Board of Regents ~ Committee on Education Policy and Student Life and Safety

Tuesday, January 16, 2024 ~ 9:30 a.m.

Zoom Details to be Provided to Committee
Public Listen-Only Access: 1-443-353-0686 ~ Conference ID: 154 187 586

Agenda
Public Session

Action Items
1. Academic Program Proposal:
   a. Salisbury University: Master of Arts in Public Communication

2. Salisbury University: Proposal to Establish Graduate School

Information Items
3. Update: Civic Engagement and Civic Education; Langenberg Legacy

4. Academic and Student Affairs Updates from Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Action Item
5. Motion to Adjourn and Reconvene in Closed Session

INSTITUTIONS // BOWIE STATE UNIVERSITY • COPPIN STATE UNIVERSITY • FROSTBURG STATE UNIVERSITY • SALISBURY UNIVERSITY
TOWSON UNIVERSITY • UNIVERSITY OF BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE • UNIVERSITY OF MARYLAND, COLLEGE PARK • UNIVERSITY OF MARYLAND
EASTERN SHORE • UNIVERSITY OF MARYLAND GLOBAL CAMPUS **REGIONAL CENTERS //** UNIVERSITIES AT SHADY GROVE • UNIVERSITY SYSTEM
OF MARYLAND AT HAGERSTOWN • UNIVERSITY SYSTEM OF MARYLAND AT SOUTHERN MARYLAND

Salisbury University: Master of Arts in Public Communication

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
   Salisbury University: Master of Arts (M.A.) in Public Communication

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, January 16, 2024

SUMMARY: The proposed Public Communication M.A. program is based on the premise that each student brings to the program a unique set of experiences that shape their individual identity and goals. Students will gain proficiency and insight in the digital persuasion skills necessary to design strategic campaigns, produce multimedia products, manage social networks, understand audience motivations, and shape public engagements and behaviors. Students will learn how to conduct media research and examine the legal issues that inform the industry, study organizational behavior, employ analytics to understand digital engagement, and glean audience insights into the various communication fields.

The public communication program requires students to complete 36 credit hours of coursework. Students must take four foundation core courses (12 hours). Students then complete 12 hours of analytical and applied interdisciplinary electives and 9 hours in their specialized area of interest. Finally, the students carry out a 3-hour capstone by completing a scholarly thesis, a community-engaged project, or an internship. Capstones also require completion of a comprehensive exam.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Salisbury University to offer an M.A. in Public Communication.

COMMITTEE RECOMMENDATION:	DATE: January 16, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

December 18, 2023

Dr. Jay A. Perman, Chancellor
University System of Maryland
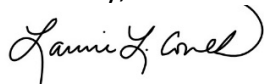3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of President Carolyn Lepre, the faculty, and the entire Salisbury University (SU) community, I am pleased to submit a request for approval for a new Master of Arts in Public Communication. The program encompasses three highly focused subject areas: athletic, health, and political communication. These three areas enable students to gain proficiency and insights in digital persuasion skills necessary to design strategic campaigns, produce multimedia products, manage social networks, understand audience motivations, and shape public engagements and behaviors.

The proposal, fully endorsed by Salisbury University, is attached for your review.

Thank you for your consideration.

Sincerely,

Laurie Couch, Ph.D.
Provost and Senior Vice President of Academic Affairs

ecc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

Salisbury University
Institution Submitting Proposal

Master of Arts – Public Communication
Title of Proposed Program

Master of Arts	**Fall 2024**
Award to be Offered	Projected Implementation Date
	09.0900
60101	
Proposed HEGIS Code	Proposed CIP Code
Department of Communication	Dr. David Burns
Department in which program will be located	Department Contact
410-677-0111	dpburns@salisbury.edu
Contact Phone Number	Contact E-Mail Address
	12/15/23

Signature of President or Designee   Date

Salisbury University
Master of Arts – Public Communication Program Proposal

A. Centrality to Institutional Mission and Planning Priorities

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Drawing upon the knowledge and experience of award-winning faculty and scholars, Salisbury University's (SU's) proposed **Public Communication M.A.** program will allow students to customize academic pathways to build understanding. The program is based on the premise that each student brings to the program a unique set of experiences that shape their individual identity and goals. Through a rigorous examination of the philosophical and theoretical foundations of communication theory and highly focused subject areas (e.g., athletic, health, corporate, or political communication), the program equips the student with the methodological and disciplinary skills to analyze, design, and implement innovative and diverse communication solutions to contemporary social challenges.

Students will gain proficiency and insight in the digital persuasion skills necessary to design strategic campaigns, produce multimedia products, manage social networks, understand audience motivations, and shape public engagements and behaviors. Students will learn how to conduct media research and examine the legal issues that inform the industry, study organizational behavior, employ analytics to understand digital engagement, and glean audience insights into the various communication fields. With the guidance of the graduate director, students will customize a program that reflects their career goals.

Through a combination of research- and industry-focused mentoring, real-life engagement, in-depth scholarly discussions and practical training, the proposed graduate program prepares the next generation of communication professionals and scholars to shape the post-pandemic twenty-first century world as both thoughtful scholars and innovative industry leaders.

This program neither duplicates nor harms another institution. In our state and around our region there is high demand for expertly trained public communication practitioners and researchers. The program's unique features provide training in corporate, governmental, health care and athletic communication, which provides a perfect follow-on area of study for many of the state's undergraduates aspiring to administrative positions in these industries. In addition, this program fills a gap in the current master's program offerings at sister institutions in Maryland.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The proposed M.A. in Public Communication closely aligns with SU's mission. The program stresses community engagement via a diverse, student-centered learning environment that encourages a broad array of ideas and perspectives. Through affordable experiential learning, faculty mentors will train civically minded social scientists who will join the state's workforce fulfilling the University's commitment to serving "the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation." Further, the proposed program aligns with several of SU's Strategic Plan objectives including: 1.1: Continue to support and develop our wide range of exceptional and challenging academic programs and experiences; 4.3: Enhance and expand local and regional partnerships and strategic alliances with private, public, and nonprofit organizations; and 4.4: Support community-based learning and community-engaged scholarship.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of the program implementation.**

Salisbury University will provide the proposed program with adequate resources, facilities, and faculty in the same manner that it currently does for its existing academic programs in the Fulton School of Liberal Arts. Declines in some enrollments have created capacity for additional students and course delivery. Associated costs will be largely offset by existing tuition and course fees. Existing space (including those for specialized activities) will be utilized, with the capacity in the schedule for additional sections of courses. Should enrollment in the new program exceed expectations, additional faculty or other support may become necessary. Advising support will also be very important to the success of the program and will be provided by the program director and graduate faculty.

4. **Provide a description of the institution's commitment to:**
   a. **Ongoing administrative, financial, and technical support of the proposed program:** The internal approval procedure for new programs at SU ensures the University's commitment to ongoing administrative, financial, and technical support of the proposed program. The Fulton School of Liberal Arts is well-established and includes graduate programs in Conflict Analysis & Dispute Resolution (CADR), English, and History as well as undergraduate majors in Art, Communication, CADR, English, Environmental Studies, French, History, Interdisciplinary Studies, International Studies, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, and Theatre. There is an existing administrative structure in place to support this new program. The proposed program was vetted and approved by the Chair of the Department of Communication, the Fulton School Curriculum Committee, the Dean of the Fulton School, the Graduate Council, and the Provost, indicating their support of the new program offering.

   b. **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program:** SU is committed to support this program with sufficient time for enrolled students to complete the program. Our goal to establish this new graduate offering is driven by the strategic goals listed previously and to increase workforce-related offerings to our students. To accomplish these strategic goals and maintain educational quality in the Fulton School of Liberal Arts, support of this program and its students through graduation is essential.

B. **Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

a) **The need for the advancement and evolution of knowledge**
b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

The demand for public communication professionals in our region is immediate, growing, sustainable, and financially lucrative. The proposed graduate program will meet this need for trained, working professionals by providing the state's diverse cohort of students the academic foundations and real-world training needed to best fill these jobs; Eastern Shore graduates who can critically analyze data and present the information empirically and pragmatically to the public. To achieve this, our students need the critical knowledge base to comprehend, navigate, and professionally engage with today's communication demands in advanced, innovative, and insightful ways.

The proposed program also answers a student need for advanced communication training for current SU undergraduate students. The department is confident that many public communication-oriented undergraduates at SU who aspire to a post-graduate program would welcome the addition of an advanced degree in public communication. This interest extends to current communication students and students pursuing other undergraduate degrees at SU. To address this interest, the department will offer matriculated undergraduates an accelerated master's program, which allows students the opportunity to take up to three graduate courses during their undergraduate years to count toward both their undergraduate and graduate degree programs.

2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education**

The Communication Department is dedicated to actively recruiting, retaining, and serving Maryland's minority communities in accordance with _COMAR 13B.02.03.05_. Specifically, the program addresses a statewide need to: (1) ensure expanded and equal educational opportunities for all Marylanders, (2) answer students' career trajectory demands by providing long-term graduate educational opportunities (see Maryland State Plan for Postsecondary Education) and (3) Expand educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program:** Public communication professionals include public relations practitioners in the athletic, health care, commercial, and public affairs/political arenas.

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program:** According to the U.S. Bureau of Labor Statistics, employment of public communication professionals is projected to rise 11% from 2020-2030. Projections indicate a need for nearly 30,000 public communication professionals per year for at least the next decade - a rate faster than any other occupation. Labor statistics also show, geographically, the New York-Washington, DC corridor employs the largest number of public communication specialists in the country and with the highest annual mean income (topping out at over $100,000 per year).

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years:** The Maryland Department of Labor's Occupational Projections (2020-2030) indicate ~9% increase in workforce demand for Media and Communications and Public Relations. As noted above, the demand for public communication professionals in our region is immediate, growing, sustainable, and financially lucrative.

4. **Provide data showing the current and projected supply of prospective graduates:** It is anticipated that the proposed **Public Communication M.A.** degree proposed by SU would enroll ~10 students initially. Enrollment in the program is expected to increase gradually, adding 10, 14, and up to 16 students per year, to eventually reach a target of ~30 students by year five. This assumes a 90% program retention rate for fulltime students who are expected to graduate after two years (and 50% retention rate of part-time students). Similar programs at other institutions for which data was

publicly available have a range of enrollments from 15 students at similarly sized or smaller institutions to over 180 at large universities (e.g., University of Georgia).

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

In Maryland, there are only three similar campus-based Master of Arts programs and none in SU's geographical region. Those institutions are Bowie State University, Towson University, and Notre Dame of Maryland. There are several online-only master's programs offered by Maryland schools: Stevenson University, University of Maryland Global Campus, and Loyola University. Two of those online-only programs offer Master of Science degrees - not Master of Arts. The third, Loyola University, offers a Master of Arts in Emerging Media, but that program focuses on the use of innovative media tools rather than mass media analysis and research.

As the Communication Department's Master of Arts in Public Communication will be a predominantly on-campus program, albeit offering various course delivery modalities, a comparison with the state's three campus-based programs is warranted.

Bowie State University is geographically the closest to SU. The school's Master of Arts in Organizational Communication is designed to train students to be organizational communication leaders in corporate, non-profit, and governmental organizations, or to pursue doctorate-level studies in human communication. Although this program is similar in aspirations to produce corporate and governmental leaders, it does not include training in health communication and athletic communication, two rapidly expanding and in-demand industries.

Notre Dame of Maryland University's Master of Arts in Contemporary Communication is described as providing students a diverse mix of experiences and skills in contemporary communication theory, creative communication strategies, and visual communication competencies. In comparison to the proposed program, Notre Dame focuses more on the creative elements of the industry and does not focus on community-engaged, practical experiences, the hallmark of SU's programs, including the proposed M.A. in Public Communication.

Towson University's master's program is the furthest away geographically from SU's M.A. in Public Communication. Towson's program focuses on researching, designing, implementing, and assessing communication strategies in organizational settings. Its graduate program follows more traditional research-based programs and lacks the applied research focus of the proposed M.A. in Public Communication.

It is important to note, the programs compared above are in the Washington-Baltimore geographical region. With these existing programs in relative proximity to one another, it appears SU's proposed M.A. in Public Communication, many miles from the nearest program, can successfully find its niche and serve the needs of many Marylanders.

2. Provide justification for the proposed program.

Employment of public communication professionals is one of the fastest growing professions in the country with projections to rise over 10% over the next decade. This equates to nearly 30,000 public communication professionals hired every year, boasting salaries that top out at over $100,000 per year.

6

The demand for public communication professionals in our region is constant, growing, and financially lucrative. The Communication Department is excited to offer a program that meets the demand for public communication professionals with strong foundational skills and focused track instruction. The program allows both the flexibility to shift delivery modalities easily from in-person to hybrid courses and to support expanding interest areas (e.g., environmental communication). Additionally, the program will welcome and support degree-holders from other disciplines and working professionals who wish to extend their academic credentials.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs):
1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The Communication Department's proposed Public Communication program will not negatively impact Maryland's HBI's and will serve Maryland's minority communities. For example, by offering a complementary post-graduate program for the state's historically black institutions (HBIs), the program can address a stated statewide need to: (1) ensure expanded and equal educational opportunities for all Marylanders; (2) answer students' career trajectory demands by providing long-term graduate educational opportunities as outlined in the latest Maryland State Plan for Postsecondary Education; and (3) expand educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education as required by Maryland's COMAR 13B.02.03.05.

As examples, the M.A. in Public Communication dovetails nicely with undergraduate programs at both Morgan State University and the University of Maryland Eastern Shore. These programs include undergraduate programs of study that provide foundational training that complements the proposed M.A. in Public Communication.

F. Relevance to the identity of Historically Black Institutions (HBIs): As noted above, the proposed program is not anticipated to compete with similar programs at HBIs or negatively impact them in any way.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes: (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed program's origins stem from stated needs by industry professionals for highly trained public communication professionals and a faculty desire to address that need. The program's structure is derived from successful programs around the nation. The focus on civic engagement and experiential learning reflects Salisbury University's mission and the faculty's expertise in applied learning. As mentioned earlier, the department's award-winning faculty scholars will offer a combination of research-and industry-focused mentoring, real-life engagement, in-depth scholarly discussions, and practical training. The program will prepare the next generation of communication professionals and scholars to shape the post-pandemic twenty-first century world and produce thoughtful scholars and innovative industry leaders.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The educational objectives and intended student learning outcomes of the program are to:

- Develop skills to analyze and evaluate research methods and their use in professional settings.

7

- Understand communication theories and ways to apply them in personal and professional contexts.

- Apply critical thinking skills from prior experiences, then learn to utilize, analyze, and contribute to leading research in the field.

- Produce scholarly, professional, and creative materials that showcase student knowledge in a specific area of communication.

Due to the community-engaged nature of the program, courses will be taught on a traditional 15-week semester. The program will initially be offered as traditional in-person classes. However, the program's foundational courses may later transition to an online delivery, except for the hands-on course Advanced Media Literacy (COMM 502) where access to university-supplied equipment is needed. Graduate courses taught in tandem with undergraduate courses will match modalities, but the graduate courses can later transition to, for example, hybrid courses.

3. **Explain how the institution will: a) provide assessment of student achievement of learning outcomes in the program; b) document student achievement of learning outcomes in the program**

a) SU strives to build and maintain a solid assessment process of student learning at the course, program, and institutional levels. SU's University Analysis, Reporting and Assessment (UARA) provides official student data and facilitates the collection and presentation of data for Academic Program Reports (APR) on a seven-year cycle. These APRs formalize the assessment of student learning outcomes to drive programmatic decision-making. Within the Communication program, faculty connect learning outcomes and objectives to specific required courses. Thus, course-level outcomes and performance can be used to assess student achievement.

b) At the end of each academic year, the program will assess the extent to which learning outcomes are achieved by each student in the program. Modifications to classes or other adjustments may be made in response to areas where learning outcomes are not consistently achieved.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The proposed M.A. degree in Public Communication will allow students to focus their studies on a variety of communication topics including health, corporate, athletics, or public affairs. The multi-focus option allows students to specialize in one area of communication. Courses will be taught in various modalities and at times convenient for the working professional.

The Public Communication program will require students to complete 36 credit hours of coursework. Students must take four foundational core courses (12 hours). Students then complete 12 hours from analytical and applied interdisciplinary electives and 9 hours in their specialized area of interest. Finally, the student completes a 3-hour capstone by completing a scholarly thesis, a community-engaged independent study, or an internship. All require completion of a comprehensive exam. (See Appendix I for the degree checklist and Appendix II for course descriptions).

5. **Discuss how general education requirements will be met, if applicable:** Students will be undergraduate degree-holding scholars or, in the accelerated master's program, will have completed general education requirements completed.

6. **Identify any specialized accreditation or graduate certification Requirements for this program and its students:** There are no specialized accreditation or graduate certification requirements for this program's students.

7. **Contracting with another Institution:** The proposed program will not contract with another institution or non-collegiate organization.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.**

Upon approval, the program curriculum, courses, degree requirements, Department of Communication and Fulton School of Liberal Arts webpages, and SU undergraduate academic catalog will be updated clearly, completely, and in a timely manner. Approval of the **Public Communication M.A.** program will be communicated in a timely manner to the appropriate offices on campus by the program director in collaboration with the Office of Graduate Studies. All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fact-checks all submissions.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and administration materials will clearly and accurately represent the proposed program and the services available.

The program will be clearly and accurately represented in advertising, recruiting, and admissions materials.

H. **Adequacy of Articulation:** This is a graduate program.

I. **Adequacy of Faculty Resources (*COMAR 13B.02.03.11)* and Faculty List**

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty will teach in the proposed program.**

   SU's Communication Department's faculty consists of distinguished professors, award-winning educators, prolific researchers, and nationally and internationally recognized scholars. The depth and breadth of the faculty's expertise results in outstanding training for skilled practitioners to enter the field or follow-on doctoral students. Appendix III lists information about each faculty member.

