'S DESIGNEE;~~

12 ~~(2) A REPRESENTATIVE OF THE CECIL COUNTY OFFICE OF~~
13 ~~ECONOMIC DEVELOPMENT;~~

14 ~~(3) A REPRESENTATIVE OF THE HARFORD COUNTY OFFICE OF~~
15 ~~ECONOMIC DEVELOPMENT; AND~~

16 ~~(4) A REPRESENTATIVE OF THE SUSQUEHANNA WORKFORCE~~
17 ~~NETWORK.~~

18 ~~(E) A MEMBER OF THE BOARD:~~

19 ~~(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE~~
20 ~~BOARD; BUT~~

21 ~~(2) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE~~
22 ~~STANDARD STATE TRAVEL REGULATIONS AS PROVIDED IN THE STATE BUDGET.~~

23 ~~24-3A-04.~~

24 ~~(A) IN ADDITION TO THE OTHER POWERS EXPRESSLY GRANTED AND~~
25 ~~DUTIES IMPOSED BY THIS TITLE, AND SUBJECT TO THE AUTHORITY OF THE~~
26 ~~COMMISSION, THE BOARD HAS ONLY THE POWERS AND DUTIES SET FORTH IN~~
27 ~~THIS SECTION.~~

28 ~~(B) THE BOARD SHALL:~~

29 ~~(1) EXERCISE GENERAL CONTROL OVER THE CENTER;~~

1 ~~(2) KEEP SEPARATE RECORDS AND MINUTES; AND~~

2 ~~(3) ADOPT REASONABLE RULES, REGULATIONS, OR BYLAWS TO~~
3 ~~CARRY OUT THE PROVISIONS OF THIS SUBTITLE.~~

4 ~~(C) THE BOARD MAY FIX THE SALARIES AND TERMS OF EMPLOYMENT~~
5 ~~OF THE DIRECTOR AND OTHER EMPLOYEES OF THE CENTER.~~

6 ~~(D) THE BOARD MAY PURCHASE, LEASE, OR OTHERWISE ACQUIRE ANY~~
7 ~~PROPERTY IT CONSIDERS NECESSARY FOR THE OPERATION OF THE CENTER.~~

8 ~~(E) (1) THE BOARD MAY SELL, LEASE, OR OTHERWISE DISPOSE OF~~
9 ~~CENTER ASSETS OR PROPERTY.~~

10 ~~(2) THE DIRECTOR OF THE CENTER OR THE CHAIR OF THE~~
11 ~~BOARD MAY EXECUTE A CONVEYANCE OR OTHER LEGAL DOCUMENT UNDER AN~~
12 ~~APPROPRIATE RESOLUTION OF THE BOARD.~~

13 ~~(F) THE BOARD SHALL ENSURE THAT ALL ACADEMIC PROGRAMS AND~~
14 ~~POLICIES OF THE CENTER ARE IN COMPLIANCE WITH THE POLICIES OF AND~~
15 ~~APPROVED BY THE COMMISSION.~~

16 ~~(G) THE BOARD MAY ENTER INTO CONTRACTS OR OTHER AGREEMENTS~~
17 ~~WITH ANY INSTITUTION OF HIGHER EDUCATION FOR THE PROVISION OF UPPER~~
18 ~~DIVISION UNDERGRADUATE AND GRADUATE PROGRAMS TO MEET THE HIGHER~~
19 ~~EDUCATION NEEDS OF NORTHEASTERN MARYLAND.~~

20 ~~(H) THE BOARD MAY APPLY, ACCEPT, AND EXPEND ANY GIFT,~~
21 ~~APPROPRIATION, OR GRANT FROM THE STATE, COUNTY, OR FEDERAL~~
22 ~~GOVERNMENT OR ANY OTHER PERSON.~~

23 ~~(I) THE BOARD MAY CHARGE REASONABLE FEES TO COVER THE~~
24 ~~OVERHEAD COSTS ASSOCIATED WITH PROVIDING UPPER DIVISION~~
25 ~~UNDERGRADUATE AND GRADUATE PROGRAMS.~~

26 ~~(J) THE BOARD MAY SUE AND BE SUED.~~

27 ~~(K) THE BOARD MAY MAKE AGREEMENTS WITH THE FEDERAL, STATE,~~
28 ~~OR COUNTY GOVERNMENTS OR ANY OTHER PERSON, IF IT CONSIDERS THE~~
29 ~~AGREEMENT ADVISABLE FOR THE OPERATION OF THE CENTER.~~

30 ~~(L) THE BOARD MAY ADOPT A CORPORATE SEAL.~~

1 ~~(M) IN ADDITION TO OTHER REPORTS THAT MAY BE REQUIRED BY THE~~
2 ~~COMMISSION, THE BOARD SHALL:~~

3 ~~(1) KEEP RECORDS THAT ARE CONSISTENT WITH SOUND~~
4 ~~BUSINESS PRACTICES AND ACCOUNTING RECORDS USING GENERALLY~~
5 ~~ACCEPTED ACCOUNTING PRINCIPLES;~~

6 ~~(2) CAUSE AN AUDIT BY AN INDEPENDENT CERTIFIED PUBLIC~~
7 ~~ACCOUNTANT TO BE MADE OF THE ACCOUNTS AND TRANSACTIONS OF THE~~
8 ~~CENTER AND THE CONCLUSION OF EACH FISCAL YEAR; AND~~

9 ~~(3) FOR ANY STATE MONEYS, BE SUBJECT TO AN AUDIT BY THE~~
10 ~~OFFICE OF LEGISLATIVE AUDITS, IN ACCORDANCE WITH §§ 2-1220 THROUGH~~
11 ~~2-1227 OF THE STATE GOVERNMENT ARTICLE.~~

12 ~~(N) THE BOARD SHALL ENTER INTO AN AGREEMENT WITH HARFORD~~
13 ~~COUNTY TO ESTABLISH GUIDELINES FOR THE USE AND OPERATION OF THE~~
14 ~~CENTER.~~

15 ~~24-3A-05.~~

16 ~~(A) THE BOARD SHALL APPOINT A DIRECTOR OF THE CENTER.~~

17 ~~(B) THE DIRECTOR SHALL:~~

18 ~~(1) REPORT DIRECTLY TO THE BOARD;~~

19 ~~(2) RECOMMEND THE APPOINTMENT BY THE BOARD OF~~
20 ~~EMPLOYEES NECESSARY FOR THE EFFICIENT ADMINISTRATION OF THE~~
21 ~~CENTER;~~

22 ~~(3) RECOMMEND THE DISCHARGE OF EMPLOYEES FOR GOOD~~
23 ~~CAUSE AND IN ACCORDANCE WITH APPLICABLE LAWS AND POLICIES;~~

24 ~~(4) BE RESPONSIBLE TO THE BOARD FOR THE CONDUCT OF THE~~
25 ~~CENTER AND FOR ITS ADMINISTRATION AND SUPERVISION;~~

26 ~~(5) ATTEND ALL MEETINGS OF THE BOARD, EXCEPT THOSE~~
27 ~~INVOLVING THE DIRECTOR'S PERSONAL POSITION; AND~~

28 ~~(6) PERFORM OTHER DUTIES AS ASSIGNED BY THE BOARD.~~

29 ~~24-3A-06.~~

1 ~~(A) THE BUDGET OF THE CENTER, AS DEVELOPED BY THE BOARD,~~
2 ~~SHALL:~~

3 ~~(1) BE SUBMITTED TO THE COMMISSION AND THE APPROPRIATE~~
4 ~~HARFORD AND CECIL COUNTY GOVERNMENT OFFICIALS FOR INFORMATIONAL~~
5 ~~PURPOSES; AND~~

6 ~~(2) INCLUDE PERSONNEL DETAIL.~~

7 ~~(B) REQUESTS FOR APPROPRIATIONS FOR OPERATING EXPENSES FROM~~
8 ~~HARFORD AND CECIL COUNTIES SHALL BE MADE TO THE APPROPRIATE~~
9 ~~COUNTY OFFICIALS IN ACCORDANCE WITH:~~

10 ~~(1) APPLICABLE COUNTY PROCEDURES AND REQUIREMENTS; OR~~

11 ~~(2) AN AGREEMENT WITH THE APPROPRIATE COUNTY OFFICIALS.~~

12 ~~(C) REQUESTS FOR STATE APPROPRIATIONS FOR SPECIFIC PROJECTS~~
13 ~~SHALL BE SUBMITTED TO THE COMMISSION.~~

14 ~~(D) PROPOSALS FOR CAPITAL PROJECTS, EITHER NEW OR~~
15 ~~SUBSTANTIAL CHANGES TO EXISTING PROJECTS, SHALL BE SUBMITTED TO THE~~
16 ~~STATE DEPARTMENT OF BUDGET AND FISCAL PLANNING.~~

17 ~~(E) THE MAJOR FUNCTIONS OF THE CENTER SHALL GENERALLY~~
18 ~~CONFORM TO THOSE CONTAINED IN THE CURRENT COLLEGE AND UNIVERSITY~~
19 ~~INDUSTRY AUDIT GUIDE ISSUED BY THE AMERICAN INSTITUTE OF CERTIFIED~~
20 ~~PUBLIC ACCOUNTANTS.~~

21 ~~24-3A-07.~~

22 ~~(A) THE COUNTY GOVERNMENTS OF HARFORD AND CECIL COUNTIES~~
23 ~~MAY APPROPRIATE MONEY TO PAY THE COST OF ESTABLISHING AND~~
24 ~~OPERATING THE CENTER, INCLUDING THE ESTABLISHMENT OF A RESERVE~~
25 ~~FUND FOR MAINTENANCE AND REPAIR.~~

26 ~~(B) THE EXPENDITURE OF APPROPRIATED FUNDS SHALL BE~~
27 ~~CONSISTENT WITH ALL RELEVANT STATE LAWS.~~

28 ~~24-3A-08.~~

29 ~~(A) (1) THE BOARD MAY CARRY COMPREHENSIVE LIABILITY~~
30 ~~INSURANCE TO PROTECT THE BOARD, ITS AGENTS, AND EMPLOYEES.~~

1 ~~(2) THE PURCHASE OF THE INSURANCE IS FOR AN EDUCATIONAL~~
2 ~~PURPOSE AND IS A VALID EDUCATIONAL EXPENSE.~~

3 ~~(B) (1) THE BOARD MAY ADOPT STANDARDS FOR THE POLICIES,~~
4 ~~INCLUDING A MINIMUM LIABILITY COVERAGE.~~

5 ~~(2) ANY POLICY PURCHASED AFTER THE ADOPTION OF THESE~~
6 ~~STANDARDS SHALL CONFORM TO THESE STANDARDS.~~

7 ~~(C) THE BOARD COMPLIES WITH THIS SECTION IF IT IS SELF-INSURED~~
8 ~~FOR AT LEAST \$100,000 AND NOT MORE THAN \$500,000 PER OCCURRENCE,~~
9 ~~UNDER THE RULES AND REGULATIONS OF THE STATE INSURANCE~~
10 ~~COMMISSIONER.~~

11 ~~(D) THIS SECTION DOES NOT PREVENT THE BOARD, ON ITS OWN~~
12 ~~BEHALF, FROM RAISING THE DEFENSE OF SOVEREIGN IMMUNITY TO ANY~~
13 ~~AMOUNT OF A CLAIM IN EXCESS OF THE LIMIT OF AN INSURANCE POLICY OR IN~~
14 ~~EXCESS OF \$100,000 IN THE CASE OF SELF-INSURANCE.~~

15 ~~SECTION 2. AND BE IT FURTHER ENACTED, That the terms of the initial~~
16 ~~voting members of the Board of Governors of the Center shall expire as follows:~~

- 17 ~~(1) 2 members in 2012;~~
- 18 ~~(2) 2 members in 2013;~~
- 19 ~~(3) 2 members in 2014;~~
- 20 ~~(4) 3 members in 2015.~~

21 ~~SECTION 3. AND BE IT FURTHER ENACTED, That it is the intent of the~~
22 ~~General Assembly that the Northeastern Maryland Higher Education and Applied~~
23 ~~Technology Center not become a degree granting institution of higher education, but~~
24 ~~instead remain a facility where already existing degree granting institutions may~~
25 ~~offer their programs in order to meet the higher education needs of the Northeastern~~
26 ~~Maryland region.~~

27 SECTION ~~4.~~ 2. AND BE IT FURTHER ENACTED, That this Act shall take
28 effect ~~July~~ June 1, 2011. It shall remain effective for a period of 1 year and 1 month
29 and, at the end of June 30, 2012, with no further action required by the General
30 Assembly, this Act shall be abrogated and of no further force and effect.

III. Operation of Task Force

The Task Force operated as a Committee of the Whole to Consider Informally. The Task Force met monthly from June 2011 through November 2011, three times in full session at the HEAT Center, Aberdeen, MD and three times by conference calls.

The Task Force agreed at the initial meeting to the formation of three Working Groups: Programs, Facilities and Governance. The Working Groups were chaired by Task Force members and populated by supporting personnel representing organizations designated in HB 1156. The Working Group met at the call of the Chair primarily by conference call and approximately twice per month. The Working Groups used existing studies on population growth, demographics changes, educational demands from government and commercial industry, BRAC related studies and focus groups drawn from regional commercial business to assess educational needs over a near and mid-term timeline. The Programs Working Group products were used by the Facilities Working Group as the foundation for assessing facilities needs and to inform the Governance Working Group as to the diverse nature of educational needs and likely array of education institution that would be necessary to meet the region's higher education needs.

The Task Force was updated as to the status and progress of each Working Group at the monthly Task Force meetings. The Task Force members used these interactive sessions to inquire as to the general directions and nature of the findings of the Working Groups and to assist the Working Group in cross Group collaborations and any necessary support required by the Working Groups. This provided the Task Force membership with real time insight into the evolving Findings and Recommendations as the Working Groups were in progress.

The Working Groups each produced a stand-alone final report contained at the Appendixes in this full Task Force report. The Working Group reports provide the basis for the Findings and Recommendations for the full Task Force report.

The Task Force was provided staff support by the Governor's BRAC Subcabinet to facilitate the overall function and final report of the Task Force.

IV. Findings and Recommendations

Task Force Major Findings and Recommendations

Findings:

1. The Programs Working Group has validated the need for expanded bachelor, masters and doctoral academic programs offered in the Northeastern Maryland region. The analysis of the Working Group concluded that existing Maryland higher education institutions, both public and private, have existing programs available to meet the needs of the region. A coordinating body to facilitate public outreach to the regional population marketing Maryland academic institutions' offerings coupled with expanded local facilities in the northeastern region will meet the higher education requirements of the region. Appendix 1 has the full Programs Working Group report with supporting details.
2. The Facilities Working Group, leveraging off of the efforts of the Programs Working Group, validated the requirement for expanded facilities in the Northeastern Maryland region. Expanded facilities distributed throughout the region are needed to support upper division bachelor degree programs as well as masters and doctoral programs. Generally the existing community colleges and HEAT Center facilities are meeting the current needs for lower division and certification program requirements. As demands increase, there will be a need to expand facilities on the community college campuses, renovate and expand the HEAT Center and potentially to access commercial facilities across the region. The future facilitation of a University Research Park is essential to the continued economic development of the region and should be fully coordinated with expanded higher education solutions in the Northeastern region of Maryland. Full Facilities Working Group report and supporting details are at Appendix 2.
3. The Governance Working Group found that a coordinating body to bring together a comprehensive and disciplined understanding of higher education demands of the Northeastern region with the academic community capable of meeting the needs is necessary. This coordinating body should be established in law as the Northeastern Maryland Higher Education Advisory Board. The full report of the Governance Working Groups is at Appendix 3.

Recommendations:

1. Formally establish in law the Northeast Maryland Regional Higher Education Center (NMRHEC). The operating construct for the Center is to be a multi-geographic location approach at Cecil College(CC), Harford Community College(HCC), HEAT Center and other location deemed necessary in the Northeastern region of Maryland to provide for a full spectrum of higher education solutions for the region. The Center is to operate under the auspices of the Northeastern Maryland Higher Education Advisory Board (NMHEAB) established in Maryland law to serve as an oversight body for matters related to the higher education offerings in Harford and Cecil counties. Proposed legislation is at Appendix 3, Governance Working Group Report.

2. The NMRHEC should be administratively attached to the HEAT Center initially for support and provided with an initial budget by the State of Maryland of \$100,000.00 in fiscal year 2012/3 and \$250,000 in fiscal year 2013/4. Funding is to establish the functionality of the Center, support the salary of a Center Coordinator and staff, and support of enhanced marketing and outreach to the region for participating academic entities in making the regional population aware of local education offerings. The Regional Higher Education Center (RHEC) is to operate under the direction of the NMHEAB.
3. Fund and fast track the renovation and expansion of the HEAT Center (Phase I, II and III) as one location of the NMRHEC in fiscal year 2012/3 at \$16M. This first expansion, Phase I and II, is to support both undergraduate and graduate level programs with primary emphasis on graduate and professional level education. Funding should be provided and fast track construction executed for Phase III expansion in fiscal year 2013/4 at \$9M.
4. Build expedited bachelor-level degree capacity in the region by leveraging the collaborative spirit of the two local community colleges and the available land owned by their respective campuses. Legislature to support these additional facilities as elements of the NMRHEC with early availability at HCC followed by CC as demand grows. Such facilities would provide for the offering of the last two years (i.e., post associate degree) of baccalaureate degree coursework by all segments of higher education. These facilities would be subject to program review by the NMHEAB with final approval by the Maryland Higher Education Commission (MHEC).
5. The NMHEAB should annually update the programs and facilities requirements for the Northeastern region and make recommendation to the Governor and Legislature on facilities expansions, locations and supporting programs to meet regional education requirements in concert with MHEC.
6. The NMHEAB support the initial formation of a University Research Park (URP) located in the Northeastern region of Maryland. Through the State funding recommended above, the NMHEAB and the NMRHEC should provide the URP Task Force with financial and administrative support for the necessary studies to optimize the selection of a regional location, design and timeline of the URP. The intent is to accelerate the URP through advocacy and recommendations to the State. Further, the URP Task Force should accelerate the critical resourcing mass needed to establish functionality for doctoral and post-doctoral research facility and programs by leveraging off of the State of Maryland Public Private Partnership Initiative.

V. Membership of Task Force

Maryland Higher Education Commission (MHEC) – Elizabeth Sachs/Danette Howard, Acting Secretary

University System of Maryland – Britt Kirwin, Chancellor/PJ Hogan (Representing)

Morgan State University – David Wilson, President

Harford Community College – Dennis Golladay, President

Cecil College – Steven Pannill, President

Higher Education and Applied Technology (HEAT) Center – Marlene Lieb, Executive Director

Maryland Association of Community Colleges (MACC) – Carol Eaton, President

Maryland Independent College and University Association (MICUA) – Tina Bjarekull, President

Governor’s Workforce Investment Board (GWIB) – Mary O’Connor, Program Manager

Aberdeen Proving Ground (APG) – Nickolas Justice, Commanding General/Gary Martin (Representing)

Harford County Public Schools – Robert Tomback, Superintendent

Cecil County Public Schools – D’Ette Devine, Superintendent

Harford County Office of Economic Development – James LaCalle, Advisor

Cecil County Office of Economic Development – Vernon Thompson, Director

Susquehanna Workforce Network – Bruce England, Director

Chesapeake Science and Security Corridor (CSSC) – Karen Holt, BRAC Manager

Army Alliance – Barney Michel, President

Northeastern Maryland Technology Council (NMTC) – Michael Parker, Vice President

Appendix 1

PROGRAMS WORKING GROUP REPORT

North East Maryland Higher Education Task Force Program Subcommittee Report

The Program Subcommittee was formed to meet certain aspects of the charge to the Task Force. The first effort worked on was the charge of “examine all existing higher education courses and program offerings in the Northeastern Maryland region”. This was accomplished by doing a full compilation of all higher education programs currently offered and proposed in the Harford and Cecil County region. A detailed chart showing the programmatic offerings and estimated enrollments is contained on pages 28-45. This exercise and chart demonstrate that there are currently a fairly significant number and array of higher education programs available at a variety of locations and delivery methods in the region. These offerings range from certificate programs through Associate, Bachelors, Masters and a few Doctoral degrees.

The next aspect that the subcommittee worked on was an attempt to meet the charge of the Task Force to “examine the need for higher education in Northeastern Maryland”. This work focused on examining previous workforce studies including the Beacon Study and the New Economy Strategies Study. We also held a focus group meeting on September 14, 2011 with employers, large and small, in the region to determine skill set, or qualitative needs as identified by these employers. The results of this focus group are contained on pages 46-48 . We also utilized the results of a previous focus group held on October 5, 2010. This focus group consisted of a variety of employers including health care, local school system, local government, information technology firms, banking and a regional tech council. These observations are contained on pages 49-54.

Findings from previous workforce studies

The North East Region of Maryland has experienced significant growth in recent years and this growth is expected to continue. This section is an attempt to both quantify and qualify the types and numbers of higher education degrees and skill sets needed to meet the workforce demands.

Increasing the opportunity to attain a post secondary degree, be it certificate, associate, baccalaureate, masters, or doctorate in North East Maryland is an important objective towards meeting workforce needs and college completion goals. However, it is equally important to insure that the degree opportunities are attained at the intersection of workforce need and emerging areas of economic growth. Therefore it is imperative to gain as solid an understanding of the particular workforce and skill set needs as possible while operating in a constantly changing world.

There have been some fairly recent workforce needs assessments and studies done as late as 2009. In particular, the Beacon Associates Study and the New Economy Strategies Study can provide us with a solid base of data to explore and cite. In addition information gathered from two Employer Focus Groups as to their ongoing and future needs provides a helpful qualitative analysis of higher education needs of the region.

There have been concerns expressed about the ability for institutions to have the faculty necessary to teach the needed courses especially technical and engineering programs. In order to assist in this effort, APG Research Development Engineering Command (RDECOM) has surveyed the interest

of personnel to serve as adjunct faculty. We have collected many resumes of interested individuals that we can share with institutions.

Current Population and Employment View

The New Economy Strategies Study found that over the past eight years, Harford County has experienced high population growth, nearly 13%, and even higher employment growth, 24%, yet the county remains largely a commuter community, with 65% of residents commuting to jobs outside the county according to 2006 US Census data. This study also found that this rapid population and employment growth has helped raise income and education levels, with per capita income of \$33,881 and 30.5% of residents holding Bachelor's Degrees or higher, levels exceeding the national average but remaining below averages for the State of Maryland.

This report also found that Cecil County has experienced the fastest-growing population. Since 2000, Harford County has grown by 3,513 people per year on average (a 1.5% annual growth rate), while Cecil has grown by 2,391 per year (a 2.5% rate).

According to the December 2009 New Economy Strategies (NES) "APG Regional Workforce Analysis", "the Defense Base Realignment and Closure Commission (BRAC) decision is resulting in the relocation of at least 8,200 net new jobs to Aberdeen Proving Ground in Harford County, Maryland. The relocation of these jobs will bring additional residents to the North East Maryland region as well as position vacancies for those who do not transfer and thousands of indirect positions in the North East Region."

