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

Tuesday, May 14, 2024 ~ 9:30 a.m.

Zoom Details to be Provided to Committee
Public Listen-Only Access: 443-353-0686 ~ Conference ID: 827 912 093

Public Session Agenda

Action Items

1. Academic Program Proposals
   a. BSU: B.S. in Virtual Reality and Gaming

2. Proposed Amendments: II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty

3. 2024 Institutional Programs of Cultural Diversity Annual Progress Report
   a. Bowie State University
   b. Coppin State University
   c. Frostburg State University
   d. Salisbury University
   e. Towson University
   f. University of Baltimore
   g. University of Maryland, Baltimore
   h. University of Maryland, Baltimore County
   i. University of Maryland Center for Environmental Science
   j. University of Maryland, College Park
   k. University of Maryland Eastern Shore
   l. University of Maryland Global Campus

Information Items

4. Strategic Plan Update: Alternative Credentials and Innovative Pathways

5. Campus Safety and Security Report

6. Status Update: Test Optional Status Across the USM

7. Update: P-20 Initiatives

8. 2024-2025 EPSL Agenda Brainstorming

Action Item
9. Motion to Adjourn

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Bowie State University Bachelor of Science in Virtual Reality and Gaming proposal

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: The proposed program supports the university's mission to empower "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. This program contributes to the achievement of Bowie's FY 2019-24 Racing to Excellence Strategic Plan, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The degree will encourage entrepreneurship and help increase diversity, inclusion, and representation of women, minorities, and underserved communities in the gaming industry. This interdisciplinary program between the departments of Computer Science and Fine and Performing Arts, with opportunities for collaboration with the College of Business and the Entrepreneurship Innovation Center, builds on and applies expertise in computing, visual and media arts, and design to create engaging and immersive gaming systems and experiences. Leveraging existing partnerships with government agencies, studios, and the game design, extended reality (XR), and entertainment industries, we will bring real-world experience to the classroom and provide extracurricular learning opportunities to prepare students for careers in the industry. With industry salaries ranging from about $55,000 to nearly $80,000 annually, we aim to advance the education and knowledge of design, art, and technology for immersive game development, training students with transferable skills and practice to enable them to contribute to the economic development of the state and the region.

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 Bowie State University for a B.S. in Virtual Reality and Gaming

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COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

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

Aminta H. Breaux, Ph.D.
President

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February 16, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783-1690

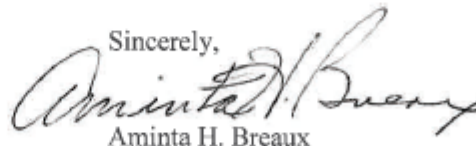RE: New Academic Program Proposal – Bachelor of Science in Virtual Reality and Gaming

Dear Chancellor Perman,

Please find enclosed a proposal to offer a new Bachelor of Science in Virtual Reality and Gaming (HEGIS 070201/CIP 11.0104) at Bowie State University.

Gaming and entertainment arts require knowledge of computer programming, research, advanced mathematics, media arts, animation, design, film, production, and physics as well as artificial intelligence, immersive technology, and game engines that make up the game programs. The curriculum is based on a firm foundation and core skills in computer science, writing, design, animation, visual arts, virtual and cinematic production. Students will develop deeper skills in either the visual and media arts and/or computerscience. The courses simulate industry experience by creating games and experiences using a collaborative, entrepreneurial and interdisciplinary environment and by developing relationships with strategic partners in the gaming, XR, immersive and entertainment industries.

We respectfully request the System's consideration of this proposal.

Sincerely,

Aminta H. Breaux

Cc: Dr. Guy-Alain Amoussou, Acting Provost and Vice President for Academic Affairs
Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Jacqueline M. Cade, Manager of Institutional and Academic Programming.

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program

_____   Substantial Expansion/Major Modification

_____   Cooperative Degree Program

_____   Within Existing Resources, or

_____   Requiring New Resources

Bowie State University

_____

Institution Submitting Proposal

Virtual Reality and Gaming

_____

Title of Proposed Program

Bachelor of Science
_____

Award to be Offered

Fall 2024
_____

Projected Implementation Date

0601.00
_____

Proposed HEGIS Code

50.0411
_____

Proposed CIP Code

Computer Science/Fine and Performing Arts
_____

Department in which program will be located

Dr. Rosemary Shumba
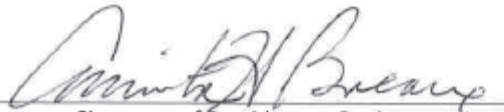_____

Department Contact

301-860-4446
_____

Contact Phone Number

rshumba@bowiestate.edu
_____

Contact E-Mail Address

_____

Signature of President or Designee

2-18-24
_____

Date

Bowie State University
BS in Virtual Reality and Gaming

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.

The Department of Computer Science proposes a new BS in Virtual Reality and Gaming. The Department of Fine and Performing Arts will also propose a new Bachelor of Science (BS) degree in BS in Game Design, Immersive Media, and Production and in collaboration with the Departmentof Computer Science. These exciting and interdisciplinary programs provide much-needed talent for the growing technical and creative positions pipeline in the game, XR, entertainment, and workforce training for companies. As Maryland's oldest HBCU/HBI located in Prince George's County, MD, BSU is uniquely positioned to offer such an innovative and collaborative program. The university is very close to the burgeoning metropolitan areas of Washington, DC, Baltimore, and Annapolis, MD. The proposed degrees between the Department of Computer of Science (CS) and the Department of Fine and Performing Arts (DFPA), Visual Communication and Digital Media Arts program (VCDMA), will equip students and graduates will equip students and graduates with the skills and knowledge to apply gaming, computing, modeling, and simulation techniques for immersive media arts (art, animation, video, sound), game production, entertainment and the metaverse.[1]

The DFPA and CS will continue to focus on enhancing and building its courses, curriculum, and capacity and emphasis on animation and motion graphics and of course incorporating more immersive media (XR) courses and skills for our graduates. XR is an umbrella term that encompasses augmented reality (AR), mixed reality (MR), virtual reality (VR), and other forms of alternate, expanded, or immersive reality applications. This new major builds on and applies expertise in computing, visual and media arts, and design to create engaging and immersive gaming systems and experiences. The innovation of this program lies in our goal to increase diversity, inclusion, and representation of women, minorities, and underserved communities and also to encourage entrepreneurship. The strategic partnership will mainly be between the two departments, however, not limited to others in the College of Arts and Sciences, College of Business, and the Entrepreneurship Innovation Center. The collaborative nature of the new degrees and shared experiences between faculty and students of both departments will also greatly enhance the effectiveness of this degree. This proposal will allow for a high level of creative and technical research and production outside of traditional class structures. Graduates may also continue to a terminal degree either in Computer Science, Gaming, Visual Arts, Design, and related majors in digital media, immersive media (XR), and production. The program will equipstudents and graduates with the skills and knowledge to apply computing, modeling, and simulation techniques, media arts (art, design, animation, video, sound, motion capture), and virtual production for entertainment, research, education, military, sports, and other disciplines.

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[1] https://about.meta.com/immersive-learning/?gclid=Cj0KCQjwteOaBhDuARIsADBqReilYNUI-1z7WJQ_q0V1MBz1OkWuQexeFpPf6tv9arzqK6hyhW4v2ywaAhUyEALw_wcB&gclsrc=aw.ds

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

The new majors will respond to the following institutional goals (based on BSU's Strategic Plan):

Goal 1: Achieve Academic Excellence Supported by Curricular as well as Co-curricular Experiences, Goal 2: Promote a Holistic and Coordinated Approach to Student Success, Goal 3: Encourage Academic Innovation to Meet Student Needs, Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement; and Goal 5: Ensure Long-term Viability of BSU

The two, new majors would respond to the following institutional goals (based on BSU's Strategic Plan) [2]: *Goal 1: Achieve Academic Excellence Supported by Curricular as well as Co-curricular Experiences Goal 2: Promote a Holistic and Coordinated Approach to Student Success, Goal 3: Encourage Academic Innovation to Meet Student Needs and Goal 5: Ensure Long-term Viability of BSU*

The proposed new degrees would also contribute to the university's strategic goals (1, 2, 3, 4, and 5) as follows:

Goal 1 - Achieve academic excellence supported by curricular and co-curricular experiences: The, two, new Bachelor of Science degrees also would contribute to the achievement of Bowie's 2019 – 2024 Racing to Excellence Strategic Plan, specifically *Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs.*

Goal 2 - Promote a holistic and coordinated approach to student success: The new BS degrees consist of components from various disciplines and utilizes an approach designed to create a well-rounded student.

Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement: BSU is among the top five universities in Maryland that graduate African Americans with bachelor's degrees in nursing, biology, and computer/information sciences (*Diverse: Issues in Higher Education*).[3] The university is committed to providing opportunities to traditionally underrepresented populations in the gaming, entertainment, and STEM/STEAM fields. The new BS degrees will empower "a diverse population of students to reach their potential, by providing innovative academic programs" and by supporting Maryland's workforce and economy.

Goal 5 - Ensure the long-term viability of Bowie State University (BSU): The current high demand for Game Developers, Animators, XR, and Game Designers will attract many students which in turn will enhance the viability of BSU. The demand for graduates in this field is anticipated to increase and grow. According to Linked In, "Extended Reality will pivot with predictions that the industry will reach a total of US billion in 2024, or a 54% annual growth rate between 2020 and 2024. XR (augmented reality, virtual reality and mixed reality) is one of the fastest-growing industries that are changing our world in dramatic ways. It is a new way to teach,

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[2] https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf
[3] https://bowiestate.edu/about/news/2019/diverse-issues-ranks-bsu-as-top-100-producer-of-minority-degrees.php

train, communicate and connect with customers…" [4]

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The funding of the program will come from tuition and course fees for the first five years. The two departments will fund the programs through existing resources and budgets. Additional funding would be further supported through possible grants, partnerships, and research opportunities with related companies, organizations, agencies, and the industries of game design, XR, and entertainment. The programs rely on existing Computer Science, VCDMA (Fine Arts), and related courses and will require limited new expertise beyond current faculty resources. We intend to use existing courses from among the programs and will need to create only a few new courses to support this program. The Departments of Computer Science and Fine and Performing Arts (VCDMA) has existing partnerships, collaborations, and MOUs with government agencies, studios, and the game design, XR, and entertainment industry. We will leverage the existing partnerships with industry partners to bring real-world experience to the classroom and provide extracurricular learning opportunities. For example, VCDMA has a partnership with Laika Animation Studios as well as MOUs with television and film studios and with local arts, and film organizations such as A + E Networks, Megamind Media, Octet Productions, and the Prince George's Arts and Humanities Council (PG Film Office).[5] These strategic partnerships will further create pathways and a pipeline into the professional animation, film, and entertainment industry. Course projections will be monitored annually, and over time, increased demand for courses could necessitate acquiring additional full-time faculty. A request for new faculty will be made to the university administration if the need arises.

4.   Provide a description of the institution's commitment to:

a. Ongoing administrative, financial, and technical support of the proposed program

BSU has demonstrated its unwavering commitment to technology-related programs. The administration supported the ABET accreditation of the Computer Science program, which involved a four-year preparatory period followed by another year of study and campus visit by ABET to earn the credential. The administration supports the same process for the planned BS degrees in Game Design and Development (CS); and Game Design, Immersive Media, and Production (DFPA), and especially as the VCDMA and this major will seek accreditation from the National Association of Schools of Art and Design (NASAD)[6] in 2023. The university's policy is to support program growth by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. Both programs will receive similar support from the university administration. The four computer labs located in the Thurgood Marshall Library support all technology-related classroom instruction and currently have sufficient capacity to simultaneously support most of the new courses proposed for the new BS degrees and programs. The CS department also has several labs which the students use. In addition to these campus labs, the university has also approved the acquisition of access to cloud-based laboratory resources, providing students with state-of-the-art computing resources. The Fine and Performing Arts Center (DFPA) has (2) computer and digital media arts labs, artists' studios; stop-motion animation studio, video edit suite, film production equipment and facilities to support animation, film, media arts production; sound design, music technology

lab, recording studio and much more.

b. Continuation of the program for a period sufficient to allow enrolled students to complete the program.

Given the established nature of the computer science degree and fine arts programs, the proposed degrees will be able to manage the incremental resource needs by leveraging the existing curriculum and laboratory infrastructure. With each new year of the new degree offering, only those required for the initial student class will need to be added. Thus, only new freshman classes will be added to the class offerings in the first year of the program. In the second year, the freshman classes will be repeated, and sophomore-level courses will be added. This incremental increase in curricular offerings requires only a gradual increase in expenditure, to which the administration has committed. If, at any point after the full program is launched, the university decides to discontinue the degree program, no new students will be admitted to the program. Currently, enrolled students will be provided with the required classes to complete their degrees.

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

The need for innovative curriculum instruction continues to grow with demands from the marketplace to provide an employable, skilled workforce that can assume new roles of productivity, responsibility, and leadership. Bowie State University, as a HBCU provides support to the postsecondary education goals set forth in the 2013-2017 Maryland State Plan for Postsecondary Education. The proposed BS degrees at Bowie State University (BSU) advance the education and the knowledge of design, art, and technology for immersive game development. It provides training in transferable skills and practice for training and preparing a local workforce that will contribute to and participate in many current and future aspects of economic development in the State of Maryland. The market for immersive gaming continues to grow. In November 2019, the revenue in the United States for the video game industry amounted to approximately 2.25 billion U.S. dollars. As the 2020 publication "Essential Facts About the Game Design Industry" by the Entertainment Software Association (ESA), the author mentions that players of all ages and backgrounds embrace video games. There are more than 214 million video game players across the United States, three quarters of all U.S. households have at least one person who plays video games, and 64 percent of U.S. adults and 70 percent of those under 18 regularly play video games. As a computer science degree, the development of a game is only of marginal scope.[4] It requires additional STEM/STEAM interdisciplinary collaboration with the Department of Computer Science and as supported by the Department of Fine and Performing Arts such as animation, design, sound/music, storytelling, and production. Other discipline areas could include writing, business, marketing, communications, and entrepreneurship.

b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

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[4] https://www.theesa.com/resource/2020-essential-facts/

The programs focus primarily on the science, algorithms, concepts, and theory behind computer games and the virtual reality of scientific phenomena. It introduces students, primarily those who are African American as well as other minorities and underrepresented groups to graphic visualization, artificial intelligence, machine learning, human-computer interaction, animation, sound, and immersion. Students at an HBCU such as BSU will further research the socioeconomic, political, and cultural considerations and impact of these new experiences and vice versa as they also learn to conduct themselves as ethical professionals and creatives while further deepening their understanding of XR/AR/VR digital media, design thinking, operating systems, information security, and object-oriented programming.

Table 1: Race/Ethnicity Completion of Degrees within CIP Codes Maryland Region

Race/Ethnicity	Percent of Completions Within CIP Codes	Percent of Completions All CIP Codes
White	37%	49%
Black or African American	22%	21%
Asian	11%	10%
Hispanic or Latino	8%	8%
Two or more races	6%	4%
Race/ethnicity unknown	3%	3%
Nonresident alien	15%	4%
Native Hawaiian or Other Pacific Islander	0%	0%
American Indian or Alaska Native	0%	0%

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 6– March 2021)

c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Bowie State University recruitment strategies actively seek a diverse student population from Maryland and beyond who will add diverse insights and experiences to the program and the game industry. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in game design. Major companies and organizations are seeking greater diversity and inclusion and especially in the gaming and entertainment industry where they will often face challenges related to diversity, inclusion, ethics, and hands-on skills. The implementation of this new degree can be a catalyst to assist BSU in meeting its strategic goals to achieve academic excellence supported by curricular and co-curricular experiences.

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

The Maryland State Plan for Postsecondary Education has three basic tenets: **Access, Success, and Innovation.**

<u>**Access:**</u> BSU provides opportunities for many underrepresented Maryland residents to obtain a college education at affordable cost. The new BS degrees and program will provide an avenue for underrepresented students to enter the high demand fields of Gaming, Animation and XR production as well as in the entertainment industry.

<u>**Success:**</u> Students entering either program at BSU will have access to affordable education, mentoring by a caring faculty, quality advising, and a nurturing environment that will help ensure their success in the program.

<u>**Innovation:**</u> Students in both programs will be involved with research projects with faculty mentors and industry partners. This exposure to research and innovative techniques under the guidance of academic and game design, animation, XR and entertainment industry experts will continue to help develop the innovative techniques and networking needed to become successful entrepreneurs. The new degrees address the state's perceived need for postsecondary education that enhances the quality and effectiveness of its offerings, provides service to and advances diversity in the fields of entertainment and training, and contributes to workforce development and economic growth in Maryland, as addressed in the Maryland Ready 2013-17 Maryland State Plan. Bowie State University's Departments of Fine Arts and Computer Science have established a record of accomplishment of high-caliber undergraduate education in computer science as well as in visual communication, advertising design, digital media, animation and motion graphics, digital cinema (filmmaking), and fashion design.

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

Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

The current outlook for skilled positions in the field of video game design and related professional support is reported by O*NET as well as the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, and in the section, *Special Effects Artists and Animators*.[5] According to this information, video game design and related computer occupations are expected to grow rapidly in the State of Maryland from the 2018 reported employment of 1,840 to the 2028 projected employment of 2,140—a 16 percent projected increase.[6] Game design is a vital and growing field, with high demand in the District of Columbia, Maryland and Virginia (DMV) region. A market survey and report (Education Dynamics Gaming Report) on game design in Maryland were conducted on behalf of Bowie State University by Aslanian Market Research/Education Dynamics in March 2021 and are included in this proposal.

Number of Annual Openings in Region

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[5] https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm
[6] https://www.onetonline.org/link/summary/15-1255.01; Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. From this information, applications are created to facilitate the development and maintenance of a skilled workforce.

There was a total of 6,256 job openings in 2019 within the region. The leading areas with job openings were software developers and software quality assurance analysts and testers. Other positions include entertainment/recreation managers, designers, and computer programmers.

Table 2: Game Design and Related Occupations in the Maryland Region

Occupations	Annual Openings
Software Developers and Software Quality Assurance Analysts and Testers	3,503
All Other; Entertainment and Recreation Managers, (Except Gambling); and Game Development Studio Managers, All Other	1,498
Graphic Designers	407
Computer Programmers	310
Computer and Information Research Scientists	139
Art Directors	107
Artists and Related Workers, All Other	78
Fine Artists, Including Painters, Sculptors, and Illustrators	75
Special Effects Artists and Animators	56
Designers, All Other	47
Commercial and Industrial Designers	38

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 16 – March 2021)

The field offers ample job opportunities across multiple industries with strong salary potential, both immediately and over a career in industry and even government. There is also significant potential for developing academic pipeline partnerships with the local game industry, which boasts of over forty-five companies located in the DMV area and nearby areas, such as Hunt Valley, MD.

Table 3: Gaming Careers and Average Salary

Top 5 Gaming Careers:	Annual Average Salary
Games Designer	$66,282 per year
Software Developer & Game Programmer:	$72,000 per year
Special Effects Animator	$77,700 per year
Games Artist	$60,213 per year
Game Play Tester & Quality Assurance	$53,030 per year

Video games have grown to resemble competition-based, interactive movies, and the COVID-19 pandemic has propelled the industry to make more money than movies and North American sports combined. According to Market Watch, "Global videogame revenue is expected to surge 20% to $179.7 billion in 2020, according to IDC data, making the videogame industry a bigger moneymaker than the global movie and North American sports industries combined. The global film industry reached $100 billion in revenue for the first time in 2019, according to the Motion Picture Association, while PwC estimated North American sports would bring in more than $75

billion in 2020."[7]

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

There has been increasing academic and artistic attention paid to the study of games and play. Along with a significant serious study of the cultural, pedagogical, and ethical implications of games, designers and artists are attempting to use the power of games and play to address social, civic, and health issues. Gaming and entertainment arts are now included in immersive simulation and occupation training for medical and military applications. This industry is taking a front-row seat to promote user experience for mental health and wellbeing. The gaming industry continues to grow in designed interactive user experiences in education and occupational training at all levels.

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 two new degrees and programs empower its graduates for entry and advanced positions in the gaming, XR and entertainment industries. According to the Bureau of Labor Statistics, the job outlook for multimedia artists and animators shows a 6 percent growth rate from 2014-2024 with a median salary of $63,970 a year, while software developers can expect 17 percent growth and a median salary of over $100,000 a year.[8]

4. Provide data showing the current and projected supply of prospective graduates.

Please refer to Tables 4 and 5.

Table 4: Enrollment Projections and Estimated Growth

Year	2013	2014	2015	2016	2017	2018	2019
Estimated Number of Enrollments	576	630	942	750	666	996	954

Source: Aslanian Market Research Education Dynamics for Bowie State University (March 2021 – Page 10)

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[7] https://www.marketwatch.com/story/videogames-are-a-bigger-industry-than-sports-and-movies-combined-thanks-to-the-pandemic-11608654990

[8] https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm

The following table indicates a steady growth in the number of completed degrees across all baccalaureate level programs at institutions operating within Maryland.

Table 5: Number of Graduation Completions in Maryland

Year	2013	2014	2015	2016	2017	2018	2019	Percent Change 2013-2019
Number of Completions	96	105	157	125	111	166	159	67%

Source: Aslanian Market Research Education Dynamics for Bowie State University (March 2021 – Page 9)

D. Reasonableness of Program Duplication:

There are comparable academic programs in game design and related disciplines in the geographic region. There are a few institutions in the state of Maryland that offer game design degrees, but there is no duplication with the proposed new degrees and programs at Bowie State University. Several community colleges (e.g., Montgomery College, and Frederick Community College) offer an associate degree in gaming and simulation development. The University of Maryland, Baltimore County (UMBC) offers undergraduate concentrations in animation and interactive media and, through the computer science program, a concentration on game development.