2. **Demonstrate how the institution will provide the ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

   a. **Pedagogy Meets Needs of Students:** SU's Center for the Advancement of Faculty Excellence (CAFÉ) supports faculty in the areas of teaching, research, professional development and personal wellness and the office of Instructional Design & Delivery (ID&D) provides professional development for effective pedagogical practices and instructional support for faculty engaged in teaching and learning of online, hybrid and traditional courses. Collaboratively, these offices provide various, ongoing webinars, workshops, faculty learning communities, and initiatives around andragogical and pedagogical best practices. These include:

1) CAFÉ provides support in the following areas: Teaching and Pedagogy; Research and Scholarship; Professional Development; and Personal Wellness.
2) The Office of Instructional Design and Delivery (ID&D) offers multiple avenues of training. In-person workshops are offered for Canvas and drop-in sessions are also offered regularly. Topics covered include Applying the Quality Matters Rubric; Using Open Educational Resources; and "Soaring with Online Learning" which is held during the summer and winter sessions.
3) ID&D also offers regular seminars and trainings throughout the year related to the use of a variety of technology tools and platforms to enhance teaching and learning including webinars in Student Engagement and Instructor Presence; Flipping the Classroom; Using Technology to Enhance the Classroom Experience; and the Fair Use Act.
4) ID&D also distributes a weekly newsletter which contains information regarding upcoming activities (teaching podcasts), deadlines, and resources.
5) The University's Office of Academic Affairs sponsors an annual Faculty Development Day (fall) and Teaching and Learning Conference (spring).
6) Faculty in the Fulton School of Liberal Arts are encouraged to apply for professional development funds and compete for annual faculty development awards. Awarded funds can be used for a variety of professional development activities. Opportunities for professional development, such as supported conference attendance, are also offered regularly by the Fulton School.

b. **the learning management system:** Instructional Design & Delivery provides support for the campus learning management system (Canvas) and other instructional software (such as lecture capture, audience response system) through workshops, video tips, and how-to instructions.

c. **evidenced-based best practices for distance education, if distance education is offered:** The **M.A. in Public Communication** will not be fully offered via distance education given the community-engaged nature of the program. However, as appropriate, several courses may be developed as online or hybrid courses. All Communication faculty have completed SU's SOARING program, a multi-week program to prepare faculty to design, develop and deliver courses in a fully online or hybrid environment through the campus course management system, Canvas.

J. **Adequacy of Library Resources:** The Patricia A. Guerrieri Academic Commons (GAC) was recently named among the top 10 academic libraries in the country and functions as an integral component of the University's academic programs through an organized structure which embraces public and technical services. As a member of USMAI (University System of Maryland and Affiliated Institutions) consortium, the library is affiliated with the USM's twelve campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources.

SU Libraries have existing resources to comprehensively support the proposed degree program. In relation to journal and newspaper articles, SU has several relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTO; ProQuest Newspapers; Science Direct; and Web of Science. Regarding monographic titles, SU has a significant number of titles that would support this major and is frequently adding more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they requested it. In sum, no new library resources are directly required to support the proposed M.A. in Public Communication.

K. Adequacy of Physical Facilities, infrastructure, and equipment (COMAR 13B.02.03.13): SU houses outstanding media facilities and its infrastructure already serves the demands of undergraduates and graduate students on campus and in classrooms around the globe. The Communication Department has access to SU's state-of-the-art Integrated Media Center (IMC). The IMC has a high-definition production studio, a high-definition news studio, an audio recording studio, thirteen non-linear video editing suites, and nine audio editing suites. In addition, the department has created a multi-use news laboratory featuring an integrated, industry-standard news production management system, and an innovative public relations learning laboratory. SU also houses Delmarva Public Media with its three NPR-affiliated radio stations. These facilities are used by students studying, as examples, public relations, multimedia journalism, as well as political, athletic, and health communication disciplines. The University's facilities can serve the proposed graduate program today and as enrollments increase.

While fully online instruction is initially not envisioned for this program, SU has both an institutional electronic mailing system and a learning management system, Canvas. All students and faculty are given an SU email to utilize for all university correspondence. All faculty are given training on the LMS through Instructional Design & Delivery (ID&D). In addition, the IT Help Desk provides technical support to students who need assistance navigating their courses within the LMS or accessing e-mail.

L. Adequacy of Financial Resources with Documentation (COMAR 13B.02.03.14):

<u>**Resources and Expenditures**</u>

TABLE 1: RESOURCES					
Resources Categories	Year 1 (FY25)	Year 2 (FY26)	Year 3 (FY27)	Year 4 (FY28)	Year 5 (FY29)
1.Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$93,049	$172,873	$217,800	$250,406	$284,217
a. #F.T Students	8	15	17	19	21
b. Annual Tuition/Fee Rate	$9,969	$10,169	$10,372	$10,580	$10,791
c. Annual Full Time Revenue (a x b)	$79,756	$152,533	$176,328	$201,014	$226,617
d. # Part Time Students	2	3	6	7	8
e. Credit Hour Rate	$554	$565	$576	$588	$600
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$13,293	$20,340	$41,472	$49,392	$57,600
3. Grants, Contracts, & Other	0	0	0	0	0

External Sources					
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$93,049	$172,873	$217,800	$250,406	$284,217

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1 (FY25)	Year 2 (FY26)	Year 3 (FY27)	Year 4 (FY28)	Year 5 (FY29)
1. Total Faculty Expenses (b + c below)	$57,375	$58,523	$89,539	$121,774	$124,209
a. # FTE	0.50	0.50	0.75	1.00	1.00
b. Total Salary	$85,000	$86,700	$88,434	$90,203	$92,007
c. Total Benefits	$29,750	$30,345	$30,952	$31,571	$32,202
2. Total Administrative Staff Expenses (b + c below)	$5,738	$8,778	$8,954	$9,133	$9,316
a. # FTE	0.05	0.08	0.08	0.08	0.08
b. Total Salary	$85,000	$86,700	$88,434	$90,203	$92,007
c. Total Benefits	$29,750	$30,345	$30,952	$31,571	$32,202
3. Total Support Staff Expenses (b + c below)	$2,700	$4,131	$4,214	$4,298	$4,384
a. # FTE	0.05	0.08	0.08	0.08	0.08
b. Total Salary	$40,000	$40,800	$41,616	$42,448	$43,297
c. Total Benefits	$14,000	$14,280	$14,566	$14,857	$15,154
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	$20,000	$20,000	$28,000	$28,500	$31,500
TOTAL (Add 1 - 7)	$85,813	$91,432	$130,707	$163,705	$169,409

Budget Assumptions:
- 2% annual increase in tuition and fees

12

- 2% annual increase in S&B
- All Maryland residents
- 18 credits per year for FT students
- 12 credits per year for PT students

M. Adequacy of Provisions for Evaluation of Program

SU and the programs within the Fulton School of Liberal Arts have a long tradition of assessment. At SU, University Analysis, Reporting and Assessment (UARA) provides official student data, including enrollment, retention, and graduation rates. UARA provides this data annually to each specific school or department. To track the measures for all academic programs and offerings, the Office of the Registrar assigns a unique code to all specified student population groups.

Course evaluations occur each semester through the student evaluation of instruction, which is an online, anonymous survey. This assessment evaluates faculty on teaching skills and dispositions. Faculty evaluations occur through annual faculty evaluations by the Department Chair, evaluations as part of the Promotion and Tenure Review Process, and the Post Tenure Review Process (every five years after tenure). Once a year, tenure-track faculty complete the annual faculty evaluation report which includes goals for the year, as well as achievements in the areas of teaching, scholarship, and service. In the Tenure & Promotion and Post-Tenure Review processes, faculty are assessed for their contributions in the areas of teaching, scholarship, and service.

Student learning outcomes are based on key assessments in major courses, which will include a comprehensive exam, writing-intensive assignments, practical exams (demonstration of proficiency in certain skills), and/or other assessments.

Each academic program undergoes a full review every seven years which includes an internal evaluation as well as a report by an external reviewer.

N. Consistency with the State's Minority Student Achievement Goals:

The Communication Department will actively recruit minority students. The public communication industry suffers from a lack of diversity among its ranks. The industry recognizes the problem and lists minority hiring, training, and retention as top priorities. A 2021 analysis by a coalition of public communication professionals, called the New Diversity Action Alliance, found only 21% of public communication professionals are racially or ethnically diverse. A 2018 report by *The Harvard Business Review* recommends the industry prioritize "[fostering] relationships with colleges to build a pipeline of [minority] talent."

The 2020 U.S. Census indicates that Maryland is majority diverse. Statistics indicate 29.5% of Marylanders are Black or African American, 6.8% are Asian, and 6% are Hispanic. Considering a 2018 survey found over 70% of college students study at an institution near their residence, Delmarva Peninsula counties account for the 2nd and 3rd highest concentrations of Hispanics and the 4th, 6th and 7th largest concentrations of Black and African Americans in the state. By actively recruiting among these minority populations, the Communication Department's graduate program both satisfies a state-wide demand to focus on and train minorities and responds to a recognized industry demand for, and access to, a pipeline of well-trained minority public communication professionals.

The program will offer choices in delivery methods, including in-person, evening classes at SU's campus in Salisbury, and online courses. All these options ensure that the program is accessible to students who are balancing school with other life commitments, including work and caretaking demands.

O. Relationship to Low Productivity Programs Identified by the Commission: The proposed concentration is not related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.93.22):

1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education:** SU is approved to provide distance education courses by the Middle States Commission on Higher Education.

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines:** As an institution, SU is committed to ensuring that all online-related education offerings are designed and reviewed using the Quality Matters rubric. Quality Matters (QM) is a nationally recognized peer-review process designed to foster on-going faculty-centered improvement of online education. Instructional Design & Delivery conducts the Soaring with Online Learning program to support best practices in distance education.

14

Appendix I: M.A. in Public Communication checklist

Brief Summary of the Proposed Program: The public communication program requires students to complete 36 credit hours of coursework. Students must take four foundation core courses (12 hours). Students then complete 12 hours from analytical and applied interdisciplinary electives and 9 hours in their specialized area of interest. Finally, the student completes a 3-hour capstone by completing a scholarly thesis, a community-engaged project, or an internship. Capstones also require completion of a comprehensive exam.

Core Courses – 12 hours

COMM 501 – Advanced Communication Theory
COMM 502 – Advanced Media Literacy
COMM 503 – Advanced Communication Research
COMM 504 – Communication Law

Interdisciplinary Electives - 12 hours (2 courses from each category)

Public Communication Electives (Analytical)

COMM 512 – Intercultural Communication
COMM 542 – Advertising Campaigns
COMM 545 – Digital Public Relations
COMM 547 – International Public Relations
COMM 548 – PR Cases and Strategies
COMM 550 – Crisis Communication

Media Electives (Applied)

COMM 533 – Documentary Production
COMM 536 – Mass Media Management
COMM 537 – Mobile Journalism
COMM 539 – Critical Issues in New Media
COMM 554 – Advanced Audio Production
COMM 565 – Digital Strategy

Competency Areas - 9 hours

Public Affairs/Political Communication:

COMM 509 – Non-Profit Communication
COMM 514 – Conference and Meeting Mgt.
COMM 530 – Political Communication
COMM 549 – Public Affairs Reporting

Health Communication:

COMM 549 – Public Affairs Reporting
COMM 551 – Health Communication
COMM 552 – Health Engagement & Advocacy
COMM 553 – Health Behavior Change

Corporate Communication:

COMM 509 – Non-Profit Communication
COMM 511 – Managerial Communication
COMM 514 – Conference and Meeting Mgt.
COMM 560 – Organizational Communication

Athletic Communication:

COMM 511 – Managerial Communication
COMM 532 – Sports Communication
COMM 534 – Sports Reporting
COMM 566 – Specialized Reporting

Capstone – 3 hours

COMM 592: Independent Study OR COMM 595: Internship OR COMM 597: Thesis
(A Comprehensive and/or Oral Exam is required for each Capstone option)

Appendix II: List of courses, titles, credit hours, and course descriptions:

COMM 501 – Advanced Communication Theory (3 Hours Credit) - Selected philosophies and theories of human communication, encompassing structures, forms, and contexts of communication, which include cultural contexts, assumptive biases and world views of theories and theorists. **Prerequisite:** Graduate Status

COMM 502 – Advanced Media Literacy (3 Hours Credit) - Advanced study of the theoretical and practical underpinnings for students to produce original aural and visual content to communicate a purposeful message to a mass audience. Produce a variety of media projects. **Prerequisite:** Graduate Status

COMM 503 – Advanced Communication Research (3 Hours Credit) - Advanced study of communication research methodologies. The application of communication theory and research methods in a real-world setting. **Prerequisite:** Graduate Status

COMM 504 – Mass Communication Law (3 Hours Credit) - Consideration of the legal and regulatory context of mass communication. Topics include constitutional, first amendment and statutory issues and the study of regulatory agencies and processes. **Prerequisite:** Graduate Status

COMM 509 – Non-Profit Communication (3 Hours Credit) - Provides an overview of issues in nonprofit organizational communication and the opportunity to become nonprofit certified through Nonprofit Leadership Alliance. Topics include strategic communication, volunteer recruitment and management, philanthropic fundraising, diversity and inclusion in the nonprofit sector, and corporate/nonprofit partnerships. **Prerequisite:** Graduate Status

COMM 510 – Managerial Communication (3 Hours Credit) - Study of the role of the manager as a communicator at various organizational levels. Students study various communication strategies available to managers. Topics include information processing; presenting, receiving, and gathering information; goal setting; decision making and change. **Prerequisite:** Graduate Status

COMM 512 – Intercultural Communication (3 Hours Credit) - Study of correctable communication problems caused by cultural differences. Analysis of problems from communication and cultural perspectives. Emphasis on the application of ways to avoid and correct such problems. **Prerequisite:** Graduate Status

COMM 514 – Conference and Meeting Management (3 Hours Credit) - Studies the basic principles and procedures for the effective management of small- and large-scale conferences and meetings in a variety of contexts, including education, sales and marketing, professional associations, and government. Apply the knowledge gained through readings and lecture to actual and simulated conferences. Become involved in the actual planning and management of a conference. **Prerequisite:** Graduate Status

COMM 530 – Political Communication (3 Hours Credit) - Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisite:** Graduate Status

COMM 532 – Sports Communication (3 Hours Credit) - An introduction and overview of the field of sport communication; topics may include models of sport communication, print and electronic media, sport advertising, public relations, media relations, and employment opportunities. Critically assess the communication efforts of sport organizations as well as construct communications in the field of sport. **Prerequisite:** Graduate Status

COMM 533 – Documentary Production (3 Hours Credit) - Investigates documentary styles and techniques while emphasizing the documentary production process. Students develop a documentary

project by following documentary components (proposal, treatment, rushes, etc.), culminating in a completed 24-30-minute documentary. **Prerequisite:** Graduate Status

COMM 534 – Sports Reporting (3 Hours Credit) - Attain practical, real-world experience by producing programs in the "sports news" genre for SU's campus and community access channels. All on-camera and behind-the-scene crew positions are filled by students. **Prerequisite:** Graduate Status

COMM 536 – Mass Media Management (3 Hours Credit) - Study of problems facing today's managers in an ever-changing media landscape. Topics include economics, ownership, leadership, conflict management, programming, advertising, community relations, and government rules and regulations. **Prerequisite:** Graduate Status

COMM 537 – Mobile Journalism (3 Hours Credit) - Theory and practice of the production of print, broadcast and online journalism using mobile communication devices. **Prerequisite:** Graduate Status

COMM 539 – Critical Issues in New Media (3 Hours Credit) - Critical study of the transformation of the mass media and cultural landscape in relation to digital media and information technologies. Examines the consequences of the convergence of media platforms and technologies for individuals, society, politics, culture, and the media industries. **Prerequisite:** Graduate Status

COMM 542 – Advertising Campaigns (3 Hours Credit) - Focuses on the study and practice of planning and creating advertisements and advertising techniques such as campaign planning, copy writing and media placement. Explores the aesthetic dimensions of advertising expression and cultural dimensions of reading and interpreting advertisements. Overview of how the advertising industry operates, what ad people do, and the effects of advertising on society. **Prerequisite:** Graduate Status

COMM 545 – Digital Public Relations (3 Hours Credit) - The study and practice of strategic communication principles guiding social media strategy planning, integration, monitoring, and measurement over a range of platforms and its systematic application. **Prerequisite:** Graduate Status

COMM 547 – International Public Relations (3 Hours Credit) - Study of strategic communication principles and theoretical frameworks guiding research, design, implementation, and evaluation of international public relations efforts by corporations, institutions, and nongovernmental organizations. **Prerequisite:** Graduate Status

COMM 548 – PR Cases and Strategies (3 Hours Credit) - Examines public relations cases while developing strategies and scenarios for response. **Prerequisite:** Graduate Status

COMM 549 – Public Affairs Reporting (3 Hours Credit) - Examines media coverage of public agencies and social issues while emphasizing civic journalism. **Prerequisite:** Graduate Status

COMM 550 – Crisis Communication (3 Hours Credit) - Study of theories and methods of risk and crisis management. **Prerequisite:** Graduate Status

COMM 551 – Health Communication (3 Hours Credit) - Integrates health communication theory and practice to understand the intersections of culture and medicine and to explore the fundamental role of communication in a range of health care contexts. **Prerequisite:** Graduate Status

COMM 552 – Health Engagement and Advocacy (3 Hours Credit) – This course equips students to address social and economic determinants of health through a culture of action for capacity-building in vulnerable populations to advocate for their own well-being. Students will gain actionable and applied experience in strategic health communication and cultivate deeper insights into achieving health equity. **Prerequisite:** Graduate Status

COMM 553 – Health Behavior Change (3 Hours Credit) - Provides the knowledge to understand health behavior change theories and communicate health-related information to target audiences. Engages

17

various perspectives to cultivate experience in developing health communication messages and engaging behavior change for health promotion, disease prevention and cultivating well-being. **Prerequisite:** Graduate Status.

COMM 554 – Advanced Audio Production (3 Hours Credit) - An intensive course that advances audio knowledge and production abilities in creative sound recording/mixing/ processing/editing and sound design. Emphasizes audio for media, applied media aesthetics, sound design, and creative and artistic approaches to various types of sophisticated audio production including music recording, radio production and audio for other media (video, film, new media). **Prerequisite:** Graduate Status

COMM 560 – Applied Organizational Communication (3 Hours Credit) - Examines the process of communication from the perspective of the whole organization and studies various structures in business, education, the arts, etc. to analyze and improve communication. **Prerequisite:** Graduate Status

COMM 565 – Digital Strategy (3 Hours Credit) - Provides the knowledge of leveraging digital media to craft messages that help achieve organizational and individual goals and objectives, and cultivate productive relationships with target audiences through systematic and informed use of digital strategy principles. **Prerequisite:** Graduate Status

COMM 566 – Specialized Reporting (3 Hours Credit) - Provides an opportunity to focus reportorial and production skills on a specialized topic. Specialized topics could include, but are not limited to, sports, community, business, or international issues. Student work produced will be offered to media organizations around Maryland for use in professional broadcast news programs or news websites. **Prerequisite:** Graduate Status

COMM 592 – Independent Study (1-3 hour(s) Credit)
Student selects a topic for investigation with the advice of an instructor prior to registration. Student submits a proposal including a letter of intent, an outline of the proposed study and an abstract of the intended topic area. Prior familiarity and work with the topic are recommended. Students opting for COMM 592 as an elective requirement must take a minimum of three credits. **Prerequisite:** Graduate Status and permission of project chair and Graduate Director

COMM 595 - Internship (1-3 hour(s) Credit)
Provides practical experience in the application of theoretical concepts in areas including media production, multimedia journalism, organizational communication, public relations, etc. Only a total of three hours may be counted toward the program. Students opting for COMM 595 must also take a comprehensive exam. **Prerequisites:** Graduate status and permission of Internship Director and Graduate Director

COMM 597 – Independent Research (1-3 hour(s) Credit)
Intensive study of selected communication topics under faculty supervision, which culminates in substantial original scholarship. **Prerequisite:** Graduate status and permission of thesis chair and Graduate Director

Appendix III: Communication Department Faculty, Appointment type, Terminal degree, Title, Field, Academic title/rank, Status (full-time, part-time, adjunct) and Course(s) faculty will teach in the proposed program.