Information gathered show that of the 67% of the Ft. Monmouth employees have indicated that they plan to relocate to APG, with 30% remaining undecided. Applying these percentages to the total number of relocated positions suggests that 4,592 workers will decide to relocate to the APG area, with another 2,460 still undecided.

The New Economy Study also found that; "Relocating personnel and spouses are significantly better educated than the Harford County and national averages, with 75% of personnel and 57% of spouses holding a bachelor's degree or higher. Even with these high educational attainment levels, 60% of personnel and 50% of spouses have expressed interest in further education. With 71% of spouses seeking employment after relocation and over 64% indicating experience in health services, teaching, and other support industries, there will be sizeable opportunities to recruit, credential, and train spouses for new job needs."

SIGNIFICANT RESULTS

- 67% of surveyed personnel plan to relocate
- 30% are undecided regarding relocation
- 51% will definitely relocate with their spouse/significant other
- 17% are undecided regarding spousal relocation
- 39% will relocate with children
- Average household size of potentially relocating personnel is 2.36
- 85% are DoD civilian staff vs. 15% embedded contractors
- 53% of relocating children are in high school or college
- 64% of personnel with children plan on enrolling their K – 12 children in public schools

- 49% of college-age children plan to apply for in-state college tuition status
- 75% of personnel have a Bachelor's Degree or higher
- 60% of personnel are interested in additional education
- 41% of spouses are interested in further education
- 36% of personnel plan to take classes online
- 37% would take classes at night
- 71% of spouses are seeking employment after relocation
- 13% of spouses have secured employment for after relocation
- 35% of spouses have experience working in Military/Defense sectors
- 31% of spouses have experience in health and social services
- 26% of spouses have experience in education
- 57% of spouses have a bachelor's degree or higher
- 42% of relocating personnel have not decided where to live
- 55% expect to live in Harford County
- 18% expect to live in Cecil County
- 74% expect to purchase a home in the APG area
- 26% of personnel are concerned about finding a home
- 22% are concerned about selling their current home

Source: New Economy Strategies 2009 Study

The Harford County job base has high concentrations in local government and professional services, which includes government contractors. The county has 9,340 jobs in local government and another 8,390 jobs in professional services. On a per capita basis, Harford contains a greater share of regional positions in these sectors, 7% in each, than its share of all regional positions, 5%. Professional services has also been by far the fastest growing sector in Harford County, with a compounded annual growth rate of over 10% for the past five years.

Harford County appears to be well-served by retailers (accounting for 14% of all jobs vs. 11% for the Study Area). Although Health Care share of the county economy is lower than the regional average, it is still a major component of the county job base, accounting for 9,360 positions.

Despite these county strengths, Harford County has lower concentrations in Educational Services (private sector) and Health Care and Social Assistance, indicating that Harford County residents often commute into neighboring Baltimore to get their health care and higher education.

Despite the low concentration of Health Care workers, this sector has been the second fastest growing in the county (after Professional Services) with an annual growth rate of 6% over the past five years. Manufacturing, as in most of the country, continues to be in decline and accounts for just 5% of jobs in Harford County. Cecil County has lower concentrations than the regional average in all industry categories except Local Government.

Harford and Cecil Counties have high concentrations in high-wage, knowledge occupations in groups such as Computer & Mathematical Science, Life Sciences, Engineering, and Business Operations.

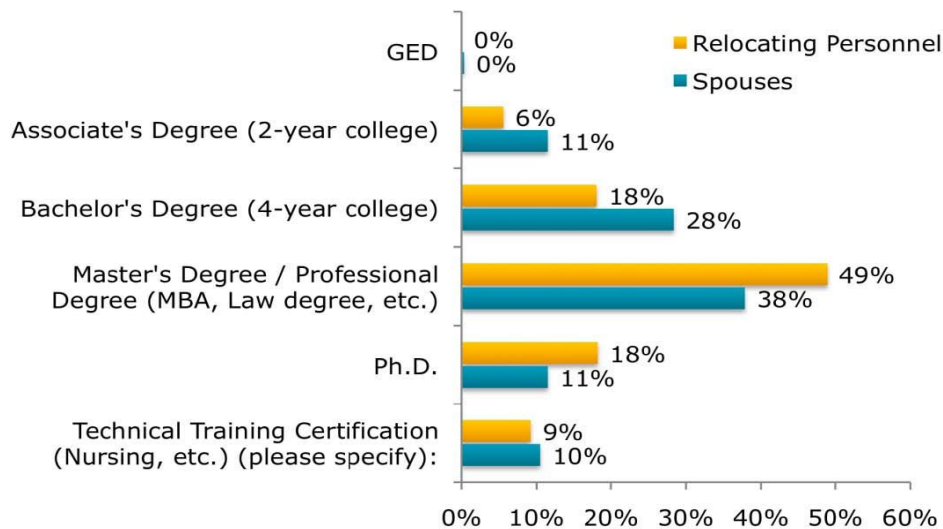
The Beacon Study of 2009 found; "The concentration of technical jobs in Harford and Cecil County will grow substantially in coming years due to the BRAC decision. In their recent Workforce

Training Initiative study, Beacon Associates identified six High Impact Occupational Groups relocating with BRAC: Engineering, Business/HR/Support, Logistics, Computer Science/Technology, Science & Mathematics, and Procurement (Source: Workforce Training Initiative Stakeholder Report, Beacon Associates, Inc., August 27, 2009). According to their study, these top six occupation groups make up 81% of the relocating workforce. “

Estimating Growth in Higher Education

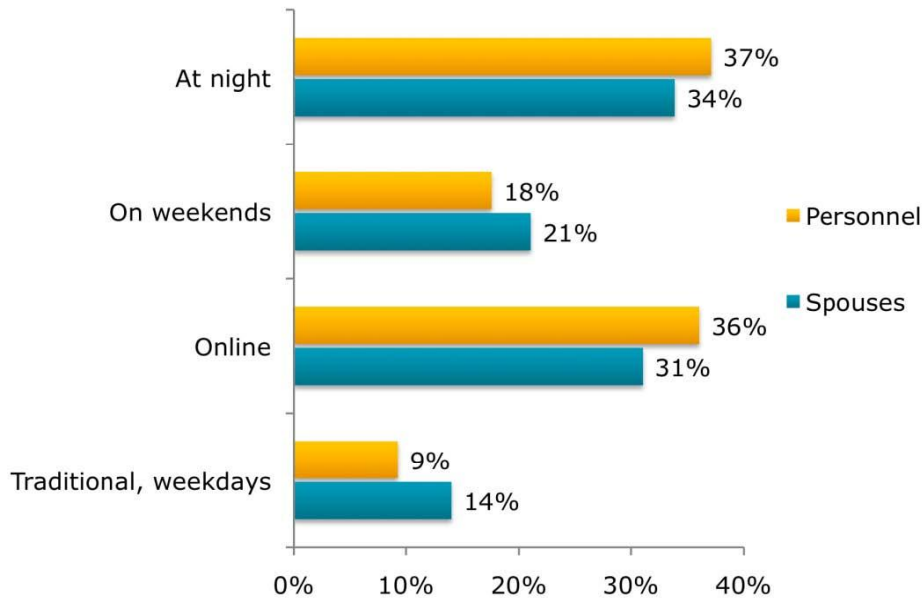
The Beacon Study attempted to estimate growth in higher education. The Study found; “As with K-12 public schools, historic ratios of students to population for each county were used as a basis to forecast new higher education student enrollment. Enrollment numbers were taken for community colleges, universities, private colleges, seminaries, trade schools and other higher education institutions, excluding beauty schools. The resulting forecast numbers were found to reflect survey results almost exactly. In total, almost 3,000 higher education students are forecasted to be added, with approximately 600 undergraduate students at Harford County Community College. Nearly 600 teaching and support staff will be needed to support this growth of students. “

The Beacon Study also found a strong desire on the part of APG Relocating Personnel to seek additional higher education degrees.



Source: Beacon Associates, Workforce Training Initiative Report, November 2009

“Of these personnel, 49% indicate that they would like to obtain a Master’s-level degree, and 18% indicate they would like to obtain a PhD. 41% of personnel relocating with spouses indicate that their spouse would likely pursue additional education. 49% of spouses would like to obtain a Master’s or PhD, 28% would like to obtain a Bachelor’s, and 10% would like technical training such as Nursing. Applying these percentages 7,052 potentially relocating personnel would indicate that 3,456 personnel and 1,937 spouses would be interested in further education.” The following chart may help inform not only the Program Work Group from a standpoint of program delivery but also the Facilities Work Group from the standpoint of facility needs.



Source: Beacon Associates, Workforce Training Initiative Report, November 2009

Both the Beacon and NES studies identified the large number of potential retirements of the APG workforce within the next five years which increases the need for a larger trained workforce to fill those vacant positions.

The Beacon Study also found, “The APG workforce is highly educated with over 56% of all employees holding a degree of some type and with over 2,000 employees holding a graduate degree. In many occupations, an undergraduate degree is an entry level requirement. Many agencies immediately enroll a new employee in a master’s program upon hiring.” This presents additional demands on graduate and post graduate program offerings.

The Beacon Study found that a relatively few occupational groups appear to have the greatest potential impact on the colleges’ curriculum development. 81% of the entire workforce is concentrated in only seven occupational groups as follows:

- 34% Engineering
- 16% Logistics
- 16% Business/Human Resources (HR)/Support
- 12% Computer Science/Technology
- 9% Science and Mathematics
- 7% Program Management
- 6% Procurement

Specifically in engineering the 6 largest concentration distribution is as follows:

- 143 Chemical Engineer
- 316 General Engineer
- 317 Mechanical Engineer
- 382 Computer Engineer
- 539 Engineering Technician
- 1060 Electronics Engineer

Specifically in Logistic the 4 largest concentration distribution is as follows:

132 Inventory Management Specialist
148 Supply management Specialist
171 Supply Specialist
625 Logistics management Specialist

Specifically in Business/HR/Support the 4 largest concentration distribution is as follows:

163 Personnel Management Specialist
206 Miscellaneous Clerk
271 Secretary
626 General Miscellaneous

Specifically in Computer Science and Technology the 3 largest concentration distribution is as follows:

263 Operations Research Analyst
353 Information Technology Specialist
409 Computer Scientist

Specifically in Science and Mathematics the 3 largest concentration distribution is as follows:

127 Biologist
183 General Physical Scientist
191 Chemist

Specifically in Program Management the largest concentration distribution is as follows:

545 Management & Program Analyst

Specifically in Procurement the 2 largest concentration distribution is as follows:

95 Acquisition Program Manager
410 Contract Specialist

Program Work Group Findings

Higher Education Programmatic Gap Analysis

After reviewing the previous workforce studies as well as employer focus group discussions and comparing those needs to the inventory of current programmatic offerings in northeast Maryland we have attempted to identify the unmet needs.

- PhD programs in health care fields, including Pharmacy, these appear to be desired for incumbent workers.
- Certain medical needs may exist, but recruitment rather than program development may be necessary (e.g., if there are physician needs).
- Certain allied health care fields may be areas of need but specifics are not clear from our main research sources.
- Undergraduate degree in supply chain management (Bachelor of Arts and Sciences);
- Logistics programs are available at the associate-degree level and grad level but not at bachelor's level. Logistics management is a high-demand field.

- Undergraduate degrees in certain engineering fields (mechanical, systems, chemical, general, computer). (computer engineering is to do some degree linked to electrical engineering, which Morgan offers at BS level)
- Bioinformatics programs appear to be needed.
- Doctoral programs in demand at APG:
 - Applied and computational math
 - Biodefense
 - Engineering
 - Business administration

None of these PhD programs are available in NE MD, though they are in Baltimore. Master's courses and/or programs are available at the HEAT Center in these fields.

- More Project Management Professional options, especially combined master's degree/project management programs, may be needed.
- There may be a need for a TESOL option within the various K-12 education programs.
- Business options are available and more could be made available fairly easily, but BAS, FGs suggest certain skill sets needed-- further analysis needed to assess purchasing, contracting, procurement needs, plus high-level finance.

Then following are additional Program areas that are projected to be in demand in the Northeast Region of Maryland.

Engineering with concentrations in:

Mechanical
 Electrical
 Chemical
 Systems
 Program and Project Management
 Certified Information Systems Security Professional
 Logistics Management
 Bioinformatics
 Cyber Security
 Information Technology Certifications
 Healthcare Management
 MBA with Finance Concentration
 Medical Imaging Specialists
 Supply Chain Management

Additional Observations:

Some high-need programs are not enrolling large numbers of students (e.g., procurement, some of the graduate engineering programs). Some needs identified in the Beacon study have been addressed by the development of new programs (e.g., certificate programs in HR). A serious unmet need in the area and throughout Maryland is a steady stream of K12 students who are well-prepared in Science, Technology, Engineering and Math (STEM) so that they can enter college or training programs ready to progress successfully in high-demand STEM fields. More STEM-ready teachers at all levels of K12 are needed to help build this supply of future researchers, innovators, etc.

Higher Education Program Awareness

The Workgroup found that in both our internal discussions and with the employer focus group there appears to be a fairly significant lack of knowledge as to the courses and programs currently offered in the region by higher education institutions. Given the fact that knowledge of higher education programs offered at the HEAT Center is not as widespread as it should be for maximum effectiveness, the Task Force recommends that all institutions offering or coordinating programs at the HEAT Center share funding for a joint, collaborative information and marketing campaign directed at specific target audiences which could benefit from those programs.

University Research Park Programmatic Needs

Another area requiring higher education support is the evolving North East Maryland University Research Park (URP). The URP consists of a Harford County Economic Development Advisory Board sponsored effort to develop a URP in Harford County. State/Federal/County Government, Industry, and Academic/Professional Association leaders have established a 501C3 entity to implement the URP. The URP is evolving to support North East MD's Research & Development (R&D) associated with Aberdeen Proving Ground. Specifically, doctorate, and post-doctorate experience associated with these R&D efforts will be required in the areas of STEM, Cyber, Command Control Communications Intelligence Surveillance Reconnaissance (C4ISR), Chemical/Biological sciences, etc. The specific domains are further defined in the table below.

The URP will be a multidisciplinary environment that will strengthen National Defense through advanced degree opportunities, research and technology transfer, critical skill top tier knowledge worker education, and business/technology incubation.

Potential Technology/Skill Focus Areas

C4ISR	Chemical/Biological	Other
<ul style="list-style-type: none">Information ManagementBiotechnology (Bioinformatics)Human LanguageComputing SoftwareCommunications & NetworksSensorsInformation Assurance (Cyber)Decision SupportElectronicsModeling & SimulationArtificial Intelligence	<ul style="list-style-type: none">BiochemistryBioinformaticsMolecular BiologySystems BiologySynthetic ChemistrySensorsPhysical ChemistryForensicsToxicologyQuantum Mechanical Modeling & SimulationMaterial Science	<ul style="list-style-type: none">MathMedicalTest/Evaluation

The focus will be on technical disciplines and technology areas critical to APG and other Federal Agency needs.

Program Work Group Members

P.J. Hogan, University System of Maryland

Dr. Dennis Golladay, Harford Community College

Candace Caraco, Notre Dame of Maryland University

Annabelle Sher, Maryland Department of Business and Economic Development

Gerald Whitaker, Morgan State University

John Desmone, Towson University

Gary Martin, Aberdeen Proving Ground

Danny DeMarinis, University Research Park

Bruce England, Susquehanna Workforce Network

Robert Tomback, Harford County Public Schools

HIGHER EDUCATION PROGRAMS IN NORTHEAST MARYLAND: CECIL AND HARFORD COUNTIES

Appendix A

New Economy Strategies Study =
NES

Focus Group 10/5/10 = FG10; Focus
Group 9/14/11 = FG11

projected enr in **blue**

9/30/2011

Beacon Associates Study = BAS

PROGRAM	DEGREE OR CERT.	INSTITUTION	ENROLLMENTS: Current or Projected	LOCATION	COMMENTS ON PROGRAMS	NEED INDICATED SOURCE
All programs listed could be said to be tied to a need identified in BAS, NES, the two FGs, or certain other large-scale State reports on workforce demands. (physicians, nurses, teachers etc.) or on data tied to regional demands (agricultural programs).						
Agricultural Studies						Sources identified in rpt don't name these fields, but other research may
Ag. Bus. Mgt./Bus. Admin.	AAS	Harford CC	5	Bel Air		
Equine Bus. Mgt./Bus. Admin.	AAS	"	7	"		
Equine Studies	Cert	Cecil College	10	North East		
	AAS		17			
Equine Studies - Management	Cert.	"	3	"		
Golf Course Mgt./Bus. Admin.	AAS	Harford CC	6	Bel Air		
Horticulture Science	Cert	Cecil College	7	North East		
	AAS		3			
Landscape Mgt./Bus. Admin.	Cert	Harford CC	3	Bel Air		
	AAS		0			
Turfgrass Mgt./Bus. Admin.	"	"	1	"		
	"			"		

Behavioral and Social Sciences						
Criminal Justice	AA	Harford CC	237	Bel Air		NES
Criminal Justice - Corrections	AAS	Cecil College	25	North East		NES
Criminal Justice – Law Enforcement	AAS	“	25	“		NES
Criminal Justice – Legal Studies	AAS	Harford CC	4	Bel Air		NES
Police Executive Leadership	BS	Johns Hopkins	109	HECC/HEAT	typo on Word chart? (309 not 390?)	NES
	MS	“	200	“		NES
Paralegal Studies	Cert	Harford CC	22	Bel Air		NES
	AS		0			NES
Paralegal Studies Option (A&S)	AA	Cecil College	10	North East	*Projected enr	NES
History	AA	Harford CC	86	Bel Air		
Political Science	AA	“	37	“		
Political Science – Int. Relations	AA	“	20	“		
Psychology	AA	“	278	“	(Also online)	
Psychology Option (A&S)	AA	Cecil College	20	North East	*Projected	
Psychology	BA/BS	Towson U.	126	HECC/HEAT	HCC 2+2/open enrollment	
Sociology – General	AA	Harford CC	28	Bel Air		
Sociology – Anthropology	AA	Harford CC	8	Bel Air		
Sociology/Anthropology (Criminal Justice Concentration)	BA/BS	Towson U.	65	HECC/HEAT	HCC 2+2/open enrollment Pending approval	

Sociology – Social Work	AA	Harford CC	103	Bel Air		NES
Social Work Option (A&S)	AA	Cecil College	30	North East		NES
Social Work	BSW/	Salisbury U.	17	Cecil (Elkton Station)		NES
	MSW	"	33	"		NES
Business						Business preparation indicated as a need in FG11, BAS, NES, and FG10; sub-fields only sometimes identified as specific need
Accounting	Cert.	Harford CC	30	Bel Air		
	AAS	"	87	"		
Business and Commerce Technology						
Accounting Option	Cert.	Cecil College	15	North East		
	AAS	"	20	"		
Computerized Accounting Option	Cert.	"	10	"		
	AAS		7			
Introduction to Business (BA 101)	Course	Harford CC	731	APG		
Business Computer Applications	"	"		"		
Business Management						
Human Resources	Cert	Harford CC	0	Bel Air		BAS
	AAS	"	0	"		

Human Resource Management	BS	UMUC	19	HECC/HEAT	Initial offering – Fall 2011	BAS
Business Commerce Technology	Cert./AS	Cecil College		North East		BAS
Government Contracting	AAS	“	72	“		BAS
Human Resources	“	“	7	“	*Projected enr	BAS
Leadership and Management	Cert./AAS	“	15	“	only one # provided	BAS
Management Option	Cert.	“	10	“	*Pending approval, Proj.	BAS
“	AAS	“	32	“		BAS
Public Relations Option	Cert./AAS	“	11	“	*Pending approval, Proj.	
Office Management	Cert.	“	1	“		
“	AAS		13			
Marketing Option	Cert.	“	7	“	*Projected	
	AAS		7			
Business Management - Marketing	Cert.	Harford CC	0	Bel Air		
	AAS		0			
Business Administration	AA	Cecil College	71	North East		
Business Administration	LL Cert.	Harford CC	7	APG	TBA	
Business Administration	Cert.	Harford CC	7	Bel Air		
	AS		658			
Business Admin. (Management)	BA/BS	Towson U.	42	HECC/HEAT	HCC 2+2/open enrollment	FG10 (leadership and management)
Business Management						

Administrative Professions	Cert.	Harford CC	18	Bel Air		
	AAS		19			
Agribusiness	Cert.	"	0	"		
	AAS		5			
Entrepreneurship	Cert.	"	0	"		
	AAS		0			
Human Resources	Cert.	"	0	APG	TBA	BAS
Business (Management Concentra.)	BA	Notre Dame of Md. U.	27	HECC/HEAT		FG10, FG11
Management (Purchasing, Procurement, and Govt. Contracts)	BS	Salisbury U.	0	Cecil		FG10, FG11, BAS, NES
Project, Program, and Portfolio Management	PBC	Towson U.		HECC/HEAT	PBC's not offered in 2010.	FG10, FG11, BAS, NES
Leadership and Management	PBC	Notre Dame of Md. U.		"	Scheduled to begin Winter 2011-2012	FG10, FG11
Transportation and Logistics		Cecil College				NES, BAS--notes the sub-fields also
Air Traffic Control Option	Cert.	Cecil College	1	North East		
	AAS		0			
Aviation Management Option	Cert.	"	3	"		
	AAS		0			
Commercial Transportation Opt.	Cert.	"	1	"		
	AAS		0			
Government Logistics Option	Cert.	"	6	"		all sources

	AAS		8			
Flight Training Option	"	"	0	"		
Materials Management Option	Cert	"	5	"		
	AAS		3			
Transportation Management Op.	Cert	"	9	"	*Projected	
	AAS		0			
Supply Chain Manage. Option	AAS	"	3	"	Also MHEC RFAP Award	
			12			
Supply Chain Management	MS/PBC	Towson U.		HECC/HEAT	Not offered last six years but will be in 2011-12	
Technology Management	MBA	U. of Phoenix	0	HECC/HEAT		FG10, FG11
Leadership and Management	MA	Notre Dame of Md. U.	72(Est. 10-15 per cohort)	HECC/HEAT	15 in MA cohort graduated last year	FG10 (leadership and management)
Project Management Concentra.	"				Offered and enrolled	NES,
Health Care Management Conc.	"	"		"	Offered and enrolled	NES, FG10
Human Resources Management Conc.	"	"		"	Offered and enrolled	
Financial Management Concen.	"	"		"	Offered as requested	FG10,FG11

Information Systems Manage. Conc.	"	"		"	"	
Marketing Management Conc.	"	"		"	"	
Public Relations and Communications Management Conc.	"	"		"	"	
Principles of Organizational Behavior	Course	"		APG	MHEC RFAP Award	
Program Management Professional (PMP) Prep Courses	Certifi- cations	Harford CC	39	APG	Intense PMP Prep – 14	FG11
					PMP Prep - 25	FG11
Computing and Technology						All sub-fields are arguably areas of need per BAS, NES, FG10
Computer Science (A&S)	AS	Cecil College	*10	North East	*Projected	
Computer Science	AS	Harford CC	98	Bel Air		FG10,FG11, BAS, NES
Computer Science	MS	Johns Hopkins		HECC/HEAT		FG10,FG11, BAS, NES
Computer Information Systems	AAS	Harford CC	146	Bel Air		BAS
Programming	Cert.	"	18	"		
Software	"	"	7	"		
Unix	"	"	3	"		
Computer Information Systems						BAS