The University of Baltimore offers a Bachelor of Science in simulation and digitalentertainment that is structured through courses in the Department of Computer Science. The Bowie State University program is a unique undergraduate degree, in that the strengths are in collaboration, innovation, diversity, entrepreneurship, and inclusion within the partnership between the Departments of Fine and Performing Arts and Computer Science. This is further enhanced through strategic partnerships with companies and organizations in the gaming and entertainment industries.

The uniqueness of this proposal is the emphasis not only on game development and design, but also on virtual production, immersive media (XR) and interactive, user experiences as well as collaboration and interdisciplinary approach between computer science and the fine and performing arts, as well as other departments and disciplines at BSU. We also have an added focus on entrepreneurship and a focus on animation, special and visual effects for the entertainment industry.

Table 6: Similar Institutions in Maryland and Degree Completions

Institution	Bachelor's Degree Completions (2019)	Game Design Related Degrees
Maryland Institute College of Art	79	Animation Film & Video & Humanistic Studies Game Design General Fine Arts
University of Maryland-Baltimore County	32	Design
Bowie State University	19	Visual Communication & Digital Media Arts
Stevenson University	19	Graphic Design
University of Baltimore	7	Integrated Arts
Capitol Technology University	3	Information Technology
University of Maryland, College Park	--	Immersive Media Design

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 11 – March 2021)

2. Provide justification for the proposed program.

Both departments and their various majors have growing recognition in the state and nationally. BSU strives to meet goals of excellence in the delivery of its programs and has the systems and structures in place to support the achievement of these goals. This degree will increase minority participants in the workforce as well as the connections to the local business sector, federal and state government agencies, entertainment companies, and venues that use the new major to continue with the university's mission to be a model for academic excellence, innovation, and student success. Hunt Valley and Baltimore, Maryland, for example, serve as hubs for several game design companies in the state.[9] Some of these companies include Firaxis, ZeniMax, Big Huge Games, Sparky Pants and others.[10] The Washington-DC metropolitan area also hosts several animation game design, immersive studios and companies such as that would benefit from this major in terms of graduates such as Bethesda Soft Works, ZeniMax Media and others.[11] Enrolling students in these programs will build strong and ongoing relationships with the faculty and industry advisors who can serve as mentors on the projects, products and thesis.

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[9] https://www.baltimoresun.com/maryland/baltimore-county/towson/ph-tt-neighbor-cockeysville-whatley-0125-20170126-story.html

[10] https://builtin.com/companies/location/baltimore/type/gaming-companies

[11] https://bethesdagamestudios.com/

This new degree and program support the advancement of diversity and inclusion in the targeted workforce. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in game design. Major companies and organizations are seeking greater diversity and inclusion in the gaming and entertainment industries where they often face challenges related to diversity, inclusion, ethics, and practical skills. The implementation of this new degree can be a catalyst to assist BSU in meeting its mission and strategic goals to achieve academic excellence supported by curricular and co-curricular experiences.

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 HBIs.

As Maryland's first historically Black institution (HBI/HBCU), Bowie State University is committed to providing access to high-quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019- 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt. Specifically, Bowie State University continues to:

Support educational opportunity for Marylanders (Success, Strategy 4).
Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5).
Provide alternative modalities, new programs, and pedagogies, and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9).
Integrate high impact practices (HIP) into the student experience, including career advising and planning into internship experiences (Success, Strategy 7).
Partner with business, government, and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8).
Expand support for grant participation and research (Innovation, Strategy 10).
Innovate and change management strategies with Bowie State faculty, staff, students, and administrators engaging in and embracing experimentation to better meet the holistic needs of the students (Innovation, Strategy 11).

F. Relevance to the identity of Historically Black Institutions (HBIs)

Bowie State University is a historically Black institution, and this new program does not impact other Maryland HBIs/HBCUs. No other institution of higher education in the state offers this kind of undergraduate program. Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504. Furthermore, Bowie State serves an underrepresented minority population, and respect and understanding of diversity is central to its mission of advancing minority student achievement. Accordingly, a student graduating from an HBI/HBCU hopefully will always be concerned about others, especially those who are under-represented and/or marginalized and have great appreciation for the global market and community. The relevance of the proposed degrees is both supported by the marketplaces' need to improve diversity and opportunity across a broad spectrum, to include stories and entertainment production with a

cultural sensitivity as the anchor. The goals of this new program are motivated by these high educational aims. It is axiomatic that HBIs/HBCUs have placed an emphasis on elevating persons who have experienced a multitude of disadvantages, including those accruing from the pattern of racial discrimination. Historically, HBIs/HBCUs have stressed the importance of educating both the head and the heart. The adage that we educate the whole person is a cornerstone of such institutions.

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed degrees from both departments share the goal to include helping to close the gap between Black students who seek a STEM/STEAM degree and those able to achieve this goal. It will help meet the demand for additional STEM/STEAM programs at HBCUs, support other STEM/STEAM programs on campus, and increase the number of minority gaming/XR developers, animators, and design experts in a geographical area desperate to hire qualified graduates to serve in the field. This degree is positioned to be the only program of its kind for an HBCU within a 50-mile Baltimore/Washington, DC metropolitan radius. The degrees also emphasize fundamentals such as entrepreneurship, diversity, inclusion, ethics, and immersive technology. The merging of these areas forms a unique innovative partnership opportunity to advance the education frontier between the Computer Science and Fine and Performing Arts departments and Bowie State University. The relevance of the proposed degrees is supported by the marketplace's need to improve diversity and opportunity across a broad spectrum and include the stories, images, experiences and creation from a base of cultural sensitivity and awareness. As more images of people of color appear in games, animation, and thorough interactive and immersive experiences (metaverse), students from underrepresented groups will be drawn to the opportunities in this booming industry.

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 describe the faculty who will oversee the program.

The computer science and fine and performing arts (VCDMA) faculty and Game Design Advisory Board and consultants[12] designed the proposed degree program according to the MHEC, ABET & NASAD guidelines. These same members will assist with review, assessment and overseeing the two programs. The development of this program was driven in part by the growing demand by students in the VCDMA and computer science programs and inquiries by potential students. A program coordinator for each degree and in each department will oversee the programs.

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

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[12] The BSU Game Design proposal consultants included Solomon Jagwe, Film Director, 3D Artist/Animator, Marianne Hayden, Lead Cinematics Animator, Skydance New Media, Alton Glass, Head of immersive Media, GRX Immersive Labs, Christine Marsh, Adjunct Instructor (VCDMA) & Metaverse Platform Co-Founder, VCDMA; Roderick Woodruff, Co-Founder/Instructional Designer, Urban Video Game Academy

Program Educational Objectives: *Both BS degrees and programs through their respective departments will develop computer scientists, creatives, technicians, and designers who can:*

Demonstrate fluency in at least one programming or scripting language used in the production of interactive games and be an expert in at least one game development platform.

Demonstrate elements and principles of art/design, principles of animation, problem-solving and design thinking.

Develop and prototype a successful game, entertainment, and/or XR product and/or experience from concept to completion including but not limited to XR (VR, AR & MR).

Produce productions using motion capture, animation, films, special/visual effects, virtual production, and other innovations in technology in the gaming and entertainment industries.

Apply strategies to the gaming and entertainment industries with an entrepreneurial mindset and emphasis on innovation, collaboration, and diversity.

Student Learning Outcomes: *Both BS degrees and programs will develop graduates who will be able to successfully and respective to each degree:*

Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.**

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. **

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing Practice based on legal and ethical principles. * *

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Apply computer science theory and software development fundamentals to produce computing-based solutions. **

Apply principles of visual organization, including the ability to work with visual elements in two and three-dimensions, color theory and its applications, and drawing. ***

Demonstrate knowledge and skills in the use of basic principles, concepts, tools, techniques, procedures, and technologies sufficient to produce animation art from concept to a finished product that communicates ideas and/or stories to a viewer or to an audience. ***

Demonstrate knowledge of the principles of animation, including its visual, spatial, and sound, motion, and temporal elements and features, and how these elements are combined in the development of animation art. ***

Utilize the characteristics and capabilities of various animation methods and technologies in creative and project development contexts (examples include but are not limited to stop motion, traditional animation, 2D Digital, 3D Digital, etc.). ***

Demonstrate knowledge of the history of animation, game design, immersive media, artistic and technological evolution, and an understanding of basic aesthetics, visual communication, and critical theory.

Collaborate and communicate with all members of teams at multiple stages of animation project development and in associated production processes (examples may include but are not limited to working with background artists, layout artists, title artists, lighters, riggers, production managers, writers, technicians, etc.).

Analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically mediated communication, objects, and environments. ***

Understand the importance of diversity, inclusion and the history, culture, and contributions of African Americans and other underrepresented groups in gaming, entertainment, and related industries.

Produce unique and innovative XR (AR, VR & MR) experiences and products to be used in other industries including but not limited to education, business, health, military, sports, the arts, humanities, and natural sciences, and demonstrate a successful portfolio with examples of research, gaming and/or entertainment products, writing and creative content.

**ABET: Accreditation Board for Engineering and Technology (Computer Science)
*** NASAD: National Association of Schools of Art Design (Fine and Performing Arts, VCDMA)

3. Explain how the institution will:
      a. provides assessment of student achievement of learning outcomes in the program
      b. document student achievement of learning outcomes in the program

Courses and curricula will be reviewed annually for effectiveness via course evaluations, course reviews, and assessments of student work, research, and projects that include senior capstones (products), portfolio reviews, and demonstrations to be reviewed by faculty and an advisory board. This board will consist of industry experts, strategic partners, and university faculty from other institutions. There will also be an extensive and periodic program review of the entire major through external reviewers as well as the College of Arts and Sciences and Academic Affairs. Additionally, there will be periodic program and curriculum reviews by the accrediting bodies such as the Accreditation Board for Engineering and Technology (ABET) and the National Association of Schools of Art and Design (NASAD) to retain membership and demonstrate program success, effectiveness, and accountability.

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

Course and credit hours requirements for the two majors and programs are listed in the tables below. Course descriptions are provided in Appendix A.

5. Discuss how general education requirements will be met, if applicable.

All students in the two majors and programs are required to take the general education courses listed in Appendix A. These courses are incorporated into each degree and to further strengthen the two programs.

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

Course and credit hours requirements for both BS degree programs are listed in the tables below and appendices A, B and C. Course descriptions are provided in Appendix C.

5. Discuss how general education requirements will be met, if applicable.

All students in both majors and programs are required to take the general education courses listed in the tables below and incorporated into each concentration to further strengthen the program.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students. None needed and/or not Applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract. Not Applicable

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 system, availability of academic support services and financial aid resources, and costs and payment policies.

The advisement and course scheme sequences as well as requirements, program goals will be provided to potential students at admission events as well as through intensive advisement, mentoring and program administration. Both CS and the DFPA will work with the Advisement Center, Admissions and URM to provide clear course schema and 4 –year plans for graduation. Please see Appendix A.

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

The program will use the existing promotion mechanisms in the Department of Computer Science and Department of Fine and Performing Arts and within the overall University. These include the undergraduate course catalog, departmental and university web pages, videos, social media and marketing literature. Additionally, folders with information on the major will be available at the admissions open house events and scholarship meetings. More information is available online:

Computer Science: https://www.bowiestate.edu/academics/colleges/college-of-arts-and-sciences/ departments/computer-science/

Fine and Performing Arts: https://bowiestate.edu/academics/colleges/college-of-arts-and-sciences/ departments/fine-and-performing-arts/ and VCDMA program: https://bowiestate.edu/academics/ colleges/college-of-arts-and-sciences/departments/fine-and-performing-arts/undergraduate programs/vcdma-major/

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Computer Sciences has existing articulation agreements with Prince George's Community College and the College of Southern Maryland. VCDMA will seek to obtain relevant articulation agreements with Prince George's CommunityCollege, College of Southern Maryland. BSU is working to develop others to include. additional local public school systems and others in the region to expand partnerships and agreements further.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

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

Table 9. Computer Science Faculty. The table below catalogs the current full-time, tenure/tenure track faculty members from the Computer Science department who will support the launch of the Virtual Reality and Gaming program. Other part-time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Ms. Patricia Hughes	Tenured / Asst Professor	MA-Univ of Wisconsin Madison	Computer Science	Full Time	Programming courses
Dr. Soo Yeon Ji	Tenured / Assoc Professor	Ph.D.-Virginia Commonwealth Univ	Computer Science	Full Time	AI, Discrete Structures
Dr. Darsana Josyula	Tenured / Professor	Ph.D.-Univ of Maryland College Park	Computer Science	Full Time	AI courses
Dr. Jie Yan	Tenured / Professor	Ph.D.- Harbin Institute of Technology	Computer Science	Full Time	Gaming and Virtual Reality courses

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Dr. Bo Yang	Tenured / Professor	Ph.D.-Pennsylvania State University	Computer Science	Full Time	All Computer Science courses

Table 10. DFPA Faculty. The table below catalogs the current full-time, tenure/tenure-track, long term contractual faculty members from the Department of Fine and performing Arts (DFPA & VCDMA program) who will support the launch of the Game Design, Immersive Media and Production major. Other part time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Tewodross Melchishua Williams	Tenured / Assoc Professor	MFA, Intermedia & Digital Arts, UMBC	VCDMA	Full Time	2D Animation, Stop Motion Animation, Motion Graphics, Film production Cinematography Internship, History of Animation, Visual Culture, Portfolio review and Assessment (I and II); and Senior Thesis Exhibition and Capstone courses
Arthur Vidrine	Assist Professor	MFA, Fine Arts, School of Visual Arts	Studio Arts (Fine Arts)	Full Time	2D, 3D Design, Art History, Photography
Robert Bartlett	Tenured / Assoc Professor	MFA, Playwriting, Catholic University; MA, English Language, Literature and Culture, Bowie State University	Theatre Arts/ VCDMA	Full Time	History of Animation, Screenwriting

Table 10. DFPA Faculty – cont'd

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Ogechi Chieke	Assistant Professor	MFA, Computer Art, School of Visual Arts	VCDMA	Full Time	2D Animation, Video Editing, Cinematography Computer Graphics, VisualLiteracy, Visual Communication Design, Hip-Hop Studio
Robert Bartlett	Tenured / Assoc Professor	MFA, Playwriting, Catholic University; MA, English Language, Literature and Culture, Bowie State University	Theatre Arts/ VCDMA	Full Time	History of Animation, Screenwriting
Amina Hammond	Adjunct Professor	MFA, Web Design, New Media, Academy ofArt University	VCDMA	Part Time	Web Design, New Media, Animation andMotion Graphics
Kevin Holder	Adjunct Professor	MFA, Fine Arts, Howard University	VCDMA & Studio Arts (Fine Arts)	Part Time	Computer Graphics, Drawing, Painting
Prince Ikegwuno	Adjunct Professor	D, Sc, Information and Interaction Design, University of Baltimore MFA, Animation, SCAD	VCDMA	Part Time	XR, VR, 2D, 3D Animation, Game Design, Immersive Media, and Multimedia
Myron Smith	Adjunct Professor	Master of Design, Illinois Institute of Technology	VCDMA	Part Time	Design History
Richard Zandler	Adjunct Professor	MFA, Sculpture, University of Pennsylvania	Studio Arts (Fine Arts)	Part Time	Sculpture and3D Design, Drawing
Hasani Claxton	Adjunct Professor	MFA, Studio Art, Towson University	VCDMA & Studio Arts	Part Time	Illustration, Drawing, 2DDesign

			(Fine Arts)		
Amina Hammond	Adjunct Professor	MFA, Web Design, New Media, Academy of Art University	VCDMA	Part Time	Web Design, New Media, Animation and Motion Graphics
John Stephan	Adjunct Professor	MFA, 3D Animation, Savannah College of Art and Design (SCAD)	VCDMA	Part Time	3D Animation and Modeling

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

   a. **Pedagogy that meets the needs of the students**
   b. **The learning management system**

    c. **Evidence-based best practices for distance education if distance education is offered. Bowie State University provides:**

- Continuous training for faculty in all departments relative to the Blackboard learning management system (virtual, hybrid, hyflex and in-person) and various modalities.
- Teaching best practices (for both classroom and online courses).
- Other tools, resources, and techniques to support course delivery.
- Through CETL workshops, Faculty Institute, Assessment and Course Development Coordinators, etc.

Additionally, the University supports faculty member involvement in discipline-specific professional memberships, which provide access to best practices in teaching subject matter. Faculty evaluations include how individual faculty members avail themselves of the available resources and implement improvements in their courses. Continuous faculty improvement also factors into ABET accreditation self-studies, providing additional incentive for all professors to remain engaged with their discipline and craft.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Gaming, Immersive Media, Animation and Computer Science. The library also supports tis proposed major with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (Research Port) to over 70 databases, VERVERSI as well as videos and DVD recordings, and an experienced staff. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University of Maryland system and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of (USMAI), Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the proposed new major and program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all this program's core and elective courses, the program's faculty are making requests for acquisitions of hundreds of additional volumes, and those requests will be fulfilled during the coming academic year.

**K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment
(as outlined in COMAR 13B.02.03.13)**

1. **Provide an assurance that physical facilities, infrastructure, and instruction
   equipment are adequate to initiate the program, particularly as related to spaces for
   classrooms, staff and faculty offices, and laboratories for studies in the technologies
   and sciences.**

Computer Science the Computer Science Building opened to the BSU community in 2002
as a "state of the art" facility that houses instructional, laboratory, and research spaces for
Computer Science and related disciplines. The laboratory space will serve the complete needs
of Game Design and Development students. The computer science building includes sufficient
flexibility in both classroom, office space, and laboratory space to accommodate the student
body increases resulting from the launch of the new degree. The computer resources are
available to faculty members and students in the Computer Science Department at BSU. These
include fifteen general-purpose computing labs and five research labs. The research labs are
described in the project description. Each of the general-purpose labs has 10 to 20 computers.
Ten of the labs have computers with 22-inch monitors of the following specification:

- Platform: Windows 10 (64bit), Memory: 16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0K240Y,
- Graphics: NVIDIA Quadro K620 2.0 GB,
- Audio: NVIDIA High-Definition Audio, Realtek Audio,
- Optical: Tschopp DVD+-RW SH-216DB,
- Network: Intel(R) Ethernet Connection I217-LM, and
- Hard Drive: 500GB

Another ten labs have computers with the following specifications:

- Dell Precision Tower 5810,
- Platform: Windows 10 (64bit), Memory:16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0HHV7N,
- Graphics: AMD FirePro W2100 (FireGL V) Graphics Adapter
  2.0 GB
- Audio: AMD High Definition,
- Audio Device Realtek Audio,
- Optical: HL-DT-ST DVD+-RW GTA0N,
- Network: Intel(R) Ethernet Connection I217-LM, and
- Hard Drive: 350GB

There are also conference rooms where faculty and students meet to discuss research and
make presentations when needed.

The Department of Fine and Performing Arts (DFPA) The Department of Fine and
Performing Arts (DFPA) students prepare for success in the Fine and Performing Arts Center
(FPAC) a beautiful space featuring a movement studio, band room, Steinway piano rooms and
rehearsal studios, a recital hall, a multimedia recording studio, fashion design studio, costume
shop, digital music lab, and two theaters. FPAC also hosts two Apple computers and digital
media labs with 36 stations; painting, visual art studio, printmaking, painting drawing, ceramic,

3D design/sculpture and photography rooms and studios, and a stop-motion animation studio powered by Laika Studios and a video edit suite set to launch in 2022-23. There are adequate faculty and staff support offices; a conference room, a student lounge and an additional art resource room for possible instruction, collaboration research and presentations to meet with outside guests, presenters, and partners. The Visual Communication & Digital Media Arts program (VCDMA) provides the latest in technology, film/video, and media production equipment and 4K DSLR and digital cinema cameras, audio, lighting, rigging, dollies and much more. The VCDMA program offers 2D/3D animation software, large format printers and resources for research in design, media arts, fashion/costume design, film, animation, visual communication as well as hip-hop studies and visual culture. BSU recently received generous funding and support from Adobe and is now offering the Adobe Creative Cloud suite of creative applications to all students and faculty on campus. The digital media labs in FPAC provide access to the following software: Autodesk Maya, CLO3D, Cinema 4D, Adobe After Effects, Photoshop, Illustrator, Animate, Premiere, Audition, XD, Acrobat; as well as Apple based software such as Final Cut Pro, Compressor, Motion, and screenwriting software, Celtx. Additional animation software includes Toon Boom Harmony, Storyboard Pro and DragonFrame. Most classrooms and spaces in both the Computer Science building and Fine and Performing Arts Center are equipped with smart boards, computers, and hyflex classrooms, AV projection capabilities. The small incremental increase in class sections each semester for the majors will not strain the usage of classroom space or instructional resources. Bowie State provides all students with full access to campus counseling, academic advisement services, IT support services, retention support and other administrative resources.

Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

    a. An institutional electronic mailing system, and

    b. A learning management system that provides the necessary technological support for distance education

Students that take online course offerings within both programs will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including University email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel. The Department of Computer Science has signed an agreement with Tele-Communications Systems to provide a cloud-based virtual lab environment and lab exercises accessible to online and residential students. The Department of Fine and Performing Arts also provides mixed modalities of instruction through classrooms/labs that are also equipped with smart boards, cameras, monitors, mobile and stationary hyflex/hybrid teaching spaces, and studios to support blended and flipped classrooms and support of students no matter where they are (online or in person); synchronous or asynchronous.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department.