Vinita Agarwal, Tenured, Ph.D., PR/Health Comm, Professor, FT: COMM 545, COMM 547, COMM 551, COMM 552, COMM 553, COMM 565, COMM 592, COMM 597

Joshua Bolton, Tenure Track, Ph.D., PR/Corporate/Political Comm, Assistant Prof., FT: COMM 501, COMM 530, COMM 548, COMM 550, COMM 592, COMM 599

Carolina Bown, Tenure Track, Ph.D., Corporate/Nonprofit/Organizational Comm, Assistant Prof. FT: COMM 509, COMM 512, COMM 560, COMM 592, COMM 595, COMM 597

David Burns, Tenured, Ph.D., Multimedia Journalism/Sports Comm, Professor, FT: COMM 532, COMM 534, COMM 566, COMM 592, COMM 597

James Burton, Tenured, Ph.D., Media Studies, Associate Prof., FT: COMM 502, COMM 504, COMM 536, COMM 539, COMM 592, COMM 597

Jennifer Cox, Tenured, Ph.D., Multimedia Journalism, Associate Prof., FT: COMM 537, COMM 539, COMM 549, COMM 565, COMM 592, COMM 597

Chrys Egan, Tenured, Ph.D., Corporate/Organizational Comm, Professor, FT: COMM 501, COMM 514, COMM 530, COMM 560, COMM 592, COMM 597

Aaron Gurlly, Tenured, Ph.D., Media Production/Audio Production, Associate Prof., FT: COMM 502, COMM 533, COMM 554, COMM 566, COMM 592, COMM 597

Eun-Jeong Han, Tenured, Ph.D., Organizational/Intercultural Comm, Associate Prof. FT: COMM 501, COMM 503, COMM 512, COMM 560, COMM 599

Nathan Hartman, Tenure Track, MFA, Media Production/Audio Production, Assistant Prof., FT: COMM 502, COMM 554, COMM 592, COMM 597

Michael, Moeder, Tenured, Ph.D., Media Studies, Assistant Professor, FT: COMM 502, COMM 504, COMM 539, COMM 592, COMM 597

Meredith Morgoch, Tenure Track, Ph.D., PR/Strategic Communication, Assistant Prof., FT: COMM 501, COMM 503, COMM 514, COMM 565, COMM 592, COMM 597

Andrew Sharma, Tenured, Ph.D., Media Production/Documentary, Professor, FT: COMM 533, COMM 542, COMM 554, COMM 592, COMM 597

Casey Stratton, Tenure Track, Ph.D., PR/Strategic Communication, Assistant Prof., FT: COMM 501, COMM 511, COMM 560, COMM 592, COMM 597

Salisbury University: Proposal to Establish Graduate Schoo

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Salisbury University Proposal for a Graduate School

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, January 16, 2024

SUMMARY: Salisbury University proposes to transition its existing Office of Graduate Studies and Research to a Graduate School and a separate Office of Research and Sponsored Programs. This proposal is the result of ten years of exploration and study. The goals of the change are to facilitate branding of graduate programs, improve consistency in administrative and assessment processes, and provide more support for graduate students, as well as external stakeholders. The change would be consistent with what peer institutions have done.

Because the creation of schools or colleges generally entails additional administrative structures and related costs, the Regents must approve such actions as per USM III-7.05 Policy on the Creation/Development by University System of Maryland (USM) Institutions of Schools or Colleges. The policy requires institutions to submit to the Board of Regents a proposal that addresses five elements, which are aligned with the numbered sections of the attached proposal. In this case, the transition of the existing administrative unit to a graduate school will incur one-time, relatively modest re-branding costs that can be absorbed internally. The current Office of Graduate Studies and Research already has a dean and two support staff. Growth may in time incur additional costs, but these are expected and will be part of overall planning.

It should be noted that at this time, there is no name attached to the proposed graduate school that would fall under USM VI-4.00 Policy on the Naming of Facilities and Programs. Also, the university shall submit an update in two years consistent with USM III-7.05.

ALTERNATIVE(S): The Regents may not approve the proposal or may request further information.

FISCAL IMPACT: No additional funds are required.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Salisbury University to create a graduate school.

COMMITTEE RECOMMENDATION:	DATE: January 16, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Proposal to Create a Graduate School at Salisbury University

Submitted the University System of Maryland Board of Regents
November 2023

Introduction

Salisbury University (SU) proposes to transition its Office of Graduate Studies and Research to a **Graduate School** and a separate Office of Research and Sponsored Programs. This transition would not require the creation of new academic programs, but rather, would elevate existing administrative functions and allow for "branding" of enhanced graduate program development. There was support for the creation of a Graduate School in late 2019, but that was understandably derailed by the pandemic. However, during President Carolyn Ringer Lepre's State of the University address in Spring 2023, she urged our campus to "revisit the proposal for establishing a new school for graduate studies."

Additional support for a centralized graduate school model is stated by the Council of Graduate Schools in its publication, *The Organization and Administration of Graduate Education-A Guide for University Leaders,* "Universities also need to carefully consider other benefits offered by a central graduate school, which if run well, can improve the institution's reputation, enhance its programs and visibility, and increase its enrollments".

The bylaws of the Board of Regents for the University System of Maryland (Section III-7.05: *Policy on the Creation/Development by University System of Maryland Institutions of Schools or Colleges)* require the proposing institution submit a narrative addressing the following areas for creation of a new school or college:

1. Decision-making process involved
2. Rationale for creation of the new school
3. Mission statement for proposed school
4. Proposed administrative structure and resources needed
5. Faculty resources in place.

Each of these requirements is addressed below including proposed outcomes within the rational section.

1. Decision-making process involved

Over the course of several years, the process leading to this updated proposal has been open and deliberative. The idea originated with the development of SU's 2014-2019 Strategic Plan by the Graduate Council faculty, and was presented at open forums, to Faculty Senate, and to the Executive Staff. *Appendix I* provides a detailed account of actions since 2013.

2. Rationale for creation of a Graduate School

Salisbury University is recognized for excellence as a regional comprehensive university. An important component of our excellence is graduate education. By creating a Graduate School, Salisbury University will achieve the following **outcomes:**

> **A Graduate School will help bolster our efforts to grow graduate enrollment.** The growth in graduate enrollment is part of a key strategic initiative for SU and adds a much-needed additional revenue growth option. Creation of a Graduate School will help facilitate this growth by branding graduate education as an essential component of our regional comprehensive university mission. This will improve our ability to develop and improve comprehensive marketing strategies for our graduate programs. Graduate enrollment growth was highlighted by President Lepre as part of her State of the University address in

1

Spring of 2023. The President challenged our campus to grow back to 8,500 students, "with a target of graduate students making up 12% of the University's student population by 2028".

A Graduate School will align Salisbury University with our peers and enhance rankings. It is important for Salisbury University to maintain and bolster reputational excellence. External perception of Salisbury University as a high-quality academic institution is enhanced by creating a Graduate School, which helps our rankings.

Additionally, forming a Graduate School will align SU with many of our peer institutions, aspirational peers, and other University System of Maryland schools. *Appendix II* provides information from 20 of these institutions. Currently, 13 of these institutions have either a school or college dedicated to graduate programs.

A Graduate School will bolster graduate program presence and identity while providing a greater sense of belonging to graduate students. As a regional comprehensive university, SU is known for excellence in undergraduate education. Additionally, SU offers several professional programs and traditional graduate educational opportunities. Our undergraduate students find their "home" in majors, organizations, or other affinity groups, and benefit from built-in support systems. While the Graduate Student Council is an effective advocacy group for graduate students at SU, there can be loss of identity for graduate students. Outside of their specific programs, where do graduate students belong? The Graduate School will give them an immediate place to find a sense of belonging. From there, additional support systems and partners can be forged to reinforce these efforts and align with the needs of this distinct community of learners.

While the academic home for each graduate program should continue to be located within corresponding academic departments, schools, and college, adding a specific administrative identity for graduate education further enhances excellence for SU graduate programs and provides a definitive sense of connection and recognition.

A Graduate School will elevate accountability and equitable standards for graduate education. The Graduate School will provide a more institution-wide, interdisciplinary perspective to graduate education at SU, leading to a stronger culture supporting graduate research and scholarship. By establishing a strong framework and support system for the leaders and staff working in graduate programs, the Graduate School will lead the development of additional quality controls and good practices. The Graduate School will provide consistency throughout graduate program application, admissions, and administrative processes while helping to ensure consistent and effective program assessment and management. Assessment and continuously improved outcomes are paramount for successful graduate programs. Strong, deliberative and effective graduate program assessment will be led by the Graduate School in partnership with the home academic departments and schools/college.

A Graduate School will strengthen our ability to address workforce needs. The addition of the Graduate School will allow SU to more intentionally help meet the workforce needs of our region and state by introducing specialized training programs, fostering strategic industry partnerships, promoting research and innovation initiatives, providing alternative credentials, enhancing career services, and supporting entrepreneurship initiatives within graduate education. This comprehensive approach ensures that SU graduates are not only academically prepared but also equipped with the practical skills and industry connections necessary to thrive in the evolving regional job market.

A Graduate School will present new opportunities. Creation of the Graduate School will demonstrate commitment to external stakeholders and present additional friend-raising and fundraising opportunities. The Graduate School expands on the already respected SU brand and provides an additional avenue for donors to contribute to SU. Additionally, the potential for growing doctoral education and advancing our Carnegie Classification status will be reinforced by having a Graduate

2

School. As a recognized separate administrative unit, the Graduate School will establish an external advisory board that can help grow fundraising opportunities and support strategic planning efforts.

3. Proposed mission statement for the graduate school

The Graduate School provides administrative oversight and leadership for high-quality graduate programs that prepare and advance students for productive careers as professionals. SU's graduate programs offer U.S. and international holders of bachelor's and master's degrees opportunities for exceptional advanced professional and personal enrichment. The graduate curriculum is designed to assist students in attaining greater mastery of their fields of specialization, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest. The Graduate School will be the administrative home of the graduate faculty who devote mentoring and teaching excellence to graduate students.

4. Proposed administrative structure and necessary resources

A Dean of the Graduate School and Research and two support staff are currently in place within the Office of Graduate Studies at SU. There is a strong partnership with Undergraduate Admissions, including collaboration on our newly acquired CRM/application tools in Slate. To begin the Graduate School, additional support from Graduate Assistants and realigned staff job duties may be necessary. As the Graduate School grows, additional staff support may be required to further focus and elevate graduate student enrollment management, graduate student records management, and graduate support services under the leadership of the Graduate School.

Reasonable budget realignments are necessary for successfully creating a Graduate School. Currently, approximately $50K is spent annually on marketing and recruiting by the Office of Graduate Studies. An additional $25K annually can be redirected internally for graduate marketing and recruiting. There is a strong partnership with the Marketing and Communications office already in place, providing specific resources for graduate marketing. A strong Graduate School model will help solidify the opportunities to market more effectively.

While re-branding (website, printed materials, banners, etc.) for the Graduate School would require an estimated additional $20-25K, these are viewed as one-time expenses that can be absorbed internally as well.

5. Faculty Resources

As this proposal does not create or change the academic home of any programs, the faculty resources are currently in place to meet expected student demand. Currently, there are 300+ members of the Graduate Faculty at SU. Many of these faculty are in departments and schools that currently have graduate programs. However, as some graduate programs (especially Doctoral programs) mature and demand grows, the graduate program portfolio also will evolve. As it does, faculty numbers may need to grow, and additional future needs will be addressed accordingly.

3

APPENDIX I: Timeline of the decision-making process

Fall 2013 Semester – Initial Development
As part of the development of Salisbury University's 2014-2019 Strategic Plan, there were numerous discussions about exploring the creation of a School of Graduate Studies. This idea was included in the plan.

Fall 2016 – Graduate Council Actively Engages
The SU Graduate Council (GC) began discussions to actively consider creation of a School of Graduate Studies and a sub-committee was appointed to conduct a thorough review of options and SWOT analyses.

Spring 2017 – Graduate Council Sub-Committee Completes Analysis and Report
At the April Graduate Council meeting, GC votes to send forward the report to Faculty Senate.

Spring 2017 – Faculty Senate Approves Further Exploration and Proposal Development
Faculty Senate votes to move forward with development of full proposal to be submitted to Faculty Senate for future consideration.

Fall 2017 – Proposal Developed
A proposal was drafted by the Chair of the Graduate Council, Dean of Graduate Studies and Research, and the Associate Provost for further consideration by the campus.

Fall 2017-Spring 2018 – Campus Discussion
The proposal was submitted to the Faculty Senate and a campus-wide open forum was held to fully discuss the creation of a School of Graduate Studies. There was wide-spread support for the school. However, with the pending change in Presidency, the process was put on hold.

Spring/Fall 2019 – Process RE-initiated - Graduate Council and Faculty Senate
The proposal was updated and supported unanimously by the Graduate Council. On March 26, 2019 the Faculty Senate passed the following motion:

> *Although the Senate is not ready to endorse a Graduate School at this time, we are sympathetic to the needs of graduate programs within the university and are requesting that the administration investigate alternatives for meeting those needs.*

> *That the Faculty Senate acknowledge receipt of the Graduate Council's report concerning the feasibility of creating a Graduate School at Salisbury University.*

> *Further, the Faculty Senate encourages the SU administration to explore ways to provide support for the identified needs for graduate programs including, but not limited to, marketing, recruitment, admissions, registration, and increased enrollment in current and future graduate programs.*

At a minimum, there was a consensus that Graduate Programs at Salisbury University needed enhanced support.

Spring 2020 – Pandemic put a hold on all consideration for creating the Graduate School.

Spring 2023 - Salisbury University State of the University Address
Salisbury University President, Dr. Carolyn Lepre encourages campus to reconsider creation of a Graduate School during her State of the University address.

4

Summer 2023 – Graduate Council and Faculty Senate Discussions
The incoming Chair of the Graduate Council, Dr. Doug DeWitt met with Faculty Senate leadership to discuss bringing an updated proposal forward. There was agreement to proceed.

September 2023 – Graduate Council Re-visits Proposal
The current updated version of the proposal to create a Graduate School at Salisbury University is discussed at Graduate Council (with Provost and Senior Vice President for Academic Affairs, Dr. Laurie Couch, present). There is a unanimous approval and decision to move the proposal forward to Faculty Senate.

October 2023 – Faculty Senate Consideration of Motion
During the October 10, 2023 Faculty Senate meeting, a motion to approve and move forward the proposal to create a Graduate School at Salisbury University was presented to the Faculty Senate by the Graduate Council's Faculty Senate representative. Following discussion, the Faculty Senate voted to approve and forward the proposal for creation of a Graduate School at Salisbury University.

November 2023 – Provost approval
On November 6, 2023 the Provost approved the proposal to create a Graduate School.

Appendix II: Graduate Administrative Structure Summary

<u>USM INSTITUTIONS</u>

Bowie State University www.bowiestate.edu	Graduate School	Dean	• Admissions • Research • Fellowships	• 19 Master's Degrees • 3 Doctoral Degrees • 17 Graduate Certificates
Coppin State University www.coppin.edu	School of Graduate Studies	Dean	• Admissions • Research • Policies • Grad Assistants	• 13 Master's Programs • 1 Doctoral Program • 8 Graduate Certificates
Frostburg State University www.frostburg.edu	Office of Graduate Services	No Dean	• Admissions • Graduate Assistants	• 16 Master's Programs • 1 Doctoral Program
Towson University www.towson.edu	Office of Graduate Studies	Dean	• Admissions • Registration • Graduate Assistants	• 48 Master's Programs • 7 Doctoral Programs • 3 Certificates of Advanced Study • 36 Post-Bac Certificates
University of Maryland Baltimore County https://umbc.edu/	The Graduate School at UMBC	Vice Provost and Dean	• Admissions • Registration • Technology • Marketing	• 42 Master's Programs • 24 Doctoral • 27 Graduate Certificates
University of Maryland Eastern Shore www.umes.edu	School of Graduate Studies	Dean	• Admissions • Policies • Graduate Assistants • Research	• 21 Master's Programs • 9 Doctoral Programs • 2 Graduate Certificates

<u>PEER INSTITUTIONS</u>

Campus	Graduate Divisions	Lead Officer	Duties	Graduate Programs
Buffalo State College, SUNY www.buffalostate.edu	Graduate School	Dean of Graduate School	• Admissions • Recruitment • Grad Assistantships	• 45 Master's Programs • 11 Post-Bac Certificates
Framingham State University www.framingham.edu	Office of Graduate Studies	Dean of Graduate Studies	• Graduate Employment	• 31 Master's Programs • 1 Post-Bac Certificate • 12 Graduate Certificates

Radford University www.radford.edu	College of Graduate Studies and Research	Dean of College of Graduate Studies and Research	• Admissions • Enrollment • Grad Assistantships • Education Support	• 22 Master's Programs • 15 Certificates • 6 Doctoral Programs
Rowan University www.rowan.edu	Global Learning and Partnerships (formerly Graduate School)	Vice President	• Admissions • Enrollment Counselor • Education Support	• 63 Master's Programs • 15 Doctoral Programs • 2 Post-Bac Certificates • 59 Certificates of Graduate Study • 14 Certificates of Advanced Graduate Study
	Graduate School of Biomedical Sciences	Senior Associate Dean	• Admissions • Enrollment Counselor • Education Support	• 5 Master's Programs • 2 Doctoral Programs
University of North Carolina, Wilmington www.uncw.edu	Graduate School	Associate Provost or Research and Dean, Graduate School	• Admissions • Technology Support • Budget	• 47 Master's Programs • 6 Doctoral Programs
SUNY Oswego www.oswego.edu	Division of Graduate Studies	Dean of Graduate Studies	• Admissions • Marketing • Recruitment • Enrollment	• 31 Master's Programs • 12 Post-Bac Certificates • 7 Grad Certs
The College at Brockport, SUNY www.brockport.edu	Graduate School	Dean of The Graduate School	• Admissions • Program Aide • Clemency • Recruitment • Systems Analyst	• 40 Master's Programs • 5 Certificates of Advanced Study • 8 Advanced Certificates • 4 Graduate Certificates
Western Carolina University www.wcu.edu	Graduate School	Dean of Graduate School and Research	• Enrollment • Student Services • Technology Support	• 27 Master's Programs • 6 Doctoral Programs • 7 Post-Bac Certificates • 3 Post Master's Certificates
West Chester University of Pennsylvania www.wcupa.edu	Graduate Studies	Dean of Graduate Studies	• Admissions • Recruitment • Records • Registration • Graduate Assistants • Program Coordinators	• 73 Master's Programs • 7 Doctoral Programs • 47 Graduate Certificates • 1 Letter of Completion • 5 Post Bac Certs

7

William Paterson University of New Jersey www.wpunj.edu	Graduate Studies	Director	• Admissions • Graduate Assistants	• 65 Master's Programs • 4 Doctoral Programs • 17 Endorsements

ASPIRATIONAL PEER INSTITUTIONS

Appalachian State University www.appstate.edu	School of Graduate Studies	Dean	• Admissions • Recruiting • Student Services • Online Planning • Graduate Assistants • Professional Development	• 60 Master's Programs • 2 Doctoral Programs • 36 Certificates
College of New Jersey www.tcnj.edu	Graduate Studies	Director	• Admissions • Continuing Education • Graduate Assistants • Professional Development	• 25 Master's Programs • 4 Post Master's Certificate
Old Dominion University www.odu.edu	Graduate School	Dean	• Graduate Assistants • Graduate Life	• 73 Master's Programs • 47 Doctoral Programs • 3 Specialist Programs
University of Northern Iowa www.uni.edu	Graduate College	Dean	• Admissions • Graduate Assistants • Graduate Life	• 53 Master's Programs • 11 Doctoral Programs • 51 Certificates

8

UNIVERSITY SYSTEM of MARYLAND

III – 7.05 – POLICY ON THE CREATION/DEVELOPMENT BY UNIVERSITY SYSTEM OF
        MARYLAND INSTITUTIONS OF SCHOOLS OR COLLEGES

   (Approved by the Board of Regents, February 10,2006)

Among the responsibilities of the Board of Regents
articulated in the governance legislation that created the
University System of Maryland is the following statement:

   12–104 (C) The Board of Regents (1) is responsible for
   the management of the University System of Maryland
   and has all the powers, rights, and privileges that go
   with that responsibility, including the power to
   conduct or maintain any institutions, schools, or
   departments in the University at the locations the
   Board determines;

While the Board of Regents has delegated to the institutions
authority for the creation of academic departments or the changing of
department or college names, the creation of new schools or
colleges 1 within an institution, usually involves the creation of
additional administrative structures, increased staffing
requirements, and increased infrastructure costs, and may
suggest a change in mission emphasis.