Oracle Certified Associate	Cert.	Cecil College	3	North East		
Oracle Certified Professional	"	"	3	"		
Applications Option	Cert.	"	20	"		
	AAS		15			
Programming Option	Cert	"	40	"		
	AAS		5			
CADD Option	AAS	"	19	"		
Computer Aided Drafting and Design	Cert	Harford CC	12	Bel Air		
	AAS		60			
Information Systems Management	AS	"	22	"		
Information Systems Security	Cert./AAS	"	68	"		
Information Systems Security Profes.	Certifica.	"	11	APG	Open – 11 & Contract - 0	
Cyber Security	BS	UMUC	21	HECC/HEAT	Initial offering – Fall 2011	FG11
Information Technology	BS	U. of Phoenix		"		
Information Technology	BA/BS	Towson U.	6	HECC/HEAT	HCC2+2	
Applied Information Technology	MS	"	54	HECC/HEAT	Also on-line	
Applied Information Technology						
(Software Engineering Track)	MS	"		APG	MHEC RFAP Award	FG11
Educational Studies						

Teacher Education Early Childhood	AAT	Harford CC	0	Bel Air		NES
Early Childhood Education	AAT	Cecil College	23	North East		NES
	AAS	"	15	"		
Early Childhood Education	AAS	Harford CC	101	Bel Air	Also online	
Early Childhood Ed./Special Ed. (Dual Certification)	BS	Towson U.	80	HECC/HEAT	HCC 2+2/cohort model	FG10
					First cohort – Fall 2012	
Early Childhood Education	MEd	Towson U.	11	HECC/HEAT	Open enrollment	
Elementary Education/Generic Sp. Ed	AAT	Harford CC	187	Bel Air		
Elementary Education	AAT	Cecil College	62	North East		
Elementary Ed./Special Ed. (Dual Certification)	BS	Towson U.	146	HECC/HEAT	HCC 2+2/cohort model	FG10
Elementary Education	MEd	"		"	Recruitment suspended	
Elementary Education (Dual Cert. with Special Ed. Or Early Childhood Ed.)	BA	Notre Dame of Md. U.	Est. 20	HECC/HEAT		FG10
Gifted Education	MA	"		"	Anticipated, Fall 2011	
Instructional Leadership in Changing Popuations	MA/PhD	"		"	Anticipated, Spring 2012	FG10
Instructional Technology/Ed. Tech.	MS	Towson U.	9	HECC/HEAT	Partial program available	
Reading	MEd	Towson U.	16-18 p. cohort	HCPS	Closed cohort	

Special Education	"	"	18 per cohort	"	Closed cohort	FG10
Special Education/Autism Studies	"	"	18 per cohort	"	Closed cohort	FG10
Teacher Education Transfer	AA	Cecil College		North East		
Elementary Education Option	"	"	38	"		
Outdoor Adventure Ed. Option	"	"	2	"		
Secondary Education Option	BS	Wilmington U.		Cecil (Elkton Station)		need depends on sub-field
Teacher Education						
Middle Level	Cert.	Harford CC	29	Bel Air		
	AA		67			
Teacher Education Secondary						
Secondary Education	AAT	Cecil College		North East		
Chemistry	"	"	0	"		all sources
English	"	"	2	"		
Mathematics	"	"	18	"		all sources
Physics	"	"				all sources
Secondary Education	MEd	Towson U.	18 per cohort	HECC/HEAT		
Secondary Mathematics Education	MS	"		HECC/HEAT	Recruitment suspended	all sources
Teacher Education	AAT	Harford CC		Bel Air		all sources
Chemistry	"	"	1	"		all sources
Mathematics	"	"	17	"		all sources
Physics	"	"	0	"		all sources

Leadership in Teaching	MA	Notre Dame of Md. U.	110	HECC/HEAT		
Admin & Supervision Track	"	"		"		FG10
STEM Grades 1-8	"	"		"		FG10, FG11, BAS, NES
Mathematics Grades 1-6	"	"		"		FG10, FG11, BAS, NES
Human Resources/Ed. Leadership	MS	Towson U.	112	"	Executive format	FG10, BAS
Organizational Change/Administrator	CAS	"	(Part of HRD nos. above)	"	Executive format	FG10
1 Certification						
Community College Leadership	EdD	Morgan State	*9	HECC/HEAT	*Projected	
General Studies						
General Studies	AA	Cecil College	679	North East	Also online	FG 11--move people to degrees
General Studies	"	Harford CC	1,127	Bel Air		FG 11--move people to degrees
Technical/Professional Studies	AAS	"	39	"		
Humanities						
English	AA	Harford CC	77	Bel Air		
Philosophy	"	"	10	"		
Nursing and Allied Health						
Practical Nursing	Cert.	Cecil College	14	North East		
Nursing	AS	"	516	"		

Nursing	"	Harford CC	349	Bel Air		
Nursing	BSN	Notre Dame of Md. U.	91	HECC/HEAT	Also works w/Upper Cheaspeake but cohorts open to others & at HEAT	NES
	MS	"	11	"	"	NES
Electroneurodiagnostic Training	AAS	Harford CC	35	Bel Air		NES
Histotechnology	"	"	40	"		NES
Medical Assisting	Cert.	"	66	"		NES
	AAS	"	121	"		NES
Emergency Med Training – Paramedic	AAS	Cecil College	11	North East		NES
Healthcare Sciences	AS	"	21	"		NES
Personal Trainer/Fitness Manager	Cert.	"	7	"		
Radiological Sciences (Business Con.)	BS	Notre Dame of Md. U.		HECC/HEAT	in development	FG10, NES
Science, Mathematics, Engineering						All fields have needs but not for all jobs (e.g., there are enough HS biology teachers in MD, but biologists with informatics training in demand)
Aerospace Engineering Option (A&S)	AS	Cecil College	10	North East		
Biology	"	Harford CC	127	Bel Air		

Biology Option (A&S Transfer)	"	Cecil College	41	North East		
Biotechnology	Cert.	"	0	"		
Biotechnology	Cert.	Harford CC	0	Bel Air		
Biotechnology	MS	Johns Hopkins	22	HECC/HEAT		FG10, FG11,
Chemical Engineering Option (A&S)	AS	Cecil College	7	North East		FG10, FG11,
Chemistry Option (A&S Transfer)	"	"	11	"		
Chemistry – Calculus-Based Physics	AS	Harford CC	20	Bel Air		FG11
Chemistry – Non-Calculus Based Phys	"	"	16	"		
Civil Engineering Option (A&S Trans.)	"	Cecil College	12	North East	*Projected	see Bur Labor Stats-- high demand
Computer Engineering Option (A&S)	"	"	0	"		all sources
Electrical Engineering Option (A&S)	"	"	21	"		all sources
Engineering	"	Harford CC	176	Bel Air		all sources; some fields higher demand than others
Electrical Engineering	BS	Morgan State	*8	BelAir/HCC	**MOU Pending	FG10, FG11, BAS, NES et al.
Electrical Engineering	MS	"	*14	APG?	MHEC RFAP Award	FG10, FG11, BAS, NES et al.
Electrical and Computer Engineering	MS	Johns Hopkins	0	HECC/HEAT		FG10, FG11, BAS, NES et al.
Engineering Technology Software	Cert.	Cecil College	3	North East		

Engineering Technology	AAS	Harford CC	12	Bel Air		
Engineering (M. of Engineering)						FG10, FG11, BAS, NES et al.
Aerospace	M.Eng	UM/College P.	3	HECC/HEAT		
Electrical and Computer	"	"	2	"		all sources
Energy and Environment	"	"	1	"		
Nuclear	"	"	2	"		
Project Management	"	"	13	"		FG10, FG11, BAS, NES et al.
Reliability	"	"	1	"	Online	
Sustainable Energy	"	"	1	"		
Software	"	"	2	"		FG10, FG11, BAS, NES et al.
Systems	"	"	2	"		FG10, FG11, BAS, NES et al.; Key Area
Engineering	Grad Cert	"	2	"		FG10, FG11, BAS, NES et al.
Engineering and Logistics	BS	U. of Delaware		?		FG10, FG11, BAS, NES et al.
Systems Engineering	MS	Johns Hopkins	56	HECC/HEAT		FG10, FG11, BAS, NES et al.
Systems Engineering	MS	"		APG	MHEC RFAP Award	FG10, FG11, BAS, NES et al.
Environmental Science	Cert.	Harford CC	0	Bel Air		
	AS	"	43	"		
Environmental Technology	AAS	"	12	Bel Air		
Environmental Science Option	AS	Cecil College	8	North East		

(A&S)						
Mathematics	"	Harford CC	27	Bel Air		all sources
Mathematics Option (A&S Transfer)	"	Cecil College	11	North East		all sources
Mechanical Engineering Option (A&S)	"	"	23	"		FG10, FG11, BAS, NES et al.
Mechanical Engineering	MS	UM College P.	5	APG	MHEC RFAP Award	FG10, FG11, BAS, NES et al.
Operations Research	MS	Morgan State	0	APG	MHEC RFAP Award	BAS;
Physical Science Option						BAS; generally noted need
Geology (A&S Transfer)	AS	Cecil College	0	North East		
Meteorology (A&S Transfer)	"	"	1	"		
Ocean Studies (A&S Transfer)	"	"	3	"		
Physics Option (A&S Transfer)	"	"	2	"		all sources
Physics	"	Harford CC	19	Bel Air		all sources
Pre-Med/Dental Option (A&S Trans.)	"	Cecil College	8	North East	*Projected	Other State reports note physician shortages
Science Laboratory Technology	AAS	Harford CC	9	Bel Air		
Exercise Sciences	"	Cecil College	0	North East		
Fire Science Technology	"	"	6	"		NES
Visual, Performing, and Applied Arts						
Art and Design Digital Arts	AA	Harford CC	50	Bel Air		
Art and Design Fine Arts	AA	"	51	"		

Art and Design Photography	Cert.	“	7	“	
Art and Design Graphic Design	AA	“	69	“	
Arts Option – Graphic Design (A&S)	Cert.	Cecil College	5	North East	
	AA		14		
Arts Option – Ceramics (A&S)	Cert.	“	7	“	*Cert. pending approval
	AA		5		
Arts Option – Drawing/Painting (A&S)	Cert.	“	12	“	*Cert. pending approval
	AA		16		
Interior Decorating	Cert.	Harford CC	4	Bel Air	
Performing Arts	AA	“	44	“	
Performing Arts Option – Dance (A&S)	“	Cecil College	4	North East	
Performing Arts Option – Music Voice	“	“	6	“	
Performing Arts Option – Music/Instr. Music	“	“	16	“	
Music	“	Harford CC	66	Bel Air	
Performing Arts Option – Theatre	“	Cecil College	6	North East	
Design and Technical Theatre	AAS	Harford CC	6	Bel Air	
Interior Design	“	“	49	“	
Mass Communications – Advertising	Cert.	“	5	“	
	AAS		27		
Mass Communications – Electronic	Cert.	“	7	“	

M.						
	AAS		24			
Web Design and Multimedia	Cert.	Cecil College	3	North East		
	AAS		7			
Web Development	Cert.	"	3	"		
	AAS		5			
Visual Comm. – Communications	Cert.	"	10	"	*Projected	
	AAS		30			
Visual Comm. –Graphic Design/Multi.	Cert./AAS	"	23	"	only one # provided	
Visual Comm. – Photography	Cert.	"	18	"		
	AAS		39			
Visual Comm. – Simul. Design/Gaming	Cert.	"	6	"		
	AAS		6		*AAS pending approval	
Visual Comm. – Video Production	Cert.	"	3	"		
	AAS		14			
Visual Comm. – Video Technology	Cert.	"	5	"		
Visual Comm. – Portfolio Production	"	"	8	"		
Visual Comm. – Digital Imaging	"	"	14	"		
Communications						
Contemporary Communications	MA	Notre Dame of Md. U.	Est. 5-10	HECC/HEAT	Transitioning to on-line	

NOTES

1. Shadings:

Blue General Program or
Discipline Areas.

Yellow Associate Degrees and
Certificates.

Orange Bachelor's degrees

Purple Master's degree, doctoral
degrees, and advanced certificates
or professional certifications

2. UMUC has a general MOU with APG that allows UMUC to offer courses that the ESO feels are needed.

UMUC has been on APG for over 20 years offering full student services and face-to-face classes as requested.

3. Notre Dame of Maryland University's School of Education works with both Cecil County and Harford County Public Schools

to provide courses online and at the HECC/HEAT Center to allow teachers to complete certification, add a certification, or have additional prof level. [Towson also does this. Other 4-year institutions?]

HIGHER EDUCATION TASK FORCE
FOCUS GROUP SESSION 9/15/11

Dr. Dennis Golladay, HCC President and member of the Governor's Higher Education Task Force (HB1156), invited regional government contractors to participate in a focus group to discuss higher education and training needs in Northeast Maryland. Information from this group will be incorporated into a comprehensive report that will be submitted to the Governor in December.

The group was facilitated by John Casner, Executive Director of the Northeast Maryland Technology Council.

Focus group members included:

Burnett, Don	CSC
Butkiewiz, Mark	SURVICE Metrology
DeMarinis Danny	MITRE Corporation
Ellis, Drew	Battelle BEST Center
Fitch, Ted	CACI
Gaughan, John	Data Maxtrix Solutions
McKamey, Dwayne	Booz Allen Hamilton
Reis, Teri	Sabre Systems, Inc.
Shatto, Alan	A&L Shatto
Walls, Kevin	Bowhead Technical and Professional Services
Yeakel, William	ORSA Corporation

Also in attendance as observers were:

P.J. Hogan, USM, Chair of Task Force Program Work Group
Barney Michel, JRAD, Chair of Task Force Governance Work Group
Marlene Lieb, HECC, Chair of Task Force Facilities Work Group
Annabelle Sher, DBED
Carol Vellucci, Manager of HECC

P.J. Hogan welcomed the group on behalf of the Task Force and emphasized the importance of the feedback to the future of higher education in Northeast Maryland. Noting that it is costly to bring new programs to the area if student interest is not there, P.J. asked the group to talk about their specific needs with regard to employee education.

The following questions were addressed:

- 1) What are the types of programs (all levels) in which your employees are currently enrolled?
The discussion often moved from what employees are currently taking to programs that might be taken if they were offered.

Engineering: Mechanical, Electrical, Chemical, Systems
Program Management Programs - MA/PMP combination
Certification for CISSP
Logistics Management
Bioinformatics
MBA- Management, Finance
Bio-Medical
Computer Science
Cybersecurity uses PMP certifications.
Hybrid degrees (caution, government may not recognize them)

Comments often went off-track from the original question but provided valuable and personal information from the contractors' perspective. Some examples follow:

Would like to see prospective employees with a background in software engineering with programming and engineering background so we could have one person instead of three or four on a project.

Would like to see a way to expedite Associate Degrees to move students faster into degree programs. For example, students who have moved in and out of two and four year schools may have 70 credits from various sources. Reverse articulation agreements were discussed briefly.

“Technology Focus Teams” are being formed by contractors as a job category.

50% of Systems Engineers will be lost due to retirement. Big need for Mechanical Engineers but it is difficult to get students interested.

Are curricula crossing disciplines so that students in biology also understand or are learning informatics, for example? In computer science, the curriculum doesn't include enough math, physics, and problem-solving skills.

Top 4 areas mandated by government: System engineering; PMP; Security; Business

The audience was asked to remember that the Task Force is looking at the education of two very different populations: Incumbent workers who need advanced degrees to strengthen their value; and pre-employment degree programs to prepare future workers.

2. How many people will populate courses in the next three years?

John emphasized that the goal of the Task Force is to quantify the need for programs and courses and that the focus group was convened to help the Task Force with that goal.

As a result, it became clear that some data already exists. The APG showcase data will be reviewed for appropriate information. The participants were also asked to email John Casner with data from their own industry/company with regard to needs in various labor categories.

Next Steps:

Conduct a data call to contractors (use terminology for degree categories listed in Contracts List of Labor Requirements) to determine quantity of degrees anticipated over next 3-5 years. Also include certifications.

Review Tech Showcase data and contractor websites for types of jobs/degrees being sought.

HIGHER EDUCATION TASK FORCE
FOCUS GROUP SESSION 10/5/10



Converting Vision to Results via People

- Subject: Focus Group
Date: October 5, 2010
Time: 8AM – 10AM
Client: Higher Education & Conference Center
Aberdeen, MD
- Objective: Seek overall input, perceptions & impressions and ideas & suggestions from a selected group of area professionals on how HECC can strengthen partnerships and build additional connections to publicize and position offerings with the goal of delivering higher levels of participation.
- Group: Nine individuals were present. They represented a variety of interest groups including: hospital, local school system, local government, private IT firms, banking and a regional tech council.
- Process: All members of the group participated in a three-phase process focused: first, on Awareness and Image of HECC; second, on Wants and Needs vis-a-vis HECC; third, how HECC might Develop and Build Connection with the represented interest groups.

Participant Input
Observations

Awareness
& Image: A mixed perspective was evident. The feedback from the local hospital and school system centered on being grateful for the convenience provided through HECC. They also regarded the programs offered favorably.

While wants and needs were to be introduced later, participants used awareness and image to express strong concerns about the gaps that exist between what they need and what is available at HECC.

Participants hold misgivings on awareness and image of HECC. For the community at large, they believe HECC is not well known. Those associated with the private business sector expressed strong concerns for not only lack of awareness but confusion about what HECC is... it's focus, purpose and mission (e.g. HCC relationship, meeting site, training vs. higher education, limited connection to the community, etc.)?

Wants &
Needs:

Participants became most engaged when discussing their wants and needs. While primarily focused on a range of degree offerings, they also identified a variety of training and certification needs (many health care related).

Concerns were raised about the coming workforce demographic shift. They do not believe the rising cohort is demonstrating the requisite leadership capabilities. This was presented as a significant need (e.g. leadership and business degrees).

Preceding the introduction of how HECC might develop and build connection, participants introduced wanting HECC to be more engaged with the community (e.g. recruiters, marketing, outreach, surveys, etc.)

Develop & Build
Connection:

Participants appear to be seeking a much higher level of engagement on the part of HECC. They see this engagement targeted to build clarity and awareness as well as to initiate more direct connection for understanding wants and needs.

A host of ideas and suggestions were offered. The energy displayed conveyed a near vested interest in seeing HECC becoming a more vibrant part of the community.

Perceptions of the role and linkage to HCC appear as complicating factors in positioning HECC as a respected source for advanced degrees.

Direct
Input:

When it comes to higher education, how does your professional community view HECC?

Go elsewhere after associate degree
Mixed reviews
This (meeting) is a start
Not enough tech degrees
 -advanced and campus (undergrad)
Can't take all classes locally(...participant belief)
Workforce as the starting point; loss of tuition reimbursement
Experience more beneficial than degree (marketplace)
Technical professions- Higher education very important
Teachers: convenience
Extend programs to leadership and administration
Top needs: special education; inclusive education; English language learners
Favorable: Accessibility to site; Caliber of courses; Convenience on site
Telemarketing to connect
Evening program (vs. day)
Incubator space (what happened? revive?)
Convenience (2) ... Grateful for HECC
An extension of HCC
Not sure what happens here
We have 1000 nurses BS and MS level; they are well aware
Many don't know
HCC community limited awareness
Survey those who went here: suggestions; experience; choice factors
Masters options limited? High tech?
Checked here then made another selection
HEAT: place for meetings vs. academic... needs Name & Brand
Non-credit image strong
IT strong (certification)
Not same focus on advanced degree
New government requirements favoring degrees... may be highly responsive opportunity
Intern requests growing (business community)

How can HECC and its institutions better respond to wants and needs in your professional community?

Courses on Health Care management and leadership
 Succession planning
 Grow leadership base
 Beyond nursing... now need advanced degrees even PhD (Pharm, etc.)
 Finance and IT
 Nursing beyond Notre Dame – need options (avoid group think)
 Leadership – facing aging workforce (need replacement)
 Upcoming merger with Univ of MD Medical System
 Clinical programs: 4 year plus HCC in clinical (e.g. respiratory therapy)
 Surgical technologists and first assists
 CT scan; MRI; Mammography; Ultra sound (cost challenge for labs & equipment)
 On-line degrees: questioning value and ethical practices
 On-line: time options, more knowledgeable?
 Need more contemporary learning styles
 Most go to Baltimore; don't see business degree at HECC
 Better communication on offerings; combined
 More aggressive survey of companies sending employees course and location "gaps"
 Course sharing: "accepting credits from" (incredible/wonderful)
 Local business not aware
 Survey of Business community needs
 College days at hospital
 Mall for reaching the community
 90's needed degree on base; today contracts work off certificates.... potential shift (for GS 11-12 and up – advanced degrees)
 BRAC "move ins" locating in Delaware and Pa for colleges (children) and taxes
 More programs
 Market programs
 Tech schools are recruiting: 20 month \$40K program
 HECC recruiters
 Why not UofM here? (tech)
 Better time slots vs. mid-day courses(...*participant belief*)
 APG technologies - need response on how to develop people
 Centers for on-line; create collaboration
 What does community want?
 Vision – full pathway after high school to masters

How can higher education at HECC raise awareness, enhance image and build awareness?

Team A

Open houses – Education expo

Facebook pages; Linked-In

Marketing materials that highlight everything available; What programs?

Recruiting staff that goes to businesses and high schools
dedicate to specific companies need another plan
participate in local events trade

Work with county to get spots on Harford Cable Network

Monitor people who went through programs to understand deficiencies

Disconnect from HCC; Community College stigma (rebranding; perception?)

Target markets: IT, Health; Government

Start with students at HCC

Enhance website to show program potential

Expand market area –surrounding counties and states

Team B

Change name so it defines what the program includes
build awareness to mission

Survey community to find out what they want in regards to higher education – survey business/industry and community separately

Partnership in catalogs e.g. University of Maryland advertising their presence at the HEAT Center

Have marketing of HEAT Center go to businesses

Must have a brand – branding builds awareness, image & preference

*Key is to deliver a quality product

*Include testimonials from those that have used HECC and what the education has done for them

*Multifaceted approach to marketing

Partner with other community colleges in state and out of state

Ask businesses to link to their website

Team C

Raise awareness

Social media

What it is

What is available

Identify choices

Harford Cable Network

Street signs, highway signs on I-95

Enhance Image

- New name
- Limit as extension as HCC
- Build identity separate from HCC
- Community outreach person(s)

Build Preference

- Have partner schools promote as group
- Build upon professional look of facility
- More active engagement with larger employers including fairs at their site
- Target marketing

Closing Observation:

While the participants expressed a variety of interest areas specific to their respective communities, **expectations** appear as a consistent area of concern for HECC. Perhaps the close proximity of a significant number of higher education institutions makes it easy to envision a full range of offerings to meet nearly all needs. And to have them met locally.