Table 11. Resources. This table projects revenue for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that 10 new students will be admitted in the first year, 2-5 the second year, etc., increasing to a max of 30 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

TABLE 1: DEPARTMENTS OF COMPUTER SCIENCE & FINE AND PERFORMING ARTS RESOURCES					
Resource Categories	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+ g below)	72,577	85,887	152,988	214,288	302,704
a. #Full-Time Students	10	12	18	25	30
b. Annual Tuition/Fee[4]	8,753	8,928	9,107	9,289	9,475
c. Annual Full-Time Revenue (a x b)	87,530	107,137	163,919	232,219	284,236
d. # Part-Time Students	3	4	6	8	10
e. Credit Hour Rate[5]	258	263	268	274	279
f. Annual Credit Hours	18	20	40	40	60
g. Total Part-Time Revenue (d x e x f)	13,932	21,053	64,422	87,613	167,560
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**72,577**	**83,887**	**152,988**	**214,288**	**302,704**

1. Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and the way the reallocation is consistent with the institution's strategic plan.

2. This value represents 67% of the projected total Tuition & Fee revenues for Full-Time & Part-Time students since mandatory fees are allocated to Auxiliary PT rate only reflects the tuition rate.

3. Whenever external funds are included among the resources; the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

4. Tuition Rate is based on the posted FY 2023 Proposed Tuition and Rate schedule with a 2% increase in the subsequent years.

5. Credit Hour Rate is based on the FY 2023 Proposed Tuition & Rate Schedule with a 2% increase in the subsequent years.

Table 12. Department of Computer Science Expenditures

This table describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Computer Science (CS), it is anticipated that the new proposed program will require an additional full-time faculty member and one adjunct faculty.

TABLE 2: EXPENDITURES COMPUTER SCIENCE					
Expenditure Categories	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary[1]	69,360	70,747	72,162	73,605	75,077
c. Total Benefits[2]	22,889	23,347	23,813	24,290	24,775
2. Total Assistant Systems Administrator Expenses (b + c below)	71,559	72,990	74,451	75,940	77,459
a. # FTE	1	1	1	1	1
b. Total Salary[3]	53,804	54,880	55,978	57,098	58,240
c. Total Benefits[4]	17,755	18,110	18,473	18,842	19,219
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary[5]	39,000	39,780	40,576	41,387	42,215
c. Total Benefits[6]	3,120	3,182	3,246	3,311	3,377
4. Equipment[7]	10,000			10,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 - 7)	**220,928**	**215,046**	**219,248**	**233,533**	**227,903**

1-Average Salary for Assistant Professors in Computer Science for FY 2021 with a 2% increase in subsequent years.
2-Average Benefits for Assistant Professors in Computer Science for FY 2021 is 33% of salary with a 1% increase in subsequent years.
3- Average Salary for Assistant Systems Administrator in FY 2021 with a 2% increase in subsequent years.
4- Average Benefits for Assistant Systems Administrator in FY 2021 is 33% with a 1% increase in subsequent years.
5- Average Salary for Adjunct Faculty ($6,500 per course x 6 courses) in FY 2021 with a 2% increase in subsequent years.
6- Average Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years. 7-Equipment is the cost for (2-3) computers on a three-year replacement cycle.

Table 13: DFPA Expenditures. This table describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Fine and Performing Arts (DFPA), it is anticipated that the new proposed program will require an additional full-time faculty member, one program coordinator/faculty and an adjunct professor. Additional costs for advertising and promotional materials are estimated at $3, 500/year.

TABLE 2: EXPENDITURES DFPA					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Total Faculty Expenses (b + c below)	86, 450	88, 179	89, 942	91, 742	93, 817
a. # FTE	1	1	1	1	1
b. Total Salary[1]	65, 000	66, 300	67, 626	68, 979	70, 539
c. Total Benefits[2]	21, 450	21, 879	22, 316	22, 763	23, 278
2. Total Faculty Coordinator Expenses (b + c below)	94, 750	99, 070	101, 153	103, 176	105, 240
a. # FTE	1	1	1	1	1
b. Total Salary[3]	70, 000	71, 400	72, 828	74, 285	75, 771
c. Total Benefits[4]	24, 750	27, 670	28, 325	28, 891	29, 469
3. Total Adjunct Expenses (b + c below)	6, 480	6, 610	6, 741	6, 876	7, 014
a. # FTE	1	1	1	1	1
b. Total Salary[5]	6, 000	6, 120	6, 242	6, 367	6, 494
c. Total Benefits[6]	480	490	499	509	520
4. Equipment[7]	50, 000		75, 000		
5. Library					
6. New or Renovated Space					
7. Other Expenses	2, 500	2, 500	2, 500	2, 500	2, 500
TOTAL (Add 1 - 7)	**240, 180**	**196, 359**	**207, 836**	**204, 294**	**208, 571**

1- Average Salary for Assistant Professors in DFPA for FY 2021 with a 2% increase in subsequent years.
2- Average Benefits for Assistant Professors in DFPA for FY 2021 is 33% of salary with a 1% increase in subsequent years.
3- Average Salary for Program Coordinator in FY 2021 with a 2% increase in subsequent years. 4-Average Benefits for Program Director in FY 2021 is 33% with a 1% increase in subsequent years.
5- Average Salary for Adjunct Faculty ($3, 000 per course x 2 courses) in FY 2021 with a 2% increase in subsequent years. Average Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years.
6- Equipment is the cost for computers, upgrades, motion capture suits, software on a three-year replacement cycle.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15) 1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Courses and curriculum will be reviewed annually for effectiveness via course evaluations, course reviews and assessments of student work, research, projects, including capstones, portfolio reviews and demonstrations to be reviewed by faculty and an advisory board. This board will consist of industry experts, strategic partners as well as university faculty from other institutions. There will also be extensive program review of the entire major by external reviewers as well as the College of Arts and Sciences and Academic Affairs. The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented by the ABET Council on Computing. Industry and graduate schools recognize ABET accreditation as the hallmark of excellence in undergraduate STEM education.

Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation input from students, administrators, and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

- Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of the two majors and programs—this will include the size, specialization, credentials, and experience of the faculty.
- Analysis of faculty workload; and
- Professional development opportunities for each faculty member.

Evaluation of student learning outcomes in Computer Science will be based on assessment of the stated ABET and outcomes using the continuous improvement processes. Additionally, for the Department of Fine and performing Arts (VCDMA) once membership is obtained, there will be periodic reviews by accrediting bodies such as NASAD: National Association of Schools of Art and Design to retain membership and demonstration of program success, effectiveness, and accountability.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The evaluation of the program educational objectives will follow the same process currently used for both BS degrees and majors and for each department. Evaluation of the program's educational effectiveness will include:

- Ensuring that the program's educational objectives are aligned to the BSU mission.
- Ensuring that the program's educational objectives align to the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives. Following a documented process to ensure that the student outcomes are mapped to the program educational objectives.
- Analyzing how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the Game Design, Animation, XR and entertainment fields as they evolve.
  Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high
  graded) that will be available for accreditors during site visits.
- Analysis of class size on achievement of learning outcomes.
- Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan supports student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to:

- Support educational opportunity for Marylanders (Success, Strategy 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5).
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9).
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7).
- Partner with business, government, and other institutions to support workforce development and
- Graduate readiness (Innovation, Strategy 8).
- Expand support for grant participation and research (Innovation, Strategy 10).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11). Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity.

O. Relationship to Low Productivity Programs Identified by the Commission

This new program has no relationship with a low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

The university has the resources to offer a quality distance education program. The university utilizes the state-of-the-art Blackboard system as well as cloud based virtual laboratories. And all faculty are trained in offering distance learning education courses.

2. Provide assurance and any appropriate evidence that the institution complies with the C RAC guidelines, particularly as it relates to the proposed program.

The institution has met the nine guidelines as required by the Council of Regional Accrediting Commissions (C-RAC).

APPENDIX A. – Course Schema and 4 –Year Plans for both BS degrees

BS in Virtual Reality and Gaming. Core Courses (for both majors) shared by CS and DFPA:

Course #	Course Title	Credit Hours
COSC 109	Gaming I	3
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COMM 220	Gaming Industry: Principles, Strategies and Fundamentals	3
COSC 209	Gaming II	3
COSC 214	Data Structures and Algorithms	4
COSC 309	Gaming III	3
COSC 317	Augmented, Virtual & Mixed Reality	3
Course #	**Course Title**	**Credit Hours**
VCDM 394	History of Animation or VCDM 367 Design History	3
VCDM 396	2D Digital Animation I or VCDM 392 Motion Graphics	3
COSC 477	XR Virtual Reality and its Principles	3
COSC 479	Immersive XR Virtual Reality	3
COSC 494	Gaming IV (Capstone)	3
	Total Core Courses	42

Supporting Courses:

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics (CS)	3
MATH 225	Calculus I	4
COSC 208	Discrete Structures	3
MATH 228	Linear Algebra	3
ENGL 362	Technical Writing	3
BIOL 101	Biological Science (Life Science)	4
PHYS 271	General Physics I (Physical science)	4
	Total Supporting Requirements Credits	24

Additional supportive courses (suggested):

IDIS 110 Introduction to Entrepreneurship and or IDIS 210 Problem-Solving Using Design Thinking, MGMT 101 Introduction to Business (- 3 CREDITS each). Other COSC, VCDM, ART, ENGL, MGMT & MKTG elective courses in Computer Science and VCDMA, Studio Arts (Fine Arts), Language, Literature and Cultural Studies, Business and Marketing.

Course #	Course Title	Credit Hours
COMM 101	Oral Communications	3
Arts and Humanities elective		3
Social Sciences		**6**
HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		3/4
	Total General Education	**46/47**

BS Degree in Gaming and Virtual Reality, Computer Science Required Courses

Course #	Course Title	Credit Hours
COSC 374	Object-Oriented Design	3
COSC 375	Object Oriented Design and Development	3
COSC 402	Software and Operating System Security	3
COSC 418	Principles of Computer Graphics (required)	3
COSC 431	Database Management (required)	3
COSC 465	Software Engineering (required)	3
COSC 469	Advanced Software Engineering (required)	3
COSC 473	Artificial Intelligence (required)	3
COSC 474	Machine Learning and Discovery	3
COSC 476	Natural Language Processing	3
COSC 485	Data Communications and Networks	3
	Total Required Course Credits: 33	

BS, Gaming and Virtual Reality course scheme and 4-year plan General Education and Institutional Requirements

Freshman Year

First semester	Credit	Second Semester	Credit
COSC 112 Computer Science I	4	COSC 113 Computer ScienceII	4
MATH 225 Calculus I	4	MATH 226 Calculus II	4
ENGL 101 Expository Writing	3	ENGL 102Argument and Research	3
FRSE 101 Freshman Seminar	3	COMM 101 Oral Communication (COMM 220) choose one (GE)	3
COSC 109 Gaming I	3	COSC 209 Gaming II	3
Total:	**17**	**Total:**	**17**

Sophomore Year

First semester	Credit	Second Semester	Credit
COSC 208 Discrete Structures	3	COMM 220 Gaming Industry: Principles and Fundamentals or elective (COSC, VCDM, 100/200)	3
COSC 214 Data Structures and Algorithms	4	MATH 228 Linear Algebra	3
IDIS 110 Introduction to Entrepreneurship	3	BIOL 101 Biological Science	4
MATH 155 Probability and Statistics	3	HIST 114 or 115 African American History	3
Social /Behavioral Science Gen Ed Elective	3	Health and Wellness Elective	3
Total:	16	Total:	16

Junior Year

First semester	Credit	Second Semester	Credit
PHYS 271 General Physics	3	COSC 418: Principles of Computer Graphics	3

First semester	Credit	Second Semester	Credit
COSC 309 Gaming III	3	VCDM 394 History of Animation	3
COSC 317 Augmented, Virtual & Mixed Reality	3	ENGL 362 Technical Writing for Computer Science (suggested)	3
		Arts and Humanities Gen Ed Elective	3
COSC 431: Database management	3	COSC 465: Software Engineering	3
Total:	12	Total:	15

Senior Year

First semester	Credit	Second Semester	Credit
VCDM 396 2D Animation I	3	COSC 429: Data Visualization	3
COSC 477 Virtual Reality & its Principles	3	COSC 479 Immersive Virtual Reality	3
COSC 469: Advanced Software Engineering	3	COSC 499 Gaming IV	3
COSC 473: Artificial Intelligence	3	COSC 474 Machine Learning	3
Elective	3		
Total:	15	Total:	12

APPENDIX B. COURSE DESCRIPTIONS

COMPUTER SCIENCE

COSC 109: GAMING I - 3 CREDITS *Prerequisite(s): None.* This course will introduce students to the process of good game design. Students will work in teams in an iterative process to design, implement, and evaluate a 2D game. Topics will include idea generation, storyboarding, and human-computer interaction. The course will include readings and play testing, and each team will present their completed game in a game showcase at the end of the course.

COSC 209: GAMING II - 3 CREDITS *Prerequisite(s): COSC 109 or COSC 112.* This the course focuses on designing simple playable games, each exploring different aspects of game design such as rule design, game balance, multiplayer strategy, complexity, randomness, narrative, psychology, emergent behavior, and aspects of physical game bit andinterface design. The course will cover game design concepts through readings, presentations, and play testing and emphasize the hands-on development of games.

COSC 309: **GAMING III - 3 CREDITS** *Prerequisite(s): COSC 113, 209.* This course introduces techniques used to create computer animation. Topics include principles of animation, motion planning, and generation, key framing, kinematics, inverse kinematics, and motion technology. Students will develop a game using Computer Graphics Library.

COSC 317: Augmented, Virtual and Mixed Reality - 3 CREDITS *Prerequisite(s): COSC 113, 209:* This course introduces students to the design process for producing virtual reality (VR), augmented reality (AR), and mixed reality (MR) games. The course covers a wide range of literature and practice starting from the original computer science and HCI concepts through the evolution of all supporting technologies including visual displays (for VR, AR, and MR), motion tracking, interactive 3D graphics, multimodal sensory integration, immersive audio, user interfaces, IoT, games and experience design.

COSC 489: Immersive Virtual Reality - 3 CREDITS *Prerequisite(s): COSC 317, 477:* This course covers the technical and experiential design foundation required for the implementation of immersive environments in virtual, augmented, and mixed reality platforms. This course will apply player-centric game design frameworks to create immersive 3D experiences using the latest hand-held and wearable devices. Project work will explore how VR-AR game design can make immersive experiences more fun, how game engines with extended reality devices are becoming the film cameras of the future for immersive cinema and 3D animation.

COSC 499: GAMING IV - 3 CREDITS *Prerequisite(s): COSC 309, 477:* This game design and development capstone course will involve a full production cycle of game development from brainstorming concepts to designing, implementation, playtesting, and evaluating a complete game. Topics will include graphics game engines, motion generation, behavioral control for autonomous characters, interaction structure, and social and interface issues of multi-user play. The course will emphasize hands-on development of games and students will document their work in the form of written reports and oral presentations.

COSC 112: Computer Science I - 4 CREDITS *Prerequisite(s): None.* (Students without programming experience may be advised to take COSC 111 before or concurrently with COSC 112.) This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block structured language. Ethical and social issues include information privacy, data reliability, data security, including wiretapping and encryption and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113: Computer Science II - 4 CREDITS *Prerequisite(s): COSC 112.* Prerequisite or taken concurrently: MATH 141 or MATH 150. Students are introduced to the programming tools required to solve a more advanced set of problems. Students further develop their knowledge of the principles of object-oriented design and programming, including the use of interfaces and inheritance. Topics include arrays, strings, records, classes, inheritance and composition, pointers, recursion, and linked lists. It is designed for students who have prior training in computer concepts and terminology. Professional ethics and social issues (including sustainability) which relate to professionalism in Computer Science are also considered. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 214: Data Structures and Algorithms - 4 CREDITS *Prerequisite(s): COSC 113 or COSC 190.* This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 208: Discrete Structures - 3 CREDITS *Prerequisite(s): COSC 113 or COSC 190 and either MATH 141 or MATH 150.* The course covers fundamental mathematical concepts and algebraic structures, such as Logic, Sets, Relations, Functions, Induction and Recursion, Probability & Statistics, and an introduction to the theory of graphs and trees. It is a course in discrete mathematics that is an integral part of computer science's undergraduate curriculum. The course's purpose is to ensure that the students become comfortable with the theoretical framework within which ideas in computer science are expressed.

COSC 374: Object- Oriented Design and Development - 3 CREDITS
Prerequisite(s): COSC 214. This course covers the design and development of object-oriented programs. Specifically, students will study object-oriented design methods, classes, inheritance, polymorphism, and software engineering issues. Students will acquire the ability to analyze a problem using object-oriented techniques. They also will learn a widely used object-oriented language such as JAVA, using a Unix platform.

COSC 477 – Virtual Reality and its Principles - - 3 CREDITS *Prerequisite(s): or taken concurrently: COSC 113; or consent of instructor.* This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

COSC 402: Software and Operations System Security - 3 CREDITS *Prerequisite(s): COSC 330 or Consent of Instructor.* This course will examine security principles and practices important to operating systems and programming. Topics include OS security architecture; memory security; authentication, including account and password protection mechanisms; assessing OS vulnerabilities; programming security and attacks such as buffer overflow attacks and writing secure code; application interaction; module control; auditing host security, including operational logs; malicious logic including viruses and virus protection; and security applications.

COSC 410: Data Communications and Networks - 3 CREDITS Prerequisite(s): COSC 214 and COSC 284. This course explores the fundamentals of data communication and computer networking: common carrier implications, tariffs, exchanges, concentrators, multiplexors, and buffering; circuit, message, and packet switching; network architectures and protocols; protocol standards, modeling, and analysis; cost and design; software considerations are emphasized. (Formerly: COSC 485)

COSC 418: Principles of Computer Graphics - 3 CREDITS *Prerequisite(s): COSC 214 or MATH 228.* This course introduces students to basic concepts and essential principles of Computer Graphics from programming perspective. It includes topics such as Geometric Modeling, Lighting/Shading, Subdivision of Curves and Surfaces, Mesh Parameterization, Texture Mapping, Morphing, and Animation. Students will use a standard Computer Graphics Library and develop simple algorithms of Computer Graphics to reinforce the concepts.

COSC 431: Database Management - 3 CREDITS *Prerequisite(s): COSC 214.* This course is an introduction to concepts, design objectives, tools, and principles database management system software. Descriptors, structures, database system architectures, entities, relationships, and data models. The relational, network and hierarchical database models, normal forms, and canonical data structures will be studied as a basis for logical organization. Relational algebra and calculus, introduction to concurrency, and transaction management are studied.

COSC 465: Software Engineering - 3 CREDITS *Prerequisite(s): COSC 214.* This course introduces the student to major topics in software engineering such as: requirements specification, analysis and design, testing, project management, and implementation. Additional topics such as software life cycle models, the Unified Modeling Language (UML), agile software development techniques, configuration management, change control and version control tools, object-oriented design, and project documentation will be discussed.

COSC 473: Artificial Intelligence - 3 CREDITS *Prerequisite(s): or taken concurrently: COSC 113; or consent of instructor.* This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

COSC 474: Machine Learning and Discovery - 3 CREDITS *Prerequisite(s): COSC 214.* Artificial intelligence techniques for knowledge acquisition by computers. Fundamental problems in machine learning and discovery. Systems that learn from examples, analogies, and solved problems. Systems that discover numerical laws and qualitative relationships. Projects centering on implementation and evaluation.

COSC 476: Natural Language Processing - 3 CREDITS *Prerequisite(s): COSC 474.* This course covers a broad range of topics in natural language processing. It is intended for students who are familiar with machine learning fundamentals. Topics include finite-state methods; context-free and extended context-free models of syntax, parsing and semantics interpretation; n-gram and Hidden Markov models; part-of-speech tagging; coreference resolution; discourse structure; and natural language applications such as machine translation, automatic summarization, sentiment analysis and question answering.

COURSE DESCRIPTIONS DEPARTMENT OF FINE & PERFORMING ARTS (STUDIO & VCDMA)

ART 101: 2D Design - 3 CREDITS this course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied.

ART 102: 3D Design - 3 CREDITS this course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied.

ART 110: INTRODUCTION TO DRAWING - 3 CREDITS This course provides the fundamentals in the practice of drawing in various media, development of artistic discrimination, and drawing skills.

ART 111: LIFE DRAWING - 3 CREDITS This course is a study of the costumed and nude figure.

ART 310: PORTRAIT & FIGURE SCULPTURE - 3 CREDITS Armature construction and practical experience in creating basic forms in metal, clay, plaster, wood, and stone will be provided

VCDM 215: ANIMATION, DESIGN CONCEPTS AND PRINCIPLES - 3 CREDITS An introductory course to cover an overview of the basics of animation and motion graphics, principles of animation, drawing for animation, character, scenic design, and storyboarding. **proposed new course*

VCDM 220: VIDEO GAMING, ANIMATION & ENTERTAINMENT DESIGN I - 3 CREDITS This hands-on studio course provides the foundations of interactivity, immersive technology, and visual approaches to using design tools to create animation, motion graphics, sound, film to produce a successful game, immersive, and/or interactive experience. *proposed new course*

VCDM 267: Video Gaming, Entertainment Arts, & Immersive Media in Society - 3 CREDITS Prerequisite: ENGL 102. A course in theory and critical and overview of the history of the video gaming industry, entertainment media and immersive technology and its impact on society, business, and connections to popular culture. *proposed new course*

VCDM 320: VIDEO GAMING, ANIMATION & ENTERTAINMENT DESIGN II - 3 CREDITS Prerequisites VCDM 220. This studio course will provide students with hands-on storytelling, conceptualization, design, and creation of visual, interactive, and immersive experiences for entertainment such as motion capture, advanced animation, motion graphics, and cinema production techniques. *proposed new course*

VCDM 315: CONCEPTUAL THINKING IN DRAWING AND ILLUSTRATION

3 CREDITS. Prerequisite(s): ART 110 or 111. Through a series of illustration-based exercises and problems students will be helped to enhance creative and technical skills for communicating visual concepts. Students will learn the professional processes of collecting reference work, creating thumbnail sketches and rough drafts. Projects are designed to increase knowledge and understanding of compositional strategies, color theory, conceptualization and exploration of materials and techniques. Students will use prior experience in drawing, painting, graphic arts, digital media or art made from repurposed materials to develop strong and effective illustrations for the purpose of marketing, journalism or personal expression.