Therefore, in order for the Board to fulfill its
responsibilities under the law, it is the policy of the
University System of Maryland that any institution proposing
the creation of a new school or college, regardless of
whether such an action involves the development of new
academic programs, shall submit a proposal to the Chancellor
for consideration by the Board. This requirement for Board
review and approval shall apply even if the creation of the
new school or college is accomplished through the
reallocation of existing resources and the realignment of
existing academic departments.

The proposal should include the following elements.

–   Rationale/need for creation of the new school or college;

–   Decision–making process involved, role played by

various stakeholders;

–   Mission statement for proposed school or college, and
     description of how the new entity relates to the approved
     mission of the institution;

–   Description of proposed administrative structure,
     including current and eventual departments, staffing,
     organization chart; and

–   Faculty resources now in place.

Approximately two years after initial Board approval, the
institution shall provide to the Chancellor for submission
to the Board a status report on the new school or college.
That report shall include the following elements.

–   Strategic plan for the school or college;

–   Planned changes to faculty resources (five year projections);

–   Five–year budget projections (revenue and expenditure detail);

–   Program development and modification plans, if any; and;

–   Enrollment projections for programs within the new
     school or college, if applicable.

It is understood that the approval by the Board of Regents
of a new school or college in no way implies approval of
new academic degree programs. Additions to the program
inventory that will be housed in the new school or college
must be made through the regular new program approval process.

_____
1 The terms "college" and "school" are used interchangeably
to designate an administrative or operational unit of the
university, generally comprising departments in related
disciplines, which carries out teaching, research, and
scholarship functions. A school or college normally is
headed by a senior administrative official who holds the
title of "dean."

Update: Civic Engagement and Civic Education; Langenberg Legacy

TOPIC: Civic Education and Community Engagement

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, January 16, 2024

SUMMARY: In May 2018, the Board of Regents received the final report of the USM Workgroup on Civic Education and Civic Engagement and accepted the recommendations of that workgroup. The recommendations included:

- Establish a USM Civic Learning and Democratic Engagement Workgroup as an ongoing USM workgroup with responsibility for defining goals, developing, and analyzing System-wide progress toward those goals.
    - Foster an ethos of civic engagement and participation across all parts of all institutions and through the educational culture.
    - Expand opportunities for civic learning and engagement throughout coursework and through community leadership programs.
- Encourage Carnegie Community Engagement classification for all institutions in USM.
- Encourage Voting by using the National Study of Learning Voting and Engagement (NSLVE data) to document and assess progress toward higher voter participation from each institution.

Since then, USM has pursued all five of those recommendations. This report summarizes this year's progress in the following areas:

- Civic Education and Community Engagement Council
- USM Student Civic Leaders Committee
- National Study of Learning Voting and Engagement
- Langenberg Legacy Fellowship Program
- Civic Education and Civic Engagement Symposium
- Civic Education and Civic Engagement Institutional Grants

The committee will also discuss ideas surrounding civic education-related courses and course requirements.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only   DATE: January 16, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn   301-445-1992   awrynn@usmd.edu

Meeting of the Education Policy and Student Life Committee of the USM Board of Regents
January 16, 2024

Cover Sheet and Report Civic Education and Civic Engagement

Cover Sheet

Background: In May 2018, the Board of Regents received the [final report of the USM Workgroup on Civic Education and Civic Engagement](#) and accepted the recommendations of that workgroup. The recommendations included:
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- Civic Education and Civic Engagement Symposium
- Civic Education and Civic Engagement Institutional Grants
- Langenberg Legacy Fellowship Program
- USM Student Civic Leaders Committee
- National Study of Learning Voting and Engagement

Civic Education and Civic Engagement
Education Policy and Student Life
January 16, 2024

The most significant development this year has been the establishment of a new USM Council, the **Civic Education and Community Engagement Council (CECE)**, which will assume responsibility for sustaining the civic learning and democracy engagement work that is endorsed in the USM Strategic Plan, *Vision 2030*. With the establishment of this new Council, USM now has a leadership group that can help prioritize, elevate, assess, and report on the civic education and engagement elements of *Vision 2030*. The council's charge is attached to this report.

On November 3, 2023, USM hosted our third **Civic Education and Civic Engagement Symposium** at Towson University. U.S. Senator Ben Cardin was the keynote speaker, and Secretary Paul Monteiro, Maryland Department of Service and Civic Innovation, inspired an audience of over 200 participants from every USM institution to think about the broadest responsibilities of public higher education: educating for democracy. The Civic Education and Civic Engagement Symposium summary and agenda are attached to this report.

The **Carnegie Foundation's Elective Classification for Community Engagement** is a way for Colleges and Universities in the US to gain recognition for institutionalizing community engagement. Campuses must apply for the classification, which is offered every 2 years. This year USM offered one-time incentives (up to $10,000) to every university working toward that goal. The request for proposals issued to the universities is included in this report.

In addition to the financial incentives to support Carnegie Community Engagement Classification, USM also offered universities one-time seed funding ($19,000) to initiate or continue to work on **integrating civic learning and democracy engagement across the curriculum.** The request for proposals issued to the universities is included in this report.

We are now in the second year of the **Langenberg Legacy Fellowship Program** (academic year 2023–2024). This year's fellows conceived and implemented a variety of community engagement and civic education projects that have the potential to change lives. These extraordinary students came to their projects before Governor Moore's election, anticipating his transformative vision for public and community service. A list of this year's Langenberg Legacy Fellows is attached to this report, and we plan to celebrate them with an event this spring.

USM also convenes the **USM Student Civic Leaders Committee (SCLC),** co-chaired this year by Musa Jafri (UMBC) and Rachel Michalski (FSU). Every USM university has student representatives on this committee, the President of the USMSC and the two Student Regents serving as ex-officio members. This year, the committee contributed to the planning of the system-wide Symposium, and the co-chairs participated in the student panel, moderated by Regent Michelle Gourdine. The SCLC is gearing up to support voter registration, get-out-the-vote activities, and recruiting student poll workers for the upcoming 2024 elections.

All USM institutions participate in the **National Study of Learning Voting and Engagement** (NSLVE) and USM receives a quadrennial report on the percentages of students on every

campus who registers to vote and votes, and the analysis includes a breakdown of demographics so all universities can see their strengths, and where there is room for improvement. When the results of the 2024 election become available, we will share the results with the Board of Regents. A description of NSLVE is attached to this report.

Finally, USM is taking two additional key steps in preparation for the 2024 presidential election. First, USM is in the process of refreshing and updating its **"USM Votes!" website**. This site previously served as an excellent, system-wide resource in advance of the 2020 presidential election. Furthermore, in December 2023, USM, in conjunction with partners at University of Maryland, College Park, applied for the federal **Help America Vote College Program** (HAVCP) grant, which is made available by the U.S. Election Assistance Commission. If received, the benefits of HAVCP would be distributed System-wide and assist all USM universities in recruiting, training, and putting poll workers into action at polling places across the state.

Civic Education and Community Engagement Council Charge

The University System of Maryland wishes to establish a standing Council to advance civic education, democracy engagement, community engagement, and service-learning across the system. This standing Council would be responsible for leading and consolidating USM's commitment to implementing the Regents' recommendations in the Regent's Task Force on [Civic Education and Democratic Engagement](#) (2018), and the Action Plan developed at the AACU Institute for Engaged and Integrative Learning (2023). Since the USM Strategic Plan, *Vision 2030*, prioritizes civic learning and democracy engagement this Council will be responsible for annual reports on progress to the Board of Regents.

The CECE Council will support and promote the work of individual institutions' progress toward the Regents recommendations:

1. Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture of USM.
2. Identify civic literacy as an expectation for all students.
3. Support and share best practices and explore how institutions can collaborate across the System.
4. Support institutions to develop and implement their Civic Education and Community Engagement implementation plans, which would set forth institution specific goals to strengthen institutional commitment to civic learning and community engagement, including current and future resources as needed.
5. Support institutions to apply for and maintain their Carnegie designation.

Membership
- Each USM institution will identify up to two representatives to serve staggered two-year renewable terms on the USM CECE Council (at least one senior level member).
- The CECE Council will identify co-chairs who will serve rotating and staggered two-year terms.
- The Council will include student representatives from the Student Civic Leaders Committee and the USMSC.
- The Council will be staffed by USM senior staff (Associate Vice Chancellor), who will be responsible for scheduling regular meetings, developing agendas in collaboration with co-chairs, and keeping meeting notes, with necessary follow-up.

Civic Education and Civic Engagement Symposium

On Friday, November 3, 2023, the University System of Maryland Office held its 2023 Symposium on Civic Education and Civic Engagement at Towson University. The event featured remarks from Towson President Mark Ginsberg, in his first week in office; Chancellor Perman; Secretary of Maryland's Department of Service and Civic Innovation, Paul Monteiro; and Michele W. Johnson, Director of the Maryland 250 Commission; an interview between Towson Vice President for Student Affairs Vernon Hurte and Senator Ben Cardin, senior senator for Maryland; and a moderated panel interview of five USM students, conducted by Regent Michelle Gourdine. The students were Vainavi Gambhir (UMCP), Musa Jafri (UMBC), Jakeya Johnson (BSU), Jayden Johnstone (TU), and Rachael Michalski (FSU).

There were approximately 150 attendees at the Symposium, including 15 students. Each institution was requested to assemble a team to attend the Symposium, including a student representative and campus leaders who oversee and conduct civic engagement-related work on campus.

The program centered on workshop-style sessions co-led by content area experts and members of our USM community. The workshops topics were Carnegie Classification for Community Engagement, Election and Voter Engagement, Integrating Civic Learning across the Curriculum, and Service Learning as a High-Impact Practice. The workshops were intended to be relevant and use-oriented for campus activities, specifically to support applications for seed grants and to help prepare for the upcoming presidential and other elections in 2024.

In October 2023, the USM Office issued a request for proposals to System institutions to apply for one-time grant funds to support applications for Carnegie Classification (Carnegie Classification Incentive Grants) and to support integrating civic education and civic engagement throughout the curriculum (Civic Integration Seed Grants).

The Planning Committee responsible for organizing and planning the Symposium included faculty and staff from several USM institutions and USM Office staff. Representing USM institutions: Paul Brown (Director of Civic Innovation Center, University of Maryland, College Park); Latisha Cooper (Director of Student Engagement, Accessibility, and Learning, Frostburg State University); Roger Hartley (Dean of College of Public Affairs, University of Baltimore); Nicole Marano (Vice President for Student Success and Chief Student Affairs Officer, University of Baltimore); Jared Moffett (Director of Experiential Learning, Bowie State University); Patrick O'Brien (Director of Civic Engagement, Frostburg State University); Alexander "Sandy" Pope (Associate Professor of Education and Director of the Institute for Public Affairs and Civic Engagement, Salisbury University); and Lena Morreale Scott (Director of Civic Education and Engagement Initiative, University of Maryland, College Park). From the USM office: Chair Nancy Shapiro (Associate Vice Chancellor for Education and Outreach); Dewayne Morgan (Senior Director for Education, Outreach, and Pipeline Development); Karen Feagin (P–20 Research and Proposal Coordinator); Nancy O'Neill (Acting Director of the Kirwan Center for Academic Innovation); and Joel Miller (P–20 Graduate Assistant).

USM Symposium on Civic Education and Civic Engagement
November 3, 2023 | Towson University

PROGRAM

8:30 a.m. – 9:15 a.m.	**Breakfast, Registration, and Poster Session**

Welcome and Opening Remarks | 302DE
Nancy Shapiro, Associate Vice Chancellor for Education and Outreach
Special Assistant to the Chancellor for P–20 Education
President Mark Ginsberg, Towson University
Chancellor Jay Perman, University System of Maryland
Lt. Governor Aruna Miller, Lieutenant Governor of Maryland

9:15 a.m. – 10:30 a.m.

Keynote
Senator Ben Cardin, Senior United States Senator for Maryland
- *Vernon J. Hurte*, Vice President for Student Affairs, Towson University, Interviewer

10:30 a.m. – 10:45 a.m.	**Transition and Coffee Break**

Carnegie Classification for Community Engagement | 302C
- *Cammie Jones*, Director, Carnegie Elective Classification for Community Engagement, American Council on Education
- *Sandy Pope,* Associate Professor, Education, & Director, Institute for Public Affairs and Civic Engagement (PACE), Salisbury University

Election & Voter Engagement | 323AB
- *Adam Gismondi*, Director of the National Study of Learning, Voting, and Engagement (NSLVE), Jonathan M. Tisch College of Civic Life, Tufts University
- *Paul Brown,* Director, Civic Innovation Center, University of Maryland, College Park
- *Patrick O'Brien*, Director, Civic Engagement, Frostburg State University

10:45 a.m. – 11:35 a.m.

Concurrent Sessions

Part I

Integrating Civic Learning Across the Curriculum | 302A
- *Karen Olmstead*, Provost Emerita, Salisbury University
- *Roger Hartley*, Dean, College of Public Affairs, University of Baltimore

Service Learning as a High-Impact Practice |302B
- *Carol Schneider,* Senior Advisor, Civic Learning and Democracy Engagement Coalition (CLDE) and President Emerita, American Association of Colleges and Universities (AAC&U)
- *Jared Moffett*, Director of Experiential Learning, Bowie State University
- *Nicole Marano,* Vice President of Student Success & Chief Student Affairs Officer, University of Baltimore

Lunchtime and Plenary | 302DE
Secretary Paul Monteiro, Department of Service and Civic Innovation
- Introduction by *Lena Morreale Scott*, Director, Civic Education & Engagement Initiative, University of Maryland, College Park

11:35 a.m. – 12:25 p.m.

12:25 p.m. – 12:35 p.m.	**Transition**

12:35 p.m. – 1:20 p.m.	**Institutions – Team Time |** Select Rooms

1:20 p.m. – 1:30 p.m.	**Transition**

1:30 p.m. – 2:20 p.m.	**Student Panel |** 302DE *Facilitated by Michelle Gourdine*, Secretary, University System of Maryland Board of Regents, and Senior Vice President and Chief Medical Officer, CVS Caremark, with participants: **Jakeya Johnson** (BSU), **Rachael Michalski** (FSU), **Jayden Johnstone** (TU), **Musa Jafri** (UMBC), **Vainavi Gambhir** (UMCP)

2:20 p.m. – 2:30 p.m.	**Break and Transition** *(snacks and light refreshments provided)*

2:30 p.m. – 3:20 p.m. *Concurrent Sessions* *Part II*	**Carnegie Classification for Community Engagement |** 302C ● *Cammie Jones*, Director, Carnegie Elective Classification for Community Engagement, American Council on Education ● *Sandy Pope,* Associate Professor, Education, & Director, Institute for Public Affairs and Civic Engagement (PACE), Salisbury University **Election & Voter Engagement |** 323AB ● *Adam Gismondi*, Director of the National Study of Learning, Voting, and Engagement (NSLVE), Jonathan M. Tisch College of Civic Life, Tufts University ● *Paul Brown,* Director, Civic Innovation Center, University of Maryland, College Park ● *Patrick O'Brien*, Director, Civic Engagement, Frostburg State University **Integrating Civic Learning Across the Curriculum |** 302A ● *Karen Olmstead*, Provost Emerita, Salisbury University ● *Roger Hartley*, Dean, College of Public Affairs, University of Baltimore **Service Learning as a High-Impact Practice |**302B ● *Carol Schneider,* Senior Advisor, Civic Learning and Democracy Engagement Coalition (CLDE) and President Emerita, American Association of Colleges and Universities (AAC&U) ● *Jared Moffett*, Director of Experiential Learning, Bowie State University ● *Nicole Marano,* Vice President of Student Success & Chief Student Affairs Officer, University of Baltimore

3:20 p.m. – 3:30 p.m.	**Transition**

3:30 p.m. – 3:45 p.m.	**Wrap up/Closing Plenary |** 302DE *Michele W. Johnson*, Director, Maryland 250 Commission *Alison Wrynn,* Senior Vice Chancellor for Academic and Student Affairs

FEATURED SPEAKERS
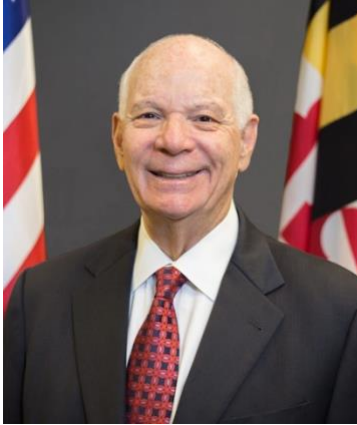
Senator Ben Cardin, Senior United States Senator for Maryland

A third-generation Marylander, Ben Cardin has been a national leader on health care, retirement security, the environment, and fiscal issues while representing the people of Maryland in the U.S. Senate, and before that in the House of Representatives. He has worked across party lines to further U.S. national security and to ensure that good governance, transparency, and respect for human rights are integrated into American foreign policy.

First elected to the Senate in 2006, Senator Cardin currently serves as Chair of the Senate Foreign Relations Committee, where he has worked across party lines to further U.S. national security and to ensure that good governance, transparency, and respect for human rights are integrated into American foreign policy.