A central theme for HECC may well be how it decides to manage expectations in the community. This has direct implications for naming, branding, positioning, etc. It speaks to HECC having a direct connection with the community that transcends its participating institutions and HCC. When expectations are not managed, stakeholders tend to fill in the blanks for themselves.

Appendix 2

HIGHER EDUCATION TASK FORCE FACILITIES WORK GROUP REPORT

Overview of Committee Structure, Tasks and Assumptions

Committee Members

- Marlene Lieb, chair – Higher Education and Conference Center@ HEAT (HECC@HEAT)
- Denise Carnaggio – Harford County Office of Economic Development (HCOED)
- John Cox – Harford Community College (HCC)
- Danny DeMarinis – University Research Park (URP)
- Jennifer Gajewski – Towson University (TU)
- Gary Martin – Aberdeen Proving Ground (APG)
- Steve Pannill – Cecil College and Cecil County (CC)
- Bret Schreiber – Maryland Independent College and University Association (MICUA)
- Maurice C. Taylor – Morgan State University (MSU)
- Raymond Vollmer – Morgan State University (MSU)

Tasks

This committee was tasked with collecting and reviewing information relevant to:

- 1) The utilization and scheduling of *existing* facilities designated to meet the needs of higher education
- 2) A review of projects *already in progress* that will expand the facilities currently in use
- 3) A *projection*, based on completed studies of program needs and population growth, of facilities needed
- 4) A gap analysis based on this information

Assumptions

The committee agreed upon the following assumptions:

- Growth in graduate certificate and degree programs, especially Master level programs in STEM (Science, Technology, Engineering and Mathematics) related areas is imperative for the development of the APG workforce.
- There is a clear need for two year upper division programs that support AA level degrees earned at the two regional community colleges, and/or four year programs that may be provided by public or private institutions.
- We must look at the higher education needs of ALL sectors of employment for this region, to include, but not be solely driven by, APG needs. Online and distance education may accommodate a portion of the future needs for local residents.
- The anticipated retirement of 40% of APG employee in the next five years is expected to create a workplace void, necessitating the education of many entry-level workers.

- Any new facility development must consider land availability and water and sewer requirements.
- Any new facility development must consider public transportation availability.
- This committee must look at all options, not only those currently in progress.
- Collaboration with other committees, particularly the Program Work Group is critical. Danny DeMarinis acted as a liaison with this group.
- Detailed analysis of facility needs, such as number of buildings, classrooms, IT infrastructure, and specific lab configurations are not in the scope of this committee. Our recommendations will be broader in scope.

Meeting Schedule and Group Process

The Facilities Work Group met on July 7, August 17, and October 12, 2011. Representatives also attended full Task Force meetings. July and August meetings focused on data collection to address the utilization and scheduling of *existing* facilities and a review of projects *already in progress*. The October meeting focused on near term and long term needs based on a review of the draft of the Program Work Group. We began to map the facility needs to support this data. Other considerations included the projected population growth in northeast Maryland, and the formula currently used by higher education institutions to determine adequate space.

Review of Existing Facilities

Existing facilities designated to meet the needs of higher education include:

1. Facilities available on site at Aberdeen Proving Ground
2. Cecil College and Harford Community College
3. The Higher Education and Conference Center @ HEAT
4. Specialty Spaces – for occasional education on a temporary basis

1. Aberdeen Proving Ground

Aberdeen Proving Ground supports training of government workforce on the installation in support of a variety of mission needs. These include higher education degree programs, Defense Acquisition University programs to meet the employee certification requirements of the Defense Acquisition Workforce Improvement Act, leadership training, and other technical / skills development training. Many of these programs have been executed on the installation for some period of time, however, BRAC 2005 has had a significant impact on the population demographics of the workforce on APG and is impacting both the types and volume of training programs to meet the needs of the workforce. The key programs and facilities that currently exist include:

The ***Army Education Center*** offers programs through four resident institutions of higher education: Harford Community College, Central Michigan University, Florida Institute of Technology, and The University of Maryland, University College. The mission of the center had previously focused on educating the soldier. Since recent base realignments have reduced the number of soldiers on post, the focus has expanded to civilian personnel working at APG. Classes are held in a refurbished building on post that contains multipurpose space. This building is available to meet a variety of training needs for the APG workforce; the building was recently renovated to expand the training capacity. It includes 12 classrooms that can each accommodate up to 25

students. White boards and projectors are available in most classrooms and enhancements to include internet access are being pursued. This building has been offered to universities seeking to provide near term access to facilities on a first come first serve basis as an interim measure to a more permanent NE Maryland Higher Education facility or capability. In the near term it is expected that access to the facility for higher education requirements can be supported particularly if courses are conducted after duty hours (evenings). In addition to the four resident universities listed above, a few courses are also offered through the University of Delaware and Oklahoma State University.

The Aberdeen site is equipped with state-of-the-art telecommunications and data processing equipment, which allows for speedy registration, and improved communications between professor and student.

The ***Mission Training Facility*** is a newly constructed facility in the Team C4ISR complex consisting of 16 state of the art classrooms, each with a 30 student seating capacity, 8 smaller breakout rooms, a 120 seat multi-purpose room and a 500 seat auditorium.

The mission of this facility is to meet the educational and professional development needs of the Team C4ISR employees. The Defense Acquisition University (DAU) courses, Logistics training, Professional Development days, and Army Leadership training keeps the Center filled to capacity during most daytime hours. Use is low in the evenings.

The committee assesses that the space on Aberdeen Proving Ground is sufficient to meet the continuing education needs of the incumbent workers on post with specialized and mandated programs. Although these facilities can provide near term solutions to the degree seeking employees of the installation, they do not provide guaranteed access to the breadth of programs anticipated nor to the non APG workforce or residents of NE Maryland. Gary Martin, representing APG, stated that the “installation sees use of on post facilities as a interim measure pending expanded capacity at the HEAT Center and/or other locations. APG may not be able to meet all future higher education demands on the installation and would not be able to accommodate programs that serve those who are not working on the installation.

2. Cecil College and Harford Community College

Cecil College and ***Harford Community College*** have been meeting the associate degree, academic certificate, and workforce development needs of this community for over 50 years.

Founded in 1968, ***Cecil College*** promotes the educational, cultural, and economic development needs of Cecil County and the surrounding region. Since its founding, over 50,000 students, primarily from Maryland, Delaware, and Pennsylvania, have been served by the College. The College is located in northeastern Maryland and is contiguous to Pennsylvania and Delaware. Comprising approximately 167 acres and located in North East, the main campus has 6 buildings totaling 216,024 gross square feet. In addition, the College has 5 off-site facilities including three sites in Elkton: Elkton Station is owned by the College, the Family Education Center and North St. are both leased. The total owned and leased space of all Cecil College facilities is 286,846 gross square feet.

Founded in 1957, ***Harford Community College*** is an open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment. The main campus occupies 332 acres

near Bel Air, Maryland and has 19 buildings totaling 287,300 assignable square feet. The college also has 2 off-campus buildings containing another 38,500 assignable square feet. In FY11, HCC enrolled 9,560 credit students and over 14,000 noncredit students.

Both colleges have facilities plans that extend well into the future and are prepared to meet the growing demands of their communities for associate and certificate programs. Additionally, both community college campuses have available space for growth and partnerships in place that can be leveraged to deliver bachelor level programs to their residents via 2+2 partnerships.

3. Higher Education and Conference Center@HEAT

The regional ***Higher Education and Conference Center @ HEAT (HECC@HEAT)*** is key to the Harford County Office of Economic Development's efforts to support Aberdeen Proving Ground (APG) and attract new technology businesses to the county. The primary mission of HECC@ HEAT Center is to provide upper division baccalaureate and graduate programs to the residents of Northeastern Maryland. More recently, through strategic planning, there has been a focus on bringing additional science and technology programs to the region to support education and training for local business, government and Aberdeen Proving Ground communities. Located minutes from Interstate 95 and Aberdeen Proving Ground, the 152-acre campus offers advanced degree programs and technology resources to Harford and Cecil County residents and businesses. There are currently seven academic institutions offering graduate level and undergraduate programs at this location:

1. Notre Dame of Maryland University
2. Johns Hopkins University
3. Towson University
4. University of Maryland College Park
5. University of Phoenix
6. Morgan State University
7. University of Maryland University College

Facilities currently consist of 9 traditional classrooms, 3 seminar rooms, one wet lab, five offices, and two computer labs. The Center has high speed internet access and video-conferencing capabilities. Enrollment in HEAT Center academic programs has more than doubled since 2005. Each year enrollment figures demonstrate an average increase of 23% leading to a current enrollment of over 2,400. During the fall 2011 and spring 2012 semesters, the Center launched seven new degree programs. A review of page 25-26 in the Sage Policy Feasibility Study shows that, as growth continues, *the Center will require approximately 45 classrooms. Presently, the HEAT Center is home to just 14 classrooms. Over the next several years, the demand for this classroom space is set to simply overwhelm existing capacity. The Center also requires twelve additional faculty offices, additional student union space and additional multipurpose space. All told, accommodating predicted demand will require nearly 29,000 square feet of additional space devoted to specific needs (e.g., classrooms and offices) and that figure does not include common space like stairways, hallways and elevators.*"

4. Specialty Spaces

Specialty spaces currently exist in the many business parks surrounding Aberdeen Proving Ground and scattered throughout Harford and Cecil Counties. Examples include the Enhanced Use Lease

(EUL) space at the GATE on APG, the COPT building development, Riverside Industrial Park, Harford Business Innovation Center, and the Waters Edge Business Complex. These spaces are currently available for temporary, occasional specialty training and courses. It is anticipated that as tenant needs grow and fill available space, there will be less space for occasional specialty training activities. The committee recognizes there are commercial facilities in the region that could provide the necessary infrastructure to support enhanced bachelor degree capacity.

Review of Projects in Progress

1. Cecil County

A full narrative of the **Assessment of Facilities Development/Expansion related to Higher Education needs within Cecil County and nearby Delaware** is included on pages 71-73.

The President of Cecil College, Dr. Steve Pannill, provided plans for 20 acres at the former naval site in Bainbridge. On the main campus, renovations will occur in the Arts and Sciences building, doubling the capacity of wet labs in 2012. An Engineering and Math Building is to be built in spring of 2013 (29,000 gross square feet). He indicated that most Cecil County students transfer to Salisbury University, University of Delaware and Wilmington University. There is no planned project underway or projected over the next 10 years that would require additional funding. Cecil County residents would take advantage of higher education opportunities offered in Harford County and nearby Delaware, in addition to the Bachelor Programs of Wilmington and Salisbury on one of Cecil College's facilities.

2. Harford County

There are two facilities projects underway and one proposed project in Harford County that could significantly contribute to the availability of higher education in Northeast Maryland.

- a. The expansion of the Higher Education and Conference Center at HEAT
- b. The 2 +2 off-site project planned by Towson University to be located on the campus of Harford Community College.
- c. Proposed project to develop a University Research Park

The first two projects would address the growing need for undergraduate and graduate programs in this region. A proposed project to develop a University Research Park would address the need for doctoral degrees and post-doctoral experiences.

a. Expansion of HECC@HEAT

The planned expansion of the current regional Higher Education and Conference Center, located on the HEAT Campus in Aberdeen, began in 2008. An executive summary of the feasibility study conducted by the SAGE Policy Group is on pages 74-75.

The Facilities Committee reviewed the history, design, and current status of the HECC@HEAT expansion. The analysis by the Sage Policy Group confirmed that the HEAT Center is in need of expansion to accommodate the growing enrollments of the university partners as well as the business community. BRAC, combined with normal population growth, increasingly longer

commute times into Baltimore, and growing demand for higher education in Harford County, clearly support the expansion of the HECC. The HECC@HEAT Center expansion is envisioned in three phases, adding more classrooms and faculty spaces along with a unifying Academic Avenue during phase one. Academic Avenue is envisioned to be a space with cafes, bookstores, and alternative learning spaces for students. Student services, collaborative learning and gathering spaces, more classrooms, and the extension of the academic avenue will be added in phase two. The need for sophisticated, well-planned laboratory space that meets the needs of resident programs, will also be critical. Phase three will include an exhibition sized multi-use space and a 500-seat auditorium.

The construction program includes 70,400 GSF of new construction and 10,500 GSF of converted space that would triple the size of the HECC from 29,000 GSF to 99,400 GSF. It will enable the HECC facility to better fulfill the needs of the community for the foreseeable future. The total estimated cost for all three phases is \$29.7 million. It should be further noted that there are parcels of land adjacent to HEAT which could also be developed. This project should be funded through a State of Maryland Capital Budget allocation designed to support regional higher education facilities. This facility would not be eligible for Community College Capital Grant funding. In addition, capital funding from Harford and Cecil Counties should be included in the project, although debt capacity limit policies may delay the ability to secure such funding.

By 2013, total enrollment is expected to increase to more than 3,600. Using standard relationships between enrollment and square footage, this implies a need for 44,000 square feet of additional space, of which roughly two-thirds would be allocated toward classrooms, faculty offices, student union space and multipurpose space. Expanding the HEAT Center by 44,000 square feet would bring the facility's total square footage to 70,000 square feet. This would, however, leave little room for growth beyond 2013. The planned expansion of nearly 100,000 square feet would more reasonably accommodate growth for the foreseeable future.

b. Off site Project on the Campus of Harford Community College

A three story educational building, proposed as a collaborative partnership between Harford Community College and Towson University (TU), would be located on the west campus of Harford Community College. The building was part of the HCC master plan created in 2006 as a result of the high percentage of HCC students who transferred to Towson. (At that time, nearly 60% of HCC transfers to degree-granting institutions went to Towson; that percentage has now grown to nearly 70 %.) The building was designed to preserve a college campus environment for the 2 + 2 students who chose to complete their degrees at Towson. The building is designed to be self-contained with food, bookstore, and library services. The building will be LEED Silver certified. It was reported that six (6) full 2 + 2 programs are ready for fall 2012, and TU would move towards a goal of 10 programs that meet both workforce needs and student interest.

The 2+2 building is generally perceived as a way to leverage an existing collaborative partnership and build bachelor degree capacity for Northeast Maryland students.

The lease of space by other institutions may be negotiated. In addition, once Towson moved their undergraduate programs to the Harford Community College west campus academic building, more space for other institutions would be available at the regional HECC@HEAT.

The approximate estimate is \$300 per square foot, to total \$22-25 million. Construction of the building alone is approximately \$18 million with additional costs to cover site work, furniture and equipment. No additional state funds would be needed to advance this project as Towson University will use their Fund Balance account for this project. A full report of *Towson University Off-Campus Site at Harford Community College* is included on pages 76-80.

c. University Research Park

The stated purpose of the **University Research Park (URP)** is to provide a multidisciplinary environment that strengthens national defense priorities through (i) advanced degree opportunities, (ii) research and high technology transfer collaboration, (iii) critical-skill, top tier, knowledge worker education, and (iv) business/technology incubation (mentoring business). The vision is to create a nationally recognized advanced multidisciplinary academic, science and research campus (aligned with Aberdeen Proving Ground) resulting in technology-led economic growth for the northeastern region of Maryland.

The URP Work Group recently commissioned the Economic Alliance of Greater Baltimore to conduct a feasibility study in support of this concept.

The development of a URP would address the need for regional doctoral degrees and postdoctoral efforts. The URP will develop in three phases. Phase 1 will seek federal funding to support the work of 3-6 researchers working in an approximate space of 1,000-3,000 square feet. Phase 2 in will include a part time director, part time administrator, 6 researchers and some limited lab space. Space needs for Phase 2 would expand to 8,000 square feet and would include office space, an expanded lab with reach back virtual capacity, conference VTC's facilities and audiovisual equipment. Phase 3 would expand all such capability significantly depending on the growth of research and development opportunities and the results from the anticipated study that will address Phase 3. The URP space would align to the maximum degree possible with the Regional Higher Education Center.

Facilities Mapping by Degree Level and Major Program Areas

As the work of the Facilities Work Group developed, the group sought to answer three vital questions:

- 1) What is the baseline of capabilities in Northeast Maryland across the three domains of:
 - > undergraduate education,
 - > graduation education, and
 - > doctoral education?
- 2) How do these capabilities fit with the educational needs of students and the programs currently offered by institutions?
- 3) How (and how much) can we leverage existing community colleges, higher education institutions, APG, the regional Higher Education and Conference Center at HEAT, and other entities and facilities to create economies of scale and share resources?

The Committee attempted to address questions 1 and 2 through the use of a facilities map. See page 81. When completed, this map could serve as snapshot analysis of the work completed by the

Program Work Group, coupled with the associated unmet need for space. In order to adequately complete this map, however, projected enrollments are necessary. Laboratory space and telecommunication capabilities will be essential to the delivery of many of the identified programs.

The third question formed the basis for the three recommendations that this working group proposes.

Major Findings and Recommendations

- The space on Aberdeen Proving Ground appears to be sufficient to meet the continuing education needs such as specialty and mandated courses, such as CPR and Safety, Defense Acquisition University, logistics, technical refresher, and leadership development courses. The facilities can support near term higher education programs (such as advanced degree programs) but the available facilities would not be able to meet all future educational needs for the entire APG workforce nor would they accommodate those who are not working on post.
- The two area community colleges are meeting the demand for Associate Degree and Academic Certificate programs, as well as current professional certification and workforce training needs.
- The impending wave of retirements (approximately 40% of the APG workforce is eligible to retire within 5 years) is expected to increase the demand for graduate degree programs as entry level workers fill the voids left by experienced employees.
- There are commercial facilities in the region that could provide the necessary infrastructure to support enhanced bachelor degree capacity.

The Facilities Work Group recommends the following actions:

- Fast track the expansion of the regional Higher Education and Conference Center at HEAT to include support of both undergraduate and graduate level programs. This \$29.7M project should be funded through a State of Maryland Capital Budget allocation designed to support regional higher education facilities. In addition, capital funding from Harford and Cecil Counties should be included in the project.
- Build bachelor level degree capacity by leveraging the collaborative spirit of the two local community colleges, their existing and proposed facilities, and the available land owned by their campuses. *(Morgan State University member provided comments to the Working Group Report after the report was finalized. These comments are contained in an addendum starting on page 64, as are responses from the Working Group membership to these comments.)*
- Continue to pursue the University Research Park currently under study to meet the need for doctoral and post doctoral experiences.

References

Population trends – Harford County

<http://www.harfordcountymd.gov/PlanningZoning/Download/142.pdf>

Towson University Off-Campus Site at Harford Community College. 2011

Assessment of Facilities Development/Expansion related to Higher Education needs within Cecil County and nearby Delaware. 2011

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The Higher Education and Conference Center: Level of Unmet Demand for educational Services and Square Footage Requirements. Sage Policy Group, Inc. 2009

The Regional Community College Workforce Training Initiative. Beacon Associates. 2009

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Capital Facilities Inventory and Gap Analysis Due to Aberdeen Proving Ground BRAC Expansion. TischlerBise. 2007

Aberdeen Proving Ground BRAC Impacts on Seven Jurisdictions. Sage Policy Group, Inc. 2007

Maryland Capital Improvement Planning Process and Capital Facilities Space Guidelines for Higher Education Report. 2006

Addendum

Morgan State University Comments to the Facilities Working Group Report and General Working Group Member Responses

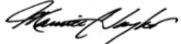


OFFICE OF THE PRESIDENT

November 21, 2011

MEMORANDUM

TO: Marlene Lieb, Chair
Facilities Subcommittee
Regional Higher Educational Center Task Force

FROM: Maurice C. Taylor

Facilities Subcommittee

RE: Final Subcommittee Report

As I noted in my October 27, 2011, response to the Facilities Subcommittee's draft report, the inclusion of section **b. Off site Project on the Campus of Harford Community College** as well as the full report of the **Towson University Off-Campus Site at Harford Community College** found in Attachment 4 in the Facilities Subcommittee's Final Report advances an agenda that was not agreed upon by this Subcommittee. Additionally, it became increasingly evident at the Task Force's November 10, 2011, meeting at the HEAT Center that inclusion of plans for a Towson building was, as Delegate Rudolph stated, "beyond the scope of the Task Force's responsibilities."

House Bill 1156

At the Task Force's November 10, 2011, meeting, PJ Hogan, Associate Vice Chancellor for Government Relations for the University System of Maryland, stated that §1(g) (2) of House Bill 1156 requires the Task Force to consider the proposed Towson Building. House Bill 1156 (the Bill) assigns to the Task Force the responsibility to

study and make recommendations regarding the higher education needs of the Northeastern Maryland region; requiring the Task Force to report its findings and recommendations to the Governor and certain committees of the General Assembly.

Section I (g) of the Bill assigns eight responsibilities, i.e., §I (g) (1) – (8), to the Task Force. The provision of the Bill read by Mr. Hogan, i.e., § 1 (g) (2), provides only that the Task Force "examine the future role of the off-campus site at Harford Community College in meeting the need for higher education in Northeastern Maryland."

There is no express reference to a Towson building. Indeed the reference to an “off-campus site” is undefined. The Bill provides no notice of which institution’s campus, i.e., HCC, Towson, a BRAC facility, or other educational institution, is to be considered as off site for the purposes of the Bill. The assertion made at the meeting by the President of HCC that the only off-site building that HCC is considering is the Towson Building begs the question of the Bill’s express terms and/or the intent of the Bill’s authors. Indeed, as you reported in the Facilities Subcommittee’s Final Report “The building was part of the HCC master plan created in 2006 as a result of the high percentage of HCC students who transferred to Towson.”

Harford Community College’s “master plan” was neither a focus of nor the responsibility of the Facilities Subcommittee. As such, internal discussions and/or plans that may have occurred between HCC and Towson provide no notice to the Task Force and its (Facilities) Subcommittee members that consideration of the proposed Towson building is a responsibility of this Task Force. As a member of the Facilities subcommittee, nothing in the Bill including the section read by Mr. Hogan, suggested to me that consideration of the proposed Towson building was a responsibility of the Task Force in general or of the Facilities Subcommittee in particular.

Intent of the Bill’s Author(s)

At the November 10, 2011, Task Force meeting, Delegate Rudolph’s stated that it was his and Delegate James’ (the Bill’s co-author) intent that any recommendation about the Towson Building “was beyond the scope of the Task Force’s responsibilities.” Delegate Rudolph’s statement concerning the intent of the legislation creating the Task Force is consistent with the express recommendations that the Bill anticipates in the Task Force’s final report. Specifically, § (8) of the Bill instructs the Task Force to make five recommendations regarding:

- (i) higher education needs in Northeastern Maryland;
- (ii) the participation of all segments of higher education in meeting the higher education needs in Northeastern Maryland;
- (iii) whether or not the current higher education institutions and centers are meeting the higher education needs of the region;
- (iv) whether or not the creation of a new higher education center is the best way to meet the higher education needs of the Northeastern Maryland region; and
- (v) the governance structure and organization of a new regional higher education center if the Task Force recommends the creation of such a center.

The unambiguous focus of the recommendations anticipated by the Bill is the participation of all segments of higher education [i.e., § (8)(ii)], in the governance structure and organization [i.e., § (8)(v)], of a higher education center [i.e., § § (8)(iii),(iv),(v)].