VCDM 360: DIGITAL CINEMATOGRAPHY I - 3 CREDITS This course is a study of the principles of digital video/cinema including the use, operation, basic digital video editing, as well as the developing narratives and scripts for short video projects and exercises.

VCDM 361: DIGITAL CINEMATOGRAPHY II: ADVANCED DIGITAL EDITING & COMPOSITING TECHNIQUES - 3 CREDITS Prerequisite(s): Junior Standing, VCDM 360 formerly Cinematography II. This course is a continuation of ART 360. Emphasis is on special digital video and compositing techniques, as students will develop a short digital video project over the course of the semester.

VCDM 367: DESIGN HISTORY - - 3 CREDITS Prerequisite(s): ENGL 102. The course will focus on the historical and technological developments in design over the 19th, 20th and current century. This course will look at how design has helped shape and communicate with society's values, and contributions in design and technological innovations.

VCDM 368: ANIMATION, GAME DESIGN & PRODUCTION I. - - 3 CREDITS Prerequisite(s): VCDM 320 & 496. Students work collaboratively to design, prototype and develop all phases of production of a final game, virtual, immersive entertainment product, and/or prototype for the senior capstone, portfolio.

VCDM 370: SCREENWRITING 3 CREDITS Prerequisite(s): ENGL 102. An overview of screenwriting and provides VCDMA students and introduction to the basic principles of writing and developing narratives for film and television. The course will also provide a foundation in writing narratives for digital video/film production and provide students an understanding the screenplay format, editing and revision process as well as the basics of the business of screenwriting.

VCDM 378: IMMERSIVE MEDIA ARTS & DESIGN 3 CREDITS Prerequisite(s): VCDM 320. Students are provided techniques the best practices in design, art, and aesthetics for immersive, interactive experiences and production as well as XR, VR, AR technologies; and as they intersect with visual media and content creation. *proposed new course*

VCDM 392: MOTION GRAPHICS - 3 CREDITS Permission of instructor only. Advanced Standing and/or VCDM 340. This course provides an overview of industry-standard motion graphics tools and techniques, and provides training in advanced compositing techniques, animation, and modeling used in real-world studio situations.

Students are guided through 2D animation, visual effects, compositing, rendering, lighting, and setup for animation. Motion Graphics further covers 3D modeling for objects, environments, particle systems, materials, lighting, and 3D simulation.

VCDM 394: HISTORY OF ANIMATION - 3 CREDITS Prerequisite: ENGL 102. This course will explore the history of American animation from film to television. In addition to the major animation studios, the course will explore the role of minority and female animators. The influence of animation on media will be addressed from the aesthetic, technical, business, and cultural perspectives.

VCDM 395: STOP-MOTION ANIMATION - 3 CREDITS This is a hands-on studio course that focuses of stop-motion and experimental animation, as well as the genres of replacement animation, pixilation, puppet, paper, cut-out, object animation, motion graphics and visual effects. The course emphasizes the principles of animation as it intersects film and digital media production, technology, and the television and film industry.

VCDM: 396 2D DIGITAL ANIMATION I - 3 CREDITS this course is an introduction to animation using state-of-the-art software and hardware for motion graphics. It provides a study of animation principles as well as techniques in producing two dimensional digital animations.

VCDM 397: 2D DIGITAL ANIMATION II - 3 CREDITS As a continuation of VCDM 396, this course allows students to develop skills in two-dimensional digital animation production, character animation, motion graphics, and advanced animation principles. Students will work on a variety of lessons throughout the semester and on an extended animated production.

VCDM 407: AFRICAN AMERICAN CINEMA - 3 CREDITS Prerequisite(s): Advanced standing; ENGL 213 or ENGL 250, and VCDM 360. This advanced course examines in depth the art, history, aesthetics, and cinematography of films produced by African Americans and women of color. This examination will focus on several elements, including

the filmmakers, directors, actors, production (studio produced vs. independent), technical and production elements, characterization, genre and film language.

VCDM 408: VISUAL CULTURE - 3 CREDITS A visual study and critical discourse on the aesthetics of contemporary art and theory as it intersects with urban culture and artistic movements such as hip-hop. This course explores the aesthetics, philosophies, and foundations of hip-hop by focusing on musical, poetic (spoken word), and visual expressions rooted within the culture. Visual and performance artists who have been influenced by and who incorporate hip-hop into their work will also be studied. Students will also study the relationship between hip-hop to visual art, multimedia, video/film, as well as with other cultures, and the political, social, and historical movements in African American history.

VCDM 410: HIP-HOP STUDIO - 3 CREDITS An interdisciplinary and advanced course that incorporates an innovate approach to combining workshop, lecture and studio into actual creative projects using hip-hop and the elements of MCing, DJing, Graffiti, B-Boy/B-Girl (Dance) and Knowledge as the catalyst for creative, collaborative research projects rooted within hip-hop and visual culture.

VCDM 450: MULTIMEDIA WORKSHOP: WEB DESIGN & DIGITAL STUDIO - 3 CREDITS Prerequisite(s): ALL: Junior Standing. This course is designed to give the student an opportunity to explore the creative possibilities in multimedia including interactive, web design, and presentation graphics media.

VCDM 451: ADVANCED TOPICS IN MULTIMEDIA, WEB DESIGN, XHTML & CSS - 3 CREDITS. This course is a continuation of VCDM 450 Multimedia Workshop. This advanced course focuses on web design, hand-coding and scripting for web design, and specifically using XHTML, CSS, ActionScript and other technologies. Student will also research and produce examples of web design and/or interactive media and incorporate current trends and practices for both the internet and mobile devices.

VCDM 464: SPECIAL TOPICS: VIRTUAL PRODUCTION STUDIO - 3 CREDITS Permission Only. Advanced Standing. This advanced studio course will provide students hands-on storytelling, conceptualization, virtual design and the creation of immersive experiences for entertainment such as motion capture, advanced animation, motion graphics and digital cinema production techniques, including special and visual effects as well as other topics focusing on technology, culture and diversity. *proposed new course*

VCDM 468: Game Design and Development Project II - 3 CREDITS A continuation of VCDM 368. Students work collaboratively to complete production of a final game, entertainment product and/or prototype for senior capstone, portfolio. *proposed new course*

VCDM 470: SELF PROMOTION & MARKETING IN THE ARTS - 3 CREDITS Prerequisite(s): Junior/Senior Standing; Permission only. The course focuses on developing and expanding the students' use of technology components, skills and practices such as: the integration of video, print design and online media to create proper marketing materials to promote the student's future chosen careers in the visual and/or performing arts.

VCDM 491: INTERNSHIP IN ART & VISUAL COMMUNICATION - 1 CREDIT. Prerequisite(s): Junior/Senior Standing; Permission only and at least 24 credit hours (upper level) in area of concentration. This advanced internship and apprenticeship course is intended to help students in Art and VCDMA (computer graphics) make their way into the professional art, design/ multimedia, and visual communication world. The class serves as a bridge between students and professionals in the various art/design, industries, and students.

VCDM 492: INTERNSHIP IN THE GAMING AND ENTERTAINMENT INDUSTRY - 1 CREDIT. Prerequisite(s): Junior/Senior Standing; Permission only and advanced standing in area of concentration. This advanced internship course is intended to help students under the gaming major (gaming and entertainment concentration) make their transition into the game or entertainment design industry by getting valuable work experience, build skills and develop networks with professionals and mentors.
proposed new course

VCDM 496: 3D ANIMATION AND MODELING I - 3 CREDITS this course is an overview of 3D computer animation & modeling. Through in-class lectures, assignments, and homework, you will be instructed on how to use 3D software for basic modeling, rendering, lighting, and setup for animation. Different methods of conceptualizing characters will be discussed and illustrated. There will also be instruction in using a bitmap-based paint and illustration application to create textures. The student will also learn some basic compositing techniques and computer simulation. The students will also be exposed to how the applications are used in real-world studio situations.

VCDM 497: 3D ANIMATION AND MODELING II - 3 CREDITS this course is a continuation of VCDM 496 3D Modeling & Animation. Students are instructed and guided through advanced technique for modeling, rendering, rigging, lighting, and setup for animation. Advanced character, scene and object design as well as 3D simulation will also be covered. The course provides training in advanced compositing techniques, animation and modeling used in real-world studio situations

ADDITIONAL DFPA & COMMUNICATION & OTHER SUPPORTIVE COURSES

Music Technology

MUSC 230: INTRODUCTION TO SOUND DESIGN FOR VISUAL MEDIA - 3 CREDITS This course serves as an engaging introduction to the basic skills needed to design immersive, high quality sound design for various forms of visual media including animation, film, and game design.

Theatre Arts

THEA 100: ACTING (FOR NON-MAJORS) - 3 CREDITS this course introduces students to the craft of acting on and off stage through theatre exercises, improvisations, and scene studies, as it develops an appreciation for acting as an art form.

THEA 441: SCENE DESIGN - 3 CREDITS Prerequisite(s): Stagecraft, Lighting, Technical Production. Recommended: ART 101 Design, and ART 102-103 Drawing. Preparation of sketches based on the principal styles and periods in the theatre; balance,

composition, color, and unity of stage settings as applied to a script. Study and practice using various techniques and media stressing line, mass, color, lighting, and form.

Communications

COMM 220: Gaming Industry: Principles, Strategies and Fundamentals - 3 CREDITS the focus of this course is to introduce students to the fundamental concepts of the gaming industry and provide historical, theoretical, and logical approaches to digital and visual gaming strategies. The students will learn various applications of streaming and digital communications technologies, the assessment of gaming audiences, the gaming industry, and an overview of game production. This course expands on gaming fundamentals, strategies, and game development with an emphasis on diversity and inclusion. *proposed new course*

Business and Marketing

MGMT 101: INTRODUCTION TO BUSINESS - 3 CREDITS This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology and functional issues facing managers. This course acquaints students with international aspects of business.

MKTG 231: PRINCIPLES OF MARKETING - 3 CREDITS this course is an introduction to the field of marketing and the issues of marketing management. Areas of study include consumer behavior, social responsibility of marketers, marketing of goods and services, industrial marketing, and logistics of distribution, pricing, product-planning and development, promotion, the selling function, and government regulations.

MKTG 341: ENTERTAINMENT MARKETING - 3 CREDITS Prerequisite MKTG 231. This is an introductory course which helps students develop a thorough understanding of the marketing concept and theories through various entertainment events. The areas this course covers include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and entertainment marketing plans. This course also delves into the components of promotion plans, sponsorship proposals and the key elements needed in operating successful entertainment events.

Entrepreneurship Academy Courses

IDIS 110: INTRODUCTION TO ENTREPRENEURSHIP - 3 CREDITS Introduction to Entrepreneurship provides participants with the tools necessary for applying entrepreneurial thinking in their work and life. This course introduces participants to the fundamentals of entrepreneurship, providing them a blueprint for the ideas and strategies to build a successful venture.

IDIS 210: PROBLEM SOLVING USING DESIGN THINKING - 3 CREDITS this course provides an overview of design thinking to help students understand the concept as a problem-solving approach and an innovation tool. Design Thinking encompasses concept development, applied creativity, prototyping, and experimentation thinking, as it relates to understanding customers' needs.

<u>Language, Literacy and Cultural Studies</u>

ENGL 253: STUDIES IN POPULAR CULTURE - 3 CREDITS Prerequisite: ENGL 102. This course will examine and analyze popular culture and its representation in different media ranging from hip-hop music to sci-fi cinema. Specifically, the manifestations of pop culture in literature, film, television, music, and advertising will be assessed, as will the growing role of technology in the creation and understanding of culture. In addition, this course will assess the rhetorical situation of the examined texts and analyze those texts through the application of traditional rhetorical and literary methods.

ENGL 261: GENDER, CULTURE, AND IDENTITY - 3 CREDITS this course is designed to introduce students to the basic concepts and perspectives in Women's Studies/Gender Studies. This course will place the category of gender and culture at the center of analysis it is an inter-disciplinary, transnational study of the significance of gender in shaping the cultural experience of communities and individuals.

ENGL 333: GRAPHIC NOVELS - 3 CREDITS Prerequisite(s): ENGL 102. This course uses the analytic tools or literary theory and cultural studies to study the graphic novel and the way in which this medium creates narrative meaning through the dynamic interplay of images and words. Students will learn the history of graphic novels and read works created domestically and internationally with special attention given to image-text relationships, form, style, and the cultural identities of characters, artists and readers.

ENGL 361: TECHNICAL AND REPORT WRITING - 3 CREDITS Prerequisite: ENGL 102. This course is a study of the requirements of technical and report writing, coupled with a review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments using sophisticated software packages.

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
COLLEGE OF SOUTHERN MARYLAND
AND
BOWIE STATE UNIVERSITY REGARDING TRANSFER ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE TO BACHELOR OF SCIENCE IN VIRTUAL REALITY AND GAMING

This Academic Program Articulation Agreement ("Agreement") is entered into by and between College of Southern Maryland (the "Sending Institution") and Bowie State University (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from the Associate of Science in Computer Science for the completion of the Bachelor of Science in Virtual Reality and Gaming (the "Program(s)").

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing;
3. Are accepted for admission to the Receiving Institution;
4. Graduate from CSM with the Associate of Science in Computer Science; and
5. Maintain a 2.0 cumulative grade point average.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

SEMESTER 1						
COLLEGE OF SOUTHERN MARYLAND			**Receiving Institution Comparable Course**			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education English

49/314

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

Virtual Reality and Gaming
Articulation Agreement
Page **2** of **7**

CSC-1100	Practical Programming with Python	3	FRSE-101	Freshman Seminar	3	Major Requirement
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education
ITS-1055	Introduction to Computing	3	Lower Level Elective		3	Elective
Total Credits		13				

SEMESTER 2						
COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
MTH-1210	Calculus II	4	MATH-226	Calculus II	4	General Education
ENG-1020	Composition and Literature	3	ENGL-102	Argument and Research	3	General Education English
CSC-2591	Computer Science I	4	COSC-112	Computer Science I	4	Major Requirement
BIO-1060/L	Principles of Biology I and Principles of Biology I Lab	4	BIOL-101	Biological Sciences	4	General Education
	Social/Behavioral Sciences	3		Social Sciences	3	General Education
Total Credits		18				

SEMESTER 3						
COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
CSC-2592	Computer Science II	4	COSC-113	Computer Science II	4	Major Requirement
CSC-2750	Computer Architecture	4	COSC-354	Computer Architecture	3	Major Requirement
COM-1010	Basic Principles of Speech Communication	3	COMM-101	Oral Communications	3	General Education
MTH-2500	Discrete Mathematics	3	MATH-344	Math Statistics	3	Major Requirement
MTH-2220	Introduction to Linear Algebra	4	MATH-228	Linear Algebra	3	Major Requirement

Total Credits	18

SEMESTER 4						
COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
CSC-2740	Data Structures and Algorithms	4	COSC-214	Data Algorithms	3	Major Requirement
PHY-1310	Calculus-Based Physics I with Lab	4	PHYS-271	General Physics I	4	General Education
	Social/Behavioral Science with Cultural and Global Awareness	3		General Education Elective	3	General Education
ITS-2090	Computer Security	3	COSC-245	Cybersecurity Fundamentals	3	Major Requirement
Total Credits		14				

Additional Coursework Students Can Take at College of Southern Maryland

COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
MTH-1015	Introduction to Statistics	3	MATH-155	Probability and Statistics	3	General Education
WFS-1701	Personal Wellness and Fitness	3	HEED-102	Life and Health	3	General Education
HST-1061 or HST-1062	History of African Americans to 1877 OR History of African Americans Since 1877	3	HIST-114 or HIST-115	African American History to 1865 OR African American History Science 1865	3	General Education
Total Credits		9				

Remaining Courses to be Taken at Bowie State University

Students who complete the plan above including all recommended courses and earn the A.S. in Computer Science will take the following courses at Bowie State University to meet the Bachelor of Science in Virtual Reality and Gaming requirements. Students who transfer before completing the associate degree may have more general education and program requirements to take and fewer free credits.

General Education Requirements (9 credits)
Arts and Humanities (3 credits)
6 General Education Elective credits

Major Requirements (42 credits)
COSC-109: Gaming I (3 credits)
IDIS-110: Introduction to Entrepreneurship (3 credits)
COSC-208: Discrete Structures (3 credits)
COMM-220: Gaming Industry: Principles, Strategies, and Fundamentals (3 credits)
COSC-209: Gaming II (3 credits)
COSC-309: Gaming III (3 credits)
COSC-317: Augmented, Virtual & Mixed Reality (3 credits)
COSC-465: Software Engineering (3 credits)
VCDM-394: History of Animation OR VCDM-367: Design History (3 credits)
VCDM-396: 2D Digital Animation I OR VCDM-392 Motion Graphics (3 credits)
COSC-477: XR Virtual Reality and its Principles (3 credits)
COSC-479: Immersive XR Virtual Reality (3 credits)
COSC-494: Gaming IV (Capstone) (3 credits)
ENGL-362: Technical Writing for Computer Science and Computer Technology (3 credits)

Students will need to take free elective credits to meet the 120 credit requirement for the Bachelor of Science degree.

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

3. The Receiving Institution will share a list of graduates each semester with the Sending Institution. A representative from the Sending Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

4. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Jacqui Rogers-Frere	Dr. Yvette Galloway
Title of staff person	Interim Assistant Registrar	Director of Advisement Center; Transfer Partnership Coordinator

Email address	jgrogers@csmd.edu	ygalloway@bowiestate.edu
Telephone Number	301-934-7571	301-860-4074

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

	Sending Institution	Receiving Institution
Name of person	Lakisha Ferebee	Rosemary Shumba
Title of person	Chair	Professor and Chair
Email address	ldferebee@csmd.edu	rshumba@bowiestate.edu
Telephone Number	240.725.5476	301.860.4446

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

6. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

7. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.

8. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

9. Changes (including non-substantial changes) to an academic program for which an institution has an articulation agreement may not be made without review of the articulation agreement to determine if revisions are needed based on the change.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 60 days written notice to the other Institution and the Maryland Higher Education Commission.

3. Both Institutions agree to meet every year to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

College of Southern Maryland

By: *Yolanda Wilson*
Yolanda Wilson (Aug 9, 2023 17:27 EDT)
Dr. Yolanda Wilson
President

Aug 9, 2023
Date

Bowie State University

By: _____
Dr. Guy-Alain Amoussou
Acting Provost

_____
Date

TOPIC: Proposed changes to II-1.00 USM Policy on Appointment, Rank, and Tenure of Faculty

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: Approximately two years ago, the USM provosts discussed a proposal at one of the institutions for a new series of teaching titles for non-tenure-track (NTT) faculty members. There was an interest in working together to add titles to the USM policy that would provide clear promotion pathways for NTT faculty. The provosts appointed a task force that included some of their members, a representative from the USM College and University System Faculty senate (CUSF), and System office staff. The task force worked through last summer, and then this year the resulting document was circulated for feedback from campuses in the fall. A tracked version with the suggestions received was then circulated again to CUSF and to campuses. Feedback was accepted and some adjustments were accordingly made. The proposed changes add a series of titles for faculty focused on teaching, as well as titles related to certain kinds of field work. The changes also correct a numbering error, make an adjustment specific to one of the professional schools at the University of Maryland, Baltimore, and make non-substantive editorial corrections that were recommended for consistency, clarity, and correctness.

ALTERNATIVE(S): The Regents may not approve the program 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 proposed edits to II-1.00.

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

UNIVERSITY SYSTEM
of **MARYLAND**

II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY
(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005{1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016); Amended [date any changes might be approved by BOR]

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland System. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY
A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full- time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.

2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.

3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action , and shall be widely publicized within the institution.

4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

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B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution, or designee.

2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include System-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

1. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.

2. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

The following provisions are to be furnished to all new faculty aAt the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure- track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

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Appointments to the rank of Instructor may be_ terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank

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of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years, and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years, and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under

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paragraphs I.C.6 through I.C.11.

Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the chief executive officer or a faculty board of review as provided for by the relevant institutional policy body. With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty calendar days to request a hearing. The hearing shall be held no sooner than thirty calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

(b) Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's~~his or her~~ institutional duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of his or her choice throughout termination proceedings.

8. If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is

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terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.

9. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.

10. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.

11. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.

12. Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.

13. If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.

14. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.

15. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.

16. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.

17. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.

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18. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A. GENERAL PRINCIPLES

1. The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f) and such other ranks as the Board of Regents may approve. Appointments to all other ranks, including any qualified rank in which an additional adjective is introduced (such as "Clinical Professor" or "Medical School Professor"), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored Ssystem-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion

and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.

3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

1. The criteria for tenure and promotion in the University System of Maryland System are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.

2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.

3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University of Maryland System of Maryland.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

1.FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE

(a.) <u>Instructor</u>: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

(b.) <u>Assistant Professor</u>: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.