Senator Cardin is a leading advocate for the Chesapeake Bay, which is the economic, historical, and cultural heart of Maryland. Nationally, he is a champion of protecting our clean air and clean water. He has introduced legislation to restore the health of America's great water bodies and is the leading proponent of investing in improvements to America's aging water infrastructure system while preparing it for the impacts of climate change. His commitment to reduce pollution and protect our environment fuels his work to broaden investments in safe public transit, as well as walking and bike trails.

Serving as a member of the Senate Judiciary Committee during his first four years in the Senate, Senator Cardin also developed a reputation for defending civil rights at home and has sought to find a balance between protection of civil liberties and national security. He is the lead sponsor of legislation to prohibit racial and religious profiling by all levels of law enforcement, restore voting rights for former felons, and remove the deadline for ratification of the Equal Rights Amendment. He has been a proud cosponsor of the Respect for Marriage Act and the Employment Non-Discrimination Act. From 1987-2006, Senator Cardin represented Maryland's Third Congressional District in the U.S. House of Representatives and served for 17 years on the Ways & Means Committee. He was a member of the Maryland House of Delegates from 1967-1986. During his time as Speaker, 1979-1986, he reformed Maryland's property tax system, the school financing formula, and the ethical standards for elected officials.

Lieutenant Governor, Aruna Miller, Lieutenant Governor of Maryland

Aruna Miller is the 10th Lieutenant Governor of the state of Maryland. She is the second woman to serve as Lieutenant Governor and the first woman of color and immigrant elected to statewide office in Maryland. As a civil and transportation engineer in Montgomery County's Department of Transportation, Miller worked to improve the safety of the public and alleviate traffic by creating equitable access to transportation. As a member of the Maryland House of Delegates, she worked with her constituents to create legislation to invest in STEM education, streamline the regulatory process for small businesses, and was a champion for working families, survivors of domestic abuse, and the environment. The Lieutenant Governor also chairs Maryland's first Council on Interfaith Outreach, which convenes faith leaders from across religions and across the state of Maryland to bridge divides, increase religious tolerance, end hate, and better serve all communities. For over 30 years, she has lived in Montgomery County with her husband David, where they raised three daughters.

Secretary Paul Monteiro, Department of Service and Civic Innovation

Paul Monteiro is the son of immigrants and a proud product of the Prince George's County Public Schools.

In April 2023, Governor Wes Moore nominated Paul as the state's first Secretary of Service & Civic Innovation, and he was successfully confirmed by the Maryland Senate. In December 2021, President Joe Biden nominated Paul as the Director of the Department of Justice Community Relations Service (CRS), and the United States Senate confirmed his appointment on April 28, 2022. In this role, Paul oversaw CRS's work supporting communities roiled by tensions based on race, religion, sexual orientation, and other jurisdictional conflicts or as they recovered from bias incidents and/or hate crimes. He previously served as Acting Director from December 2015 to January 2017. From 2017 - 2022, Paul worked at Howard University as

Chief of Staff to President Wayne Frederick and as assistant vice president of external affairs. In 2014, President Barack Obama appointed Paul as national director of AmeriCorps Volunteers in Service to America (VISTA), the federal anti-poverty program established in 1965 as the domestic counterpart to the Peace Corps. After working on Senator Barack Obama's 2008 presidential campaign as the deputy director for religious affairs, Paul joined the White House staff from 2009 – 2013 as an associate director in the Office of Public Engagement. In that role, he worked on President Obama's Responsible Fatherhood and Healthy Families Initiative, the My Brother's Keeper mentorship program for young men, and as a liaison to religious and secular belief communities as well as ethnic groups, including Arab American and Afghan American groups. Paul previously served as an at-large member of the Prince George's County (Maryland) Public Schools Board of Education from 2018-2022. He holds a B.A. in history from the University of Maryland and a J.D. from the Howard University School of Law.

Vernon J. Hurte, Vice President for Student Affairs, Towson University

Dr. Vernon J. Hurte joined Towson University in 2020 as Vice President of Student Affairs. Prior to arriving at TU, he held leadership roles at Iowa State University and The College of William & Mary. In addition to his professional practice, he has consulted with several institutions on topics such as student success strategies and staff engagement. A leader in the field of student affairs, Dr. Hurte recently served on the National Association of Student Personnel Administrators (NASPA) Future of Student Affairs Task Force. Currently, he serves on the Governing Board of the Baltimore Collegetown Network and the Maryland Business Roundtable for Education (MBRT) Board of Directors.

Dr. Michelle Gourdine, **Senior Vice President, CVS Health and Chief Medical Officer, CVS Caremark**

Michelle Gourdine is the Senior Vice President of CVS Health and Chief Medical Officer for CVS Caremark. In this role, she upholds the clinical integrity of CVS Caremark – ensuring the quality and safety of their services and that their work is based on the continuous evaluation of scientific evidence. Michelle's career in medicine and public health leadership span more than 30 years. Before joining CVS Health in December 2022, she was Senior Vice President, Population Health and Primary Care, and interim Chief Medical Officer at the University of Maryland Medical System. In this role, she worked across the University of Maryland Medical System's 12 hospitals to lead the transformation of health care delivery, with a focus on quality, efficiency, and equity. A graduate of the Johns Hopkins School of Medicine, she completed residency in the Department of Pediatrics at the Johns Hopkins Hospital and practiced community-based pediatrics.

Michele W. Johnson, Director of Maryland 250 Commission

Michele Johnson joined Maryland state government in April 2023 after serving in senior leadership roles in small non-profits and as a solo national consultant and advocate. She was lead advocate for a successful first-in-the-nation bill in Maryland, and later helped other states pass similar legislation. Michele believes in community service, and has served as Chair of Congressman Elijah Cummings Youth Program, national policy committee member at the National Scholarship Providers Association and National College Attainment Network, member of a county Board of Zoning Appeals, and political candidate. She graduated from the University of Maryland and the University of Virginia, and lives in Talbot County.

USM Symposium on Civic Education and Civic Engagement
November 3, 2023 | Towson University

The University System of Maryland would like to thank the workshop planning committee for their contributions in framing the program structure and content.

PLANNING COMMITTEE

Nancy Shapiro (Chair), Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P–20 Education, University System of Maryland
Paul Brown, Director, Civic Innovation Center, University of Maryland, College Park
Latisha Cooper, Director of Student Engagement, Accessibility, and Learning, Frostburg State University
Karen Feagin, Research and Proposal Coordinator, P–20 Office, University System of Maryland
Roger Hartley, Dean, College of Public Affairs, University of Baltimore
Vernon Hurte, Vice President for Student Affairs, Towson University
Nicole Marano, Vice President of Student Success & Chief Student Affairs Officer, University of Baltimore
Jared Moffett, Director of Experiential Learning, Bowie State University
Dewayne Morgan, Senior Director for Education, Outreach, and Pipeline Development, University System of Maryland
Patrick O'Brien, Director, Civic Engagement, Frostburg State University
Karen Olmstead, Provost Emerita, Salisbury University
Nancy O'Neill, Acting Director, Kirwan Center for Academic Innovation, University System of Maryland
Alexander "Sandy" Pope, Associate Professor, Education, & Director, Institute for Public Affairs and Civic Engagement (PACE), Salisbury University
Lena Morreale Scott, Director, Civic Education & Engagement Initiative, University of Maryland, College Park
The Planning Committee would like to extend a special thanks to Towson University for generously hosting this event. *The Planning Committee also wishes to thank edBridge Partners, LLC, for their help with this event.*

Request for Proposals: Carnegie Classification

USM Carnegie Classification for Community Engagement Incentive Grant Program

The deadline for proposals is November 17, 2023. Grantees will be notified by December 1, 2023.

The USM Civic Engagement Senior Leadership Task Force is seeking proposals from system institutions to support efforts to apply for the Carnegie Classification for Community Engagement designation or to maintain the designation, for institutions that have already obtained the designation. Aligned with the USM strategic plan, *Vision 2030 (usmd.edu/vision2030)*, one goal of the Task Force was for all USM universities to receive Carnegie designation. We encourage all USM universities to strive to meet the 2026 application deadline.

If you have questions, please reach out to us at cece@usmd.edu.

Grant applications should be submitted by ONE individual per institution. Only USM institutions are eligible for grant funds. Applications may be found at https://www.surveymonkey.com/r/usm-grant-carnegie.

Request for Proposals: Civic Education Seed Grants

USM Grant Program to Support Integrating Civic Learning Into the Curriculum

The deadline for proposals is November 17, 2023. Grantees will be notified by December 1, 2023.

The USM Civic Engagement Senior Leadership Task Force is seeking proposals up to $20,000 from system institutions to support efforts to integrate civic learning into the curriculum as part of the curricular or co-curricular student experience. Each institution may submit only one application. The proposal should be submitted by the Provost or Vice President for Student Affairs, and the final report should be submitted to Senior Vice Chancellor Alison Wrynn (awrynn@usmd.edu) no later than June 30, 2025, and copied to the university President.

GRANT CATEGORIES:

Institutions may consider the following categories for their proposed projects:
- Support to Develop High-Impact Practice Teaching of Civic-Integrated Education
- Support for Student Learning of Civic-Integrated Education
- Support for Engagement Infrastructure/Support of Civic Integration

If you have questions, please reach out to us at cece@usmd.edu.

Grant applications should be submitted by ONE individual per institution. Only USM institutions are eligible for grant funds. Applications may be found at https://www.surveymonkey.com/r/usm-grant-civic-learning.

List of Langenberg Fellows

Year 2 (AY 2023–2024) Cohort: Fellows, Sponsors, and Projects

IHE	Fellow	Sponsor	Project
BSU	Jakeya Johnson	Deborah Bailey	"From Law to Life on Campus: Implementation of the Reproductive Health Services Plans Act at Bowie State University": The Project will result in the development and implementation of a comprehensive plan for reproductive health services at Bowie State University. In the case that specific services cannot be provided on campus, the project will include a plan result in a plan for where students can be referred for these services.
CSU	Jawaad Williams	Stephan Moore	"Speaker Series on Pre-K Educational Inequalities": This project will address the systematic inequalities that start when black and brown children get disproportionately less included in Pre-K educational opportunities and the effects that last even into higher education. The project envisions executing two panels, one in Fall and one in Spring, to allow extended conversation on the topics. The panels will include representatives from K-12 systems including superintendents, principals or other administrators, as well as potential College Presidents, including public and private.
FSU	Jamie Roberts	Patrick O'Brien	"Outreach to Develop Engaged Citizens": In pursuit of increasing civic engagement at Frostburg State University, I would like to propose initiating a series of workshops to teach the students of this campus how to be a more engaged citizen of the community. I intend to cover a variety of aspects within the realm of civic engagement. Each of these workshops would be around 1-2 hours long and will consist of two parts. First, I would like to bring professors, alumni, and other knowledgeable people to speak on the matter. Second, I would like for the students to complete an activity. Workshops would include: news literacy; voter registration; community volunteerism; and climate change.
SU	Victoria Lessig	Sandy Pope	"Getting Started with Civic Engagement": My goal for the project is to help students feel more comfortable talking about political issues while increasing their awareness of ways they can get involved with different civic engagement groups. I will be working with PACE (Institute for Public Affairs and Civic

			Engagement) to complete this goal. PACE will be running a yearlong program called "Global Issues, Local Solutions" where they bring in experts from different disciplines to talk about local issues in the context of the UN's Sustainability Goals. I will be holding follow-up discussions for students to come ask questions about the topic and find ways to get involved. Different community groups will come and talk about what they do and how the students can help.
TU	Caroline Creeden	Jenn Figg	"The Old Family": My project, The Old Family, will consist of a series of artworks that mimic historical artifacts that challenge the notion of women and children's innocence in race-based discrimination and oppression within American Antebellum culture. Each quilt, garment, and textile print includes historical imagery and illustrations that highlight the role of white women as active participants in the abuse of power instead of bystanders.
UB	Loren Nelson	Dawnsha Mushonga	"Pathways for Success for Young and Single Moms": This project seeks to bring awareness to the struggles that young and single moms face when pursuing their career and educational goals and provide tangible solutions to addressing those challenges. This event will streamline the 'UBALT Experience' into a fresh initiative centered around "Pathways for Success for Young and Single Moms," that focuses on tackling barriers often faced by this population. This collaborative event will engage UBALT students, staff, stakeholders, and community members by providing volunteer opportunities, donated goods and services, career, educational and personal resources from community sponsors and representatives from various programs at UBALT.
UMB	Alexis Vetack	Shailvi Gupta	"Career Day for Refugee Students": The project is a career day with refugee middle and high school students from our local community. The potential participants will be the refugee students I serve through the local organization Soccer Without Borders (SWB). The intended goal is that our refugee students leave with a greater understanding of career fields they can pursue and what is required to succeed in each path.
UMBC	Meghna Chandrasekaran	Beatriz Gutierrez-Malagon	"iLead": I propose to organize and manage a year-long cohort-based leadership development program for undergraduate students, called iLead. iLead will be

			based on The Social Change Model, which encompasses seven components (the "7 C's") of an approach to leadership that is ethical, inclusive, and community-minded. Participants in iLead will learn how individual, group, and society/community values can support effective social change.
UMCP	Jaden Mikoulinskii	Michael Nixon	"Addressing Inequities in Pathways to College for Students in Prince George's County and Beyond": My project will focus on pathways into the University of Maryland System and partner community colleges. My project will include information for First Generation students (partnering with First Generation College Bound), Transfer Students, Students with Disabilities (partnering with TerpsEXCEED), and namely, students from varying socioeconomic and racial backgrounds. Via informational panel and seminar for students and families about college pathways, scholarships, and other resources.
UMES	Jared Session	Kadeem Turnbull	"Ex-Offender Reentry Program": The project that I am proposing would help support ex-offenders reenter society and counter recidivism, at least on a local level. I would collaborate with local businesses and organizations to set up a job fair where employers, vocational/ trade schools, and local community colleges and universities can make their presence known to those attempting to integrate into society. Currently, I am working for a non-profit organization called Positive Reinforcements, which works to aid inmates with reentry into society after their release from prison.

[National Study of Learning, Voting and Engagement](NSLVE) (NSLVE)

The National Study of Learning, Voting, and Engagement (NSLVE), housed at the Tufts Tish College Institute for Democracy & Higher Education offers colleges and universities an opportunity to learn their student registration and voting rates. Since 2018, every one of the USM institutions participates in the NSLVE tudy of voting, and as a result, USM receives a combined report on the registration and voting results after each national election.

In December 2020, all USM institutions received their individual campus reports, and USM received the overview report with several key findings:

- o Registration Rate: The average registration rate across 11 USM schools in 2020 was 82%.

- o Number Voted: In 2020, 89,688 students voted. This resulted in a student level voting rate of 60%. This is an increase from the student level voting rate of 53% in 2016, when 79,818 students voted. These rates are calculated adding together all the voters across USM schools and dividing by all voting eligible students across USM. For comparison, in 2020, the national level student rate was 66%.

- o Yield Rate: This calculates the rate at which registered students are engaged to vote. Focusing on this rate could help institutions innovate better to engage students beyond just the act of voter registration and help students carry that motivation to the ballot box. In 2020, the USM yield rate was 80%, up from 71% in 2016. In 2020, a total of 21,949 students registered but did not vote. Most importantly, this USM yield rate was the same as the 2020 national level yield rate of 80%.

We continue to participate in NSLVE, and will receive a report after the 2024 elections this year.

4. Academic and Student Affairs Updates from Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

TOPIC: Academic and Student Affairs Updates from Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, January 16, 2024

SUMMARY: BOR Bylaws and the charge, roles, and responsibilities for the Committee on Education Policy and Student Life and Safety recognize this committee's ability to consider student-athlete related health, wellness, and academic matters brought to it by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

Today, Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, and Mr. Chad Muntz, Associate Vice Chancellor for Decision Support, will provide student-athlete-related academic, health, and wellness updates from the 2023 meetings of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only		DATE: January 16, 2024
BOARD ACTION:		DATE:
SUBMITTED BY: Alison Wrynn	301-445-1992	awrynn@usmd.edu
Ellen Herbst	301-445-1923	eherbst@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

March 13, 2023

Zoom Details to be Provided to Committee

Public Listen-Only Access: 301-715-8592; Conference ID: 943 6403 4922;
Password: 060357

Call to Order   Chairman Gonella

1.   Mental Wellness and Mental Health in the Intercollegiate Athletics Community – a presentation by Dr. James Borchers, President and CEO of the U.S. Council for Athletes' Health (Information)

2.   Mid-year Athletic Director Updates – Rotating – UMBC, SU, TU (Information)

        Brian Barrio, University of Maryland, Baltimore County
        Gerard DiBartolo, Salisbury University
        Steve Eigenbrot, Towson University

3.   Financial Condition and Results of Intercollegiate Athletic Programs (Information)

TOPIC: Mental Wellness and Mental Health in the Intercollegiate Athletics Community

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 13, 2023

SUMMARY: Dr. James Borchers, President and CEO of the U.S. Council for Athlete's Health, as well as the Chief Medical Officer for the Big Ten Conference, physician and Director for the Division of Sports Medicine at the Wexner Medical Center and a Professor of Clinical Family Medicine and Sports Medicine at the OSU College of Medicine, along with Robert Sweeney, Vice President for client and partner services with a focus on collegiate programs for U.S. Council for Athlete's Health, will provide a presentation on Mental Wellness and Mental Health in the Intercollegiate Athletics Community.

Dr. Borchers previously spent 18 years as team physician for the Ohio State Athletics Department, including seven as the head physician and eighteen working with the football program. Mr. Sweeney has more than 20 years of experience in athletics healthcare after serving as an athletic trainer and expert director for sports medicine before taking on his current role.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: DATE: MARCH 13, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

June 12, 2023

Zoom Details to be Provided to Committee

Public Listen-Only Access: 301-715-8592; Conference ID: 943 8534 5994;
Password: 105518

Call to Order   Chairman Gonella

1.   *Managing APR Issues in a Changing Environment* - A Presentation by Dr. Sue
        Sherburne and Mr. Brady Rourke, University of Maryland, College
        Park (Information)

2.   Amendments to BOR V-2.10 University System of Maryland Policy on Intercollegiate Athletics
        (Action)

3.   Mid-year Athletic Director Updates – Rotating – UMES, BSU (Information)

            Tara Owens, University of Maryland Eastern Shore
            Clyde Doughty, Bowie State University

4.   Title IX Intercollegiate Athletics Status (Information)

5.   Summary of Student-Athlete Admission, Graduation, and Academic Progress (Information)

TOPIC: *Managing APR Issues in a Changing Environment* – A Presentation by Dr. Sue Sherburne and Mr. Brady Rourke, University of Maryland, College Park (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Dr. Sue Sherburne was named Senior Woman Administrator in October 2018. In her role, she provides leadership in the areas of student-athlete and staff development, manages Title IX, diversity, and inclusion initiatives, serves as primary liaison to the University's Office of Civil Rights and Sexual Misconduct, and is responsible for annually reviewing the Equity in Athletics Disclosure Act Report and the Gender Equity Plan. She also serves as the Senior Associate Athletic Director for Academics and Student Development and as the athletics department representative on the University's Sexual Assault Prevention Committee, Hazing Prevention Steering Committee, and Alcohol Coalition.