As such, consideration of a dedicated Towson building, even as it is reflected in the final Facilities Report as “**b. Off site Project on the Campus of Harford Community College**” is antithetical to the express terms of the recommendations required by the Bill because a dedicated Towson building would not include nor require “participation of all segments of higher education in the governance structure and organization” of the facility. The recommendations sought by the Bill expressly focus on “a higher education center.” Delegate Rudolph’s explanation that it was his and Delegate James’ intent that consideration of the Towson building

would be beyond the scope of the Task Force's responsibility is clearly supported by the express terms of the legislation that he co-authored. The express terms of House Bill 1156 and the clarification provided by Delegate Rudolph should have erased all doubt about the role of the Facilities Subcommittee in consideration of the Towson building.

In closing, I can only reiterate the sentiments that I expressed in my response to the initial draft of the Facilities Report.

- As a Facilities Subcommittee we have reached no agreement (indeed there was no vote) as to whether we endorsed a Towson building at HCC.
- Our role as a Subcommittee was to identify existing facilities in the region and then to identify the types of facilities that may be needed to fill gaps in the educational needs. The Bill specifically requests a recommendation regarding the "creation of a new higher education center." The proposed Towson building is neither an existing facility nor is it a "new higher education center."
- We agreed, at the Facilities Subcommittee's last meeting, to acknowledge in the report the need to accommodate on or at the community colleges in the region ways to facilitate the earning of bachelor's degrees by students who have earned AA degrees without naming or endorsing a particular institutional project.
- The Facilities Subcommittee was unanimous in its support for a report that strongly endorsed an expansion of the HEAT Center.

I am disappointed that the Facilities Subcommittee's Final Report advances an agenda that is not supported by legislation and which deviates in section "b" from the Subcommittee's express recommendations about how best to address the facilities issue in the region.

As drafted, I do not endorse the Facilities Subcommittee's Final Report.

cc: David Wilson
Raymond Vollmer
Gerald Whitaker

Responses to the Morgan State University Statement of Dissent
November, 2011

Thank you for the opportunity to comment on the November 21st memo from Morgan State University. As a member of the Facilities Subcommittee I am very disappointed to read Mr. Taylor's memo. On November 10th the Task Force members discussed this issue at length. The Facilities Subcommittee report will be incomplete and do a great disservice to region the taskforce was created to assist if it were to leave out section "b. Off-site Project on the Campus of Harford Community College." It is a fact that this project has been underway for a number of years and should not be treated as a new entity. Attachment 4 does not advance an agenda but rather shares the facts as they are to date. Ignoring the fact that the Towson building has been fully designed and is simply awaiting MHEC approval would leave a big gap in the Facilities Subcommittee Report and analysis of the region.

Thank you for your time.
Jennifer

Jennifer Gajewski Pemberton, MPA
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From Dr. Stephan Pannill, President of Cecil College

I strongly feel that the report must include the Towson Proposal as an important part of the higher education landscape in North Eastern Maryland. The context would be grossly incomplete with no mention. Delegate James and Delegate Rudolph both said on separate visits to the full committee that they supported approval of the Towson proposal and didn't think the approval should wait until the final task force report. That is what I believe they meant. The "decision" was outside the scope of the task force. That is very different from Maurice's take. Delegate Rudolph said that he and James had sent a letter to the Higher Education Secretary and perhaps the Governor urging immediate approval. The letter should be included with the report if anything is to be attached. I thought there was consensus on the recommendations. There was no vote or consensus to purge any mention of the Towson Building Proposal from the facilities report.

As I was quoted in the memo I am providing the following comments and clarifications below.

Thank You
PJ

I do not feel that I was quoted accurately in this memo or at a minimum taken out of context.

First. In response to Dr. Maurice Taylor's comments that there should be absolutely no mention of the proposed Towson 2+2 building on the Harford Community College Campus P.J Hogan, USM Vice Chancellor for Government Relations stated that HB 1156 that established the Task Force

specifically state on page 5 lines 2-4 that "The Task Force Shall: examine the future role of the off-campus site at Harford Community College in meeting the need for higher education in Northeastern Maryland"

Dr. Taylor then responded by saying that the legislation only mentions ³off-campus site at Harford Community College². I responded by saying that everyone knows that the "off-campus site at Harford Community College" is referring to the Towson 2+2 Building.

I then asked Dr. Golladay if the Towson 2+2 Building is the only proposed off-campus site building on the Harford Campus and he stated yes that Towson is the only project under consideration.

To ignore any mention of the proposed Towson 2+2 Building on the Harford Community College Campus would not fulfill the charge of HB 1156 and be a disservice to the students in the Northeast region.

Patrick "P.J." Hogan
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Comment from Marlene Lieb, Chair of the Facilities Work Group

As chair of this workgroup, who were all committed to finding the best solution to meet the higher education needs of our community, I am dismayed at Morgan's response. The implication that the committee report does not accurately represent the work of the committee is unfounded. The committee strived to reach consensus on the majority of workings, and agreed early in this process with the tasks assigned, the assumptions and the final recommendations. Many of the statements made by Morgan State University are distortions of comments made in public meetings, and while I respect their right to be heard, I believe that what they present is inaccurate.

On behalf of HCC, we continue to support subsection B. HCC, Towson and USM have a final design plan with Towson University that has gone before the County's Development Advisory Commission and has received forest conservation and erosion & sediment control approvals. Pending water and wastewater approvals which are in progress, the construction moves close to reality, and the needs of students in Northeastern Maryland are closer to being met. Clearly, this is a project in progress.

HCC strongly recommends that the Task Force highlight and include in the final report's appendix the recent letter from Delegate James and Delegate Rudolph to Secretary Howard that was referenced by Delegate Rudolph during the November 10, 2011 meeting. This letter will add clarity to the legislative intent of the Task Force bill's authors and support for the Towson off-campus site

approval so that the many benefits it brings our students can be integrated into the analysis of the Task Force.

John

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443-412-2407

>>> Bret Schreiber <bschreiber@micua.org> 11/29/2011 4:58 PM >>>

All:

The letter that is being referenced has not been shared with our workgroup, nor did we ever discuss the letter in our deliberations. I was told that the Facilities workgroup has already submitted its final report to the full task force as of November 16th. I was told we are out of time for edits/and or comments.

The facilities workgroup did not discuss integrating any of this information about the Towson building in the report, because we were told the project is outside the scope of the report. In fact, discussion about the project was cut off during the Full Task Force discussions because the project is outside the scope. Towson did a presentation on the project. The Facilities workgroup referenced the presentation in our report.

The only thing people were asked to comment on was the response from Morgan. We support Morgan's right to issue their opinion on the Facility workgroup report. Will the Morgan letter be included as an appendix in the Facilities group report? As far as I understand, the report is done and being included in the FINAL Task Force report.

So, please let me know if I am incorrect.

Thank you,

Bret

Bret Schreiber | Vice President

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>>> "Martin, Gary P SES USA CIV (US)" <gary.p.martin6.civ@mail.mil> 11/29/2011 5:36 PM
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Classification: UNCLASSIFIED

Caveats: NONE

I have a minority opinion in this regard as I am simply representing the interests of the APG community as it relates to articulating as best we can what we can project as higher education needs and to the best of our ability what we can project as facility requirements associated with these needs. As a relatively new member to the local community (although with the four year mark of my relocation to Harford I am running out of time for using this statement), I have tried to champion the needs of higher education at APG and in the region. The local community, APG, and the higher education system has evolved in the development and understanding of the regional needs for higher education offerings. These needs clearly extend beyond the influences of BRAC and the evolving workforce at APG. The study's intent by the MD Legislature should be viewed (my opinion) as an intent by our elected officials to help us move beyond the somewhat unstructured and often times partisan (intended here to ref to the educational system) motives to move higher education to a new level within the region. The interesting thing from my vantage point is that everyone has the same common goal or objective; that is to serve the people of the region with quality and relevant higher education offerings that will meet the local needs, educate and prepare our residents to enter the workforce, and grow a workforce that can support the growing need on and off the installation.

Having had many discussions on this topic with most the stakeholders I understand many of the concerns that folks have with regard to how this whole process will unfold. I don't think any of us has absolute insight or foresight into what the final outcome of this study will be. However, I do think we owe the legislators a report that is as detailed as we can make it, with all the facts on what we have available in the region, what is planned to be available, and what we can take advantage of locally to meet the evolving higher education needs. I personally believe we would be failing our mission / task if we were to withhold any facts on available or planning facilities. We have some real challenges before us as it relates to getting funding for new capital infrastructure, whether it be to expand the HEAT center or any other option under consideration. I suggest we submit a report that documents what is, what is planned to be, and what will ultimately be needed to be best of our ability. As such, outlining the details with respect to the Towson building at HCC should be included as a statement of what is planned.

Gary

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HB 1156 Facilities Sub-Committee

Assessment of Facilities Development/Expansion related to Higher Education needs within Cecil County and nearby Delaware

Introduction

Cecil College is the county's only institution of higher education. The county is an area that statistically is well behind the state and nation in post secondary education access and degree attainment. The College has a history of trying to close this gap. Approximately sixteen years ago, Cecil College was an active partner in justifying and advocating for the Aberdeen Higher Education Center, then known as HEAT. Since its inception, the College has helped market the Center, and more recently has representation on the Center's advisory board.

About eight years ago, the Cecil College began taking an even more aggressive role to bring bachelor's level opportunities to Cecil countians. The Cecil College Board of Trustees adopted a key strategic initiative for the 2005-2010 Strategic Plan and carried it forward into the 2010-2015 Plan. The College is to use its human and physical resources to make baccalaureate level opportunities available in Cecil County. These opportunities leverage existing regional four-year institutions with Cecil as the broker. Cecil College adds its marketing, local knowledge, and facilities to make these opportunities practical for potential partners. The goal is to make specific degree opportunities available here, while continuing to promote opportunities regionally, and via distance education. The College supports multiple options for its diverse students.

Founded in 1968, Cecil College promotes the educational, cultural, and economic development needs of Cecil County and the surrounding region. Since its founding, over 50,000 students have been served by the College, primarily from Maryland, Delaware, and Pennsylvania. The College is located in northeastern Maryland and is contiguous to Pennsylvania and Delaware. Comprising approximately 167 acres and located in North East, the main campus has 6 buildings totaling 216,024 gross square feet. In addition, the College has 5 off-site facilities including three sites in Elkton: Elkton Station (owned - 52,034 gsf), the Family Education Center and North St. which are both leased. The total owned and leased space of all Cecil College facilities is 286,846 gsf. See Attachment A.

At Cecil College

1. Four-Year Partnerships: Cecil College continues to expand its partnerships with four-year universities and colleges to provide our students with clear pathways to a four year degree and easy access to higher education programs in Cecil County. Programs are offered at Cecil College facilities, nearby campuses and through on-line programs. Below is a list of nearby colleges and universities currently offering programs of study at Cecil facilities:

2. Salisbury University: Accelerated Degree in Social Work (BSW & MSW) at Elkton Station
Baccalaureate Degree in Government Contracting at North East Campus

Wilmington University

Accelerated Degree in Leadership and Management at Elkton Station

Degree in Teacher Education for Middle Level at Elkton Station

In addition, Cecil has over a dozen partnership agreements with colleges across the country to provide specific programs leading to a bachelor's degree and the potential for many other programs and partnerships. A complete listing including partnerships in progress is included in Attachment B.

2. Proposed Engineering and Math Building: Slated for construction in the summer of 2012, a new \$21M academic building will bring a strong instructional focus to the engineering, physics and math programs on Cecil's North East Campus. This new facility supports STEM programs and will promote the attainment of four-year degrees. Our partners in the region such as UMBC, Drexel and University of Delaware provided input for the design of this new academic facility, its instructional labs and technology.

This two story 28,000 gsf building includes:

- 3 Engineering/Physics Labs with 24 student stations each
- 1 Instructional Machine Shop
- Telepresence/Conference Room seating 16 persons
- 2 additional Math classrooms
- Math Tutoring and Testing Centers
- Large and small group study spaces

A proposed site plan for the new building is included (Attachment C) along with the design concept (Attachment D). Design development documents were submitted recently to the Department of General Services for their review. Due to the LEED Silver certification requirement, Cecil College has already engaged a Construction Management firm, Riparius Construction Inc. for pre-construction and construction services. Construction funding is part of the State and County Capital Improvement Programs for FY 2013.

3. Bainbridge Center: Development at the Bainbridge site has slowed due primarily to the economy and environmental concerns; however, the potential for expansion on this site is significant. The College has been allocated 15 acres for future development of higher education facilities. The enclosed site map (Attachment E) shows the close proximity and easy access to Harford County.
4. University (Partner) Center: Cecil envisions a university owned facility on its campus that will offer complimentary upper division programs leading to baccalaureate degrees and expand higher education options in the region for area students. As we developed our 10 year Campus Master Plan in 2006, Cecil College included a University (Partner) facility as part of our North East Campus expansion and future development. This facility is noted on Attachment F.

Within Cecil County

5. University of Maryland Dental Hygiene Program in Perryville: In August 2008 University of Maryland (UMB) Dental School signed an agreement that will partner its dental hygiene program with Cecil College to educate more dental hygienists in Cecil count, where there is a critical need for oral health care. The Dental Schools' curriculum is being delivered online to the College and clinical teaching is taking place at Union Hospital's Principio Health Center in western Cecil County. Local students in Cecil County are able to earn a UMB Bachelor of Science in dental hygiene while staying close to home. The UMB dental school residents are using the Riverfront Conference Center at the Donaldson Brown Estate Center for meals and temporary housing.
6. Available Offices, Industrial Buildings and Land: According to the County Office of Economic Development there is a multitude of available space for expansion and development. In addition to the approximately 325,000 gsf of office space, the Cecil Technology Campus has plans and permits for an additional 225,000 gsf build out at Principio Park. A current list of all spaces available is included in Attachment G.

Developments at the University of Delaware

7. New Interdisciplinary Science & Engineering Building: University of Delaware has contracted with Ayers/Saint/Gross of Baltimore to design a 194,000 sf facility where teaching, learning and research come together in an integrated way within the disciplines of biology, chemistry, physics and engineering. This new facility will also house the University of Delaware Energy Institute and the Delaware Environmental Institute. See Attachment H for more details.
8. Research Campus proposed for former Chrysler site: In October 2009 the University of Delaware signed a purchased agreement for the 272 acre-site formerly occupied by the Chrysler Assembly Plant in Newark, Delaware. The initial objective for development on this property will be to create a research and technology campus adjacent to the University while enabling the intellectual property developed to benefit the citizens of the University and the region. UD sees this acquisition and related projects stimulating the State and regional economy through employee recruitment, undergraduate program, graduate education programs and research collaborations. Their partnerships include Thomas Jefferson University, Christiana Care and Nemours. The possibility of creating a University Clinical Campus with Thomas Jefferson University would continue to support new career pathways for medical professionals and other health care personnel. Attachments I and J contain additional information.

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**The Higher Education and Conference Center (HECC):
Level of Unmet Demand for Educational Services and
Future Square Footage Requirements**

Executive Summary

More HECC Space Required

In order to satisfy the ongoing expansion in demand for applied technical knowledge, the HECC in Harford County will need to augment its facility significantly. While many may presume that growing demand for educational opportunities at HECC is largely a function of Base Realignment and Closure-related activities (BRAC) at Aberdeen Proving Ground, there are a number of other considerations that support the study team’s findings.

First, HECC is already under-sized relative to similarly situated facilities. A useful benchmark is provided by the Southern Maryland Higher Education Center (SMHEC), which also partners with colleges/universities to provide educational programming and serves a community heavily impacted by a previous BRAC round. The total gross square feet devoted to classrooms, labs, and all other rooms at HECC totals about 26,000 square feet. By comparison, SMHEC occupies 59,000 square feet. When this space is normalized to occupied space per 1,000 enrolled students, HECC has about 14,500 square feet per 1,000 enrolled students, while SMHEC has 21,900 square feet per 1,000 enrolled students.

Second, organic growth in HECC demand in recent years has been rapid even in the absence of BRAC-related demand. This is not just the case with respect to course offerings. Meetings, conferences, and other events that can utilize the types of space available at HECC increased 40 percent in FY2008 over the prior year. HECC staff report that 3 to 5 requests for space are denied each week primarily due to a lack of space at requested times or the Center’s inability to provide sufficiently large spaces for events. These unfulfilled requests amount to 150 to 250 meetings and other events that might be held at the Center each year.

That said, BRAC-related demand will be significant, particularly since the technical nature of the jobs moving to Aberdeen Proving Ground fit neatly with the types of courses likely to be offered at HECC. Many relevant courses are already offered. Exhibit E1 provides primary data regarding APG recruitment projections over the next ten years. The technical personnel requirement numbers in the thousands.

Exhibit E1. APG Recruitment Projections FY09-FY19

Field	Intern/ Entry Level	Mid Level	Senior Level	Total
Engineering	1,646	819	139	2,604
Math/Science	496	705	303	1,504
Health/Biology	48	153	5	206

Source: APG

Conclusion

HECC expansion is both feasible and necessary

HECC needs to expand significantly in the years ahead. In order to have a facility capable of accommodating BRAC and organic growth in northeast Maryland, the Center will need approximately 44,000 additional square feet of educational space in place by 2013 (26,000 square feet currently). The demand for conferences and meetings can also support an additional 20,000 square feet of space for these types of events. The Center currently possesses only a fraction of the space it will soon require.

Whether the measure is classrooms and other rooms usable for teaching or total occupied space, HECC has substantially less space than other similarly purposed institutions. The Southern Maryland Higher Education Center, the closest comparable institution, has 69 percent more teaching rooms and 51 percent more total occupied space per 1,000 enrolled students. This indicates that just to accommodate the present enrollment HECC should expand its total space by at least 50 percent. Such an expansion would, however, do nothing to accommodate future growth generated by the BRAC-related changes at APG or the ongoing growth in demand from the general population in northeastern Maryland or address other needs.

The growing demand for a variety of programming at HECC, including in science, technology, engineering and mathematics due to BRAC, will simply overwhelm the capacity provided by HECC's 14 classrooms. Sage predicts that there will be enough demand for roughly three times as many classrooms by 2013. For skeptical readers, it should be noted that BRAC represents a once in a lifetime economic event and that even prior to BRAC demand for classroom space was growing at more than a 25 percent compound annual rate; HECC staff has already reported a growing number of occasions during which requests for space have been denied. The pace of these denials will expand exponentially in the years ahead all things being equal.

Conferences and meetings are a natural complement to and extension of the educational services at HECC. These services will also likely grow in the future supporting the development of a substantial volume of space and facilities devoted to this purpose.

Towson University Off-Campus Site at Harford Community College

The Demand for Higher Education in Maryland's Northeastern Region

The northeastern region of the state currently lacks any four-year institution of higher education. Secondary education needs are met by three institutions: Harford Community College, Cecil College, and the HEAT Center. Of these, only the HEAT Center offers residents the opportunity to pursue baccalaureate and graduate degrees, with the emphasis on graduate degrees. The Maryland Higher Education Commission (MHEC) has advised that there is a strong need for more educational offerings in this region as Harford and Cecil Counties continue to grow.

The 2005 announcement of the Base Realignment and Closure Act (BRAC) compounded this demand, with approximately 20,000 jobs expected to shift to Aberdeen, Maryland by fall 2011. These jobs will require candidates with degrees in the math, science and information technology fields. Additionally, the increased population in the northeastern region will call for more nurses, teachers, and business professionals. Commissioned by the Maryland Department of Business and Economic Development, TU's Regional Economic Studies Institute in 2007 produced a report entitled, "Educational Needs Assessment: Supply and Demand of Educational Programs Likely to Support the DOD BRAC Movements into Maryland." The report determined that 97% of the new civilian jobs created by BRAC will require education beyond a high school diploma, with 40% of the jobs requiring a degree.

Also in 2007 RESI produced a report for TU, "Assessment of Higher Education Demand in Northeast Maryland." The study estimates that by 2015, more than 111,000 college students will reside in northeastern Maryland. Between 2005 and 2015, the area's population of 18 to 24 year olds (the traditional college-aged population) is expected to grow by 6.1 percent to more than 164,000. The 25+ population is also expected to increase. This is significant because national projections call for enrollment growth among this age group to outpace that of the traditional college-aged population after 2010. See Appendix A for the projected population in the Northeastern region by age group from 2000 to 2020.

TU's Presence in Northeastern Maryland and the Proposed Off-Campus Site

While BRAC creates an urgency to offer more bachelor's, master's, and doctorate degrees in the northeastern region, TU has long been committed to addressing the educational needs in this area. In fact, the concept of a TU educational facility on HCC's campus was conceived before BRAC became a reality. The idea began with discussions between former TU President Robert L. Caret and former HCC President James F. LaCalle and evolved over several years into the innovative approach being developed today. While the business model presents a new concept, TU and HCC agree that this is the most expeditious way to grant residents of Harford and Cecil Counties access to quality and affordable degrees. A brief history of TU's presence in northeastern Maryland can be found in Appendix B.

Through the construction of a Towson educational facility at Harford Community College (HCC), the institutions will offer degrees to the current and future residents of northeastern Maryland starting in 2012. By pursuing 2+2 programs, undergraduates will be able to obtain a TU degree without ever having to navigate their vehicle onto I-95. Additionally, demand for graduate degrees will be met when TU undergraduate courses currently offered at the HEAT Center are moved into

the new TU-HCC Building, providing more space for other institutions to offer undergraduate and graduate programs at the HEAT Center, which is presently at capacity.

TU does not intend to operate a regional higher education center; per Code of Maryland Regulations (COMAR) language, TU will refer to the educational facility as an off-campus site. As discussed in many settings, TU would be open to leasing space to another institution if requested. Terms of each lease would be negotiated on a case by case basis. TU continues to seek the required approvals from the USM Board of Regents, MHEC, and Middle States in each step of the process. The Off-Campus Site Development Plan was submitted to MHEC for approval in October 2010.

Academic Offerings and Enrollment Forecast

Each year TU enrolls as many new transfer students as first-time freshmen and graduates as many transfer students as “native” students. The majority of TU’s transfer students come from Maryland community colleges. In fall 2009 HCC was the second largest feeder school for new transfer students to TU, accounting for 10% of TU’s total new transfer student population. Quite a few students also transfer to TU from Cecil College. See Appendix C for the undergraduate and graduate transfer enrollment at TU by county of origin for 2005 to 2009.

It is evident that TU’s geographic proximity to Harford and Cecil Counties, and its extensive undergraduate and graduate program offerings have attracted residents from the northeastern region. With a TU facility located on HCC’s campus, students will be able to complete coursework in their own back yard. We are confident the convenience of this set-up, along with the influx of BRAC families, will make this approach a successful one, with marked growth in enrollment and degrees awarded.