(c.) <u>Associate Professor</u>: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

(d.) <u>Professor</u>: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

(a.)   <u>Assistant Staff Scientist</u>: The appointee shall hold the doctoral degree in the field of specialization, and shall have indicated promise of a high degree of ability in research in some subdivision of the field.

(b.)   <u>Associate Staff Scientist</u>: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.

(c.)   <u>Senior Staff Scientist</u>: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.

(d.)   <u>Faculty Research Assistant</u>: The appointee should be capable of assisting in research under the direction of the head of a research project and should have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

(e.)   <u>Research Associate</u>: The appointee ordinarily should hold the doctoral degree in the field of specialization, or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.

(f.)   <u>Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer</u>: This rank is generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and

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competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.) Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer: This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.) Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer: This rank is generally parallel to Professor. In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

3. FIELD FACULTY

(a.) Associate Agent: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position, and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.

(b.) Faculty Extension Assistant: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.

(c.) Faculty Extension Associate: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

(d.) Agent: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

(e.) Senior Agent: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

(f.) Principal Agent: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or

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national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

(g.)   Assistant Field Professor: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.

(h.)   Associate Field Professor: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.

(i.)   Field Professor: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.)   Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.)   Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(f.)(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.)   Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall

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hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) <u>Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor</u>: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) <u>Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor</u>: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and

clinical and professional practice sufficient to establish an outstanding regional and national reputation among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

(d.) <u>Clinical Instructor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) <u>Clinical Assistant Professor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) <u>Clinical Associate Professor</u>: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) <u>Clinical Professor</u>: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian,

curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure- track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

(a.) Librarian I: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.

(b.) Librarian II: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

(c.) Librarian III: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be at a level comparable to the rank of Librarian II at the appointing USM institution.

(d.) Librarian IV: ~~Appointment or promotion to this rank is exceptional.~~ This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored ~~S~~system-wide to ensure equity with respect to standards.

6. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UM~~GU~~C

(a.) Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.

(b.) Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.

(c.) Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.

(d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION

USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(c.)   Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

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(d.) **ADDITIONAL FACULTY RANKS**

(a.)   Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner, but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

 (b.)   Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

 (c.)   Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer), and) and shall have established a record of teaching excellence and a record of service. Fewer than six yearsyears' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

 (d.)   Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the

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appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(c.)(e.)   Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable.   These titles do not carry tenure.

(d.)(f.)   Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

(i.) Emeritus Faculty Appointments: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) Distinguished University Professor: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

(k.) Professor of the Practice: This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having that stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title. Each institution shall establish guidelines and procedures for awarding this title.

(l.) [Institution] Professor: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and the dean. This is a non-paid non-tenure track title.

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(Amended - Paragraph added per BOR June 22, 2005 meeting)

III. APPLICABILITY

A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland System as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.

B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.

C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. l.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs l through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs l through 14 of this policy shall apply pursuant to paragraph III. A.

D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS

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TOPIC: 2024 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary and each institution's cultural diversity submission.

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to MHEC. Regents may approve these reports or make recommendations or inquiries by May 31, 2024. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 14, 2024 BOR meeting, when the full Board will be asked to take action on this report.

FISCAL IMPACT: Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2024 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:	DATE: May 14, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2024

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on
Education Policy and Student Life and Safety
University System of Maryland Office
Tuesday, May 14, 2024

University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2024

The University System of Maryland's mission, vision, and values statements reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission
To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision
To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values
Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

> Diversity, Equity, and Inclusion
> We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.

> Civility
> Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

In 2008, the Maryland General Assembly began requiring higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. For 2024, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached).

Section 2: A summary of how the 2023 Supreme Court decision to strike down race-conscious admissions practices has affected your campuses policies and practices around outreach and support programs, community engagement, equity and access, and monitoring and evaluation.

Following are (1) highlights and themes from institutions' responses to the MHEC guidance; (2) USM office and multi-institutional diversity, equity, inclusion, and justice highlights; (3) each institution's response to the MHEC guidance followed by their Plan for Cultural Diversity; and (4) an appendix pertaining to international students. The entirety of an institution's work cannot be captured in the highlights below or in their seven-page responses to MHEC. More details can be found in institutions' cultural diversity plans, which are attached.

Highlights and Themes from USM Institutions' Responses to the MHEC Guidance

Section I
A summary of the institution's plan to improve cultural diversity
as required by Education Article §11-406.

Bowie State University
As the University aspires to even greater racial diversity, Bowie State University (BSU) it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. BSU continues to progress in adopting the institution's cultural diversity plan via an inclusive and intensive process. As intended, the plan is designed to assist the campus in key areas of inclusion and belongingness by infusing all divisional program development with the following practices:

a) reviewing selected existing data regarding the state of institutional diversity, equity, and inclusion efforts

b) engaging with those charged with leading organizational diversity, equity, and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges

c) determining collaboratively the vision and strategy for diversity, equity, and inclusion within the organization

d) providing guidance on promising practices to enhance diversity, equity, and inclusion across the institution; and

e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined.

Coppin State University
The diversity of the students, faculty, and staff of Coppin State University (CSU) has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of Coppin, an urban, Historically Black College/University, is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those who have been underrepresented in higher education. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development." Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities.

Frostburg State University
Frostburg State University's Plan for Cultural Diversity continues to provide a framework for university efforts that is specifically monitored and implemented by the Division of Student Affairs, Office of Diversity, Equity, and Inclusion (ODEI). Each academic year, in concert with the University Council on Diversity, Equity, and Inclusion, ODEI establishes goals and priorities that are aligned with the Division of Student Affairs and

university's strategic plans. These goals and priorities are informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Select Student Affairs, ODEI, and University Council on Diversity, Equity, and Inclusion goals for academic year 2023-2024 include:

- a) Facilitate the successful recruitment, transition, and retention of students by providing guidance, knowledge, and access to experiences, programs, and services.
- b) Create a safe, inclusive, and supportive campus community to foster student growth and education.
- c) Provide campus environments that foster student wellness and development.
- d) Provide engaging experiences that challenge students to excel.
- e) Expand regional outreach and engagement.
- f) Provide diversity, equity, and inclusion for students, faculty, and staff.
- g) Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming.
- h) Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion.

Salisbury University

A commitment to cultural diversity is a fundamental aspect of Salisbury University's (SU) institutional mission and values. SU's mission and values state, "The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion." They recognize that diversity enriches the educational experience and prepares students to "contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." In alignment with its strategic plan, SU is dedicated to cultivating a diverse and inclusive campus environment. Goal 2 of the strategic plan focuses on efforts to "Inspire a campus culture of inclusive excellence, support, and collaboration." SU strives to achieve this by implementing initiatives that promote diversity, equity, and inclusion across all areas of the campus community. Moreover, SU's commitment to diversity is embodied in the Salisbury Seven, a set of shared values that guide actions and decisions. The third point pledges, "We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging". Salisbury has created a cabinet-level position, the Vice President of Inclusion, Access, and Belonging, and hired a new coordinator of student diversity recruitment and retention to lead and strategize around these issues.

Towson University

Creating a more diverse and inclusive campus is a priority for Towson University (TU), linked to and aligned with their strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives, and beliefs held by members of the community. TU's diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group. The Towson University Diversity Strategic Plan outlines four overarching goals: 1) Education and Scholarship; 2) Recruitment, Retention and Success; 3) Campus Climate; and 4) Evaluation and Assessment. TU will continue to build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come. Towson University seeks to continue supporting an inclusive community by pursuing one or more of the Department of Education Minority Serving Institution designations.

University of Baltimore

The University of Baltimore (UBalt) fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24). Through programming, every semester, UBalt is celebrating cultural heritage and identity, as the University moves forward in equipping its learners with holistic and global leadership skills to create

equitable cultural and social spaces across all schools and colleges. A recent audit of The University of Baltimore's Diversity Strategic plan focused on the five goals of the plan and the activities that were conducted. The goals included:

- Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- Goal 2: Recruit, employ, and retain a diverse faculty.
- Goal 3: Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and underrepresented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion, and faculty diversity.
- Communication - Develop clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

University of Maryland, Baltimore

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the Core Values, the UMB 2022-2026 Strategic Plan, and the UMB Diversity Strategic Plan. Four of UMB's eight Core Values, Equity and Justice and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on university culture, engagement, and belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility." In addition to UMB's 2022-2026 Strategic Plan, the University is achieving progress through its first-ever diversity strategic plan, launched in Fall 2023. This plan serves as a roadmap and framework to advance diversity, equity, and inclusion at UMB.

University of Maryland, Baltimore County

University of Maryland, Baltimore County (UMBC) continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated Minority Serving Institution (MSI) and a newly designated Asian American Native American Pacific Islander Serving Institution (AANAPISI). UMBC has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university. Diversity is defined in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign

nationality, non-traditional student status, and other important characteristics. The University's DEI-related goals include:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff. However, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations, without designating them as diversity programs. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included may not be labeled "diversity", but they are, nevertheless, an important part of the ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

University of Maryland, College Park
In spring of 2022, the University of Maryland, College Park adopted Fearlessly Forward, a new strategic plan that centers diversity, equity, and inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This principle continues to guide the University's work as they advance and develop institutional programs that center, honor, and provide education around the rich cultural diversity of the university. UMCP knows that diversity encompasses the entire population; every unique individual can contribute to the community and beyond. To do so, it is important that everyone understands that they belong. Belonging is essential for individual and community well-being, for personal, academic, and professional success, and for ensuring everyone in the community can thrive. A recent campus climate survey will inform next steps and results-based actions towards increasing belonging on campus. It will inform the creation of an action plan designed to improve belonging at UMD, including the development of programs and policies aimed at enhancing inclusivity. It will enable administrators to identify gaps in services and resources as well as specific places or instances in which people encounter exclusive behaviors or situations. Data from the survey will also be used by the colleges and units to improve the climate within their spaces, working closely with central offices through the established network of diversity officers.

University of Maryland Center for Environmental Science
The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings to the organization, scientific research, and graduate education. UMCES leadership and the broader community appreciate that a culture of respect, compassion, curiosity, inclusion, and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing diversity, equity, and inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of the community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large. Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally underrepresented groups in its operations, its research, and its education activities. UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised to reach diverse populations. UMCES has also partnered with other USM institutions to increase underrepresented students in its graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences exist or are development. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and they are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks. UMCES also strives to advance cultural awareness by undertaking several work climate assessments and initiatives, including education on microaggressions in higher education.

University of Maryland Eastern Shore
Cultural diversity continues to serve as a cornerstone at the University of Maryland Eastern Shore (UMES). Following the Driving Change Self-Study (as part of the HHMI Grant Initiative), the University completed work on its strategic plan. Part of that process included the creation and development of Priority 5: Diversity, Equity, and Inclusion. While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, those efforts propelled the University to move forward with creating a priority area over the next five years with multiple goals and strategies associated in that document. UMES has continued to progress and advance forward with work intended to promote Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). The Assistant Vice President of Institutional Equity, Diversity, and Inclusion is charged with leading the efforts of Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The work of Priority 5 will be enhanced through the UMES University-Wide Campus Climate Survey and Focus Groups starting in the Fall 2024 to gather significant information, details, and data to further inform the direction of Priority 5. Through the University Priority, the Justice, Equity, Diversity, and Inclusion plan will be integrated into every university process and procedure. Diversity goals from Strategic Plan Priority #5 include:
- Increase and recruit the diversity of students, faculty, and staff.
- Seek out and promote best practices to enhance inclusion and promote equity.
- Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
- Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
- Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
- Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion.

University of Maryland Global Campus
The University of Maryland Global Campus (UMGC) launched its first Diversity and Equity Strategic Plan in December 2021. The plan was designed to provide a transparent call to action that would be built into the foundation of the university. Each department had to review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals were accomplished. The four strategic priorities include:
1) Student Life, Support, and Advocacy
2) Workplace, Classroom, and Community Inclusivity
3) Recruitment, Retention, and Development of Diverse Faculty and Staff
4) Outreach and Community Engagement

Select key goals for these priorities include:
1) Providing a culturally relevant and student-focused curriculum
2) Removing barriers to education and career access
3) Creating advisory councils to gather community feedback
4) Expanding workplace equity and awareness
5) Monitoring workforce demographics
6) Providing professional growth and advancement
7) Strategically collaborating with external partners for support and connectivity

UMGC enrolls the largest number of underrepresented students in the University System of Maryland. Fifty-three percent are students of color, and more than half are the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically underrepresented minority groups, which led to the university receiving the Minority Serving Institution (MSI) designation. This designation has positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis, as 32% of graduates in FY 2022 identified as Black.

Section 2:
A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices around outreach and support programs, community engagement, equity and access, and monitoring and evaluation.

Bowie State University

The 2023 Supreme Court decision to strike down race-conscious admissions practices has not affected the university's policies and practices or commitment to upholding the desire of Bowie State University's (BSU) founders nearly 160 years ago. As Maryland's first HBCU, Bowie State continues to uphold its mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The University continues to develop and offer programming for students, faculty, and staff that engage the community in and promote cultural awareness. As BSU develops new, high-demand academic programs, the university is exploring programs that appeal to diverse student groups to maximize recruiting efforts. This includes dual enrollment, continuing education, and adult learners, as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduates. They have also increased the number of programs offered online to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Coppin State University

For Coppin, the impact is anticipated to be minimal especially since it is not a highly selective institution for admission. Coppin State University emphasizes equitable access to higher education within its admissions policies and practices. Additionally, the university is careful when administering its scholarships to ensure greater inclusivity of students from all racial and ethnic groups. The institution had already been compliant with all state and federal laws regarding scholarship awards and administration. Beyond admissions, the impact of the SCOTUS decision on policies related to scholarships, outreach, and support programs has been minimal.

Frostburg State University

Historically, race has not been a factor in Frostburg State's admissions decision process. The university's holistic admissions process also gives students multiple avenues to gain admission to the institution without standardized testing. Criteria such as employment, service, extra-curriculars, strength of essays, community involvement, and more are all areas that are reviewed in the process to continue to provide equal access opportunities for all. Careful consideration is appropriately focused on processes that may impact underrepresented students who may be disproportionately affected by decisions, or positive impacts that benefit all students are identified as potential growth opportunities. For fall 2023 new student enrollment, there were increases in the number of applications and enrollments of students from underrepresented populations.

Salisbury University

As a public institution, SU embraces its responsibility to serve all residents of Maryland — and beyond. This includes not only making sure programs remain accessible and affordable, but providing the support needed to ensure everyone has an equal opportunity to succeed on campus, in the classroom, and on their chosen paths once they have earned their degrees. Instead of focusing on admissions, SU is continuing and enhancing programs and initiatives (i.e., Powerful Connections TRiO) that create pathways for students to SU from diverse backgrounds. Salisbury will also continue to support academic excellence and high-impact practices and invest in the recruitment, retention, graduation, and social mobility of first-generation students. To effectively assess the impact of policy changes, SU will continue to regularly monitor student demographics shifts and will also continue to analyze educational outcomes, such as retention rates, graduation rates, and academic performance, disaggregated by demographics. This information will be utilized for strategic planning, budget decision-making processes, and setting goals for improving diversity.

Towson University

TU will thoroughly review and comply with the court's decision. TU employs a holistic admissions review process to fully consider all factors regarding an applicant's accomplishments and goals. While TU does not factor in race or ethnicity when considering an applicant for undergraduate admissions, the University continues

to increase diversity through eliminating barriers and providing a supportive climate and inclusive experiences. They remain proud of their diverse higher education experience but know there is more work to be done. Towson University's *The American Talent Initiative* seeks to expand access and opportunity for talented low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. Additionally, other outreach and support programs and community engagement initiatives are designed to target new groups of students for enrollment and provide varying levels of support to help students succeed.

University of Baltimore
The University of Baltimore is a predominately minority serving institution (PMI), with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-White. As a PMI, the University has not had to use race-conscious admission practices. The Second Chance program and programs within the School of Law and Schaefer Center for Public Policy and beyond are key outreach, support, and community engagement programs that continue to make UBalt a welcoming and accessible place for diverse students.

University of Maryland, Baltimore
The University of Maryland, Baltimore has existing and new initiatives or programs that support underrepresented minority (URM) groups or enhance opportunities for access to higher education for historically marginalized communities. One example is the first of its kind National Institute's (NCI) Continuing Umbrella of Research Experience Scholars Program (CURE) established by NCI's Center to Reduce Cancer Health Disparities. The year-round CURE program "seeks to empower middle school and high school students in West Baltimore for competitive and rewarding research, health care, and STEM-related career opportunities." In addition to the CURE program, UMB's schools have initiatives or programs to attract and support URM students. UMB engages with students, staff, faculty, alumni, and community partners to ensure ongoing commitment to diversity, equity, and inclusion via community engagement efforts such as the Community Engagement Center and school-specific initiatives. UMB's Core Values, Equity and Justice, are a collective commitment to diversity and demonstrate a culture that values inclusive and just communities and opposes racism and oppression in all forms. These efforts cross various elements of diversity (religion, race, ethnicity, sexual orientation, etc.) and are not directly tied to admissions, although enhancing access, increasing diversity, and facilitating student success remain primary goals.

University of Maryland, Baltimore County
UMBC has long championed and served as a national model of inclusive excellence. They know that diversity, equity, and inclusion are not merely moral imperatives; they are necessary for excellent teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in Podberesky v. Kirwan, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives. The University continues to offer programs to support underrepresented minority groups and to enhance access for historically marginalized communities. Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes.

University of Maryland, College Park
Given the University of Maryland's long-standing commitment to diversity, the university worked diligently to ensure preparation for the SCOTUS decision and to set the foundation necessary to advance the goals of the university within the confines of the ruling. In direct preparation for the decision, UMCP assembled a working group comprising leaders from across campus to ensure preparedness to react to the decision and to publicly

reaffirm our commitment to diversity. An expansive community engagement effort has been realized through a comprehensive communication plan which has included in-person presentations, university sponsored webinars (with on-campus and off-campus constituencies), webinars in partnership with national organizations, written communications, published articles, and Maryland State legislative presentations and testimony. In addition to the expansive recruitment measures to ensure a diverse applicant pool, the University of Maryland utilizes a holistic application review process which considers all available information about a student and considers race within the context of that information, but no longer as a discrete, specific factor. The University has always and continues to strive to understand students within the context of who they are, where they are from, the full range of opportunities available to them, how they have chosen to take advantage of those opportunities, and their performance within those opportunities. Therefore, the University works to understand the impact that race may have had on the student's opportunities (or lack thereof), their academic performance, and their ability to be successful at UMD. This strategy aligns with the SCOTUS decision which indicates that "Nothing in the opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life…The touchstone of an individual's identity must be with respect to challenges bested, skills build, or lessons learned, not the color of their skin."

University of Maryland Center for Environmental Science
Admission of prospective UMCES graduate students into the Marine, Estuarine, and Environmental Sciences (MEES) program is organized by the MEES Office at UMCP, with significant participation by UMCES faculty on the Admissions Committee. Because our students matriculate through the University of Maryland, College Park we follow all UMCP policies and procedures surrounding admissions, including UMCP procedures developed in response to the 2023 Supreme Court decision regarding race-conscious admissions.

University of Maryland Eastern Shore
UMES does not consider race in its admissions process, aligning with the ruling's parameters. Therefore, the decision had minimal direct impact on University admissions and recruitment policies. In response to changes in student application patterns following the Supreme Court's decision, UMES has observed a shift in application trends, with Black students showing less inclination to apply to primarily White institutions. Consequently, UMES has experienced increased applications for admission. UMES has taken proactive steps to enhance cultural diversity within its faculty and staff programming via programs such as Fireside Chats and Faculty Welcome Back Week, where DEI and student success issues are raised and discussed. UMES has partnered with RNL to conduct a sense of belonging survey among students during the Spring 2024 semester, reflecting the institution's dedication to understanding and enhancing the student experience.

University of Maryland Global Campus
The Supreme Court's decision had no bearing on UMGC because it is an open access institution with no admission criteria. As an open access university, UMGC remains committed to diversity and equity and implementing lawful and creative approaches that create educational opportunities for all students, including those from underrepresented minority groups and historically marginalized communities. Outreach and support programs such as the Latino Student Support Group, community engagement efforts such as a diversity dialogue series, and enhanced equity and access initiatives including hiring more bilingual advisors are all designed to establish educational opportunities for all students – those from historically marginalized communities, underrepresented minority groups, and those who are not.

USM Office and Multi-Institutional Diversity, Equity, Inclusion, and Justice Highlights

USM's Strategic Plan: Vision 2030 From Excellence to Preeminence
Priority 5: DIVERSITY, EQUITY, AND INCLUSION
The University System of Maryland is committed to promoting diversity, equity, and inclusion in all of our policies, practices, and endeavors, and instilling in students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people. As a first step toward developing an ambitious set of DEI goals and strategies, the Board of Regents has charged the chancellor and USM leaders with implementing a framework to help identify and dismantle structural racism within the System and our institutions; elevate issues of race

and racism in our teaching, research, and scholarship; and redress racial inequities and advance social justice within the USM and in the communities we serve.

Guided by this framework, and building on the strength of our people and institutions, we must infuse DEI and civic engagement into our teaching, research, scholarship, and service. We must move relentlessly toward our goal of becoming truly reflective of our state and its people, and applying our expertise, influence, and assets to improving their lives. Short-term goals (2022-2025) include:
- Increasing the diversity of our students, faculty, and staff.
- Seeking out and promoting best practices to enhance inclusion and promote equity.
- Increasing the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.
- Educating students to be informed and engaged citizens and social change agents.

Mid-term and long-term goals can be found in the strategic plan. Mid-term goals will build on the success of short-term goals, and long-term goals will build on the success of the short-term and mid-term goals to ensure the USM has reached its DEI goals by 2030.