Brady Rourke joined the Maryland Athletics Department as Associate Athletic Director for Academic Services and Director of the Gossett Student Athlete Center for Academic and Personal Excellence in September 2019. In his role, he leads student-athlete academic services for 550 student-athletes representing 20 athletic teams. In addition, he is also a member of the Office of Undergraduate Studies Administrative Council.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: DATE: JUNE 12, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. Failure to comply with the requirements of Title IX could result in administrative action revoking an institution's ability to receive federal funding, including student financial aid. Highlights of requirements for Title IX compliance follow.

Additionally, institutions with an intercollegiate athletics program are annually required to provide information to the Department of Education's Equity in Athletics Data Analysis website. Institutions' EADA reports for reporting year 2021-2022 follow. Summaries of Title IX participation compliance and Title IX sexual harassment training, processes, and procedures will be discussed.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: | DATE: JUNE 12, 2023

BOARD ACTION: | DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Athletics and Title IX

Equity in Athletics Disclosure Act and Participation Compliance

The Equity in Athletics Disclosure Act (EADA) requires co-educational institutions of postsecondary education that participate in a Title IV (federal student financial assistance) program, and have an intercollegiate athletic program, to prepare an annual report to the Department of Education's Office of Civil Rights (OCR) on athletic participation, staffing, and revenues and expenses, by men's and women's teams. The Department uses this information in preparing its required report to Congress on gender equity in intercollegiate athletics. The data offered in the institutions' reports help assess Title IX compliance. Institutional data are in meeting materials and can be accessed at https://ope.ed.gov/athletics/#/.

There are three basic parts of Title IX as it applies to participation in athletics. An institution must meet all of the following requirements in order to be in compliance with Title IX:
1. Participation – Women and men shall be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play;
2. Scholarships – Women and men student-athletes shall receive athletics scholarship dollars proportional to their participation; and
3. Other Benefits – Men and women student-athletes should be treated equally in provisions including, but not limited to: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms, practice, and competitive facilities; (g) medical and training facilities and services; (h) housing and dining facilities and services; (i) publicity and promotions; (j) support services; and (k) recruitment of student-athletes.

Additionally, a three-part test provides schools three different ways to comply. Schools only need to meet one of the three tests, and schools may change which test it meets from one year to the next:
1. Ensuring proportionality by providing intercollegiate or interscholastic participation opportunities for women and men at rates that are proportionate to their respective rates of enrollment; or
2. Continued program expansion for the underrepresented sex; or
3. Fully accommodate the underrepresented sex by offering every team for which there is sufficient interest and ability for a viable team, and sufficient competition in the geographic areas of competition.

Ultimately, Title IX compliance is assessed through a total program comparison. A university's entire men's program is compared to the entire women's program. Men and women can participate in different sports according to their specific interests and abilities. It is permissible to have broad variations in the type and number of sports opportunities offered by gender, but the aforementioned standards help ensure the equal access and treatment required under Title IX.

Sex-Based Harassment

Title IX also requires schools to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. Gender-based harassment is unwelcome conduct based on a student's sex - harassing conduct based on a student's failure to conform to sex stereotypes. Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. Federal regulations and, subsequently, USM and institutions' policies mandate the timing and steps institutions must take to investigate complaints and how to proceed if an investigation reveals that the harassment created a hostile environment. In short, institutions must take prompt and effective steps to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. Today's presentation will include summary information from the institutions.

Resources:
https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/index.html
http://titleixspecialists.com/wp-content/uploads/2013/09/Q-A-Three-Part-Test.pdf
https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue01.html

UNIVERSITY SYSTEM
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SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Summary of student-athlete admission, graduation, and academic progress (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles articulated is:

> *Student athletes are first and foremost students, and it is the expectation of the Board*
> *of Regents that their academic performance and progress will be comparable to that*
> *of non- athletes.*

A considerable volume of detailed information on the academic progress, admission profiles and graduation rates for student-athletes is reviewed by System Office staff.

To ensure that publicly-presented information does not jeopardize Federal student privacy requirements, staff have summarized the information for ease of use by the Regents and the attached report details the results of the review.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: DATE: JUNE 12, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 and Alison Wrynn 301-445-1992

FY 2023 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics

June 12, 2023

"Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes."

This report summarizes the student-athlete academic performance and progress compared to the non-athlete student peers for the University System of Maryland (USM) institutions with NCAA Intercollegiate Athletics programs. The following summary includes the synthesis for the academic measures requested by the Chancellor in Policy (V-2.10 – USM Policy on Intercollegiate Athletics) and includes comparisons of the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the Academic Progress Rates (APR) is included to ensure that minimum NCAA standards are being met at each institution.

Summary of Academic Preparedness by Institution:

Institutions reported the high school GPA and SAT (Standardized Tests) scores for student-athletes and the institutional first-time, full-time fall cohort of new students. It should be noted that admission policies have transitioned to test-optional at most institutions, so any SAT averages reported were a subset of the entire population. However, with few exceptions, USM institutions reported similar academic preparedness for student-athletes when compared to their peers (See Table 1).

The exceptions to the Board Policy requiring similar academic preparedness were few. UMCP (University of Maryland College Park) men student-athletes have lower high school GPA (3.57 vs 4.46) and SAT scores (1189 vs 1440) than their peers. UMCP women student-athletes have lower high school GPA (4.06 vs 4.49) and SAT scores (1271 vs 1394) than their peers.

Table 1: Academic Preparation of Fall 2022 New First-time Full-Time Students

Regular Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Bowie State University	2.81	967	2.97	N/A	2.96	896	3.43	N/A
Coppin State University	2.89	1220	3.16	N/A	3.03	960	3.37	N/A
Frostburg State University	3.33	N/A	3.30	N/A	3.60	N/A	3.79	N/A
Salisbury University	3.58	1259	3.62	1282	3.76	1244	4.03	1251
Towson University	3.77	1139	3.85	1110	3.90	1113	3.74	1225
University of Maryland Baltimore County	3.91	1281	3.72	1216	4.02	1262	3.84	1227
University of Maryland College Park	4.46	1440	3.57	1189	4.49	1394	4.06	1271
University of Maryland Eastern Shore	2.93	974	3.15	N/A	3.05	920	3.21	N/A

Special Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Towson University	2.61	N/A	2.29	N/A	2.95	N/A	None	None
University of Maryland Baltimore County	3.45	960	3.45	960	3.45	N/A	None	None
University of Maryland College Park	2.65	810	2.65	810	2.70	N/A	2.70	N/A

Note: Institutions with N/A for SAT scores are test-optional schools that do not report an average number. All Special Admits at UMCP and Men Special Admits at UMBC are student-athletes.

Summary of Mid-Year Academic Performance

Following the fall semester, institutions reported the mid-year academic performance of all full-time undergraduate students. The average cumulative GPA, average fall credit hours attempted, average fall credit hours earned, percentage of students with cumulative GPA below 2.00, percentage of students earning fewer than 12.0 credits, and the percentage of students earning fewer than 6.0 credits were reported by the institutions.

Continuous academic achievement and progress towards degree attainment are essential for students to graduate, graduate on time, and remain academically eligible to compete in athletics. Student-athletes with a GPA below 2.00 jeopardize eligibility and retention, and student-athletes earning fewer credit hours may require student-athletes to complete more credits in the spring semester or register for summer courses to make sufficient progress toward degree completion.

With few exceptions, the trend for student-athletes is to have the same or higher cumulative GPA, have higher credit hour completion averages, have a lower percentage of students with cumulative GPA averages below 2.00, and a lower percentage of students completing fewer than 12.0 or 6.0 credit hours (See Table 2).

With only two exceptions, the data support the claim that the majority of student-athletes are succeeding at rates similar to, if not higher than, their peers. Student-athletes at UMCP are not performing at the same rates as their peers. When comparing across institutions, the UMCP peer GPA averages and credit hour completion were the highest in the USM, but the UMCP student-athlete average cumulative GPA and average fall credit hour completion were among the lower averages for student-athletes. Additionally, Salisbury University student-athletes had a higher percentage of students earning fewer than 12.0 credits (13% vs 7.5%) than their peers.

Table 2: Mid-Year Academic Performance of Full-time Undergraduates After Fall 2022

	All Full-time Undergraduates					
	Average Cumulative GPA	**% of Students Under 2.0 Cumulative GPA**	**Average Fall Credit Hours Attempted**	**Average Fall Credit Hours Completed**	**% below 6 Credit Hours Complete in Fall Term**	**% below 12 Credit Hours Complete in Fall Term**
Bowie State University	2.73	24.8%	14.9	11.8	10.2%	27.3%
Coppin State University	2.21	37.7%	15.9	10.2	22.3%	34.9%
Frostburg State University	2.95	11.0%	14.9	12.9	7.0%	18.7%
Salisbury University	2.98	9.2%	14.9	13.4	3.1%	7.5%
Towson University	2.96	10.1%	14.6	12.8	6.1%	18.9%
University of Maryland Baltimore County	3.09	8.6%	14.6	13.0	5.4%	18.8%
University of Maryland College Park	3.37	2.4%	14.4	14.0	1.3%	9.3%
University of Maryland Eastern Shore	2.64	21.6%	14.9	12.4	10.6%	29.3%

	Student-Athletes					
	Average Cumulative GPA	**% of Students Under 2.0 Cumulative GPA**	**Average Fall Credit Hours Attempted**	**Average Fall Credit Hours Completed**	**% below 6 Credit Hours Complete in Fall Term**	**% below 12 Credit Hours Complete in Fall Term**
Bowie State University	2.74	11.2%	15.0	11.9	8.9%	27.9%
Coppin State University	3.16	1.3%	15.6	14.7	0.7%	8.6%
Frostburg State University	3.21	7.1%	14.8	14.0	2.6%	9.4%
Salisbury University	3.15	6.3%	14.7	13.7	2.4%	13.0%
Towson University	3.22	5.1%	14.9	13.8	3.4%	9.0%
University of Maryland Baltimore County	3.29	2.0%	15.1	14.4	0.9%	6.9%
University of Maryland College Park	3.03	5.4%	13.8	13.0	1.9%	14.5%
University of Maryland Eastern Shore	3.32	2.6%	15.4	14.8	0.0%	10.3%

Summary of Academic Student Success

Graduation rates for first-time, full-time new undergraduates are measured across a 6-year timeframe. The USM institutions reported the regular admit graduation rates and percentage of undergraduates who left in good standing for the Fall 2016 first-time, full-time cohort and the subset of student-athletes within this cohort. Institutions provided these data for women and men as well as for regular admits and special admits (See Table 3).

There were a few general trends for the graduation rate data and the percentage of students who left in good standing. First, except for Towson, women graduated at higher rates than men, and this was true for both peer averages and student-athlete averages. Second, most student-athletes graduated at higher rates than non-athlete peers. The only exceptions were student-athletes at UMCP, men student-athletes at Frostburg State University (FSU), and women student-athletes at Towson.

The exceptions to the Board policy requiring similar academic achievement were few. First, the men student-athletes at UMCP graduated at lower rates than their peers (63.8% vs 87.5%), and the men student-athletes at FSU graduated at lower rates than their peers (34.9% vs 41.8%). The women student-athletes at UMCP also graduated at lower rates than their peers (75.3% vs 92.9%), and the women student-athletes at Towson graduated at lower rates than their peers (69.0% vs 73.4%). Although a small group, the special admits at Towson graduated at lower rates than their peers. At UMBC, only the special admit women student-athletes graduated at lower rates.

The NCAA GSR (Graduation Success Rates) and ASR (Academic Success Rates) reports data comparable to the graduation rate and left in good standing data discussed. Athletic departments will often point to this measure as a better indicator of student success. The GSR and ASR are reports that publish modified rates for student-athletes by including both the percentage of students who graduated and the percentage who left/transferred in good standing. This rate is higher than the federal graduation rate which does not include students who dropped out or transferred in good standing. Looking back to Table 3, if one combined both the graduation rates and students who left in good standing, the number will be inflated for the entire student body as well as the student-athletes. While the student-athlete graduation rates may be lower, the combined rate is often higher than the student body peer graduation rates because of the high percentage of student-athletes who leave in good standing.

4

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2016 New First-time Full-Time Students

Regular Admit Students Fall 2016	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing
Bowie State University	33.1%	34.9%	44.4%	22.2%	44.8%	36.6%	55.0%	25.0%
Coppin State University	18.8%	2.1%	47.8%	39.1%	25.4%	4.9%	47.1%	35.3%
Frostburg State University	41.8%	35.4%	34.9%	23.9%	56.1%	28.0%	69.6%	16.1%
Salisbury University	63.9%	22.2%	68.4%	27.8%	71.8%	20.1%	92.3%	7.7%
Towson University	63.4%	22.3%	92.0%	8.0%	73.4%	21.5%	69.0%	31.0%
University of Maryland Baltimore County	66.6%	19.0%	67.6%	18.9%	75.3%	18.2%	92.9%	7.1%
University of Maryland College Park	87.5%	9.4%	63.8%	34.0%	91.2%	7.6%	76.0%	22.0%
University of Maryland Eastern Shore	29.9%	38.0%	59.3%	7.4%	42.2%	35.4%	66.7%	33.3%

Special Admit Students Fall 2016	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing	% Graduated in 6 YEARS OR LESS	% Left in Good Standing
Towson University	71.4%	28.6%	45.5%	36.4%	62.5%	25.0%	57.1%	28.6%
University of Maryland Baltimore County	31.3%	62.5%	33.3%	60.0%	63.6%	18.2%	55.6%	22.2%
University of Maryland College Park	33.3%	66.7%	33.3%	66.7%	60.0%	40.0%	60.0%	40.0%

NCAA APR

The NCAA publishes an annual report to monitor academic eligibility and retention. High APR scores mean the sport is permitted to operate without penalties and is eligible for post-season competition. The APR scores are only based on scholarship athletes whereas the USM data previously discussed include all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the multiyear APR benchmark of 930 except for Coppin State University (CSU) Men's Basketball, University of Maryland Eastern Shore (UMES) Men's Golf, and UMES Women's Golf.

Academic Success Rate Report

2012 - 2015 Cohorts: Bowie State University

Men's Sports			**Women's Sports**		
Sport	**ASR**	**Fed Rate**	**Sport**	**ASR**	**Fed Rate**
Baseball	-	-	Basketball	60	43
Basketball	69	63	Bowling	57	38
CC/Track	59	53	CC/Track	70	58
Fencing	-	-	Crew/Rowing	-	-
Football	52	55	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	92	75
Tennis	-	-	Swimming	-	-
Volleyball	-	-	Tennis	25	33
Water Polo	-	-	Volleyball	64	67
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: Coppin State University

Men's Sports			Women's Sports		
Sport	**GSR**	**Fed Rate**	**Sport**	**GSR**	**Fed Rate**
Baseball	86	47	Basketball	100	78
Basketball	88	43	Bowling	100	100
CC/Track	81	40	CC/Track	83	71
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	93	47
Tennis	100	100	Swimming	-	-
Volleyball	-	-	Tennis	75	75
Water Polo	-	-	Volleyball	100	46
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Academic Success Rate Report

2012 - 2015 Cohorts: Frostburg State University

Men's Sports			**Women's Sports**		
Sport	**ASR**	**Fed Rate**	**Sport**	**ASR**	**Fed Rate**
Baseball	57	38	Basketball	63	80
Basketball	75	58	Bowling	-	-
CC/Track	73	60	CC/Track	69	69
Fencing	-	-	Crew/Rowing	-	-
Football	52	50	Fencing	-	-
Golf	-	-	Field Hockey	85	100
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	87	50	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	100	80
Skiing	-	-	Skiing	-	-
Soccer	63	29	Soccer	100	80
Swimming	50	54	Softball	82	75
Tennis	89	100	Swimming	65	20
Volleyball	-	-	Tennis	100	33
Water Polo	-	-	Volleyball	100	88
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: Towson University

Men's Sports			Women's Sports		
Sport	**GSR**	**Fed Rate**	**Sport**	**GSR**	**Fed Rate**
Baseball	89	71	Basketball	83	47
Basketball	86	67	Bowling	-	-
CC/Track	-	-	CC/Track	93	86
Fencing	-	-	Crew/Rowing	-	-
Football	85	67	Fencing	-	-
Golf	100	75	Field Hockey	100	56
Gymnastics	-	-	Golf	100	75
Ice Hockey	-	-	Gymnastics	92	73
Lacrosse	90	72	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	100	82
Skiing	-	-	Skiing	-	-
Soccer	-	67	Soccer	96	80
Swimming	89	77	Softball	95	77
Tennis	-	-	Swimming	94	63
Volleyball	-	-	Tennis	100	78
Water Polo	-	-	Volleyball	77	55
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland, Baltimore County

Men's Sports			**Women's Sports**		
Sport	**GSR**	**Fed Rate**	**Sport**	**GSR**	**Fed Rate**
Baseball	82	55	Basketball	93	44
Basketball	64	38	Bowling	-	-
CC/Track	78	76	CC/Track	92	85
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	79	52	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	93	67
Skiing	-	-	Skiing	-	-
Soccer	79	63	Soccer	88	57
Swimming	80	61	Softball	95	83
Tennis	-	67	Swimming	100	85
Volleyball	-	-	Tennis	-	50
Water Polo	-	-	Volleyball	73	67
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland, College Park

Men's Sports			**Women's Sports**		
Sport	**GSR**	**Fed Rate**	**Sport**	**GSR**	**Fed Rate**
Baseball	73	35	Basketball	100	83
Basketball	90	50	Bowling	-	-
CC/Track	94	100	CC/Track	100	89
Fencing	-	-	Crew/Rowing	-	-
Football	78	68	Fencing	-	-
Golf	67	67	Field Hockey	94	83
Gymnastics	-	-	Golf	100	100
Ice Hockey	-	-	Gymnastics	92	79
Lacrosse	84	67	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	94	94
Skiing	-	-	Skiing	-	-
Soccer	86	50	Soccer	94	68
Swimming	-	-	Softball	100	100
Tennis	-	-	Swimming	-	-
Volleyball	-	-	Tennis	100	86
Water Polo	-	-	Volleyball	89	64
Wrestling	76	61	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland Eastern Shore

Men's Sports			Women's Sports		
Sport	**GSR**	**Fed Rate**	**Sport**	**GSR**	**Fed Rate**
Baseball	70	31	Basketball	100	88
Basketball	50	38	Bowling	100	44
CC/Track	56	25	CC/Track	75	46
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	67	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	77	75
Tennis	-	0	Swimming	-	-
Volleyball	-	-	Tennis	-	100
Water Polo	-	-	Volleyball	89	33
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Coppin State University   Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	983	984	60th-70th	30th-40th	977	975	982	979	975	977
Men's Basketball (357)	893[5][3]	980	1st-10th	1st-10th	967	964	972	970	965	965
Men's Cross Country (319)	964	964	10th-20th	10th-20th	983	980	988	985	980	985
Men's Tennis (236)	1,000	1,000	90th-100th	80th-90th	986	986	988	986	986	987
Men's Track (292)	949	935	10th-20th	1st-10th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	957	952	1st-10th	1st-10th	982	980	987	985	980	983
Women's Bowling (34)	989	1,000	40th-50th	50th-60th	982	986	975	996	980	977

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team`s Graduation Success Rate.