The following approved TU Masters programs and certificates are currently offered at the HEAT Center:

- M.S. in Human Resources Development/Educational Leadership Track
- M.Ed. in Early Childhood Education
- M.Ed. in Elementary Education
- M.Ed. in Secondary Education
- M.S. Instructional Technology (Educational Technology)
- M.S. in Applied Information Technology
- Certificate of Advanced Study in Organizational Change/Administrator I Track
- M.S. – Supply Chain Management
- Certificate of Supply Chain Management
- Certificate of Project, Program and Portfolio Management

The following undergraduate programs are currently offered at the HEAT Center and will be transferred to TU’s off-campus site at HCC:

- B.S. in Elementary Education/Special Education
- B.S. in Early Childhood Education /Special Education (Fall 2012)
- B.S. in Psychology
- B.S. in Business Administration
- B.A./B.S. – Information Technology (waiting approval- Fall 2012)

- B.A./B.S. – Sociology/Anthropology (Criminal Justice Concentration) (waiting approval-Fall 2012)

The following undergraduate programs are projected and would be offered at TU’s off-campus site at HCC:

- Nursing Associate to Masters (ATM)
- B.S. in Environmental Biology
- B.S. in Applied Mathematics
- B.S. in Actuarial Science
- B.S. in Health Care Management

Major Building Specifications

The new building at HCC will be a modern educational facility with associated site improvements to support a commuter student base. Located on HCC’s West Campus on the west side of Thomas Run Road, the \$20-25M project is designed to serve as an anchor for TU’s 2+2 programs in northeastern Maryland with opportunities for in-class and out-of-class learning through both formal and informal spaces. Design of the three-story building is complete. Project specifications include:

- 55,000 gross square feet (GSF)/38,000 net assignable square feet (NASF)
 - 15,500 NASF of classroom/lecture space
 - 13,500 NASF of general laboratory space
 - 9,000 NASF of general support space, including the indoor spaces listed below
- Offices and meeting spaces
- Library services
- Café
- University store
- Student study lounges
- 317 car parking lot to be completed in two phases.
- Site improvements to include roadways and sidewalks, necessary utility services, storm water management, and a septic system with MDE-approved pretreatment
- LEED silver certified

Number of Rooms	Room Description	Capacity
1	Auditorium	120 seats
1	Lecture hall	45 seats
2	Lecture hall	40 seats
4	Lecture hall	30 seats
3	Seminar Room	20 seats
2	Computer labs	40 seats
2	Wet labs	24-30 seats
1	Nursing and simulation lab	
4	Alternative learning spaces	
1	Library	
1	Bookstore	
1	Common area for food service, gathering and studying	

Number of Rooms	Room Description	Capacity
1	Quiet Collaborative Learning Space	

***Towson University Off-Campus Site at Harford Community College
Appendix A***

Northeastern Region Projected Population, 2000-2020

	2000	2005	2010	2015	2020
Aged 18 to 24					
Northeastern MD	134,655	155,024	167,898	168,763	164,464
MD, PA, DE	1,620,699	1,791,227	1,877,036	1,787,173	1,668,908
Aged 25+					
Northeastern MD	1,011,606	1,087,590	1,164,511	1,242,131	1,305,965
MD, PA, DE	12,267,461	12,645,329	13,140,666	13,622,652	14,006,817

Source: RESI, *Assessment of Higher Education Demand in Northeast Maryland*, 2007

***Towson University Off-Campus Site at Harford Community College
Appendix B***

A Brief History of TU's Presence in Northeastern Maryland

1997	<ul style="list-style-type: none"> • TU begins offering classes at HEAT. The programming is focused on the master's level with an emphasis in education. • TU begins collaborating with Harford County Public Schools (HCPS) to address the professional and educational needs of teachers in the area. Today HCPS is the second largest employer of TU alumni in the state.
2004	<ul style="list-style-type: none"> • HCC and TU informally begin kicking around the idea of a TU-operated building on HCC's campus. • HCC is experiencing a greater demand in enrollment but is faced with space constraints on campus.
2005	<ul style="list-style-type: none"> • The BRAC expansion is officially announced, speeding up partnership discussions between TU and HCC.
2006	<ul style="list-style-type: none"> • TU and HCC sign 20 MOUs, creating 2+2 articulation agreements that allow students to seamlessly transfer from HCC to TU. Today there are 23 agreements in place.
2007	<ul style="list-style-type: none"> • RESI produces "Educational Needs Assessment: Supply and Demand of Educational Programs Likely to Support the DOD BRAC Movements into Maryland." • RESI produces "Assessment of Higher Education Demand in Northeast Maryland." • Both reports confirm that the dynamics are in place for TU to expand its offerings to Harford and Cecil Counties.
2008	<ul style="list-style-type: none"> • Presidents Caret and LaCalle sign an MOU announcing the construction of a building on the HCC campus to hold TU upper-level undergraduate classes in order for

	<p>students from Harford and Cecil Counties to pursue their four-year degree close to home.</p> <ul style="list-style-type: none"> • TU conducts the HCC Student Interest Survey, in which 586 respondents confirm interest in selected TU programs if offered in Harford County. • Anecdotally, many students have also stressed relief in saving time, gas and the environment by eliminating the I-95 commute.
2009	<ul style="list-style-type: none"> • Planning and design begins for the TU-operated building on HCC's campus. • TU develops a TU/BRAC web site, located at http://www.towson.edu/brac
2010	<ul style="list-style-type: none"> • TU hires a new position, Executive Director of the Towson University Harford Campus. • Planning and design for the TU-operated building on HCC's campus is completed. • The Off-Campus Site Development Plan was submitted to MHEC for approval in October 2010.
2011	<ul style="list-style-type: none"> • TU currently offers three undergraduate 2+2 programs, additional undergraduate courses, and ten graduate or certificate programs at the HEAT Center.

*Towson University Off-Campus Site at Harford Community College
Appendix C*

**Undergraduate and Graduate Enrolled Population at TU by County of Origin,
Fall 2005-Fall 2009**

County	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	UGRD	GRAD	UGRD	GRAD	UGRD	GRAD	UGRD	GRAD	UGRD	GRAD
Harford	1129	354	1168	309	1271	333	1363	351	1318	389
Cecil	134	29	138	33	140	32	149	33	140	27
TOTAL	1263	383	1306	342	1411	365	1512	384	1458	416

Source: TU Enrollment Management

*Towson University Off-Campus Site at Harford Community College
Appendix D*

**Undergraduate Enrollment Projections at TU's Harford County Branch Campus,
FY 2010-2021**

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
PSYC	0	25	50	54	57	61	61	65	70	74	78	78
EESE	15	25	50	54	57	61	61	65	70	74	78	78
BUAD	0	30	60	65	71	76	76	83	89	96	102	102
CRMJ	0	25	50	54	57	61	61	65	70	74	78	78
OTHER	0	45	90	98	106	114	114	124	134	143	153	153
TOTAL UGRD	15	150	300	324	349	373	373	402	431	460	489	489

Facilities Map

PROGRAM	SPACE- Unmet Need	LAB	TELECOMMUNICATIONS	COMMENTS
Associate Degree	Adequate		Adequate	Two regional Community Colleges provide adequate space
BA/BS Supply Chain Mgt Logistics Mngt Engineering, all disciplines Computer Engin Bioinformatics	immediate need to BA/BS programs			Build BA/BS Capacity at CC over time Fast Track HECC expansion
MA/MS/M.Ed./M				
BA Healthcare Engineering, all disciplines Project Management Finance MBA		learning laboratories learning laboratories NA NA NA		HCCbuilding Allied Health Education Bldg
Doctoral/Post Doc Healthcare Applied and Computational Math		learning laboratories computer laboratories		HECC for short term; URP long term
Chem/Bio	ph1 3K sqft;ph2 8Ksq.ft;ph3 TBD	pot. For wet labs	Ph1;T1/T3 TC cap;ph2 multT1/T3	TC Reach back to main campus[s]
Business Admin Engineering	same as for Chem/Bio	res labs[wireless,NW,sec.,etc]		TC Reach back to main campus[s]
Certifications Information Assurance Purchasing Contracting Project Management		security/ computer labs		

RECOMMENDATIONS

1. Fast track the HEAT Center expansion to enhance capacity for undergraduate and graduate degree offerings
2. Leverage capacity of community colleges over time to supplement 2+2 opportunities
3. Create a university research park to supplement post-graduate and doctoral options

Appendix 3

HIGHER EDUCATION TASK FORCE GOVERNANCE WORK GROUP REPORT

Overview of Workgroup Structure, Tasks and Assumptions

Work Group Members:

The WG was comprised of the following representatives and alternates. Most members and alternates attended via teleconference. A full list with contact information is on page 89.

- Barney Michel, Chair – Army Alliance, Inc.
- Tina Bjarekull – Maryland Independent College and University Association (MICUA)
- Dennis Golladay – Harford Community College (HCC)
- Karen Holt – Chesapeake Science and Security Corridor (CSSC)
- Jim LaCalle – Harford County Office of Economic Development
- Mary O'Connor – Governor's Workforce Investment Board (GWIB)
- Joan Robinson – Morgan State University (MSU)
- Danette Howard – Maryland Higher Education Commission (MHEC)
- Vernon Thompson – Cecil County Office of Economic Development
- Marcia Welsh – Towson State University (TSU)
- Jennifer Gajewski – TSU*
- Gareth Murray – MHEC*
- Bret Schreiber – MICUA*
- Gerald Whitaker – MSU*

*Alternate

Tasks

The Governance Work Group (WG) was tasked with developing a proposed governing organization, structure and concept that would:

- 1) Address the full spectrum of higher education in the Northeast Maryland region;
- 2) Serve as a coordinating body for higher education across the Northeast Maryland region;
- 3) Be inclusive of all higher education stakeholders in its focus; and
- 4) Identify and advocate for the region's higher education needs.

Assumptions

The Work Group agreed on the following assumptions:

- Regional growth in population and workforce, both BRAC and non-BRAC related, is driving the need for more availability of local higher education opportunities.
- The governance structure would be advisory in nature and reflect a strong regional influence.
- The governance structure should address baccalaureate and post baccalaureate needs.
- The current HECC@HEAT Advisory Board could serve as the starting point for the new/expanded governance structure envisioned.
- Any resulting governance structure must represent ALL regional stakeholders.

Meeting Schedule and Group Process

The Governance Work Group met on 11 July, 8 August, 6 September, 3 October, and 7 November 2011. Meetings were scheduled the Monday or Tuesday preceding full Task Force meetings to facilitate members' participation in both forums. Full minutes for each meeting are on pages 91-107. The five meetings main focus/topics follow:

- 11 July - Review the three basic governance models
 - Center under University System of Maryland (USM)
 - Center Administered by local Community College(s)
 - Combination of the above
- 8 August
 - Address how to identify financial scheme for funding governance structure.
 - Discuss need for legislative actions to implement the governance workgroup recommendations.
- 6 September - Discuss areas of agreement vis-à-vis Governance Structure:
*“Community college affiliated governance structure fits the needs of the northeast region community. **But it needs some tweaks.**”*
“Provides maximum inclusive participation of the schools and universities in Maryland; recognizes fiscal challenges and does not use funds (or lack thereof) to preclude participation.”
 - Based on current HEAT Center Advisory board
 - Written by-laws needed
 - Appointment procedures needed
 - Mission focus of board would be programmatic, limited role in fiscal oversight
- 3 October - Discuss Governance Structure Work Group report
 - Draft By-Laws
 - Draft legislation
 - Writing assignments
 - Schedule
- 7 November - Discuss Governance Structure Work Group report progress:
 - Target date for the first draft of report was set for 10/17
 - Final draft of By-Laws for review
 - Draft of consolidated WG recommendations
 - Draft legislation for review
 - Integration of University research Park (URP) Concept
 - Report format and consolidation

Basic Governance and Funding Structure

The workgroup was provided information on several Maryland Regional Higher Education Centers (RHEC) organization, financing and structure to review. Briefly these are:

- **HECC at the HEAT Center;** run by Harford Community College. It does not partner with a four year institution, and state aid is neither formula nor enrollment based. It charges user fees and solicits community input on programming via its Advisory Board.

- **Eastern Shore RHEC** at Chesapeake College. It has a high school currently renting space on-site and is partnered with Stevenson, UMES, and UMUC. It is state funded and does not subsidize fees.
- **College of Southern Maryland (CSM) at Waldorf**
- **Laurel** – intergovernmental

All four are governed and funded in full or in part by affiliated Community Colleges. All differ in the details but share the common factor that the USM is not involved. Similarly, most are not funded based on student full-time equivalents or FTEs: HECC@HEAT is enrollment based in that, although it does not get direct FTE funding, participating institutions receive funding based on enrollment; CSM is affiliated with UMUC; Eastern Shore is presently struggling, it is getting some USM funds and some private funds; and Laurel is affiliated with both Prince Georges and Howard Community Colleges. The group discussed the fact that money is an issue for all Community College run RHECs and that generally no capital funds and limited operating funds are available.

The other RHECs are governed under one of three models:

- **AACC** – community college affiliated/governed
- **Waldorf** – intersegmental (partnered with UMUC)
- **Southern Maryland HEC** partners with UMUC; shares funding and expenses; offers lower division courses, FTE revenue subsidizes operations.

The Southern Maryland HEC is unique in that it is the only one without involvement of a Community College and was established by legislative directive.

The model of The Colleges at Shady Grove was also discussed. The group determined that, while there are advantages to the close affiliation with the USM, the likely loss of participation by independent colleges and universities outweighed those benefits. This is of particular concern to our region as the Aberdeen Proving Ground (APG) workforce is a key driver for our regional higher education needs. APG leadership has made it clear that their workforce needs are best served by a very diverse educational community which includes both public and private colleges and universities.

The group also reviewed documents relating to demand and funding of RHECs:

- The MHEC Study on Regional Higher Education Centers (RHEC) dated November 9, 2009
- An excerpt from the 2008 final report on the Commission to Develop the Maryland Model for funding Higher Education, pages 33-36 and Appendix 1.11, page 81
- MHEC Memo dated June 23, 2011, subject: APG Request for Academic Proposal (RFAP) Process Information
- Information regarding the College of Southern Maryland (CSM) Waldorf Center for higher education

In conclusion, the group found that, while there are various funding models, there is no consistent model identified for operational success in governance or financial structure. Each RHEC creates its own model based on regional factors. The group further found that a community-college based model is the best approach to satisfy the current and projected needs of the Northeast Maryland region.

**Composition, By-Laws, Mission and Functions of the
Northeast Maryland Higher Education Advisory Board (NMHEAB)**

Composition

Having settled rather rapidly and with strong consensus on the basic structure and approach, the WG moved on to the details of how to implement this conceptual structure. We chose the current HECC at HEAT Advisory Board as our starting point. This provided a strong regional representation, which addressed one of our initial assumptions and criteria.

However, it became readily apparent that, to meet the equities and concerns of the full group, the board composition, and mission would need careful tailoring. The group settled on several preliminary criteria for the new NMHEAB and its mission:

- The board would be inclusive; that is, it would be structured to represent the broadest set of regional stakeholders, to include businesses, educators, APG leaders, and private citizens.
- It would address the full scope of regional higher education offerings, across all facilities (except those offered by Harford or Cecil Community Colleges) to include: four year baccalaureate programs, graduate and post graduate programs and a regional University Research Park (URP)
- It would have a primary role of identification of and advocacy for programs and associated funding in support of the full range of higher education needs of the Northeast Maryland region.
- It would have a secondary role of coordination of program offerings, consistent with its regional focus, to address identified gaps and preclude overlap/duplication of program offerings.
- It would be established by law to provide the appropriate level of significance and visibility.
- It would require written By-Laws

Board composition was addressed at length. The current HEAT Center Advisory Board is community based and also includes a representative from each college or university that has offered a program at the HEAT Center. While it was agreed that this was a good starting point, several significant issues were identified for resolution.

1. Would the board be appointed locally or by the State (i.e., the Governor or a designee)?

The group understood the intrinsic benefit of a gubernatorially-appointed board in terms of stature and ability to attract the best membership. However, the potential for delay in the appointment process and the loss of local control were decisive factors in the determination that the region would be best served by a locally-appointed and approved board.

2. How would the board membership address the “segments,” that is those higher education organizations and institutions not presently represented on the HEAT Advisory Board. These include: MICUA, Maryland Association of Community Colleges (MACC), USM, and MSU.

While every school that offers a program is proposed for inclusion, the segment organizations themselves (MICUA, MACC and USM) do not have representation.

It was noted that MACC was already represented by Harford and Cecil Community Colleges and that no others would be operating in the two county region. The discussion then focused on two points, the independent colleges and universities segments (MICUA and MSU) and USM. Since both MICUA and USM schools currently offer programs, and MSU has signed an agreement to begin offering one, there was discussion of the need for additional representation. It was established, after much consideration therefore, that the “segments” would not be directly represented on the board. The compromise recommended for adoption includes both MICUA and USM as non-voting “ex-officio” members. This ensures that the representative organizations have visibility in the operation of the NMHEAB but control of the board remains within the local community and the stakeholders who have invested in program offerings.

3. Another point of discussion centered on participation by non-Maryland schools on the board.

Presently several of these schools offer programs at the HEAT Center and are included in the current advisory board. The workgroup recognizes the need to ensure that in-state schools have a position of primacy within a Maryland RHEC. This is a sensitive issue, in that these schools benefit, albeit indirectly, from Maryland expenditures that support the RHEC. The fact that an out-of-state school is approved to offer a program at a Maryland RHEC, however, indicates that it is fulfilling a need that no resident school can or has chosen to address.

This practice is, therefore, recommended for continuation.

4. Finally, it was noted that some schools that have offered programs in the past are still included in the current advisory board, despite the fact that these programs, while still cataloged, have not had any recent participation.

The draft by-laws address this by including a provision that the board may, at its sole discretion, review board memberships based on a lack of an “Active Program” within the prior twelve month period. An “Active Program” is defined as one having participant registrations and classes within the prior 12-month period.

By-Laws

The proposed By Laws are on pages 108-111. The Workgroup recommends that these “Notional” By-Laws be provided to the new Advisory Board as a template from which the new board may develop and approve the final By-Laws and associated operating procedures required.

NMHEAB Mission and Functions

Having settled on the composition and initial By-Laws of the NMHEAB the final task was to define its mission and functions. Much of this was broadly established by the initial tasks and operating assumptions the WG established in their initial discussions. These are shown below in bullet form. As with the notional By-Laws, the Workgroup recommends that the new board use these as the basis for the final version that they will develop and approve upon their installation.

Missions:

- Review and recommend programs to MHEC

- Continuous process; possibly by email
- Work with current MHEC process; not an add-on
- Little change from current process
- Conduct Outreach
 - Pro-active board
 - Interface with regional stakeholders to ensure all higher education needs are addressed
 - Coordinate with colleges and universities to develop needed programs

Functions - The Board shall:

- Assist with and support the development of higher education in Harford and Cecil Counties;
- Assist in supporting the missions and accomplishing the goals and objectives of the SITES in Harford and Cecil Counties;
- Advise the CENTER and SITE COORDINATORS and the supervisory staff to whom the coordinators report;
- Provide guidance and support in identifying institutions and programs to serve higher education and workforce needs in Harford and Cecil Counties;
- Assist with marketing and promotion of programs offered at the CENTER and SITES;
- Facilitate interaction among the business, non-profit, education and military communities;
- Keep separate records and minutes; and
- Adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.

Establishing Legislation

Once the draft By-Laws were agreed, the implementing legislation was, simply put, a restatement and codification of the principles agreed to therein. The draft of this legislation is on pages 112-114. This is not to say that the draft legislation was not well-considered. The workgroup had the great benefit of a member who was very knowledgeable and experienced in the drafting of legislation. Also, we were able to use several prior pieces of related legislation to form the basis of this document. Many of the same items addressed in the discussion of the by-laws were similarly addressed by the implementing legislation.

Of particular note is the recommended “Uncodified language” that establishes the current HEAT Center Advisory Board as the initial appointing authority for the new NMHEAB. Thereafter the NMHEAB will nominate and approve its own members; thereby retaining the local control over membership that the workgroup agreed was a key component of the board’s authority.

This also addressed a point that had generated some confusion within the Workgroup. As initially envisioned, the NMHEAB would have had two separate missions. The first would have been a continuation of its current role to provide programmatic advice and oversight to the HEAT Center, a Maryland RHEC. The second, new role would be to serve as the regional board coordinating all higher education activities across the NE Maryland region. The discussion surrounding the draft By-Laws and implementing legislation made it clear to the group that these roles, while complimentary, presented potential for future organization conflict of interest if the same board that recommended program approval was also responsible for an individual RHEC. By severing that relationship, the roles are clarified. This also opens the way for the NMHEAB to address future programs and facilities that may be established in Harford or Cecil Counties such as a University Research Park.

University Research Park

The Workgroup recognized that there is presently a County initiative to establish a University Research Park (URP) in the NE Maryland region. The Northeastern MD University Research Park (NEMD URP) is 501C [3] entity that has state/county, board representatives. It in effect will be the final piece in the full spectrum of regional higher education. The URP complements the current and future baccalaureate and post baccalaureate programs by addressing Doctoral/Post-Doctoral opportunities and adds another dimension to the rapidly growing regional Research and Development enterprise.

The NMHEAB role with respect to the URP will be essentially the same as for the graduate and post-graduate programs, to identify opportunities for new or expanded programs that fulfill identified or projected needs and advocate for the resources to fulfill these programs. By serving as an “honest broker” for the URP, the NMHEAB can fulfill the role of the single focal point for all higher education activities in the region. A member of the NEMD URP will serve on the NMHEAB, to coordinate Doctoral/Post-Doctoral opportunities and provide information on advanced education.

Major Findings and Recommendations

- The creation of the Northeast Maryland Higher Education Advisory Board (NMHEAB) to serve as an oversight committee for matters related to the higher education offerings in Harford and Cecil Counties.
- That the Advisory Board be established through Maryland State Legislation

The group agreed on the following governance characteristics:

- A Community College affiliated governance structure best fits the needs of the NE Maryland region.
- The current HECC model is the best frame work for the NMHE Advisory Board with the caveat that it must be “tweaked” for a broader, advisory mission.
- The draft By-Laws need to reflect the new reality and changing demographics of the region.
- The Board should be established through Maryland State legislation.
- The Board must be “Inclusive” vs. “exclusive” i.e., all Maryland Institutions of higher learning would be able to participate with approved programs for the Center and Sites.
- Provides “Programmatic Coordination and Support” to all regional sites but each site would be directly administered by its respective parent organization.
- Monitor higher education needs of the North East Maryland region.
- The Board’s involvement with new programs is to solicit, review and recommend programs. Program approval remains with MHEC.
- Provide fiscal resource advocacy for the center.
- The Board’s role is advisory and will have no direct authority over funds
- The Board will serve as an advocate for funding to support all regional higher education offerings.