USM Diversity and Inclusion Council
In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:
1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
2. Determine the role of the Board of Regents
   - Embrace the mission statement with a focus on "educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence"
   - Review data and background materials as needed
3. Determine actions to be taken
   - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
     i. Collecting and providing materials and research for the Board
     ii. Educating the BOR and broader community on the issues, goals, and actions

The BOR workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. Council membership includes representatives from each USM institution, regional higher education center, and shared governance body. The most current membership list is attached. Since last year's report, the Council met in October 2023 and February and April 2024. Below is a partial listing of agenda items discussed at those meetings:
- Supreme Court's Ruling on Race-Based Admissions
- USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance (III-5.10)
- Campus Goals, Initiatives, Successes, and Challenges
- Campus DEI office staffing and structure
- Land Acknowledgements
- Employee Resource Groups
- Legislative Session: DEIJ-Related Bills
- USM Student Success Symposium
- Title IX
- Palestine/Israel-Related Campus Protests
- International Students
- Outlook for 2024-2025

Advancing Civic Health and Health Equity: 2024 USM Health Equity Convening

The 2024 USM Health Equity Convening, held on April 17th, brought institutions together to share campus action plans, engage in cross-institutional learning, and discuss critical issues related to motivating students to build community and change the future of health through political and civic engagement. Institutional teams were engaged in a facilitated workshop-style event to discuss how to pursue collective efforts to inspire students as leaders in advancing health equity. The keynote address was offered by Dr. Trinidad Jackson, Assistant Dean for Culture and Liberation and Assistant Professor in Health Promotion and Behavioral Sciences from the University of Louisville, and plenary sessions revolved around the theme of Centers as Agents of Change for Civic and Health Equity.

NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)

The vision of RISE UPP is to diversify STEM faculty by implementing facilitated postdoctoral pathways into tenure track faculty positions within university systems. The RISE UPP Alliance leverages the successful inter-institutional frameworks developed by two "Core Model Partners", University of California's President's Postdoctoral Fellowship program and the University System of Maryland's AGEP PROMISE Academy Alliance, to assist with the adoption or adaptation of similar models at three "Scaling Partner" systems: the University of Texas System, the Texas A&M University System, and the University of North Carolina System. RISE UPP hopes to help these partners build inter-institutional programs that facilitate the recruitment, training, community and network building, and subsequent hiring of minoritized postdoctoral scholars into tenure-track positions within their university systems. Because the USM PROMISE Academy will be expanding to all STEM disciplines (it used to focus on the biomedical sciences) and to additional institutions within USM, we are simultaneously a Core Model Partner and a Scaling Partner. An important aspect of the RISE UPP model is the emphasis on institutional change in addition to scholar preparation. To recruit, retain, support, and advance minoritized scholars equitably, the RISE UPP Alliance supports improving departmental, institutional, and system policies, practices, and philosophies. Therefore, RISE UPP activities center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and pathways to tenure-track conversion. This past year, the RISE UPP PROMISE Academy Leadership team has focused this year on developing a system-wide survey for postdocs, creating resources for institutions to initiate or expand their own postdoctoral conversion approaches, piloting departmental "readiness" assessments and resources for inclusive departmental climates, and launching a database of USM postdoctoral scholars and advanced graduate students interested in career opportunities in Maryland (this is also a directory of such opportunities, and all USM institutions can post positions/opportunities).

USM institutions serving on the leadership team of RISE UPP currently include: Salisbury University, Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; The University of Maryland, Eastern Shore; and University of Maryland, Center for Environmental Science. Each institution has their own approach to identifying, supporting, and converting postdocs to faculty. Postdocs may transition to the tenure track at their current institution, or may apply to other positions within USM or beyond. Note: *All USM institutions are welcome to join this initiative and participate in RISE UPP.*

Results are promising! Nationally only 17% of postdocs become tenure track professors. However, 7 of the 10 PROMISE Academy Fellows that started between 2018 and 2022 have secured tenure track positions, with 5 of those staying within USM (note: 2 are still interviewing for tenure track positions and 1 has left for industry). In 2023, eight new Fellows began in the PROMISE Academy, and 2 have already secured tenure-track positions. We are recruiting for 2024. Fellows must be US Citizen/permanent residents and be underrepresented in STEM to qualify. Our current Fellows can be viewed on our website.

Baltimore Pathways Initiative

Understanding both the challenges and promises within Baltimore, Chancellor Perman has begun the Baltimore Pathways Initiative to join the System's institutions in and surrounding the city and other key partners, including the Baltimore City Public Schools and Baltimore City Community College, to help educate more of its citizens by leveraging and connecting these assets early in a child's schooling—ideally by middle school—and getting

that child into and through college. This work is in its early stages, and it is dedicated to increasing access to and success in college to enhance social mobility.

Conclusion
Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions are enhancing work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This speaks well to the breadth and depth of the work that needs to happen and is happening. This work will continue, as there is no quick or singular fix. USM universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. The USM Office and USM institutions will be implementing and/or aligning with the USM Strategic Plan, complying with the statute guiding this report, and, most importantly, doing the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Addendum 1:
USM Addendum
Please provide a summary of efforts to address the unique needs of the international student population. Please include, but you need not limit your answer to, what staff and/or offices are specifically dedicated to international students, three pressing challenges for this population and what is being done or is needed to address those challenges, and one recent significant achievement or point of progress for the population.

A number of stakeholder groups have expressed a variety of challenges faced by international students. This addendum was designed to gather information from the universities to guide future conversations with university academic affairs, student affairs, and international affairs officers.

Following is a selection of pressing challenges for international students as noted by USM institutions. It is important to note that most of the challenges were repeated several times across the 12 universities' submissions.
- Lack of student housing (particularly for graduate students)*
- Financial concerns (financial aid, scholarships, rent, groceries, tuition, etc.)
- Lack of student organizations; difficulty establishing community/social connection
- Career development/employment
- Mental health concerns
- Visa compliance and related implications
- Ensuring a smooth transition to campus including considerations for travel, housing, etc.
- Homesickness
- Language barriers/proficiency
- Navigating cultural differences; cultural adjustment to the United States
- Identifying and providing clear guidance on campus resources
- Accessing official documents to meet admissions requirements
- Limited staff in international student services offices
- Academic adjustment to U.S. higher education
- HR and payroll processing for international student workers
- English Language Institute

*The importance of international student housing has also been acknowledged in a May 2024 resolution from the USM Student Council calling for USM institutions to appropriately address international graduate student housing needs and offering recommendations.

In addition to offices and units that are designed to service all students, regardless of demographics (ex., Office of Admissions, Residence Life), all institutions have staff dedicated to international student issues, and nine of our twelve institutions have offices dedicated to international student services. Below is a sampling of initiatives underway to address some of the aforementioned challenges:

- Creation of centralized resource services, so international students know where to go for support and legal help
- Focus on internationalization of the university
- English Language Institute, which provides an alternative pathway for non-native speakers of English by allowing students to enter on an ESL F-1 visa, acclimate to campus life, improve their English skills, and then to transition to a degree-seeking program by completing the ELI curriculum as evidence of English competency
- Comprehensive support to international students from pre-matriculation through post-graduation including issuing immigration-related guidance
- Advising international students on how to attain and maintain legal status while in the United States
- Pre-arrival and post-arrival orientation, programming to assist in the transition to life in the United States, ongoing advising, and liaising with other campus offices to ensure student wellbeing and success
- Multi-department/unit infrastructure to provide full service and assistance. Units could include: global engagement/international affairs, academic affairs, admissions, enrollment management, student affairs, graduate school, and the DEI office
- Section of student handbook addressing common questions and/or concerns of students unfamiliar with navigating life in the United States (e.g., banking, taxes, transportation, housing, health care, etc.)
- Establishing an international scholarship page
- Support with financial documentation
- Guidance/Prep for English as a Foreign Language (TOEFL) exam
- International orientation leaders (fellow students) who welcome and support new international students
- Support creating or maintaining student organizations
- Individual appointments, information on websites, and online workshops about work authorization international students are eligible for after graduation

Finally, our universities have identified points of progress or pride for this population:

- Increased recruitment of international student-athletes, which is often accompanied by scholarships and results in greater student success (FSU)
- Creation of pathways that is yielding a modest number of students getting international/study abroad experiences and enhanced services (removing barriers, need-based scholarships, etc.) for international students (SU)
- Career readiness workshop series that provides customized support and guidance for students from entry through completion (TU)
- Global Ambassador Program brings together a diverse group of current international students who help create a welcoming and considerate community for UMBC's international students by ensuring they feel connected to the campus, in the classroom, and community
- Resourcing and development of the International Student & Scholar Services Office (UMCP)
- Intentional focus on developing a global mindset for all students at the university, to work toward a more inclusive campus with the goal of educating students so that they can understand better who they are, who other people are, and develop ways to work together to solve complex issues that affect them collectively (UMCP)
- Enhanced support for international students through the ongoing process of purchasing Interstride, an integrated platform designed to streamline support for international students from admission to graduation (UMES)

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- International students tend to complete courses at 6% higher rate than the general student population at the undergraduate and graduate levels and make up roughly 2% of the student base (UMGC)
- UMB's Student of the Year for 2023 was Tural Mammadli, a Ph.D. student from Azerbaijan in the School of Social Work. Tural was recognized for their efforts to improve supports for international students in the School of Social Work
- Increased opportunities for international students to gain work experience in part-time paid fellowships via University partnerships (UBalt)
- Development/Administration of international-student specific surveys (multiple institutions)

Enclosures:
    Education Article §11-406
    Diversity and Inclusion Council Membership
    Appendix 1: USM Institutional Responses to MHEC Guidance and Cultural Diversity Reports

Article - Education

§11–406.

(a)   In this section, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b)   (1)   (i)   Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii)   If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii)   A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2)   A plan developed under paragraph (1) of this subsection shall include:

(i)   A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii)   A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii)   A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

(iv)   A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

(3)   A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c)   (1)   On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body's review.

(2)   On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.

(d)   (1)   The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2)   On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2–1257 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

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2.14.24

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Spring 2024
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University
Date Submitted: April 17, 2024
Point(s) of Contact (names and email addresses):
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Purpose of Report:
The Institutional Programs of Cultural Diversity Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity.

Section 1 – Summary of Institution's Plan to Improve Cultural Diversity
Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. This commitment is evident in our mission, " Bowie State University empowers a diverse population of students to reach their potential…" The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University continues to progress in adopting the institution's cultural diversity plan. The 23-member task force representing all areas of the University's Shared Governance groups completed more than 6 listening sessions with faculty, staff, and students and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. The working draft of the Plan derived from that data is being finalized. Once approved, the plan is scheduled for implementation in the coming fiscal year. As intended, the plan is designed to assist the campus in key areas of inclusion and belongingness by infusing all divisional program development with the following practices:

   a) reviewing selected existing data regarding the state of institutional diversity, equity, and inclusion efforts

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b) engaging with those charged with leading organizational diversity, equity, and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges

c) determining collaboratively the vision and strategy for diversity, equity, and inclusion within the organization

d) providing guidance on promising practices to enhance diversity, equity, and inclusion across the institution; and

e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined.

Moreover, as we close out the University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, we have assessed our progress across each of our goals. In particular, Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion, and Civic Engagement outlined objectives to enhance further the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Several accomplishments are noted in this effort:

- Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available. In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all.

- OPAA routinely administers the NSSE, the Ruffalo Noel-Levitz Student Satisfaction Inventory, and the internally developed graduating student survey to gather student voices. OPAA also hosts "pulse" student surveys to gather feedback on specific issues facing the institution.

- The Center for Academic Programs Assessment (CAPA) assesses student values regarding diversity and to measure their intercultural competency and experiences. The HEIghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

- Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution's Affirmative Action Plan (AAP). The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback, as well as faculty and staff "pulse" surveys to gather feedback on specific issues facing the institution.

The University continues to support and expand its community's education about inclusivity and belongingness through programs throughout the year. We have implemented key high-impact initiatives to further promote an inclusive, culturally aware academic community. To ensure our diversity programming was effective, rapid data collection was implemented after each diversity event.

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QrCodes at each event allow participants to give feedback regarding services provided. Additionally, direct, real-time engagement with activity participants provided informal yet useful feedback. The following examples highlight just a few of our new or expanded diversity programming successes and outcomes.

BSU Native American Pow Wow Cultural Experience (New)

The Office of Multicultural Programs and Services successfully hosted the inaugural Native American Pow Wow Cultural Experience in November 2023. The Pow Wow has become a way for Native American people representing all tribal backgrounds to join together to share experiences, reconnect with old friends, and make new ones. In honor of Native American Heritage Month, the Bowie State University community had over 14 Native American tribes from the Mid-Atlantic region share cultural dances and songs to acknowledge the ancestral stewards of this land. Over 450 students, staff, faculty, alumni, and community members attended this first-ever Native American Pow Wow held at an HBCU in Maryland. This inclusive excellence program garnered local news in November (Native American Pow Wow celebrates veterans and culture at Bowie State University - WTOP News).

BSU My Bulldog's Keeper Academic Excellence Initiative (New)

In September 2023 and February 2024, the Office of Multicultural Programs and Services, in partnership with the LGBTQIA Resource Center, launched a new academic excellence initiative for the LGBTQIA+ and First Generation community. During the first two weeks of the Fal and Spring semesters, all students in the House of Bowie (Gay Straight Alliance) were afforded the opportunity to connect with Student Support professionals to design an academic excellence action plan. The action plan outlined time management, visiting student tutoring, and realistic academic expectations. After the midterm evaluation period, students attended a follow-up session to revise their academic excellence action plan. During this inaugural year, more than 50 students participated in My Bulldog's Keeper Academic Excellence Initiative. The students reported that the My Bulldog's Keeper program is a safe, supportive initiative that increases their sense of belonging at Bowie State University.

BSU Who Am I: Social Identity and Ancestry Pathway (expanded)

In September 2023, the Office of Multicultural Programs and Services, in partnership with Ancestry, the largest genealogy company in the world, hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 70 participants. During the interactive Genealogy Student Opportunities Day, 2 students were selected for a summer 2024 internship, 3 students received academic scholarships, and Ancestry afforded BSU 150 Ancestry Kits so students could uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who A I: Middle Passage to Uncovering DNA Ancestry.

BSU Diversity and Inclusion Welcome Reception (ongoing)

During BSU Welcome Week (August 2023), over 300 first-year students participated in the Diversity and Inclusion Welcome Reception. First year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Diversity and Inclusion Welcome Reception, over 120 first-year students registered for the Social Justice and Student Advocacy retention initiative. More than 250 students have participated in ongoing

social justice and student advocacy programs and events on campus. The ongoing social justice and student advocacy co-curricular programs have included Protecting Our Voting Rights DC March, Tunnel of Oppression, Understanding Critical Race Theory, Safe Space Training, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

Section II – Effects of Supreme Court 2023 Decision Ending Affirmative Action in Admissions

Bowie State University is an outgrowth of a school opened in Baltimore, Maryland, by an organization dedicated to offering educational opportunities that the state failed to provide for its black citizens. The 2023 Supreme Court decision to strike down race-conscious admissions practices has not affected the university's policies and practices, or commitment to upholding the desire of our founders nearly 160 years ago. As Maryland's first historically black public university, Bowie State University continues to uphold our mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. We continue to develop and offer programming for students, faculty, and staff that engage our community in and promote cultural awareness.

Bowie State University ranks among the nation's top comprehensive universities, cultivating next-generation leaders by providing opportunities for students to discover their strengths through focused academic experiences and opportunities to tackle real-world problems in a diverse society. As we develop new, high-demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners, as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

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Appendix I

University's Cultural Diversity Plan

As previously noted, Bowie State University is in the final stages of adopting the institution's cultural diversity plan. The 23-member task force representing all areas of the University's Shared Governance groups completed more than 6 listening sessions with faculty, staff, and students and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. Once approved, the plan is scheduled for implementation in the coming fiscal year.

As the State's oldest Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State's proposed DEI Action Plan supports and celebrates working and learning opportunities that exemplify diversity of persons, thoughts, backgrounds, and protected characteristics within the context of our rich history. The University will continue to ensure that equal opportunity of access to academic and related programs shall be extended to all persons and make reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans unless such accommodations would impose an undue hardship on the University's business. In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination, including, but not limited to, Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the University System of Maryland

Submitted April 17, 2024

COPPIN
STATE UNIVERSITY
— EST. 1900 —

Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

April 17, 2024

INTRODUCTION

Diversity, Equity, and Inclusion (DEI) have evolved to be among the defining features of Coppin State university. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University's achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a

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multigenerational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,810 undergraduates and 291 graduate students for a total enrollment of 2,101. The institution has a second-year retention rate of 73% and a six-year graduation rate of 25%. The average age of all students is 27, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, California, North Carolina, Virginia, and the District of Columbia. The institution offers 64 academic programs; 34 bachelor's, 14 master's, 15 certificates, and one doctorate. Coppin is a member of the Mid-Eastern Athletic Conference (MEAC) and National Collegiate Athletic Association (NCAA) Division I with sports in baseball, basketball, track and field, bowling, tennis, volleyball, softball, and eSports. Coppin is accredited by the Middle States Commission on Higher Education and by six subspecialty accrediting agencies.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

Strategic Alignment of Cultural Diversity

The university is currently reviewing and updating its strategic plan. Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan aligns with the university's strategic plan goals, which is currently in progress throughout the spring semester of 2024. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's

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diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

Vision - Become a University of Choice

- **Goal 1 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 2 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 3 - Become a Greater University at Which to Work**
- **Goal 4 - Enhance Our Teaching and Research Excellence**

As the institution continues to make progress with the new CSU Strategic Plan, various measures related to increasing diversity, inclusion, and social justice will be included. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has stabilized its 6-year graduation rate with the goal of increasing. The impact of plan alignment is expected to have positive outcomes on diversity, equity, and inclusion, and ultimately, student success, especially among the number of degrees awarded within the USM and State.

SECTION 2: IMPACT OF THE SUPREME COURT'S DECISION

The recent Supreme Court ruling on affirmative action in college admissions has significant implications for all institutions of higher education. However, for Coppin the impact is anticipated to be minimal especially since it is not a highly selective institution for admission. The ruling removes a law that has been in place since 1978 and was key in promoting diversity in many facets of higher education and the workplace. Due to the recent ruling of *Students for Fair Admissions v. Harvard (SFFA)* colleges and universities are unable to align with the Equal Protection Clause, necessitating changes in how race and ethnicity are used in admissions decisions.

Coppin State University emphasizes equitable access to higher education within its admissions policies and practices. Additionally, the university is careful when administering its scholarships to ensure greater inclusivity of students from all racial and ethnic groups. The institution had already been compliant with all state and federal laws regarding scholarship awards and administration. Beyond admissions, the impact of the decision on policies related to scholarships, outreach, and support programs has been minimal.

Outreach and Support Programs

Coppin State University Summer SOAR Program
Coppin State has a reputation for service to the campus community and community at large. The institution continues to offer tax services for individuals at a certain income level and provides clinical services in its health clinic located on campus. Furthermore, summer wellness programs are offered for the community as well as basketball programs and other camps.

Coppin also provides advancement opportunities for students wanting to get a head start on college. The Summer Soar program allows students to receive up to 6.0 of free academic credit hours during the institution's summer session if they meet certain requirements. Students must be

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undergraduate degree-seeking students; and commit to enroll and pass a total of 30 credit hours during the Fall, Winter, and Spring terms. Students are required to meet with an academic advisor to plan courses and enroll each year on May 15th prior to the start of the summer session.

Eagle Achievement Center (EAC). The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Community Engagement

In addition to the tax services provided by the VITA tax program through the College of Business, the institution's faculty within the Department of Social Sciences provide voter registration drives to the public and to students along with programs and activities related to civic engagement.

There is also **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:

- Training given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
- The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
- The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
- SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.

Equity and Access

The university has noted that an emerging group in which to pay close attention is minority women as it continuously reviews its data. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

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Monitoring and Evaluation

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. As a sample measure, the committee met in the fall of 2023 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

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APPENDIX 1: CSU CULTURAL DIVERSITY PLAN

CSU CULTURUAL DIVERSITY PLAN AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement
(Adopted 2019)

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of various personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

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- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the university's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and

promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

<p style="text-align:center">CSU Diversity Implementation Plan – AY 2023-2024</p>

I. Implementation Plan and Strategy for Meeting Goals
  Timeline: 2020-2025

Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan aligns with the university's strategic plan goals, which is currently in progress throughout the spring semester of 2024. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Vision - Become a University of Choice**
- **Goal 1 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 2 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 3 - Become a Greater University at Which to Work**
- **Goal 4 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president's six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University's Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin's efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic paraments, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial

barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University has plans to officially open all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Alignment to USM's Strategic Plan

Alignment to the USM's Strategic Plan In support of the USM's Strategic Plan, Coppin State is committed to the following:

*USM Strategic Plan Goal 1.1 - Attracting, retaining and graduating more Maryland stu*dents at the undergraduate and graduate level. CSU is committed to regaining, stabilizing, and growing our in-state and out-state freshman, transfer, and graduate student numbers as articulated demonstrated in our projections. Retention of existing students and recruitment of new students are essential elements of its recruitment strategies.

USM Strategic Goals 2.1 and 2.2 - Increasing enrollment and improving transfer pathways. Coppin continues to promote transfer pathways by building upon existing and adding new articulation agreements. For example, an arrangement with CCBC allows guaranteed admissions for students who meet the criteria and as a result, go on to graduate with an associate degree. Also, since the inception of the Transfer Success act, additional agreements are in progress. Finally, the use of Quottly addresses processes, barriers, and the enrollment process for incoming transfer students.