[4] Denotes that team is not subject to ineligibility for postseason competition due to the team`s demonstrated academic improvement.

[5] The team`s Level One penalty has been waived.

[6] The team`s Level Two penalty has been waived.

[8] The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

[9] The team`s Postseason ineligibility has been waived.

[10] The institution's penalty waiver request is pending.

[11] Denotes that team`s APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Coppin State University

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	987	991
Softball (300)	969	937	1st-10th	10th-20th	988	987	990	990	986	988
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	992	992	989	994
Women's Volleyball (339)	989	1,000	20th-30th	50th-60th	990	989	992	992	987	991
Women's Track (345)	971	1,000	10th-20th	20th-30th	984	981	989	986	981	984
By Sport - Co-Ed										

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Towson University   Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	996	984	90th-100th	70th-80th	977	975	982	979	975	977
Men's Basketball (357)	954	957	20th-30th	1st-10th	967	964	972	970	965	965
Football (257)	950	927	20th-30th	1st-10th	962	960	971	968	958	NA
Men's Golf (297)	1,000	1,000	90th-100th	80th-90th	988	988	990	990	988	987
Men's Lacrosse (73)	979	962	10th-20th	30th-40th	987	988	986	991	986	986
Men's Swimming and Diving (134)	969	957	10th-20th	10th-20th	985	983	987	986	986	983
By Sport - Women's										
Women's Basketball (355)	953	925	1st-10th	1st-10th	982	980	987	985	980	983
Women's Cross Country (354)	990	962	40th-50th	50th-60th	989	988	992	991	987	991
Field Hockey (79)	991	1,000	30th-40th	50th-60th	991	991	992	991	993	989

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Towson University

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	991	992
Women's Gymnastics (61)	1,000	1,000	90th-100th	80th-90th	994	995	986	995	992	978
Women's Lacrosse (118)	1,000	1,000	90th-100th	80th-90th	994	993	995	995	995	994
Softball (300)	1,000	1,000	90th-100th	80th-90th	988	987	990	990	986	988
Women's Soccer (341)	990	979	30th-40th	50th-60th	989	988	993	990	988	990
Women's Swimming and Diving (196)	998	1,000	70th-80th	70th-80th	992	991	993	992	994	990
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	992	992	989	994
Women's Volleyball (339)	979	980	10th-20th	30th-40th	990	989	992	992	987	991
Women's Track (345)	990	970	60th-70th	50th-60th	984	981	989	986	981	984
By Sport - Co-Ed										

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, Baltimore County   Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

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The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	966	970	20th-30th	10th-20th	977	975	982	979	975	977
Men's Basketball (357)	969	977	40th-50th	10th-20th	967	964	972	970	965	965
Men's Cross Country (319)	967	1,000	10th-20th	10th-20th	983	980	988	985	980	985
Men's Lacrosse (73)	975	962	10th-20th	20th-30th	987	988	986	991	986	986
Men's Swimming and Diving (134)	984	965	40th-50th	40th-50th	985	983	987	986	986	983
Men's Soccer (207)	964	1,000	10th-20th	10th-20th	979	977	981	981	979	978
Men's Track (292)	964	975	20th-30th	10th-20th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	980	1,000	30th-40th	30th-40th	982	980	987	985	980	983

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

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Date of Report: 04/25/2023

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Women's Cross Country (354)	995	977	50th-60th	70th-80th	989	988	992	991	987	991
Women's Lacrosse (118)	1,000	1,000	90th-100th	80th-90th	994	993	995	995	995	994
Softball (300)	987	1,000	30th-40th	40th-50th	988	987	990	990	986	988
Women's Soccer (341)	997	1,000	70th-80th	70th-80th	989	988	993	990	988	990
Women's Volleyball (339)	989	977	30th-40th	50th-60th	990	989	992	992	987	991
Women's Track (345)	1,000	990	90th-100th	80th-90th	984	981	989	986	981	984
Women's Swimming and Diving (196)	996	1,000	60th-70th	70th-80th	992	991	993	992	994	990
By Sport - Co-Ed										

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, College Park   Date of Report: 04/25/2023

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Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Lacrosse (73)	994	1,000	70th-80th	60th-70th	987	988	986	991	986	986
Baseball (300)	963	959	10th-20th	10th-20th	977	975	982	979	975	977
Men's Basketball (357)	940	886	10th-20th	1st-10th	967	964	972	970	965	965
Football (257)	948	938	20th-30th	1st-10th	962	960	971	968	958	NA
Men's Golf (297)	993	1,000	50th-60th	60th-70th	988	988	990	990	988	987
Men's Soccer (207)	961	964	10th-20th	10th-20th	979	977	981	981	979	978
Men's Wrestling (78)	971	988	30th-40th	10th-20th	975	975	976	979	974	968
Men's Track (292)	926	913	1st-10th	1st-10th	974	969	984	975	969	979
By Sport - Women's										
Women's Soccer (341)	987	976	20th-30th	40th-50th	989	988	993	990	988	990
Women's Basketball (355)	994	975	70th-80th	60th-70th	982	980	987	985	980	983

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team`s Graduation Success Rate.

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[9] The team`s Postseason ineligibility has been waived.

[10] The institution's penalty waiver request is pending.

[11] Denotes that team`s APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, College Park

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	987	991
Field Hockey (79)	994	1,000	50th-60th	60th-70th	991	991	992	991	993	989
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	991	992
Women's Gymnastics (61)	990	1,000	20th-30th	50th-60th	994	995	986	995	992	978
Women's Lacrosse (118)	998	1,000	70th-80th	70th-80th	994	993	995	995	995	994
Softball (300)	994	1,000	60th-70th	60th-70th	988	987	990	990	986	988
Women's Tennis (306)	978	1,000	10th-20th	20th-30th	991	991	992	992	989	994
Women's Volleyball (339)	984	977	20th-30th	40th-50th	990	989	992	992	987	991
Women's Track (345)	991	1,000	60th-70th	60th-70th	984	981	989	986	981	984
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team`s Graduation Success Rate.

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[9] The team`s Postseason ineligibility has been waived.

[10] The institution's penalty waiver request is pending.

[11] Denotes that team`s APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland Eastern Shore   Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	930	978	1st-10th	1st-10th	967	964	972	970	965	965
Men's Cross Country (319)	955	969	1st-10th	1st-10th	983	980	988	985	980	985
Men's Golf (297)	878[5] [3]	925	1st-10th	1st-10th	988	988	990	990	988	987
Baseball (300)	953	976	1st-10th	1st-10th	977	975	982	979	975	977
Men's Track (292)	961	988	20th-30th	10th-20th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	982	963	30th-40th	30th-40th	982	980	987	985	980	983
Women's Cross Country (354)	968	903	1st-10th	10th-20th	989	988	992	991	987	991
Women's Golf (267)	911	783	1st-10th	1st-10th	993	993	992	995	991	992

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland Eastern Shore

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Softball (300)	978	958	10th-20th	20th-30th	988	987	990	990	986	988
Women's Bowling (34)	991	1,000	50th-60th	50th-60th	982	986	975	996	980	977
Women's Track (345)	969	947	10th-20th	10th-20th	984	981	989	986	981	984
Women's Volleyball (339)	978	932	10th-20th	20th-30th	990	989	992	992	987	991
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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2022 - 2023 NCAA Division I Academic Performance Program
Summary of Penalties

Institution: University of Maryland Eastern Shore

Date of Report: 05/17/2023

Access to Postseason Competition for the 2024 - 2025 Academic Year

The following teams at your institution are ineligible for postseason competition. The information contained in this summary is subject to change based on the outcome of any APR adjustments and/or waivers of penalties.

Men's Golf

Summary of Penalties for the 2024 - 2025 Academic Year

This report provides a summary of the teams identified at your institution that are subject to Level One, Level Two or Level Three penalties. The penalty structure has a cumulative effect that continues to apply each year as a team progresses through the structure. Each year a team fails to meet the APP requirements, another level of penalties will be added. The information contained in this summary is subject to change based on the outcome of any APR adjustments and/or waivers of penalties.

Sport	Multiyear A PR	Penalty Level	Penalty - Level One	Penalty - Level Two
Men's Golf	872	Level Two	In-season: Limited to 5 days and 16 hours of countable activity per week.	Out-of-season: Limited to 4 hours of countable activity per week. 10% reduction in contests and length of season.

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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University System of Maryland

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

November 3, 2023

Zoom Details to be Provided to Committee

Public Listen-Only Access 301-715-8592; Conference ID: 923 2412 0377;
Password: 755122

AGENDA FOR PUBLIC SESSION

Call to Order   Chairman Gonella

1.   Review of the Committee Charge, Role, and Responsibilities (Action)

2.   Mid-year Athletic Director Updates – Rotating – FSU, CSU, UMCP (Information)

        Troy Dell, Frostburg State University
        Derek Carter, Coppin State University
        Damon Evans, University of Maryland, College Park

3.   Annual Report on Institution and BOR Policy Changes Impacting Student-athletes - Jordan McNair Safe and Fair Play Act Report (Information)

TOPIC: The Jordan McNair Safe and Fair Play Act Report (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: November 3, 2023

SUMMARY: The Jordan McNair Safe and Fair Play Act, adopted in the spring of 2021, established an annual requirement for the University System of Maryland to report on student athletes, including any policy changes related to the health and safety of student athletes at each institution.

In August 2023, System institutions with Intercollegiate Athletics were asked for an inventory of every policy and procedure that related to student-athlete safety, health, and wellness. Institutions were also asked to provide a link to or attachment of the policies/procedures and asked to note when the policies were established and if changes had been made since August 2022.

All institutions complied with this request. The information collected was compiled into a report that was submitted to the General Assembly by the October 1, 2023 deadline.

Dr. Zakiya Lee, Assistant Vice Chancellor and Chief of Staff for Academic and Student Affairs, will provide a summary of the report, which demonstrates the depth and breadth of campus policies related to the health and safety of student athletes.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 and Alison Wyrnn 301-445-1992

October 23, 2023

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis Maryland 21401

Re: Report Required by §2–1257 of the State Government Article (Jordan McNair Safe and Fair Play Act)

Dear President Ferguson and Speaker Jones:

On behalf of the Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, I offer the University System of Maryland's report to comply with the Jordan McNair Safe and Fair Play Act, which states, "The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2–1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes."

Please contact me at zlee@usmd.edu or 301-445-1991 if you have any questions.

Sincerely,

Zakiya S. Lee
Assistant Vice Chancellor and Chief of Staff
Academic and Student Affairs

CC: Sarah Albert, Department of Legislative Services (5 copies); Geoff Gonella, USM Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare; Jay Perman, USM Chancellor; Ellen Herbst, USM Administration and Finance; Alison Wrynn, USM Academic and Student Affairs; Patrick Hogan, USM Government Relations; Carolyn Skolnik, USM Human Resources

INSTITUTIONS // BOWIE STATE UNIVERSITY • COPPIN STATE UNIVERSITY • FROSTBURG STATE UNIVERSITY • SALISBURY UNIVERSITY
TOWSON UNIVERSITY • UNIVERSITY OF BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE • UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE • UNIVERSITY OF MARYLAND, COLLEGE PARK • UNIVERSITY OF MARYLAND
EASTERN SHORE • UNIVERSITY OF MARYLAND GLOBAL CAMPUS REGIONAL CENTERS // UNIVERSITIES AT SHADY GROVE • UNIVERSITY SYSTEM
OF MARYLAND AT HAGERSTOWN • UNIVERSITY SYSTEM OF MARYLAND AT SOUTHERN MARYLAND

ICA to EPSLS - 34
87/108

The Jordan McNair Safe and Fair Play Act

University System of Maryland

Final
October 2023

UNIVERSITY SYSTEM
of MARYLAND

The University System of Maryland's Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare submits the following report as mandated by The Jordan McNair Safe and Fair Play Act, which states, "The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2-1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes."

Univeristy System of Maryland and Oversight of Intercollegiate Athletics

The University System of Maryland (USM) has collaborated with and gathered information and data on the intercollegiate athletics programs at its institutions for many years with a policy on athletics oversight first adopted in 1990 and then further refined in 1991. In 2013, the Board of Regents established the Workgroup on Intercollegiate Athletics to formalize processes, procedures, and the oversight of the athletics programs. The Workgroup diligently worked reviewing and assessing the academics, health and wellness, Title IX compliance, and financial status of athletics programs. Institutional information was reviewed by and presented to the Workgroup and also reported up to the standing committees on Education Policy and Student Life and Finance, as appropriate. In 2020, the Board of Regents approved the dissolution of the aforementioned workgroup and the establishment of a more formal, robust, long-standing, public-facing entity – the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare. In April 2021, the charge of that committee (included as an appendix to this report) was approved and incorporated into the Bylaws of the USM Board of Regents. This charge was last reviewed and approved in November 2022.

The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare is charged with performing all necessary oversight of compliance with Board of Regents policy expectations, considering issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and determining the need for further or amended Board of Regents policy requirements. This includes, but is not limited to: (1) reviewing presidential performance in managing institutional intercollegiate athletics, (2) monitoring developments in intercollegiate athletics nationally, (3) requesting information from the institutions on the health and welfare of athletes and academic support protocols provided to student-athletes; Title IX compliance and complaints; and institutions' student-athletes academic progress and graduation success; and (4) analyzing financial status, commitments, and obligations. The Committee meets as needed but no fewer than three times each fiscal year.

Topics covered during the FY 2023 meetings of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare include:

November 14, 2022
1. Review of the Committee Charge, Role, and Responsibilities

2. Mid-year Athletic Director Updates – Rotating – FSU, CSU, UMCP
   • the lines of reporting within the institution and responsibility for athletics
   • the institution's current challenges
   • institution efforts to facilitate student-athletes' use of name, image, or likeness
   • the impact of the Alston case on the institution's athletic department

3. Annual Report on Institution and BOR Policy Changes Impacting Student-athletes -Jordan McNair Safe and Fair Play Act Report

March 13, 2023
1. Mental Wellness and Mental Health in the Intercollegiate Athletics Community – a presentation by Dr. James Borchers, President and CEO of the U.S. Council for Athletes' Health

2. Mid-year Athletic Director Updates – Rotating – UMBC, SU, TU
   • the lines of reporting within the institution and responsibility for athletics
   • the institution's current challenges
   • institution efforts to facilitate student-athletes' use of name, image, or likeness
   • the impact of the Alston case on the institution's athletic department

3. Financial Condition and Results of Intercollegiate Athletic Programs

June 12, 2023
1. Managing APR Issues in a Changing Environment - A Presentation by Dr. Sue Sherburne and Mr. Brady Rourke, University of Maryland, College Park

2. Amendments to BOR V-2.10 University System of Maryland Policy on Intercollegiate Athletics

3. Mid-year Athletic Director Updates – Rotating – BSU and UMES
   • the lines of reporting within the institution and responsibility for athletics
   • the institution's current challenges
   • institution efforts to facilitate student-athletes' use of name, image, or likeness
   • the impact of the Alston case on the institution's athletic department

4. Title IX Intercollegiate Athletics Status

5. Summary of Student-Athlete Admission, Graduation, and Academic Progress

Regents serving on the committee in FY 2024 are:
Geoff Gonella (*chair*)
Tom McMillen
Hugh Breslin
Michelle Gourdine
Josiah Parker
Doug Peters
Linda Gooden (*ex officio*)

University System of Maryland Board of Regents Policies on Intercollegiate Athletics
Following are the intercollegiate athletics-specific policies maintained by the University System of Maryland Board of Regents:

V-2.00 – Policy on Student Athletics (approved in January 1990) – This policy establishes that the responsibility for adopting rules for the administration of intercollegiate athletics is delegated to the President of each institution, subject to Board policies and to applicable Federal and State law and any governing athletic association's rules.

V-2.10 – Policy on Intercollegiate Athletics (approved in April 1991; most recently amended in June 2023) – This policy establishes the general philosophy of and expectations surrounding ICA as well as describing institutions' reporting and accountability requirements (including compliance with the Jordan McNair Act); academic, fiscal, and compliance responsibilities; ongoing reporting obligations; and the distribution and use of sensitive information. This policy also mandates that institutions with intercollegiate athletics program, "have in place procedures, internal and external, which provide careful and thorough scrutiny of the sports program and deliver required information to the president and, as appropriate, to the Chancellor and the Board of Regents."

During the June 12, 2023 meeting of the Board's Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the committee voted to amend Policy V-2.10. The policy continues to require that institutions operate intercollegiate athletics programs in a fiscally responsible manner. The policy's goal is for these programs to be operated on a self-supporting basis as set forth in guidelines provided by the Chancellor. However, the policy amendments will provide institutions with flexibility to achieve this goal over time, if necessary. The policy permits institutions to use revenues or resources other than those generated by the intercollegiate athletics program to support the program, if certain procedures are followed: (1) for use of other revenues of up to $1 million in a year, the president's approval must be documented and the Chancellor notified; (2) for amounts of $1 million up to $5 million in one year, the Chancellor's review and approval is required. Institutions that cannot cover their expenses through program revenues and other approved sources of revenue shall develop, adopt and report to the Chancellor's Office an operating plan to improve intercollegiate athletics program financial results. Finally, the policy amendments also provide that institutions may choose not to require intercollegiate athletics programs to make up internal accounting budget shortfalls. In such cases, the president must notify the Chancellor and, if the amount exceeds $5 million in one year, the Chancellor will notify the Board of Regents.

V-2.20 – Policy on Academic Achievement in Intercollegiate Athletics (approved October 2014) – This policy establishes the importance of successful academic achievement for student athletes and associated reporting requirements.

All Board of Regents ICA-related policies and the work of the former workgroup and current standing committee are based on the philosophy that student-athletes are, first and foremost students, and it is the expectation of the Board of Regents that student-athletes' academic performance and progress will be comparable to that of non-athletes. Management of the athletics programs, with focus on financial expectations as well as academic and health and wellness goals and expectations, are among those elements to be considered in the annual evaluations of presidential performance.

The July 2021 transition of the Workgroup on Intercollegiate Athletics to the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare and the June 2023 amendments to the Policy on Intercollegiate Athletics (V-2.10) are the most substantive, system-wide changes that have taken place in years. All policies undergo regular examination by the committee and/or USM staff. Changes will be reported in USM's subsequent submission(s) of the Jordan McNair Safe and Fair Play Act Report.

University System of Maryland's Institutions' and the System Office's Compliance with the McNair Act Reporting Mandates
The McNair Act states, "The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2-1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes."