References

Governance Work Group Membership

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*Alternates

Work Group Minutes

I July 11, 2011:

Agenda

1. Review Community Colleges' Fiscal Status
2. Review Three Basic Models:
 - a. Center under University System of Maryland (USM)
 - b. Center Administered by local Community College (s)
 - c. Combination of the above
3. Discuss these three models plus any others
 - a. Strengths
 - b. Weaknesses
4. Impact of lack of available funds in near term
5. Impact of MHEC RFAP
6. Fiscal issues update

Minutes

Work group meeting commenced at 10:02 AM

Discussion:

1. The Work Group was provided four documents to review prior to the meeting to help inform the discussion. These were:
 - a. The MHEC Study on Regional Higher Education Centers (RHEC) dated November 9, 2009
 - b. An excerpt from the 2008 final report on the Commission to Develop the Maryland Model for funding Higher Education, pages 33-36 and Appendix 1.11, page 81
 - c. MHEC Memo dated June 23, 2011, subject: APG Request for Academic Proposal (RFAP) Process Information
 - d. Information regarding the College of Southern Maryland (CSM) Waldorf Center for higher education
2. Jim LaCalle lead off with a brief background on how four RFACs are presently governed/funded
 - a. **HECC at the HEAT Center**; is run by Harford Community College; doesn't partner, state aid is neither formula nor enrollment based; charges user fees. Community input re: programming.
 - b. **Eastern Shore RHEC** at Chesapeake College; has high school currently renting on-site; Stevenson, UMES, UMUC, state funded does not subsidize fees. In conclusion, various funding models with no consistent model identified for operational success in governance structure.
 - c. **CSM at Waldorf**
 - d. **Laurel** – intergovernmental
 - e. All four are governed and funded in full or in part by affiliated Community Colleges
 - f. All differ in the details but share the common factor that the USM is not involved
 - g. Most are not funded based of student FTEs
 - i. HECC is enrollment based
 - ii. CSM is affiliated with UMUC
 - iii. Eastern Shore is presently struggling; gets some USM funds and some private funds

- iv. Laurel is affiliated with both Prince Georges and Howard Community Colleges
- h. It was pointed out that money is an issue for all Community College run RHECs; generally no capital funds and limited operating funds available
- 3. The other RHECs are governed under one of three models:
 - a. **AACC** – community college affiliated/governed
 - b. **Waldorf** – intersegmental (partnered with UMUC)
 - c. **Southern Maryland HEC** partners with UMUC; shares funding and expenses; offers lower division courses, FTE revenue subsidizes operations. Only one without involvement of Community College (legislative directive).
- 4. Dr. Golladay pointed out that any solution needed to be “inclusive” vs. “exclusive”, i.e., that all institutions of higher learning were able to participate.
 - a. This was met with general agreement by the group
 - b. Dr. Welsh added that schools are not yet “fighting” to get into RHECs as the demand data is just not sufficient
- 5. Mr. Michel asked the group, “What is the issue with the HECC, given that many involved in this issue see it as a key part of the solution set for higher education in NE Maryland?”
 - a. The facility has both a capacity issue; it is fully subscribed Mon-Thurs evenings and all day Saturday and a technology issue in that it does not have adequate technical capability to address many of the needed STEM oriented programs
 - b. The HECC model is inclusive in its governance/program model, having business, academic and government (Harford Co. OED) representation. Also, all schools offering programs at the HECC are represented.
 - c. HECC may need to add representatives to the governing board to reflect the new reality of the region. E.G., presently Notre Dame has the most individual program offerings and Towson University the second most, but neither has significant offerings in the STEM disciplines. Also, APG not formally represented.
 - d. Presently the HECC has more graduate than undergraduate level programs, which is consistent with the stated needs of APG and the defense community. However, for the general population the larger issue remains converting AA degrees to BA/BS degrees.

Pros & Cons of System Run Center

Pro’s

- A Center run by the UM System model tends to be well funded

Con’s

- A Center run by the System excludes independent college participation.
 In case of Shady Grove, only if a System college cannot provide program can an independent college get the opportunity to participate
 Do not want exclusion - must be inclusive

Do we want to keep HEAT at HECC? Expand as a Regional Higher Education Center?

Pro’s

Governance structure is currently inclusive; could expand to include UMS and ind. Colleges

Con’s

Limited in opportunities to expand programs; need to invest in technology; HECC at/near capacity

Reps from APG, OED, defense contractors & colleges/univ on Board provide input on course offerings

Historically, colleges unwilling to invest in low enrollment courses and build a program under tight fiscal constraints

Current structure @ HEAT doesn't get much funding
Speculative state interest in capital programming in NE region; however, operations must be part of the equation.
Funding stream? Emphasize need for add'l resources

6. A follow-on point was raised based on the presumption that a regional solution would likely address the current HECC, the new building slated for the HCC main campus and some use of available classroom space on the APG (i.e., "inside the gate").
 - a. This raised the discussion of the Southern Maryland model, which is unique, and how that might apply to our region, given it was driven by a prior BRAC and maintains close ties to the its regional installation.
 - b. This is a "hybrid" model and one not likely to be replicated due to the currently austere budget climate and the need for a broader approach. Funding for SMHEC is an ongoing challenge and the money not likely available to do this today.
 - c. It was further agreed that the USM governance model is not a good fit for this region, given the recognized need for breadth of programs and academic diversity. Also, this is a more costly model to implement, which also conflicts with current austerity concerns.
 - d. A final point was that the distinct segments drive the model, and that for our region these are both APG/the defense community and the very large non-defense sector that presently articulates from HCC and Cecil College to other state schools (2+2).
7. Funding disparities among various models: Shady Grove receives \$4,456/FTE; USM at Hagerstown receives approx \$8k/FTE; and HEAT Center receives \$458/FTE. (i.e., internal decision to allocate v. MHEC set across board) were noted.
 - a. University System model is not strength for this region; however it was noted that the University System is lacking in presence here in the northeastern region. Funding stream doesn't dictate program, but it helps
8. The group consensus was that the current HECC model is working and no radical changes are needed. It was further agreed that some tweaks are appropriate and should be included as **recommendations from this group.**
 - a. The group agreed to develop recommendations for investment funds needed to get more programs into our region; e.g., the needs, the model and the cost. These will be given to the full Task Force to present to the Governor.
 - b. Couple recommendation w/ funding appropriation for higher ed needs.
 - c. Map out needs; identify budget; i.e., what is needed; however it's not our role to secure funding stream-- role of the administration.
 - d. We must be expedient in developing processes, because other institutions are establishing programs & relationships 'inside the gate' while we are meeting in committee. If we are not competing and having a physical presence we are missing out on opportunities [with APG].

NOTE: MHEC does not have jurisdiction over college programming on a federal enclave; however, a college/university is supposed to approach MHEC (State) when offering a course in Maryland. This does not always happen.

9. The discussion then transitioned to the current situation with regard to programs that are now provided by many schools on the APG installation.
 - a. Many schools (both in and out of state) have ongoing relationships with APG
 - b. While MHEC should be involved, that is not always the case, as programs on federal property are not subject to any requirement to seek MHEC review or approval
 - c. There are 62 different entities offering training/education on APG today. Many of these are very specialized certifications, Defense Acquisition University offerings or specialized job-related training.
 - d. It was noted that while coordination and review is important, we don't want to put processes in place that preclude new programs.
 - e. The focus should be on identification of needs, then how to fulfill those needs. Budget will be a part of that.
10. The final discussion point was the recently released Request for Academic Proposals (RFAP) from MHEC.
 - a. It was observed that these were potentially driven by a perceived lack of outreach/involvement/interest by Maryland institutions of higher learning to the NE Region.
 - b. While our local schools are getting better (several now employ local representatives) attracting qualified instructors and recruiting students still an issue. The RFAPs may not address this and other challenges that have limited program offerings in our region.
 - c. It was noted that the MSU Chancellor, MICUA, and MACC are all "on board" now but a fiscal plan is still needed to make it work.

"What has to happen?"
 - d. Faculty availability will remain an issue; we do not want only adjunct instructors. Full time faculty is needed to ensure quality of programs. Presently not enough are willing to come to the NE region and incentives are not the answer as the cost then becomes prohibitive.
 - e. Does other, out of state schools address this by largely using adjunct instructors?
 - f. The RFAP submissions have been reviewed and notice of the selectees has been communicated to organizational leadership at APG. The selections and notifications were specific to various APG organizations. Most of the proposed programs are graduate level and are in place now. Some are new and will need to be developed.
 - g. New programs will take 30 days (Committee requested copies of the communication).
 - h. Do these RFPs move forward? Are they dependent upon space, funding, program framework, etc? APG wants courses offered on installation; however the RFAPs solicited for coursework that is already offered at HEAT w/ exception of two (2).
 - i. RFAPs assumed expression of need was already identified; therefore enrollment was already established to support coursework awarded through RFAPS – true? Graduate programs mostly addressed in RFPs.
 - j. It was noted that the "2+2" programs that articulate between (e.g., HCC and TU) were not part of the RFAP. Similarly, articulation itself is not an issue.

Formal discussion concluded with the question, “What governance recommendation will the Work Group go with?” The group agreed with the earlier statement:

“Community college affiliated governance structure fits the needs of the northeast region community.

But it needs some tweaks.”

The present HECC model is working and should not be radically changed, but that it is appropriate and necessary for the group to develop recommendations on how to fine tune this model to adapt to the evolving needs of the NE Maryland region.

The stated goals of the group are governance structure that:

“Provides maximum inclusive participation of the schools and universities in Maryland; recognizes fiscal challenges and does not use funds (or lack thereof) to preclude participation.”

11. The floor was then opened to general discussion and several points were made:
 - a. It seems that a campus in NE Maryland is a desire on the part of the office of the Governor
 - b. While TU is funding the new building at HCC, all schools will be welcome but Towson’s name will be on the building and it will not be open without caveats and costs.
 - c. It was asked, “What is holding up the building?”
 - i. MHEC is still resolving concerns and MICUA and Morgan State have expressed concerns.
 - ii. This building would be upper division focused while the HECC would be graduate degree focused
 - iii. MHEC reviewing this and MOU
12. The group was left with the question for consideration, “How would any resulting governance model address the totality of the higher education activities in the NE Region to include: The current 2+2 programs; the current HECC programs; the new building at HCC and associated programs; the long term/strategic need for a university research program to support doctoral and post doctoral programs and the programs in place or planned for execution on the APG installation?”

Follow-up question requiring clarification:

If, for example, Penn State wants to offer a course at APG there’s no requirement to go through MHEC. But if Towson wants to offer a course at APG, does Towson require MHEC approval? (MHEC is checking status)

Adjourned 11:35 am

II August 8, 2011:

Agenda

- Welcome
- Review notes from first teleconference and any follow-on action items
- Address how we would identify financial scheme for funding governance structure
- Discuss any necessary legislative actions to implement the governance workgroup recommendations.

Minutes

Work group meeting commenced at 10:04 AM

Discussion:

1. The Work Group was provided two documents to review prior to the meeting to help inform the discussion. These were:
 - a. The 2011 Operating Budget for the HECC at HEAT
 - b. The membership of the HECC Advisory Board as of 8 AUG 2011
2. Barney Michel lead off with a review of the minutes and outstanding actions from the 11 July telecom; a review of the tasking to the Task Force contained in SECTION 1, Paragraphs (g) (1) to (g) (8) inclusive; and a review of the status of the MHEC RFAP.
 - a. **Outstanding Actions;**
 - i. Follow-up question requiring clarification: If, for example, Penn State wants to offer a course at APG there's no requirement to go through MHEC. But if Towson wants to offer a course at APG, does Towson require MHEC approval? (MHEC is checking status).

Response: the regulatory guidance is synopsised and excerpted below.

Synopsis: Out-of-state institutions must follow MHEC's regulations and receive the approval of the Secretary of Higher Education before they may provide courses or programs on military installations within Maryland. Once the institution meets the requirements of the regulation, the Secretary must approve and has no discretion to deny. I have pasted below a copy of the regulation, which requires, among other things, the agreement of the out-of-state institution to forego veteran's benefits for these students.

13B.02.01.04

.04 Exemptions.

A. This chapter does not apply to an out-of-State institution offering a course or a program on a military installation if:

- (1) The recruitment and enrollment of students is limited to active duty military personnel, dependents of active duty military personnel, or civilians employed at the installation;
- (2) The institution waives its right to claim veterans' benefits for enrollees; and
- (3) The institution applies for and is granted an exemption from this regulation.

B. At least 30 days before the proposed initiation date of a course of instruction, the chief executive officer of the out-of-State institution shall submit to the Secretary, on the forms provided, a written application for an exemption from the approval process set forth in Regulation .07 of this chapter.

C. The application shall include:

- (1) A copy of the agreement or memorandum of understanding that specifies that the out-of-State institution may not recruit or enroll students unless they are active duty military personnel, dependents of active duty military personnel or civilians employed at the installation; and
- (2) A statement waiving the institution's right to claim veterans' benefits for enrollees.

D. There is no application fee for an exemption for a course or program on a military installation.

E. The Secretary shall approve the exemption if the application is complete.

- ii. The group was left with the question for consideration, “How would any resulting governance model address the totality of the higher education activities in the NE Region to include: The current 2+2 programs; the current HECC programs; the new building at HCC and associated programs; the long term/strategic need for a university research program to support doctoral and post doctoral programs and the programs in place or planned for execution on the APG installation?”

Response: the response to this very broad question will be contained within the individual work group reports and the larger Task Force report. It was agreed that ongoing coordination between/among the workgroups is desirable to preclude both overlaps and gaps in the final product.

3. The discussion then moved on to address the budget/finances of the HECC at HEAT:
 - a. There are three basic revenue streams for the HECC: Academic Partners, rental/lease activities and MHEC.
 - b. Several points regarding HECC budget were addressed:
 - i. The state recently upped its contract with HECC
 - ii. State funds help defray the \$114k in furniture/equipment cost
 1. this figure varies; \$114k not an annual cost
 2. Contracted services costs are considered as in-kind contributions and not separately billed to HECC; these would be higher if HECC had to procure them independently
 - iii. Harford County has been a key supporter of the HECC from its inception
 - iv. The HECC does not get FTE enrollment funds as do some other RHECs
 - v. So. Maryland RHEC gets MHEC funds
 1. Only one established by legislation
 2. Board is approved by the Governor
 3. The Waldorf Center is a separate entity
 - vi. It was noted that USM RHECs are fully funded by the state
 - vii. A question was raised regarding how the HECC budget works now; for example, “Do cuts to the HCC budget automatically flow down (pro rata or otherwise) to HECC. The answer was No, they do not. Budgets are managed separately.
 - c. Discussion on this point closed with the understanding that the fiscal structure or any resulting RHEC/Higher Education Structure for NE Maryland will be a combination of State, County, and participant funding streams. Further, these streams and the concomitant values for each will be strongly influenced by both the governance scheme and facilities strategy approved. Identification of specific budgetary values at this time is premature.
4. There was then a brief discussion of the need and desirability of identification of specific legislative action to implement the findings and recommendations of the Governance Work Group. The work group’s general consensus is that current legislation is adequate to address the Task Force and Work Group findings and recommendations.

5. The last discussion item was the form and model for a governance structure for NE Maryland
 - a. The group reviewed and discussed the provided roster of the current HECC Advisory Board. Several observations regarding this board were noted:
 - i. Currently at 26 members (which is considered a large board); 13 from participating schools, 10 from APG/APG related business (defense community), and 3 from Harford County
 - ii. This board is loosely structured, its main role is to recommend programs to MHEC for inclusion at the HECC
 - iii. Membership is broadly managed by HCC and HECC
 - b. A new board would need to address several perceived limitations of the current Advisory Board:
 - i. Board membership must be consistent and for a specified term of office; preferably 2-3 years as a minimum term
 - ii. Board has no budget authority; general agreement was that this is appropriate and a new governance board would focus on programmatic oversight.
 - iii. Attracting and retaining programs to support current and planned facilities and the strategic plan for regional higher education would be a key role.
 - iv. Currently addresses only the HECC; a new charter would need to address the broader Higher Education needs of the region to include: HECC, the new Towson University “2+2” building planned for the HCC Campus, the future potential for a regional University Research Park (URP) and the option for placement of courses into facilities available inside the APG.
 - v. Members nominated by an informal process, fosters sporadic attendance and broad use of alternates, which impinges on continuity
 - vi. No formal by-laws or procedures
 - c. There followed a discussion of the specifics of TU’s planned “2+2” building
 - i. TU has provided full budgetary estimates to MHEC; no need was seen to delve into those at this time. However, student load projections were requested by the group to help gauge how BRAC 2005 population growth may impact on future student loads across the region.
 - ii. TU will retain fiscal responsibility for the “2+2” building. How would this meld with a broader regional Higher Ed solution?
 - iii. TU will retain control of this facility but will open it to other schools on a fee reimbursable basis.
 1. The status within MHEC of this facility remains unclear to the work group
 2. MICUA and Morgan State have both expressed “concerns”.
 3. One key issue is the ability to provide a long term guarantee of space availability for non TU programs (i.e., permanent space)
 4. Another is, given limited space, would all programs/schools have access for their “+2” programs?
 - iv. The entire group understood that the need for this building was established before BRAC 2005 was announced and is predicated on the

large and growing cohort of students from both Harford and Cecil Counties that take advantage of the “2+2” opportunity offered by TU. Having the “+2” available locally was a business decision made to serve this population.

- d. Dr. Golladay closed discussion by synthesizing his vision of our regional space needs:
 - i. The TU “2+2” building for the “+2” programs
 - ii. HECC growth for both additional “+2” offerings and graduate program expansion
 - iii. APG space to supplement HECC for graduate and specialized programs of instruction
 - iv. A URP for post-doctoral and research programs
 - v. Combined, these address the NE Maryland needs for the foreseeable future.
6. Follow-on actions:
- a. Barney Michel will coordinate with the Facilities Work Group (Marlene Lieb)
 - b. Jim LaCalle will reach out to Dr. Sachs to assess latest MHEC status for “2+2” building
 - c. Jennifer Gajewski will look into providing the student load projections/studies done in support of TU facility
 - d. Gerald Whitaker will look into the current thinking at Morgan State vis-à-vis the “2+2” building.

Adjourned 11:15am

III September 6, 2011:

Agenda

1. Welcome (revised workgroup roster attached)
2. Review notes from first two teleconferences and any follow-on action items (attached)
 - a. Barney Michel will coordinate with the Facilities Work Group (Marlene Lieb)
 - b. Jim LaCalle will reach out to Dr. Sachs to assess latest MHEC status for “2+2” building
 - c. Jennifer Gajewski will look into providing the student load projections/studies done in support of TU facility (will be provided under separate cover)
 - d. Gerald Whitaker will look into the current thinking at Morgan State vis-à-vis the “2+2” building.
3. Discuss areas of agreement vis-à-vis Governance Structure:
*“Community college affiliated governance structure fits the needs of the northeast region community. **But it needs some tweaks.**”*
“Provides maximum inclusive participation of the schools and universities in Maryland; recognizes fiscal challenges and does not use funds (or lack thereof) to preclude participation.”
 - a. Based on current HEAT Center Advisory board
 - b. Written by-laws needed
 - c. Appointment procedures needed
 - d. Mission focus of board would be programmatic, limited role in fiscal oversight
4. Discuss items needing further coordination:
 - a. Facilities and Programs workgroup integration actions
 - b. URP concept integration
5. Follow-on actions needed (Action):
 - a. Develop presentation points for Thursday (B. Michel)
 - b. Draft By-laws (TBD)
 - c. Begin development of recommendations and report (TBD)

Minutes

Work group meeting commenced at 10:05 AM

Discussion:

1. The Work Group was provided three documents to review prior to the meeting to help inform the discussion. These were:
 - a. The minutes from the two prior Work Group teleconferences.
 - b. The projections of student load for Towson University (provided separately)
2. Barney Michel lead off with a review of the minutes and outstanding actions from the 8 August teleconference:
 - a. Barney Michel will coordinate with the Facilities Work Group (Marlene Lieb).
 - i. This is a continuous process. Mr. Michel has contacted both WG leaders and shared minutes and insights of WG deliberations.
 - b. Jim LaCalle will reach out to Dr. Sachs to assess latest MHEC status for “2+2” building.
 - i. Dr. LaCalle spoke with Dr. Sachs and confirmed that the “2+2” building status is unchanged; it remains “on hold” pending outcome of this Task Force.
 - c. Jennifer Gajewski will look into providing the student load projections/studies done in support of TU facility.

- i. The student load projections were provided to the work group. Head count is on track with projections for Fall 2011 Semester.
 - d. Gerald Whitaker will look into the current thinking at Morgan State vis-à-vis the “2+2” building.
 - i. There has been no change in vision at MSU regarding the TU “2+2” facility. While MSU has no objection in principle to a “+2” facility at HCC, the underlying issue is ownership of the building. MSU position is that this should be a state facility with guaranteed equal access for all colleges/universities. MICUA supports this position.
- 3. Discussion then moved to the established areas of agreement within the WG regarding overall governance models.
 - a. The merits of the USM model vs. the Community College model for an RHEC were:
 - i. USM model typically has more stable funding
 - ii. Community college model is typically more inclusive for all colleges/universities
 - iii. The WG agreed that the latter point is most significant in our case. Any RHEC structure must include all players, regardless of funding.
 - b. The WG concluded that the recommended board structure must have the following characteristics:
 - i. This will be an advisory board and will be based on the current HEAT Center Advisory Board in its method of operation.
 - ii. The board must be stable – ***Implementing Legislation will be required.*** This will serve two purposes; it will provide a basis for future board activities and it will impart the proper level of importance to board service to attract and retain board members.
 - iii. The board will be pro-active and have the following core missions:
 - 1. Outreach to both the regional community and educational institutions to ensure that the best mix of programs are offered that meet the full scope of the region’s higher education needs.
 - 2. Conduct the first level of program review and approval/recommendation to MHEC (no change from current process).
 - 3. Advocacy for fiscal resources for the RHEC.
 - a. The board will be informed of the fiscal aspects of programs and facilities to support and further this advocacy role
 - b. Aware of sources/uses of funds
 - c. Develop recommendations for consistent cash flow for the RHEC operating budget.
 - iv. Program approval process will be “transparent.” That is, it will function in concert with the current MHEC remote location approval process, not as an add-on to that process. This is seen as a virtually simultaneous process, similar to that in place at the Southern Maryland RHEC. Program review process is seen as being continuous with no need to wait for regularly scheduled board meetings to address new candidate programs. Electronic coordination and approval is envisioned.