USM Strategic Goals 3.2 & 3.3 - Expanding the number of graduates in fields critical to Maryland's economy -- STEM, Cyber, Teaching, and Health Care; and diversifying and strengthening Maryland's knowledge workforce. The USM Board of Regents Committee on Education Policy and Student Life recommended to the full Board, approval of a new B.S. in Cybersecurity Engineering. The program is expected to be implemented fall 2023.

USM Strategic Goals 5.1 & 5.6 - Increasing the diversity of our students while also ensuring that USM's HBCUs have an ambitious set of enrollment management and student success strategies. Coppin State will remain committed to growing the campus community in a way that promotes inclusion and diversity. Core to its history and mission, Coppin's projections reflect growth in attracting, retaining, and graduating diverse, aspiring students. Furthermore, the institution is favorably reviewing a proposal to create a Center for Diversity, Equity, and Inclusion.

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Second-Year Retention and Six-Year Graduation Rates

Coppin State University
Retention and Graduation Rates
Retention and Graduation Rates for First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2013 - 2023

| | | Institution of First-Time Entry | | | | | | | Anywhere in the USM | | | | | | |
| | | Retention Rates | | | Graduation Rates | | | Enrolled | Retention Rates | | | Graduation Rates | | | Enrolled |
Fall Semester	Cohort	2nd Year	3rd Year	4th Year	4-Years or Less	5-Years or Less	6-Years or Less	7th Year	2nd Year	3rd Year	4th Year	4-Years or Less	5-Years or Less	6-Years or Less	7th Year
2013	100% (353)	68% (241)	45% (159)	38% (135)	12% (41)	19% (66)	24% (83)	5% (19)	69% (244)	49% (173)	43% (153)	12% (41)	20% (69)	25% (90)	9% (32)
2014	100% (267)	69% (185)	48% (127)	42% (113)	11% (30)	25% (68)	28% (76)	4% (11)	71% (190)	51% (137)	46% (122)	12% (32)	27% (73)	31% (82)	6% (15)
2015	100% (242)	61% (148)	43% (105)	38% (91)	12% (28)	19% (46)	23% (55)	3% (7)	63% (152)	47% (114)	41% (99)	12% (30)	20% (48)	25% (60)	7% (16)
2016	100% (383)	64% (244)	44% (167)	36% (138)	9% (34)	16% (63)	22% (83)	4% (17)	66% (251)	48% (183)	39% (151)	9% (36)	17% (67)	23% (87)	6% (23)
2017	100% (383)	63% (240)	47% (180)	39% (149)	9% (36)	20% (77)	25% (95)	5% (21)	64% (245)	50% (191)	42% (161)	9% (36)	21% (79)	26% (99)	7% (27)
2018	100% (389)	70% (271)	50% (195)	38% (148)	10% (39)	20% (78)			71% (275)	53% (207)	42% (162)	11% (42)	22% (84)		
2019	100% (428)	64% (274)	44% (189)	34% (145)	7% (29)				66% (282)	46% (199)	37% (158)	7% (29)			
2020	100% (291)	55% (159)	39% (114)	30% (86)	1% (4)				55% (161)	41% (119)	32% (93)	1% (4)			
2021	100% (172)	59% (101)	40% (68)						60% (104)	42% (72)					
2022	100% (332)	71% (235)							71% (236)						
2023	100% (369)														

USM IRIS, 2024

Coppin State University has established projections for the following measures and will monitor annually the following:

To achieve for 2023-2024 retention rates of:
- Second Year Retention Goal = 70%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:
- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 30%*

(USM, 2024 provides a 71% retention rate; Institution provides a rate of 73%)

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USM 10-Year Enrollment Projections
Fall 2023 – Fall 2033

Table
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: COPPIN STATE UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2023 - Fall 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Headcount Total	2,101	2,205	2,277	2,346	2,416	2,488	2,563	2,640	2,719	2,801	2,934	833	139.7%
Undergraduate Total	1,810	1,899	1,956	2,015	2,076	2,138	2,202	2,268	2,336	2,406	2,528	718	139.7%
Full-time	1,393	1,463	1,536	1,582	1,629	1,678	1,729	1,780	1,834	1,889	1,945	552	139.7%
Part-time	417	438	460	474	488	502	517	533	549	565	582	165	139.7%
Grad./First Prof. Total	291	306	321	330	340	351	361	372	383	395	406	115	139.7%
Full-time	100	105	110	114	117	120	124	128	132	136	140	40	139.7%
Part-time	191	201	211	217	223	230	237	244	251	259	267	76	139.7%
FTDE or FTNE Students	1,396	1,466	1,539	1,585	1,633	1,682	1,732	1,784	1,838	1,893	1,950	554	139.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2024 - FY 2034	
Total University FTE Students	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
	1,718	1,804	1,894	1,951	2,009	2,070	2,132	2,196	2,262	2,329	2,399	681	139.7%
Subtotal FTE University Centers	0	0	0	0	0	0						0	
U at Shady Grove FTE												0	
Hagerstown FTE												0	
Southern Maryland FTE												0	
Towson University Northeast (TUNE)												0	
Other (Please Specify)												0	

FISCAL YEAR Enrollment Targets

	Est.											Change From FY 2024 - FY 2033	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Total New Students (Credit Only)**	788	997	1,026	1,056	1,087	1,119	1,151	1,185	1,220	1,255	1,292	504	164.0%
New Graduate Students	185	234	241	248	255	263	270	278	286	295	303	118	164.0%
New First-time, Full-time UG	400	506	521	536	552	568	584	602	619	637	656	256	164.0%
New MDCC Transfer Students UG	101	128	132	135	139	143	148	152	156	161	166	65	164.0%
New Other Transfer Students UG	52	66	68	70	72	74	76	78	80	83	85	33	164.0%
New Other UG Students (Dually Enrolled)	50	63	65	67	69	71	73	75	77	80	82	32	164.0%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

**Note: Enrollment projections are based on credit enrollment at the institution. At this time, non-credit activity is not part of the collection. Refer to campus enrollment plans and customize the new students targets as needed to reflect the unique degree-mix and addressable market for the institution. The main groups to compare across USM are the Graduate, FTFT UG, MDCC Transfer, and other transfers. To the extent credit-based addressable markets are shifting, please subset and describe.

Comments:

Completed by:
Phone:
E-Mail:

Office of Institutional Research, 4/2023

Measures and Projected Outcomes for a Welcoming Environment
The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the

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University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students' experience from diverse experiences with other students, faculty, and staff.

Student Diversity Comparisons – Race / Ethnicity

TABLE 1: Student Comparisons															
Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276	1,725	85.99%	382	1,343
Am. Ind. Alaska Native	4	0.10%	2	2	7	0.33%	1	6	7	0.35%	2	5	13	0.65%	3	10
Asian	10	0.20%	0	10	8	0.38%	3	5	10	0.50%	3	7	13	0.65%	1	12
Hisp./Lat.	17	0.40%	8	9	52	2.48%	15	37	55	2.74%	17	38	89	4.44%	31	58
White	90	2.20%	25	65	34	1.62%	16	18	24	1.20%	11	13	43	2.14%	14	29
Nat. Am. Pac. Islander	0	0.00%	0	0	2	0.10%	0	2	2	0.10%	0	2	4	0.20%	0	4
Two or More Races	0	0.00%	0	0	55	2.62%	18	37	33	1.65%	15	18	29	1.45%	8	21
Foreign	0	0.00%	0	0	171	8.14%	53	118	185	9.22%	61	124	109	5.43%	42	67
Not Identified	457	11.30%	139	318	52	2.48%	19	33	83	4.14%	26	57	76	3.79%	23	53

Faculty Diversity Comparisons – Race /Ethnicity

TABLE 2: Faculty Comparisons															
Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	162	72.97%	57	105	162	75.70%	55	107	161	75.23%	54	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	0	0.00%	0	0	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	16	7.48%	10	6	17	7.94%	10	7
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.40%	3	0	4	1.87%	3	1
White	20	4%	12	8	26	11.71%	19	7	20	9.35%	17	3	25	11.68%	18	7
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	0	3	1.35%	2	1	3	1.40%	2	1	1	0.47%	1	0
Foreign	0	0%	0	0	10	4.50%	5	5	10	4.67%	6	4	11	5.14%	5	6
Not Identified	2	0%	0	2	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	447	100%	170	277	222	100%	95	127	214	100%	93	121	219	102%	91	128

Staff Diversity Comparisons – Race / Ethnicity

TABLE 3: Staff Comparisons															
Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	268	82.72%	88	180	250	80.91%	84	166	281	90.94%	99	182
Am. Ind. Alaska Native	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Asian	13	4%	10	3	16	4.94%	11	5	14	4.53%	8	6	12	3.88%	7	5
Hisp./Lat.	1	0%	0	1	7	2.16%	4	3	8	2.59%	3	5	12	3.88%	6	6
White	37	12%	27	10	26	8.02%	15	11	28	9.06%	18	10	26	8.41%	16	10
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	27	1	0.31%	1	0	3	0.97%	1	2	3	0.97%	1	2
Foreign	0	0%	0	0	6	1.85%	4	2	6	1.94%	4	2	4	1.29%	3	1
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	9	3%	132	132	324	100%	123	201	309	100%	118	191	338	109%	132	206

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National Survey of Student (NSSE) Survey Results

NSSE 2019 Snapshot

Coppin State University

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	73%
Working effectively with others	66%
Analyzing numerical and statistical information	66%
Speaking clearly and effectively	64%
Writing clearly and effectively	64%
Acquiring job- or work-related knowledge and skills	61%
Developing or clarifying a personal code of values and ethics	61%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation.,	55%
Solving complex real-world problems	52%
Being an informed and active citizen	52%

Satisfaction with CSU

Students rated their overall experience at the institution, and whether or not they would choose

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year CSU 81%
Mid East Public 81%
Senior CSU 64%
Mid East Public 83%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year CSU 82%
Mid East Public 81%
Senior CSU 60%
Mid East Public 80%

A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. This process remains unchanged for 2024. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and recommends to the campus administration support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In October 2023, the committee met to discuss options for increasing fundraising and other

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financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

DESCRIPTION OF SELECTED ACTIVITIES TO INCREASE DIVERSITY

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the university. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

Student Initiatives

- **Safe Space Training**. This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.

- **Strategic Enrollment Plan – The CSU Six-Point Plan -** Coppin State University's Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary a diverse set of markets, which includes undergraduate, graduate, and transfer students from different geographic and demographic compositions. The six-point enrollment strategy is a multi-year plan to guide Coppin's efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

Faculty Initiatives

- **Faculty Recruitment**. Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing on instruction, research, and service to the university. Overall, faculty members find the campus to be a welcoming environment. The university makes every

effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the university. These publications include but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.

- **Diverse Academic Program Inventory.** The university currently has 64 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 34 bachelor's, 14 master's degrees, 15 certificates, and one doctoral program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design using iDesign and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

Staff and Administrator Initiatives

- The Office of Human Resources (HR) offers a variety of **workshops** to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.

- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual town halls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.

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Cultural Diversity Report
Annual Progress Report 2023-2024
Frostburg State University
Prepared by the Office for Diversity, Equity, and Inclusion
April 2024

Submitted to:
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for the
Maryland Higher Education Commission

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Content of Report:
This report follows the 2023-2024 Institutional Programs of Cultural Diversity Report Guidance set forth by the University System of Maryland.

- **Section 1:** Summary of the Institution's Plan to Improve Cultural Diversity
- **Section 2:** Summary of Compliance and Impact of the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions
- **Appendix 1:** Frostburg State University's Cultural Diversity Plan
- **Appendix 2:** Summary of Efforts to Address the Unique Needs of International Students

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Section 1: Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Plan (Appendix 1) continues to provide a framework for university efforts that is specifically monitored and implemented by the Division of Student Affairs, Office of Diversity, Equity, and Inclusion (ODEI). Each academic year, in concert with the University Council on Diversity, Equity, and Inclusion, ODEI establishes goals and priorities that are aligned with the Division of Student Affairs and university's Strategic Plans. These goals and priorities are informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Academic year 2023-2024 goals are aligned with the following Student Affairs goals:

1. Develop programs and services to engage students and provide opportunities for experiential learning and leadership.
2. Facilitate the successful recruitment, transition, and retention of students. by providing guidance, knowledge, and access to experiences, programs, and services.
3. Create a safe, inclusive, and supportive campus community to foster student growth and education.
4. Provide facilities, technology, and services, which enhance students' educational experiences.
5. Provide campus environments that foster student wellness and development.
6. Recruit, develop, and support employees who are well-prepared to meet the increasingly complex challenges that face today's students.

Additionally, ODEI's academic year 2023-2024 goals are aligned with the following university goals:

1. Focus learning on both the acquisition and application of knowledge.
2. Provide engaging experiences that challenge students to excel.
3. Expand regional outreach and engagement.
4. Align university resources - human, fiscal, and physical with strategic priorities.

The University Council on Diversity, Equity, and Inclusion focused efforts on the following goals during the 2023-204 academic year:

1. Provide diversity, equity, and inclusion for students, faculty, and staff.
2. Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming.
3. Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion (ODEI).

These goals were supported by the following Action Priorities:

1. The ODEI will provide annual training opportunities for faculty, staff, and students, such as Safe Zone training, first-year student "Introduction to DEI" workshop, as well

as other programming to increase knowledge and awareness during the academic year.

2. ODEI will increase visibility and accessibility of diverse faculty and staff to provide additional support for diverse student organizations during the academic year.
3. ODEI will provide regular campus outreach efforts by updating the ODEI website monthly with "ODEI News" that highlights DEI programming for faculty, staff, and students, while promoting "Times Talk" sessions, and meeting with each individual section of Introduction to Higher Education classes to discuss DEI and the opportunities and resources available on campus during the academic year.

These goals and action priorities were implemented and assessed by:

1. Attendance results, cost, and the number of faculty, staff, and students engaged.
2. Number of eligible individuals identified, number of sessions held, and percentage of participating constituents.
3. Assessment of feedback on news postings, number of Times Talk sessions held with number of participants, and the number of workshops held for ORIE 101 classes.

Evaluation and results were assessed by:

1. The "Safe Zone" introductory workshop was offered twice to the general campus population in the spring semester, during the "Bobcats Against Bias" week. Additionally, a Safe Zone workshop was presented during the fall training of the Residence Life Office student staff with 60 participants. To increase the participation rate of the first-year student DEI workshop, students were allowed to self-select and register for a day and time for a two-hour "Introduction to National Coalition Building Institute (NCBI)" workshop. Those who were unable to attend this workshop were then given the opportunity to complete the "Brave and Bold" online program. This approach also helped to reduce costs of the online program as the costs were reduced to provide access to fewer students. Additionally, each ORIE101 class was visited by ODEI staff. In total, 90% of the first-year students were documented as participating in at least one of these activities. Finally, the annual diversity retreat was held in the fall with 49 participants (40 students, one FSU alum and eight staff). This was an increase over the previous fall retreat attendance of 35. With a staff of seven Black staff and three Latino staff, the students were afforded a unique opportunity to meet individually with BIPOC staff to discuss any questions or concerns the students might have, as well as student's plans for completing degrees, chosen majors, career paths, internships, etc. As a result, several students were able to secure internships, referrals to alumni for mentoring, and letters of recommendation for graduate school or employment applications. The retreat included the full-day NCBI Leadership for Diversity Workshop, with 88% of the participants indicating the effectiveness of the retreat was "Excellent" or "Better than Average."

2. The Office of Diversity, Equity, and Inclusion worked closely with diverse student organizations to provide and support advisors of the same identities or proven allyship. Specifically, the Black Student Alliance, the Latin American Student

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Organization, the National Council of Negro Women, and Spectrum. Unfortunately, they continued to struggle to increase their memberships to healthier levels. The ODEI worked closely with a group of faculty and staff to form "FNIF: Frostburg Network for Intersectional Feminism". A spin-off student organization, 'W.O.M.E.N." was also created. The first major event of these two organizations along with the ODEI was a "Take Back the Night" (anti-violence against women and anti-sexual assault) rally and march. This was proceeded by a "tenting" event at the clock tower where all interested parties could receive information about FNIF and the event to be held that evening. Fifty "TBTN" shirts were given to participants.

3. The Times Talk sessions were held every two weeks in collaboration with the Office of Civic Engagement. As done previously, the sessions were alternately based on Civic Engagement/Civility and DEI. Students were encouraged to submit articles/topic suggestions. Attendance still tended to be low with an average attendance of 12-15 students, faculty, and staff. Significant work was done to update the ODEI webpage, particularly focusing on the ODEI News link. This replaced the monthly newsletter in response to advice from media relations. New this year, during the Hispanic Heritage month, a faculty, staff, and student of Hispanic heritage was featured on the website. This received positive feedback and will be continued next year. In the fall, members of the ODEI and NCBI teams met with all but one of the ORIE classes to speak with students about the goals of the university around DEI, the university's diversity statement, the goal for each student to graduate prepared to work in a global society, and the opportunities and resources available to help them reach this goal. Students were informed about the functions of the ODEI, and what academic and cocurricular opportunities exist on campus to increase inclusion and belongingness. Finally, the ODEI held informational tables in the Lane University Center to keep the campus aware of events, programs, and resources for DEI on and off campus.

Areas of progress, targets for improvement, and future recommendations include offering Safe Zone trainings in the fall at the Hagerstown campus in response to a request and inclusion in the #BobcatsAgainstBias campaign in the spring. This will be two full years since the last successful offering and will hopefully see better attendance. Frostburg will also consider bringing in an outside presenter to offer a fresh experience for those that have attended previously. Alternatively, FSU will consult with collaborating Safe Zone directors at USM affiliates to update materials. If the training is facilitated in-house, the only resources needed are location, staffing and printing. The university will continue to explore ways of increasing the visibility and accessibility of diverse faculty and staff through spotlights in the ODEI News, and consideration of the creation of faculty/staff affinity groups and offering social gatherings.

Section 2: Summary of Compliance and Impact of the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions

a. *Outreach and Support Programs:* The FSU Admissions Office has applied for an Opportunity Grant to develop a program to offer transportation, meals, and enhanced campus visit opportunities to students/high schools that do not have the resources

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available to experience college visits. College visits are an essential step in the college search process and provides access to information for students to make their best-fit choice. Additionally, the Admissions Office participated in the Common App Direct Admit program. This allowed the opportunity to engage with students who would qualify for admission, but may face an obstacle and have not yet applied. The Common App program was implemented before the Supreme Court ruling and was designed to reach marginalized students. This program helped to shape the overall makeup of Frostburg's applicants and new student class.

b. *Community Engagement:* Since January 2023, stakeholders at the institution met often to discuss the potential impacts to recruitment efforts. Because the Supreme Court decision largely impacted admittance decisions, Frostburg State took efforts to call special attention to the mission of the institution, reviewed the website to ensure its mission was central and visible across the website, and emphasized that a diverse campus is part of the institutional identity of Frostburg State University. The Admissions Office did not retract any recruitment efforts or initiatives. The Admissions Office has been focused on re-establishing relationships and enrollment opportunities for students from Baltimore City and Baltimore County as well as other areas across the state. Lastly, through FSU's strategic enrollment plan, the Admissions Office leads efforts through a workgroup to engage the campus, alumni, and communities to provide enrollment opportunities in Hispanic/Latino communities.

c. *Equity and Access:* Historically, race has not been a factor in Frostburg State's Admissions decision process. The university's wholistic admissions process gives students multiple avenues to gain admission to the institution without standardized testing. Additional criteria such as employment, service, extra-curriculars, strength of essays, community involvement, and more are all areas that are reviewed in the process to continue to provide equal access opportunities for all.

d. *Monitoring and Evaluation:* FSU's strategic enrollment group reviews departmental and institutional reports to monitor, evaluate, and act on changes related to new student enrollment. In the Admissions Office, and institutionally, careful consideration is appropriately focused on processes that may impact underrepresented students who may be disproportionately affected by decisions, or positive impacts that benefit all students are identified as potential growth opportunities. For fall 2023 new student enrollment, there were increases in the number of applications and enrollments from students in underrepresented populations.

Frostburg State University's Cultural Diversity Plan
Prepared by the Office for Diversity, Equity, and Inclusion

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

FSU's Diversity Goal 1: **Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students** **FSU's Diversity Program has been reviewed and updated.**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved/ indicators of success**	**Areas where continuous improvement is needed**
FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students. Intentionally and effectively market to and recruit underrepresented population through communication channels.	The number and percent of communications tailored and specialized for underrepresented students. The number and percent of underrepresented students reached by communication. The proportion of underrepresented students compared to the total population.	Now that our CRM has been re-implemented, we have been able to deploy communication in two different ways. The first is delivering content that demonstrates our commitment to diversity at FSU. The second is an infusion of diversity related content as part of our institutional identity. Our communication in the inquiry campaign broadcasted specific to diversity, reached over 36,900 students. The admitted student communication on diversity specifically reached over 5,720 students and parents. Additionally, we are intentional with DEI promotion in nearly all our communications. For example, when we send an email out regarding student engagement, information will also include messages regarding many of our affinity groups on campus.	Enhance communication for Latino students and families. This requires an allocation of financial resources to create content in Spanish. This includes digital advertising and radio streaming ads.
	Growth in the number of Latino applicants. Growth in the number of partnerships with community-based	Minority student enrollment and the proportion of new incoming students who are minority increased 3% for fall 2023. The applicant to acceptance yield of minority students increased year over year for the last three enrollment periods.	