To satisfy this requirement, the staff to the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare asked the institutions with NCAA intercollegiate athletics to submit a report detailing their policies and procedures related to the safety, health, and wellness of student-athletes. The staff also requested links or hard copies of each policy or procedure, the date it was established, the date of last review, and a brief description of changes and motivating factors since August 2022. The reporting requirement from the General Assembly only asked for *policy* changes, but the Committee expanded the request to include procedures/guidelines, as much of the infrastructure designed to address student-athlete health and wellness is contained in procedures or protocols that are not always official policies.

Eight University System of Maryland institutions have intercollegiate athletics.

Bowie State University – Division II
Coppin State University – Division I
Frostburg State University – Division II
Salisbury University – Division III
Towson University – Division I
University of Maryland, Baltimore County – Division I
University of Maryland, College Park – Division I
University of Maryland Eastern Shore – Division I

Following is a chart of the policies and procedures related to the safety, health, and wellness of student-athletes for each USM institution with intercollegiate athletics and the University System of Maryland Board of Regents.

Bowie State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Yearly Medical Requirements for Athletic Participation	2018	2023	No Changes
Non-Athletic Related Injuries	2018	2023	No Changes
Medical Referrals	2018	2023	No Changes
Dietary Supplements	2018	2023	No Changes
Blood-Borne Pathogens	2018	2023	No Changes
Eating Disorders	2018	2023	No Changes
Methicillin-Resistant Staphylococcus Aureus	2018	2023	No Changes
Concussion Management Policy	2018	2023	No Changes
Lightning Policy	2018	2023	No Changes
Indoor Heat Policy	2018	2023	No Changes
Cold Weather Policy	2018	2023	No Changes
Heat Index Policy	2018	2023	No Changes
Prevention of Heat Illness	2018	2023	No Changes
Pregnancy Policy	2018	2023	No Changes
Mental Health Policy	2018	2023	No Changes
Sickle Cell Trait/Disease Policy	2018	2023	No Changes
AED Policy	2018	2023	No Changes
Rhabdomyolysis Policy	2021	2023	No Changes
Asthma Policy	2021	2023	No Changes
Coverage Guidelines	2018	2023	No Changes
Emergency Care and Coverage	2018	2023	No Changes
COVID Policy	2020	2023	The COVID 19 policy has changed based on current CDC recommendations and university requirements. COVID-19 vaccination and boosters are no longer a requirement. Weekly testing is no longer a requirement for athletes and staff. Positive results and isolation protocol are based on CDC recommendations.
Reporting Student Concerns Regarding Athletic Programs and Activities	2019	2023	No Changes

Coppin State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Athletic Training Room Rules, Guidelines, & Procedures	2020	7/2023	No Changes
Concussion Safety Protocol	2015	7/2023	No Changes
Sickle Cell Trait Testing Policy and Procedure	2010	7/2023	No Changes
Reporting Student Concerns Regarding Athletic Programs and Activities	2019	7/2023	No Changes
Necessary Medical Requirements and Information for Student-Athletes before CSU Athletic Scheduled Activity (COVID-19)	2021	7/2023	No Changes
Sports Medicine Emergency Action Plan – Heat Illness	November 2021	7/2023	No Changes
Adapted Medical Triage and Algorithms – Asthma	October 2021	7/2023	No Changes
Return to Play from Rhabdomyolysis	October 2021	7/2023	No Changes
Frostburg State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Student-Athlete Ethical Behavior	June 2019	Aug. 2023	No Changes
FSU Student-Athlete Code of Conduct	June 2019	Aug. 2023	No Changes
Student-Athlete Advisory Committee Structure	June 2019	Aug. 2023	No Changes
Student-Athlete Media Policy	June 2019	Aug. 2023	No Changes
Athletic Training Clinic General Rules	June 2019	Aug. 2023	No Changes
Injury Clearance Chain of Command	June 2019	Aug. 2023	No Changes
Communication Regarding Clearance to Participate After an Injury/Illness	June 2019	Aug. 2023	No Changes
Student-Athlete Medical Information	June 2019	Aug. 2023	No Changes
Student-Athlete Insurance	June 2019	Aug. 2023	No Changes
Medical Testing and Clearance	June 2019	Aug. 2023	No Changes
Treatment Procedures – Infectious Diseases	June 2019	Aug. 2023	No Changes
Treatment Procedures – Concussion	June 2019	Aug. 2023	Adopted recommendation that came from the International Conference on Concussions. Updated SCAT 5 to SCAT 6 assessment. Update Appendix M to reflect changes

Frostburg State University (con't)			
Treatment Procedures – Sickle Cell	June 2019	Aug. 2023	Moved from hard copy sign-off to Adobe. Appendix G Athletic Training Manual
Treatment Procedures – Mental Health & Illness	June 2019	Aug. 2023	Updated language and defined treatment procedures. See Appendix Q.
Treatment Procedures – Nutrition and Eating Disorder/Disordered Eating Policies	June 2019	Aug. 2023	No Changes
Treatment Procedures – Student-Athlete Pregnancy	June 2019	Aug. 2023	No Changes
Inclement Weather – Heat Exposure	June 2019	Aug. 2023	Change from Weather Bug to Perry Weather
Inclement Weather – Cold Exposure	June 2019	Aug. 2023	Change from Weather Bug to Perry Weather
Inclement Weather – Air Quality	June 2019	Aug. 2023	Change from Weather Bug to Perry Weather
Inclement Weather – Lightning	June 2019	Aug. 2023	Change from Weather Bug to Perry Weather
Initial Grant-In-Aid for New Students	June 2019	Aug. 2023	No Changes
Non-Renewal/Reduction of Athletic Scholarships	June 2019	Aug. 2023	No Changes
Procedures for Appealing Reduction/Cancellation/Non-Renewal	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Student Handbook Defined	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Academics	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Frostburg State University Missed Class Policy	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Policy on Transgender Participation in Athletics	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Sexual Harassment	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Hazing	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Unethical, Improper, Illegal Behavior	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Governance	June 2019	Aug. 2023	No Changes

Frostburg State University (con't)			
Student-Athlete Development & Well Being – Departmental Evaluation and Exit Survey/Interview	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Community Engagement	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Athletic Awards Banquet	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Wellness Policies and Resources	June 2019	Aug. 2023	No Changes
Department of Athletics Grievance Reporting – Reporting Student Concerns Regarding Athletic Programs and Activities	2019	Aug. 2023	No Changes
Treatment Procedures – Rhabdomyolysis	2021	Aug. 2023	Added Return to Play for Rhabdomyolysis. Appendix H
Treatment Procedures – Asthma	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Heat Illness	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Sickle Cell Trait	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Concussion	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Skin Infection	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Asthma	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Dental Injuries	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Seizure	2021	Aug. 2023	No Changes
Facility EAP – Wrestling Room	2021	Aug. 2023	Added Wrestling Room
Salisbury University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Reporting Student-Athlete Concerns about Athletic Programs and Activities (State-Mandated)	2019	2023	No Changes
Concussion Management	2012 – updated annually	2023	No Changes
Heat Related Procedures	2018 – updated and reviewed annually	2023	No Changes

Salisbury University (con't)			
Emergency Action Plan	2012 – updated annually	2023	No Changes
Guidance – Sickle Cell Trait Test Verification	2010 – updated annually	2023	Some Changes
Asthma – Screening and Treatment Plans	2021 – annual review	2023	No Changes
Exertional Rhabdomyolysis Management Plan	2021 – annual review	2023	No Changes
Towson University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
05-03.00 Reporting Student-Athlete Concerns about Athletic Programs and Activities	2020	2023	No Changes
Student Athlete Handbook – Procedures for Reporting Student-Athlete Concerns about Athletic Programs and Activities	2020	2023	No Changes
Student-Athlete Handbook – Drug Testing Procedures	2018	2023	No Changes
Student-Athlete Handbook – Patient Privacy, Chaperones and Informed Consent	2018	2023	No Changes
Student-Athlete Handbook – Sports Medicine	2019	2023	No Changes
Student-Athlete Handbook – Strength & Conditioning	2018	2023	No Changes
Towson Sports Medicine Procedure Manual	2011	2023	No Changes
Conditioning Best Practices	2019	2023	No Changes
Mental Health Best Practices	2018	2023	Addition of Behavioral Health Coordinator
Towson Strength & Conditioning Operations Manual	January 2020	2023	No Changes
Inclement Weather Procedure	2015	2023	No Changes
Sport Program Evaluations, Surveys and Exit Interviews	2013	2023	Change in Procedure re: Financial Health
University of Maryland, Baltimore County			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
UMBC Student Concerns About Athletic Programs and Activities Interim Policy # V-2.00.01	Oct. 1, 2019	7/28/23	No Changes

University of Maryland, Baltimore County (con't)			
UMBC Hazing Policy #V-8.00.01	June 12, 2018	7/28/23	No Changes
UMBC Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination # VI-1.60.01	August 14, 2020	7/28/23	No Changes
UMBC Substance Abuse Policy # III-5.00.04	May 31, 2018	7/28/23	No Changes
UMBC Interim Policy on Student Social Media Privacy # V-1.20.01	February 28, 2017	7/28/23	No Changes
UMBC Smoking Policy # VI-8.10.01	March 1, 2016	7/28/23	No Changes
UMBC Athletics Collapse/Cardiac Arrest Emergency Action Plan	June 20, 2019	7/28/23	No Changes
UMBC Athletics Critical Incident Internal Communication Protocol	August 1, 2021	7/28/23	No Changes
UMBC Athletics Clinical Management Guideline: Sickle Cell Trait Crisis Management	July 2018	7/28/23	No Changes
UMBC Athletics Asthma Management Guideline	June 2019	7/28/23	No Changes
UMBC Athletics Body Composition Assessment Policy and Procedure	July 5, 2018	7/28/23	No Changes
UMBC Athletics Cardiac Arrest Overview	August 20, 2018	7/28/23	No Changes
UMBC Athletics: Diabetes Management in the Athlete	July 2018	7/28/23	No Changes
UMBC Athletics Progressive Spine Injury Assessment	July 2018	7/28/23	No Changes
UMBC Athletics Final Heat Illness Prevention & Management	July 2018	9/3/23	No Changes
America East Hot & Cold Weather Competition Policy	July 1, 2019	7/28/23	No Changes
UMBC Athletics Cold Weather Policy	January 2019	7/28/23	No Changes
UMBC Athletics Lightning Safety Policy	July 2019	8/3/23	Increased distance of lightning to 10 miles rather than 8
UMBC Athletics Baseball & Softball Emergency Action Plan	June 2021	7/28/23	No Changes
UMBC Athletics Basketball Volleyball Aux Gym Emergency Action Plan	June 2021	7/28/23	Updated to reflect staffing changes
UMBC Athletics Basketball Volleyball Main Gym Emergency Action Plan	June 2021	7/28/23	Updated to reflect staffing changes
UMBC Athletics Lacrosse Emergency Action Plan	June 2021	7/28/23	No Changes
UMBC Athletics Soccer Emergency Action Plan	June 2021	7/28/23	Updated to reflect staffing changes
UMBC Pool EAP	June 2021	8/2023	Updated to clarify directions
UMBC Varsity Weight Room EAP	June 2021	8/2023	Updated to reflect staffing changes
UMBC Athletics Concussion Management Program	June 2018	7/28/23	No Changes
UMBC Sports Medicine Concussion Return to Play Protocol Guideline	July 2018	7/28/23	No Changes

UMBC Concussion Return to Play Protocol – Sport Specific	March 2020	7/28/23	No Changes
UMBC Drug Testing Policy	August 2010	7/28/23	No Changes
UMBC Clinical Management Guideline: Rhabdomyolysis Crisis Management	September 2021	7/28/23	No Changes
UMBC Mental Health EAP	July 2018	7/7/23	Updated to reflect staffing changes
UMBC Mental Health Crisis & Routine Contact Information	July 7, 2023		Created to serve as appendix to Mental Health EAP
University of Maryland, College Park			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Sports Medicine Services Overview	2021	2023	Updated COVID policy Added Monkey Pox Response Plan Updated Second Opinion Policy
Medical Model Organizational Chart	Pre-2013; Updated 2022	2023	Added new staff members
Big Ten Institutional Control	2015; Updated 2020	2023	No Changes
Emergency Action Plan	Pre-2013; Updated 2022	2023	Updated facility specific plans; added online coach attestation form Added new Big Ten Event Coverage Baseline Standards
Medical Clearance to Participate	Pre-2013; Updated 2020	2023	No Changes
Stimulant Medication Guidelines	Pre-2013; Updated 2019	2023	Updated Prescription and OTC Medication Policy
Return to Play	2013	2023	No Changes
Mental Health Emergency Plan	2018; Updated 2022	2023	Updated contact information and flow chart
Medical Expenses and Insurance	Pre-2013; Updated 2019	2023	No Changes
Confidentiality	2013	2023	Updated PHI Medical Release From
Athletic Medical Review Board	2019	2023	
Environmental Heat Practice Guideline	2019	2023	No Changes
Exertional Heat Stroke Plan	2018	2023	No Changes
Lightning Monitoring Plan	2018	2023	Updated monitoring process
Concussion Management Plan	2010; Updated 2022	2023	Added online coach attestation form for yearly education

University of Maryland, College Park (con't)			
Drug Testing	2019	2023	Updated Drug Testing and Education Policy
Student-Athlete Medical Consent Forms	Pre-2013; Updated 2022	2023	Updated 2023-24 online attestation forms
Student-Athlete Feedback	2019	2023	No Changes
Staff Code of Ethical Conduct	2019	2023	No Changes
Mental Health First Aid Training	2021	2023	No Changes
Student Concerns About Athletic Programs and Activities Policy	2019	2023	No Changes
Clinical Management Guidelines: Asthma Management	Pre-2013; Updated 2022	2023	No Changes
Conditioning Best Practices – Rhabdomyolysis and Other Medical Conditions	Pre-2013; Updated 2022	2023	Updated Sickle Cell Trait education and attestation form
University of Maryland Eastern Shore			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
Concussion Safety Protocol	Fall 2017	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Staff	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Athletic Training Facility Rules and Regulations	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Injury and Illness Reporting	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Emergency Room/Urgent Care Clinic Referral	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Compliance with Prescribed Treatment and Rehabilitation Sessions	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Bloodborne Pathogen Policy	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Blood Borne Pathogen Exposure Control Plan	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Emergency Action Plan for Medical Emergencies	Fall 2019	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Facility Emergency Action Plans	Fall 2019	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Exertional Heat Illness	Fall 2019	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Exertional Rhabdomyolysis Policy	Fall 2021	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Cold Exposure	Fall 2019	Fall 2023	No Changes

University of Maryland Eastern Shore (con't)			
Sports Medicine Policies and Procedures – Sickle Cell Trait Policy and Protocol	Fall 2021	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Lightning Safety Protocol	Fall 2019	Fall 2023	No Changes
Sports Medicine Policies and Procedures – ADHD Policy	Fall 2021	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Asthma Policy	Fall 2021	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Psychiatric and Psychological Intervention Plan	Fall 2021	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Student-Athlete Drug and Alcohol Policy Statement	Fall 2015	Fall 2023	No Changes
Sports Medicine Policies and Procedures – Insurance Coverage and Payment for Medical Services	Fall 2015	Fall 2023	No Changes
Reporting Student-Athlete Concerns about Athletic Programs and Activities	2019	Fall 2023	No Changes
University System of Maryland			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2022 or Indicate "No Changes"
V-2.00 – Policy on Student Athletics	January 1990	Fall 2022	No Changes
V-2.10 – Policy on Intercollegiate Athletics	April 1991	Spring 2023	Amended to address fiscal considerations (detailed on p. 3)
V-2.20 – Policy on Academic Achievement in Intercollegiate Athletics	October 2014	Fall 2022	No Changes

Finally, per Section 15-128 of the Jordan McNair Act, "An athletic program should adopt and implement: 1) guidelines to prevent, assess, and treat serious sports-related conditions, including: brain injury; heat illness; and rhabdomyolysis (rhabdo); 2) exercise and supervision guidelines for any student athlete who participates in an athletic program and is identified with potential life-threatening health conditions, including sickle cell trait, and asthma; and 3) return-to-play protocols for athletes who experience injury or illness during practice or play.

Our examination of the institutional polices noted above indicates that all institutions have protocols and guidelines relating to these conditions and illnesses.

The USM Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare and associated USM Office staff will continue to work with our institutional partners to ensure the health, safety, and welfare of student-athletes is the top priority.

The Jordan McNair Safe and Fair Play Act

Appendix

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Charge, Role, and Responsibilities

Charge:
The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

Role and Responsibilities:
The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall consider and report or recommend to the Board of Regents on matters concerning expectations and requirements of institutions with intercollegiate athletics programs; minimum standards System-wide for institutions arrangements with student-athletes including scholarships, student support services, health insurance and Title IX practices and compliance, and new Board of Regents policy changes recommended for full Board of Regents approval. The Committee will also review presidential success in managing institutional intercollegiate athletics in accordance with policy requirements. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare will also monitor developments in intercollegiate athletics nationally, whether with the NCAA, athletic conferences, or Federal legislation, rule-making or other forms of national accountability, and assess implications for USM institutions. Members of the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare are appointed annually by the Chairperson of the Board. The Committee shall meet as needed, but no fewer than three times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

A. Information on health and academic support protocols provided to student-athletes.
B. Information on Title IX compliance.
C. Information on institution's student-athletes academic progress and graduation success.
D. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations.
E. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations.
F. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.

The Committee shall prepare and provide its annual APR and financial reports to the full Board. The Committee shall also share the appropriate reports, respectively, with the committees on **Education Policy & Student Life and Finance for information purposes.**

Motion to Adjourn and Reconvene in Closed Session

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: Motion to Adjourn and Reconvene in Closed Session

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, January 16, 2024

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents' Committee on Education Policy and Student Life and Safety will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents' Committee on Education Policy and Student Life and Safety vote to reconvene in closed session.

COMMITTEE ACTION: DATE: January 16, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn   301-445-1992   awrynn@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE
USM BOARD OF REGENTS

Date: Tuesday, January 16, 2024

Time: 10:45 a.m. (approximately)

Location: Virtual via Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1)   To discuss:

    [X]   (i)   The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

    [ ]   (ii)   Any other personnel matter that affects one or more specific individuals.

(2)   [X]   To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3)   [ ]   To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4)   [ ]   To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5)   [ ]   To consider the investment of public funds.

(6)   [ ]   To consider the marketing of public securities.

(7)   [ ]   To consult with counsel to obtain legal advice on a legal matter.

(8)   [ ]   To consult with staff, consultants, or other individuals about pending or potential litigation.

(9)   [ ]   To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10)   [ ]   To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

  (i)   the deployment of fire and police services and staff; and

  (ii)   the development and implementation of emergency plans.

(11)   [ ]   To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12)   [ ]   To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13)   [ ]   To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14)   [ ]   Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

Md. Code, General Provisions Article §3-103(a)(1)(i):

  [ ]   Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)
The Committee on Education Policy and Student Life will discuss recommendations for Regents' Faculty Awards and nominations for honorary degrees.

REASON FOR CLOSING:
To maintain confidentiality of personnel-related and personal information of candidates for faculty awards and honorary degrees. (§3-305(b)(1) and (2)).