- v. **The RHEC will require dedicated staff to support the Board's expanded mission and the additional program offerings.**
 - 1. This will be state funded, consistent with how other RHECs are funded.
 - 2. Current HCC staff at the HEAT Center will continue and will be augmented by the state-funded staff.
 - 3. This requirement will grow over time; no firm estimate may be made yet regarding the final need.
- 4. Discussion proceeded to items that may need further coordination/ integration with other WGs
 - a. Current informal coordination is working. Expect this will become more structured as the Task Force actions progress.
 - b. The URP is seen as a related, but future action
 - i. Will require greater funding to execute than the baccalaureate or post baccalaureate programs
 - ii. URP will require future advocacy by the RHEC board to execute
- 5. Follow-on actions:
 - a. Draft by-laws: Drs Golladay and LaCalle offered to begin this process
 - i. They will review other RHECs documentation as well as revisiting what is currently in-place for the HEAT Center Advisory Board
 - ii. They will also coordinate directly with other WG Chairs.
 - b. Draft of implementing legislation. While this was not directly addressed during the discussions, it will likely be a required product of this WG. The process is seen as starting with the establishing legislation for the Advisory Board, which will then review and adopt the draft by-laws developed by the WG.
- 6. Closing Remarks:
 - a. WG agreed that it is too early to define the funds needed to establish and staff the RHEC Advisory Board
 - b. The "2+2" building is not our WG issue to resolve. However, there is agreement that it should not become an impediment to implementation of other aspects of the TF recommendations.
 - c. The status of the APG RFA was addressed:
 - i. There was a meeting of the winners last week at APG
 - ii. They are ready to proceed and programs on-post are projected to begin later this year. Adjourned 10:55 am

IV October 3, 2011:

Agenda

1. Welcome (workgroup attendee roster attached)
2. Review notes from last teleconference and any follow-on action items (attached)
 - a. Draft By-Laws; Jim LaCalle and HEAT Center Coordinator
 - b. Draft legislation, Barney Michel
3. Discuss Governance Structure Work Group report: (suggested format attached)
 - a. Writing assignments
 - b. Schedule
4. Discuss items needing further coordination:
 - a. Facilities and Programs workgroup integration actions
 - b. URP concept integration
5. Follow-on actions needed (Action):
 - a. Refine Draft By-laws (TBD)
 - b. Develop Draft Work Group report IAW agreed schedule (TBD)

Minutes

Work group meeting commenced at 10:00 AM

Discussion:

1. The Work Group was provided two documents to review prior to the meeting to help inform the discussion. These were:
 - a. The minutes from the prior Work Group teleconference.
 - b. A notional format for the Work Group report based on the format for the full Task Force Report
2. Barney Michel led off with a brief review of the minutes and outstanding actions from the 6 September teleconference:
 - a. There were two decisions made by the WG at the previous meeting:
 - i. Implementing Legislation will be required.
 - ii. The RHEC will require dedicated staff to support the Board's expanded mission and the additional program offerings.
 - b. There were two follow-on actions:
 - i. Draft by-laws (Drs Golladay and LaCalle)
 - ii. Draft of implementing legislation (Barney Michel)
3. Dr. LaCalle then presented his draft by-laws for discussion (note-this was an oral presentation)
 - a. The initial draft draws heavily on the current Advisory Board's, less formal structure and governance approach being used at the HEAT Center. All agreed that, based on the synopsis presented, this was a satisfactory approach, assuming modification to tailor to the new, broader scope of activity.
 - i. One comment was raised that if the new board is part of the HCC, could it be independent in execution of its fiscal/fiduciary responsibilities?
Discussion brought out two clarifying points.
 1. The board's role is advisory and, therefore, they have no direct authority over NEMDHEC funds
 2. The actual state funds involved are very limited, the majority of funds being generated by participating schools.

- b. The drafters identified two key issues that needed to be addressed by these by-laws
 - i. Involvement by the Maryland Legislature; that is, will the board and the by-laws require legislative review or be approved locally by HCC?
 - ii. What is the composition of the revised board?
- c. Regarding involvement of the legislature, the consensus is that a more formalized version of the current mechanism whereby new members are nominated by current board members and approved by the HCC is the best approach.
- d. The proposed composition of the new board is:
 - i. One representative from each school participating in the NE MD Higher Education Center (NEMDHEC). This would be seven (7) currently
 - ii. One from Harford County Office of Economic Development
 - iii. Three from APG organizations (organizations to be determined)
 - iv. Three from regional businesses; one each small, medium and large
 - v. One from Cecil College
 - vi. Two at large from the community
 - vii. The Heat Center Program Coordinator would serve as an Ex-Officio member
 - viii. This would total 19 members, but could vary/grow as new schools joined the NEMDHEC.
- e. There was significant discussion surrounding proposed board composition:
 - i. How would organizations like MICUA or MHEC participate, and what (if any) impact that participation may have on participation by individual schools.
 - ii. Would member schools also represent the larger organization?
 - iii. Would out-of-state schools be eligible to sit on board if they participated at NEMDHEC? Yes, they would be permitted to “fill gaps” but in-state schools would have preference.
 - iv. Would “segment” leaders participate and if so, would they represent their constituents? This would reduce board numbers.
 - v. It was observed that present approach works and the involved schools share a strong investment in the current HEAT Center. This sense of investment is desirable to retain going forward.
 - vi. Particular areas needing further definition and vetting were identified by both MICUA and MHEC:
 - 1. No final decision on the potential involvement of the segments (MICUA, MACC, USM, Morgan, et. al.) and MHEC in the Advisory Board was reached. Additionally, while a majority consensus may feel that the Legislature should have no formal role in the Advisory Board, the MICUA institutions and MHEC have not formally agreed that is the best approach.
 - 2. MHEC further expressed concern as to composition and the representational role of the Segment being determined by the heads (Chancellor, Morgan and MICUA) and about those who offer courses automatically getting a seat at the table. The specific concern being that out of state institutions are not permitted to chart the course offerings for the state.
 - 3. Both MICUA and MHEC reserved their endorsement until there is an opportunity to review the revised DRAFT bylaws in writing.

- f. Another point of discussion addressed how the restructured Advisory Board would operate in conjunction with MHEC. Concern remains regarding creating a second, local level of approval between participating schools and MHEC. The overarching tenants of the proposed board and by-laws were reiterated:
 - i. This is a Programmatic Advisory Board, very similar to current Advisory board but with a broader regional scope. Program Approval remains with MHEC.
 - ii. The board's involvement with new programs is to solicit, review and recommend, no approval authority implied or desired.
 - iii. The board will provide "Programmatic Oversight" to all regional sites but each site would be directly administered by its respective parent organization.
 - iv. It should be noted that conferees have not formally reviewed a draft of the proposed by-laws and, therefore, no formal concurrence should be inferred at this time.
4. Discussion then moved to the need for implementing legislation.
 - a. The group consensus remains that broadly structured implementing legislation is needed to establish the Advisory Board's regional mission, composition and role. This legislation will be developed and presented as part of the final report.
 - b. The group agreed that "We need to define ourselves going forward and not be defined by others."
5. The final point addressed was the integration of a University Research Park (URP)
 - a. The URP is a related, but future action
 - i. Will require greater funding to execute than the baccalaureate or post baccalaureate programs
 - ii. URP will require future advocacy by the RHEC board to execute
 - iii. While the URP is presently an autonomous activity, it is understood and agreed that it will intersect with the NEMDHEC in the future
6. Follow-on items (action):
 - a. Target date for the first draft of report was set for 10/17
 - b. Final draft of By-laws will be provided for review (J. LaCalle)
 - c. Integration of URP Concept (J. LaCalle/B. Michel)
 - d. Draft legislation for review (B. Michel)
 - e. Other workgroup coordination-ongoing(B. Michel)
 - f. Draft of consolidated WG recommendations (G. Whitaker)
 - g. Report format and consolidation (J. Gajewski)

Adjourned 11:05 am

V November 7, 2011:

Agenda

1. Welcome (workgroup attendee roster, **Attachment 1**)
2. Review notes from last teleconference and any follow-on action items (**Attachment 2**)
3. Discuss Governance Structure Work Group report progress:
 - a. Target date for the first draft of report was set for 10/17
 - b. Final draft of By-laws for review (**Attachment 3**)
 - c. Draft of consolidated WG recommendations (**Attachment 4**)
 - d. Draft legislation for review (**Attachment 5**)
 - e. Integration of URP Concept (J. LaCalle/B. Michel)
 - f. Report format and consolidation (J. Gajewski)
4. Follow-on actions needed (Action):
 - a. Refine Draft By-laws (TBD)
 - b. Develop Draft Work Group report IAW agreed schedule (TBD)

Minutes

Work group meeting commenced at 10:00 AM

Discussion:

1. The Work Group was provided three documents to review prior to the meeting to help inform the discussion. These were:
 - a. The second draft of By-Laws as amended by group
 - b. Draft one of WG consolidated recommendations
 - c. Draft implementing legislation
2. Barney Michel led off with a brief review of the minutes and outstanding actions from the 3 October teleconference.
3. Mr. Michel then proceeded to review the consolidated draft by-laws with the group.
 - a. There were several key questions raised by this draft:
 - i. Will this board look across all higher education sites in the NE MD Region? The short answer was, “Yes, that was the original intent.”
 - ii. If that is the case, how does the board differentiate its role vis-a-vis the HECC, which is an RHEC as defined by state law, and other higher education sites? Discussion revealed that this may be addressed by rewording both the purpose statement and more clearly defining the RHEC concept of potential for multiple sites under one “capstone” RHEC.
 - iii. What happens if an institution chooses to by-pass this Advisory Board and go directly to MHEC? Will MHEC come to the board for advice? The response is that the intent is to have this board involved, in an advisory capacity, in all higher education offerings (excepting those offered by Harford or Cecil Community Colleges).
 - b. There was significant discussion surrounding proposed both proposed board composition and the role of the Advisory Board in the process of reviewing and subsequent MHEC approval of new higher education programs.
 - i. The group generally agreed with some of the specific revisions in the draft by-laws, but the overall tone of the discussion was that work was required to better define board roles.
 - ii. The concept of non-voting board membership was discussed and it was (generally) agreed that only the APG representatives needed to be added as

non-voting members. The segments all are being represented by their member institutions. Also, the “RHEC Coordinator” may be retained as a non-voting member but will not serve as Recording Secretary as those duties are assigned to the Board Secretary.

- iii. A final point that generated discussion was the apparent dual role of this board. It was readily agreed that this is a somewhat novel approach, as is the concept of a two county RHEC region. This created some disconnects that must be addressed in the next draft. Specifically:
 1. The Advisory Board will continue to have an oversight role for the HECC
 2. It will NOT necessarily have an operational oversight role for other regional higher education facilities (E.G., the Towson “2+2” building).
 3. As an Advisory Board it will not approve programs, but will provide recommendations for new program approval to MHEC.
 4. The Board is intended to have an Advisory role across all higher education offerings (excepting for those of the two community colleges) for the two county region. This would include both current and potential new facilities and a future University Research Park. The rationale for this broad role is that the board’s primary purpose to identify the region’s current and future higher education needs and advocate for programs to address these needs, at Baccalaureate and Post Baccalaureate levels. A broad charter is needed to meet this mission.
 - iv. The draft recommendations will be revised to reflect final changes to the by-laws regarding board composition and appointment authorities.
 - v. The draft legislation was briefly reviewed. The group will review this in greater detail and provide specific comments by Noon Tuesday, NOV 8.
4. Follow-on actions:
 - a. Workgroup members will provide revised wording to address definitional questions raised in the by-laws
 - b. Workgroup members will provide specific language revisions to the proposed implementing legislation.
 - c. The workgroup will endeavor to agree on the role of this board and the need for detailed by-laws at this time.

The workgroup adjourned at 11:35 AM

Notional By-Laws of NMHEAB

Northeast Maryland Higher Education Advisory Board Bylaws

I. Definition:

The Northeast Maryland Higher Education Advisory Board (NMHEAB) (hereafter referred to as “Advisory Board”) encompasses all higher education offerings in Harford and Cecil Counties as they address the local community educational requirements and the needs of the Federal government and regional businesses.

II. Purpose:

The purpose of the Advisory Board is to assist with and support the DEVELOPMENT of higher education IN HARFORD AND CECIL COUNTIES...IN ADDITION, The Advisory Board assists in supporting THE MISSION and accomplishing the goals and objectives of regional higher education center(s) (RHEC) IN HARFORD AND CECIL COUNTIES and advise the Center Coordinator(s) and the supervisory staff to whom the Coordinator(s) reports.

III. Responsibilities:

- a. Provide guidance and support in identifying institutions and programs related to regional higher education and workforce needs IN HARTFORD AND CECIL COUNTIES.
- b. Refer all institutions interested in offering identified programs to the MHEC for approval.
- c. Assist with marketing and promotion of programs
- d. Evaluate and recommend approval of new academic program proposals to be offered at a RHEC in Northeast Maryland, subject to the approval of the Maryland Higher Education Commission (MHEC).
- e. Evaluate and make recommendations concerning new academic program proposals to be offered in Harford and Cecil Counties at non-RHEC facilities if requested.
- f. Assist in connecting higher education organizations and offerings with stakeholders and prospective partners in the community
- g. Help determine the need for and identify potential sources for external financial support as necessary
- h. Facilitate interaction among the business, non-profit, education, and military communities
- i. Identify prospective Board members with an emphasis on establishing a diverse and representative Board
- j. Assist in coordination of marketing of and information about programs offered at the RHEC(s).

IV. Membership:

Board members represent a broad spectrum of higher education, business, government, and community interests. The Advisory Board to the Higher Education and Applied Technology (HEAT) Center shall appoint at least thirteen (13) voting members to the NMHEAB within thirty (30) days from the effective date of the legislation establishing the NMHEAB. Thereafter, the NMHEAB Nominating Committee shall make recommendations for appointments to the board,

and the appointment of members must be approved by a majority vote of the active NMHEAB members. The initial terms of the board will be divided such that approximately one-third will be appointed for one-year, one third for two years and one third for three years. Thereafter terms will be three years for all new or reappointed members.

The Board maintains the following representatives with voting privileges:

- a. One representative from each of the academic institutions offering degree programs at the RHEC(s), as designated by the institution. (NOTE: This membership is subject to review, at the sole discretion of the board, if any institution's program has no active participants for the prior 12 month period.)
- b. Three representatives from regional businesses, industries, or corporations
- c. One representative each from the Harford and Cecil County Offices of Economic Development
- d. One representative from Cecil College
- e. One representative from Harford Community College
- f. Two community-at-large representatives
- g. One representative from the Northeastern Maryland University Research Park

The following representatives will serve as non-voting members:

- a. The Senior Mission Commander of Aberdeen Proving Ground, or his/her designee.
- b. The Aberdeen Proving Ground Garrison Commander or his/her designee.
- c. The RHEC Coordinator(s) serve as ex-officio non-voting member.

V. Officers:

The Board has a Chair who is elected by the Board.

Duties of the Chair include:

- a. Preside at all Board meetings
- b. Work with the RHEC Coordinator(s) to develop the agenda for meetings
- c. Appoint chairs and members of standing committees.
- d. Appoint ad hoc committees, chairs, and members to conduct the business of the Board
- e. Ensure that meetings are conducted in accordance with the Board's by-laws and the adopted Rules of Order

The Board has a Vice Chair who is elected by the Board.

Duties of the Vice Chair include:

- a. Preside at meetings of the Board in absence of the Chair
- b. Ensure that meetings are conducted in accordance with the Board's by-laws and the adopted Rules of Order
- c. Assume other duties as assigned by Chair to ensure effective functioning of the Board

The Board has a Secretary who is elected by the Board.

Duties of the Secretary include:

- a. Record the minutes of each Board meeting
- b. Ensure that meetings are conducted in accordance with the Board's by-laws and adopted Rules of Order
- c. Assume other duties as assigned by the Chair/Vice Chair for the effective functioning of the Board

VI. Selection and Terms of Members:

Terms of service of both officers and members are based on a July 1 – June 30 fiscal year. New Board officers and members begin service as of July 1 and serve three year terms. Term completion years are staggered to ensure continuity related to Board issues and projects. Any member is eligible for reappointment for one additional three-year term. A member may not serve more than two full consecutive terms

VII. Standing Committees:

a. Nominating Committee

The Nominating Committee includes the Chair of the Board, the RHEC Coordinator(s), and a member-at-large selected by the Board.

Duties of the Nominating Committee include nominating candidates for Chair of the Board, Vice Chair of the Board, Secretary of the Board, and new members of the Board. The Nominating Committee will solicit candidates from participating organizations and institutions.

The Nominating Committee presents its recommendations for Chair, Vice Chair, Secretary, and new members to the Board for approval at a full Board meeting by April 30.

New members MUST BE APPROVED BY A MAJORITY VOTE OF THE NMHEAB.

b. Program Committee

The Program Committee includes at least five Board members who represent segments in higher education, military, business/industry, and non-profit/government. The RHEC Coordinator(s) also serve on this committee.

Duties of the Program Committee include reviewing and evaluating PROPOSED new academic programs to be offered at the RHEC(S) based on established criteria, AND SUBJECT TO THE APPROVAL OF MHEC.

The Program Committee presents its recommendations for new academic programs to the Board. The Board may submit a letter in support of an academic program for approval TO OPERATE AT A RHEC, for MHEC's consideration during its program approval process.

THE PROGRAM COMMITTEE MAY EVALUATE AND MAKE A RECOMMENDATION CONCERNING A NEW ACADEMIC PROGRAM PROPOSAL TO BE OFFERED IN HARFORD AND CECIL COUNTIES AT A NON-RHEC FACILITY, IF REQUESTED.

THE BOARD SHALL ENSURE THAT ALL ACADEMIC PROGRAMS AND POLICIES OF THE CENTER ARE IN COMPLIANCE WITH THE POLICIES AND PROCEDURES APPROVED BY MHEC.

VIII. Meetings:

The Board meets at least four times per year. Special meetings may be called as needed. Standing and Ad Hoc committees meet as needed. A meeting quorum consists of fifty per cent plus one of total membership.

The Chair of the Board presides over regular meetings with the agenda developed by the Chair and the RHEC Coordinator(S).

Board members are expected to attend at least three of the four quarterly meetings as well as Ad Hoc committee meetings or work groups on which they serve.

Meetings are open to the public and are announced on the RHEC(S) website(S).

Amendments:

The by-laws may be altered or amended at any duly held meeting of the Board. Notice of any proposed changes must be on the agenda of the meeting at which the change is to be considered. An amendment to the by-laws requires the assent of two-thirds of the Board's voting membership.

Draft Establishing Legislation for an NMHEAB

Northeast Maryland HIGHER EDUCATION Advisory Board

SECTION 1

§24-301.

- (a) In this subtitle the following terms have the meanings indicated.
- (b) “Board” means the NORTHEAST MARYLAND HIGHER EDUCATION Advisory Board.
- (c) “Center” means the Regional Higher Education and Conference Center @ HEAT.
- (d) “Site” means any facility where four-year institutions offer approved undergraduate and graduate programs in Harford and Cecil Counties.
- (e) “Commission” means the Maryland Higher Education Commission

§24-302.

There is a Northeast Maryland Higher Education Advisory Board.

§24-303.

- (a) The Board consists of not less than 13 voting members, INCLUDING:
 - h. ONE REPRESENTATIVE FROM EACH OF THE ACADEMIC INSTITUTIONS OFFERING APPROVED DEGREE PROGRAMS AT THE CENTER AND sites, AS DESIGNATED BY THE INSTITUTION;
 - i. THREE REPRESENTATIVES FROM REGIONAL BUSINESSES, INDUSTRIES, OR CORPORATIONS;
 - j. ONE REPRESENTATIVE EACH FROM THE HARFORD AND CECIL COUNTY OFFICES OF ECONOMIC DEVELOPMENT;
 - k. ONE REPRESENTATIVE FROM CECIL COLLEGE;
 - l. ONE REPRESENTATIVE FROM HARFORD COMMUNITY COLLEGE;
 - m. ONE REPRESENTATIVE FROM THE NORTHEASTERN MARYLAND UNIVERSITY RESEARCH PARK AND
 - n. TWO COMMUNITY-AT-LARGE REPRESENTATIVES.
 - (b) (1) Each member serves for a term of 3 years and until a successor is appointed and qualifies.
 - (2) The terms of members are staggered as required by the terms provided for members of the Board on July 1, 2012.
 - (3) A member may not serve more than two full consecutive terms.
 - (4) A member appointed to fill a vacancy in an unexpired term serves only for the remainder of that term and until a successor is appointed and qualifies.
 - (c) (1) THERE IS A CHAIR OF THE BOARD WHO IS ELECTED BY A MAJORITY VOTE OF THE VOTING MEMBERS.
 - (2) The voting members may elect other officers and establish committees, including advisory committees, as needed.
 - (d) THE BOARD INCLUDES THE FOLLOWING ex officio, nonvoting members:
 - (1) The senior mission commander of the Aberdeen Proving Ground, or his/her designee;
 - (2) The Garrison Commander of the Aberdeen Proving Ground, or his/her designee;
- AND
- (3) THE RHEC COORDINATOR(s).

- (f) Each member of the Board:
 - (1) Serves without compensation; and
 - (2) Is entitled to reimbursement for expenses in accordance with the Standard State Travel Regulations

§24–304.

(a) In addition to the other powers expressly granted and duties imposed by this title, and subject to the authority of the Commission, the Board has only the powers and duties set forth in this section.

(b) The Board shall:

- (1) ASSIST WITH AND SUPPORT THE DEVELOPMENT OF HIGHER EDUCATION IN HARFORD AND CECIL COUNTIES;
- (2) ASSIST IN SUPPORTING THE MISSIONS AND ACCOMPLISHING THE GOALS AND OBJECTIVES OF THE SITES IN HARFORD AND CECIL COUNTIES;
- (3) ADVISE THE CENTER AND SITE COORDINATORS AND THE SUPERVISORY STAFF TO WHOM THE COORDINATORS REPORT.;
- (4) PROVIDE GUIDANCE AND SUPPORT IN IDENTIFYING INSTITUTIONS AND PROGRAMS TO SERVE HIGHER EDUCATION AND WORKFORCE NEEDS IN HARFORD AND CECIL COUNTIES;
- (5) ASSIST WITH MARKETING AND PROMOTION OF PROGRAMS OFFERED AT THE CENTER AND SITES;
- (6) FACILITATE INTERACTION AMONG THE BUSINESS, NON-PROFIT, EDUCATION, AND MILITARY COMMUNITIES;
- (7) Keep separate records and minutes; and
- (8) Adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.

(c) The Board shall ensure that all academic programs and policies of the Center and sites are in compliance with the policies of and approved by the Commission.

(d) The Board may apply, accept, and expend any gift, appropriation, or grant from the State, county or federal government or any other person if the appropriation has been sought by the board to support board activities.

(e) The Board may make agreements with the federal, State, or county governments or any other person, if it considers the agreement advisable for the operation of the Center.

(f) The Board may adopt a corporate seal.

(g) In addition to other reports that may be required by the Commission, the Board shall:

- (1) Keep records that are consistent with sound business practices and accounting records using generally accepted accounting principles;
- (2) Cause an audit by an independent certified public accountant to be made of the accounts and transactions of the Board at the conclusion of each fiscal year; and
- (3) For any State moneys, be subject to an audit by the Office of Legislative Audits, in accordance with §§ 2-1220 through 2-1227 of the State Government Article.

§24–305.

SECTION 2 (uncodified language):

THE ADVISORY BOARD TO THE HIGHER EDUCATION APPLIED TECHNOLOGY (HEAT) CENTER SHALL APPOINT AT LEAST 13 VOTING MEMBERS TO THE

NORTHEAST MARYLAND HIGHER EDUCATION ADVISORY BOARD WITHIN THIRTY (30) DAYS FROM THE EFFECTIVE DATE OF THIS LEGISLATION. THEREAFTER, NEW MEMBERS OF THE NORTHEAST MARYLAND HIGHER EDUCATION ADVISORY BOARD SHALL BE APPROVED BY A MAJORITY VOTE OF THE ACTIVE NORTHEAST MARYLAND HIGHER EDUCATION ADVISORY BOARD ME