Engage campus stakeholders to improve the recruitment of Latino students.	organizations (CBO) that support Latino students. Increases in retention of Latino Students	While our efforts related to Spanish content have marginally increased, we continue to see increases in applicants and enrollment of Latino students. For fall 2023, we had a 26% increase from fall 2022 in Latino student enrollment and an even larger increase in total applications received at 32%.	
Identify and reduce barriers to admission for underrepresented populations.	Proportion of minority students who accepted direct admission offer. Number of minority students who enroll after being offered admission.	According to data compiled by Common App, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. Common App developed a Direct Admission program. Participating in the pilot programs allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. students who applied to through this process created our largest growth point for fall 2023 enrollment.	

FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services. Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.	The number of established partnerships/MOUs	Annually host the College Bound Foundation on campus to discuss recruitment and retention opportunities for Baltimore City students. Partner on campus group visits and get FSU students engaged in the visit experience. Attended end of year Principal's retreat to spread awareness of FSU with Baltimore City Public schools. Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.	

FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.
 	
TRIO Student Support Services (SSS) is a federally funded program aimed at increasing retention, academic success, and graduation rates among students who are first-generation, are low-income, and/or have a documented disability. Traditionally, students who meet one or more of these criteria face more barriers than other students during their educational experience and are less likely to persist and graduate. TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and be successful throughout their collegiate career and beyond. This is achieved through working with the student to establish an individualized plan highlighting the student's needs and goals and then working to address them. Standard areas of service for TRIO SSS include academic skills/study strategies, financial literacy, university-specific academic advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS
	SSS staff members use Student Access, a database designed specifically for TRIO programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students. At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement. Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments as needed.	In 2022-2023, SSS served 196 minority students.
		    o 172/196 (87.8%) were in good academic standing (compared to 85% for all the minority students at the university)
		    o 174/196 (88.8%) persisted to the next academic year (compared to 58.7% for all the minority students at the university)
		    o Of the 196 minority students, 166 were Black or African American
		        ▪ 144/166 (86.7%) were in good academic standing (compared to 83% for all of the Black or African American students at the university)
		        ▪ 144/166 (86.7%) persisted to the next academic year (compared to 56% for all of the Black or African American students at the university)
		
		  • In 2022-2023, SSS served 250 first-generation college students
		    o 223/250 (89.2%) were in good academic standing (compared to 87% for all first-generation students at the university)
		    o 224/250 (89.6%) persisted to the next academic year (compared to 64% for all first-generation students at the university)	

assists students in overcoming barriers to their education as they pursue their four-year degree. Although SSS is not limited to minority students, many minority students participate in the program. At least two-thirds of the participants in the program must be first-generation students.	SSS staff use an internal spreadsheet and PAWS to track enrollment for the next semester and provide frequent communication and support to get students registered who have not yet registered. The Registrar's Office creates a midterm warning roster of all SSS participants who receive a midterm warning each semester, which is then used by SSS staff to develop intervention plans for students for the second half of the semester. At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the academic requirements report on each student's PAWS page. SSS staff maintain a graduation date report where they more closely track the progress of participants as they near their graduation date. The TRIO SSS program has set objectives regarding persistence, good academic standing, and six-year graduation rates. The program submits an Annual Performance Report to the US Department of Education every year to indicate if those objectives have been attained.		

FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.			
Review data to understand the barriers underrepresented transfer students fac specific to Frostburg.	The number of transfer students applied to FSU from minority groups.	Fall 2023 had an increase of 29 minority transfer applicants over fall 2022, attributing for 12.5% increase in minority transfer applicants. Additionally, 15 of those 29 additional applicants enrolled at FSU. This resulted in 28.8% increase for fall 2023 from fall 2022 of minority transfer students.	Identify strategies to attract and retain Latino transfer students and infuse into our Strategic Enrollment Action Plans on growth of enrollment for Latino students.
Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.			

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students **FSU's Diversity Program has been reviewed and updated.**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. Continue programs to enhance student success: Academic Success Network (ASN), First- Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early Alert system, and the Tutoring Center services.	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	The Center for Academic Advising and Retention (CAAR) advisors conducted the Academic Pathways Program (APP I) in its second iteration for first-year students on academic probation. The program consists of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. New to spring 2023 were transcript audits by advisors to recommend course repeats/schedule changes to increase likelihood of meeting SAP and clearing probation. One hundred students participated in the program with the following results: • 87% of CAAR's advisees on probation participated in the APP 1 Overview Meeting, replicating the previous year's participation rate. • The compliance rate of the 2228 FY cohort improved by 17% from the previous year's cohort (from 43% in the first program iteration to 60% in the second intervention offering). • Mean GPA of compliant students decreased from the previous year's cohort (from 2.24 to 1.75). • Students who were compliant earned higher GPAs (1.75) than non-compliant counterparts (1.0). • Compliant students also earned more credits than non-compliant students. • APP compliant students persisted at much higher rates two semesters post-intervention--63% persistence compared to 31% persistence rates.	Continue to expand dual advising model. Conduct Advising Needs Assessment to explore advisor perceptions and satisfaction with FSU advising. Examine progress within Excellence in Academic Advising action plan—and develop action items for CQI. Run surveys and focus groups to gauge student satisfaction.

Implement new programs to enhance student success: Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning. HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.		FSU is in the of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study. <u>Spring '23</u> • CAAR had 585 scheduled appointments during the registration period (March 27-April 21). With full staffing, University Advisors completed 1, 571 appointments with students. • 70% (324 of 463) of first-year students participated in the initial appointment with their University Advisor in Fall 2022—an increase from 62% in Fall 2021. • 98.50% agreed or strongly agreed that their UA will serve as a resource for them (spring 2023_—an increase from 72% in Fall 2021 and 96% in spring 2022, when CAAR was more fully staffed). • 98% would recommend their UA to other students (spring 2023). • 97.74 % agreed or strongly agreed that they can identify GEP courses needed to graduate and increase from 87% in spring 2022. FSU launched EAB's Navigate student success platform in August 2022. Preliminary results are encouraging, including student, faculty, and staff utilization. Navigate allows for more targeted outreach and case management with outreach students. **Users Engaged with Navigate Since 5.1.22 (as of 5.1.23)** Distinct Staff & Faculty Users 240 Staff & Faculty Power Users 21 Distinct Student Users 737 Appts. Created 3,539 Distinct Students Served 1,158 Messages Sent (email & SMS) 27,000+ • Almost 95% of the 758 students who used Navigate to schedule advising appointments persisted from Fall 2022 to Spring 2023 as compared to an 81% persistence of rate of all FSU students. • In its second iteration, the Navigate's Academic Alert system yielded in an increase of faculty utilization and a protocol developed to respond to alerts that rise to the	Work to increase program compliance and seek to build out coordinated care network, particularly to better support students academically. Continue to improve faculty utilization of the Academic Alert System. Pilot week 4 Progress Reports and intervention. Continue to build care units for new service areas, including Financial Aid, Tutoring and Residence Life to work toward creating a coordinated care network.

		level of cases. In Fall 2022, 139 cases were created, and in Fall 2023, 304 cases were created. • Case closures make a difference with retention, with 58% of students with successful case closure retained or graduated to Fall 2023, as opposed to 19% retained or graduated to Fall 2023. A new University Advisor liaison coordinated with College Bound and FSU TROP/SSS to develop a pipeline for CB students to move into TRIO/SSS. CAAR hosted a summer workshop on academic standings and collaborated with TRIO/SSS on offering a Satisfactory Academic Progress workshop.	Increase the number of meaningful case closures. College Bound students will be tagged in Navigate to facilitate progress and outcome monitoring of participating students

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff FSU's Diversity Program has been reviewed and updated.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff. Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students. Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	The number of minority faculty and staff at Frostburg State University.	The University's workforce consisted of 854 full and part-time employees (276 faculty; 578 staff members). Females are employed at a rate of 54.44% (465) and are represented in100% of all administrative offices and academic departments. Minorities are employed at a rate of 11.35% (down from 12%). The University's workforce is comprised of Black/ African American 4.8% (41- down from 59). White employees represented 88.78% (768) of the University's workforce. Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 290,000 candidates as part of their Diversity and Inclusion outreach and mailing list. This number is down from last year because in late 2023, HigherEdJobs purged sending out these email blasts to inactive accounts who no longer regularly accessed the site, but the number is steadily increasing from that purge date, and they anticipate being back over 300k applicants soon. On average a posting with a D&I upgrade is 89% more likely to be clicked on than a posting without that upgrade. Over 1,150 institutions of Higher Education utilize this service in some capacity.	Continuous recruitment, not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups. If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.

USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

FSU's Diversity Goal 4: **Create a Campus Environment that Promotes the Valuing of Cultural Diversity**			
FSU's Diversity Program has been reviewed and updated.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs.** • **curricular initiatives that promote cultural diversity in the classroom.** • **co-curricular programming for students.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co- curricular and professional development programs. FSU's Office for Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	FSU's *Office for Diversity, Equity, and Inclusion* programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	• The Annual FSU Social Justice Summit was held during the fall. Forty (40) students and eight (8) staff and one (1) guest facilitator participated in this year's retreat for a total of forty-nine (49) participants. This event provided FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion.	To increase the effectiveness of reaching and impacting first year students beginning in 2023-2024 academic year, efforts will be made to enlist student leaders to present in the workshops.

		Action plans developed during the weekend will assist them in being agents of positive change on campus. Several of the retreat staff were trained DEI facilitators through the National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The participants were of diverse age, academic class, gender, race, sexual orientation identities. The staff were all Black and/or Hispanic allowing the student participants a unique opportunity to interact and question Black and Brown staff about a variety of DEI issues and experiences. There was greater follow-up with individual students and stronger connections formed with constant communications about relevant programming and opportunities on campus. Additionally, several of the participants and staff continue to deepen their connections through individual meetings and interactions.	Beginning fall 2023, this requirement will be extended to transfer students.
		• UCDEI experienced a significant shift in its membership with a reduced number of students participation (down from 50% to 31%) of the council membership. This is a reflection of an across-the-board reduction in student participation in co-curricular activities. The council has attempted to continue its work in achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. These goals support those of the university's cultural diversity plan.	
		• During the past academic year the UCDEI continued to its work on the "10-Point Plan to Create a Socially Just Campus" Five of those actions items were set as action priorities: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2023-2024 Progress: The building opened for full use for Fall 2023. 2) Researching the appropriateness and effectiveness of a Land	

		Acknowledgement Statement for the FSU Campus. 2023 Progress: The council will make a recommendation to the governing bodies. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff were required to complete LinkedIn Learning DEI modules were implemented on March 31, 2022; completion was reflected in annual evaluations and considered in merit pay. • A *#Bobcats Against Bias* campaign is an annual event, which includes workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: Three staff members has completed the investigator training. A draft of a hate/bias incident policy and procedure has been proposed to the Executive Team.	

Continue the work of the University Council on Diversity, Equity, and Inclusion.	FSU *University Council on Diversity, Equity, and Inclusion (UCDEI)* – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.		UCDEI will continue to develop plans for the Multicultural Center, including a yearly schedule of activities and events to increase positive interactions, awareness and appreciation of cultural diversity.
Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender- based violence and related programming, policies, and services.	*Office of Gender Equity* programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.	FSU established the *Office of Gender Equity* in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by: • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from fall 2021 shows continued increases in positive responses about students' perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices.	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.

Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best- practice information.	The Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion worked to include action items in the "10 Point Plan to Create a Socially Just Campus". Additionally the required for all first-time students to complete Sexual Assault Prevention for Undergrads continues utilizing an online educational platform designed by Vector Solutions. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX. All faculty and staff were required to complete Harassment and Discrimination Prevention; an online platform designed by Victor Solutions. The 90-minute program discusses the methods employees can use to identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.	

Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	FSU's partnership with the University of Maryland College Park, TRIO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists. FSU developed new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.	Identify funding to support FSU students' participation in activities hosted at partner institutions. Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium. Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.
Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	The University's curricular programs that promote the understanding of cultural diversity	*Identity and Difference* category in the *GEP* offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Student Learning Assessment related to the *Appreciation of Cultural Identities* GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement. The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these	Maintain inclusion of DEI in re-envisioned GEP. Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.

		underrepresented groups globally. The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages. *Two new curricular programs were brought online:* • Social Justice Track in the Philosophy Major • Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor	

FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
FSU's Diversity Program has been reviewed and updated.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs.** • **curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.** **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	Data to demonstrate where progress has been achieved/indicators	**Areas where continuous improvement is needed**
FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty The Center for International Education's (CIE) goal was to increase international student enrollment through the development of a new cooperative program with our international partner, Hunan university of Technology and Business (HUTB).	*The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.* *The CIE creates and maintains spreadsheets which include the data for all international students during the spring and fall semesters. We are able to calculate an increase in international student enrollment from the previous year.*	The CIE currently has an Economics/ Finance program and a Graphic Arts program with Hunan University of Technology and Business (HUTB).	

FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics. Plan and implement student abroad programs conducted or sponsored by the university.	The presence of study abroad opportunities for students and the level of participation in those programs	During the current academic year, 64 FSU students participated in study abroad programs. We anticipate continued growth in the coming year.	
Organize and implement recruitment activities for students to study abroad.	The presence of recruitment activities designed to encourage students to participate in study abroad.	To encourage students to study abroad, the CIE engaged in the following recruitment activities: • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.	

Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.	The presence of study abroad opportunities for students and the level of participation in those programs.		
	The presence of recruitment activities designed to encourage students to participate in study abroad.	There were no faculty led international trips this year. The CIE will collaborate with two professors to organize trips that will take place in 2024-2025.	
Sustain the University President's Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	The presence of faculty-led study abroad opportunities for students. Presence of international experience for student members of the President's Leadership Circle.	The students in the President's Leadership Circle not been able to participate in international trips for several years. COVID initially presented a challenge and since then, budgetary constraints have been an obstacle.	Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.

SALISBURY UNIVERSITY

SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

APRIL 22, 2024

Salisbury University (SU) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section I: Summary of the institution's plan to improve cultural diversity

Salisbury University continues to demonstrate our commitment to cultural diversity, which is a fundamental aspect of our institutional mission and values. As stated in our mission and values, "The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion." We recognize that diversity enriches the educational experience, and prepares our students to "contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."

In alignment with our Strategic Plan, we are dedicated to cultivating a diverse and inclusive campus environment. Goal 2 of our strategic plan has allowed us to focus our efforts to "Inspire a campus culture of inclusive excellence, support, and collaboration." We strive to achieve this by implementing initiatives that promote diversity, equity, and inclusion across all areas of our campus community.

Moreover, our commitment to diversity is embodied in the Salisbury Seven, a set of shared values that guide our actions and decisions. The third point pledges " We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging".

As we note the change in the national climate, we are guided by our institutional values, and are taking proactive steps to ensure we continue to foster a sense of belonging and inclusion on our campus. To accomplish this, we have made significant progress which includes:

1. **The creation of a cabinet-level position, the Vice President of Inclusion, Access, and Belonging.** We are currently in the process of conducting a national search for our first ever cabinet level Vice President of Inclusion, Access, and Belonging. The Vice President of Inclusion, Access and Belonging will play a crucial role in shaping the future of our institution and ensuring that we continue to foster a campus environment that values and celebrates the contributions of every member. Working with an external firm and a committee of faculty, staff, students, and administrators, we are hopeful that this new leader will join our campus community in the coming months. This position brings together three units on campus including the Office of Diversity and Inclusion, the Office of Institutional Equity, and the Disability Resource Center. The hope is that under a

strategic leader, the campus will continue to grow and evolve in meeting the diverse needs of our community. Upon their arrival, the Vice President will be taking the lead on developing an *Inclusive Excellence Strategic Plan.* The plan will be developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress.

2. **In preparation for the arrival of a new cabinet member, the President's Office has launched Inclusion, Access, and Belonging Working Groups focused on the following areas – Cultural Programming, Education and Training, Curriculum, Workplace, and Student Success.** Each group will be comprised of representatives from all stakeholder groups on campus to analyze our current efforts and identify gaps where there may be a need for more attention and resources. Collecting this information before the new Vice President's arrival will give them more insight into our campus' needs. Over 100 members of the campus community signed up to volunteer showing their interest in and support for these initiatives.

3. I**n September, the university hired Sheree Satchell as the Office of Diversity and Inclusion's new coordinator of student diversity recruitment and retention.** She has been focused on developing and implementing strategies and programming, with a cultural lens, to support the recruitment and retention of students from diverse backgrounds. In just a few short months, she has been able to connect perspective students and families across the state to share information and resources about SU. Our focus has been on communities where there is a high population of diverse potential college students. Some of the visits included schools in Prince George's County, Montgomery County, Baltimore City, and neighboring District of Columbia. Retention efforts also increased by having more consistent follow-up meetings with our students in the Baltimore City based CollegeBound Foundation Program as well as students in the Powerful Connections Program.

4. This new position, the coordinator of student diversity recruitment and retention, will surely accentuate the efforts already being made to increase the diversity of our campus community. **Our Fall cohort welcomed one of the largest, most diverse, first-year classes in campus history, with nearly 1,400 students, this fall, including more than 530 transfer students and over 320 new graduate students. Hailing from 27 states and 18 countries, almost a third of these students come from underrepresented backgrounds, and 41% identified as first-generation students.**

5. **To support our increasingly diverse student body, we have partnered with the Association of College and University Educators (ACUE), an organization dedicated to improving student success through evidence-based, inclusive teaching practices.** This year, sixty faculty will participate in ACUE's 25-week online course, **Effective Teaching Practices (ETP)** which trains faculty in evidence-based techniques shown to

increase student retention, strengthen students' sense of belonging, and close equity gaps. Additionally, with 19 of the 25 modules spotlighting inclusive teaching methods, this ACUE training readies faculty to implement and document evidence-based practices in the area of DEI which will be required in annual reviews, tenure, and promotion beginning in the Fall 2025. In addition, thanks to funding received through the Carnegie Corporation of New York, and the ECMC Foundation, 120 faculty and staff have an opportunity to take part in ACUE's **Fostering a Culture of Belonging** microcredential course this year. This training will provide faculty and staff with evidence-based strategies to foster an inclusive learning environment, building upon ACUE's "Embracing Diversity in Your Learning Environment" module, ultimately cultivating a more inclusive campus culture. In addition to an estimated ROI of $1.17 million from student retention after the first three years, ACUE will provide survey data, which will be used along with data provided by UARA to assess the impact of the partnership. This data will focus on four key areas: engagement, learning, completion, and equity. Engagement will be measured by the degree to which students taught by ACUE-credentialed faculty are more engaged in their studies, as indicated by course evaluations. Learning will be evaluated by comparing students' grades to their achievement prior to their instructors earning an ACUE credential or through a matched-cohort research design. Completion will be assessed by examining success rates, course completion rates, and declines in DFWs. Finally, equity will be analyzed to determine the reduction or elimination of achievement gaps by race, gender, or income status.

6. To continue to foster a culture of equity, including and belonging on campus, President Lepre announced the development of ongoing diversity, equity and inclusion training programs, as well as the promotion of open dialogues and the implementation of diverse recruitment practices. Just last week, the President's office supported a cohort of faculty and staff to attend CCBC's Culturally Responsive Teaching Conference.

7. We are just a few months away from implementing our New General Education requirements which include a required course in DEI related content (as well as Civic Engagement and Environmental Sustainability). Student learning outcomes for DEI course are 1. Examine the intersections of inequity based on dimensions of identity, including but not limited to class, race, gender, LGBTQIA+, disability, national origin, and/or religion; 2) Identify specific mechanisms by which racism may influence stakeholder outcomes, including but not limited to health, wellness, longevity, and prosperity; 3) Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world; 4) Describe the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world; 5) Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world; 6) Analyze the various institutions and power

structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.

8. The Center for Healthy Communities and The College of Health and Human Services hosted its inaugural Interprofessional Symposium on Transgender Care and Experience this past fall that brought awareness and resources to the Eastern Shore of Maryland community. The program made such an impact, plans for a 2nd symposium are underway for the fall 2024 semester.

9. In addition, Salisbury continues to make other movements towards being more inclusive such as creating signage for gender neutral restrooms across campus and providing a more streamlined process for requesting ASL interpreters for members of the campus community and guests.

10. SU was also selected as a participant in the ABC Grant with other USM institutions that will focus on student success and belonging.

Section II: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

Statement from SU President Carolyn Ringer Lepre on the U.S. Supreme Court's Decision on Affirmative Action - Friday June 30, 2023

As a member of the University System of Maryland (USM), Salisbury University endorses USM Chancellor Jay A. Perman's position statement regarding the U.S. Supreme Court's decision on affirmative action in college admissions.

Diversity and inclusion are core values of SU. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. SU is committed to making our campus one where every single student feels a sense of belonging. We recognize that throughout history, far too many identities, voices, experiences and perspectives have been pushed to the margins. It is our goal to make sure that every student's identity is seen, heard, honored, included and celebrated on our campus. A diverse and inclusive community brings irreplaceable value to our educational experience and work environment, and strengthens us all.

We recognize and celebrate the differences in background, abilities, experiences, characteristics, identity and thought that make each person unique and that enrich our campus, community and nation. At the same time, we acknowledge that which unites us: our basic humanity and the search for knowledge that is central to Salisbury University's mission of educating the leaders of tomorrow.

As a public institution, SU embraces its responsibility to serve all residents of Maryland — and beyond. This includes not only making sure our programs remain accessible and affordable, but

providing the support needed to ensure everyone has an equal opportunity to succeed on our campus, in our classrooms and on their chosen paths once they have earned their degrees.

While the Supreme Court's decision may have far-reaching implications for higher education as a whole, we will not waver in our commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging at SU.

a. Outreach and Support Programs:

The Office of Diversity and Inclusion continues to sponsor the Powerful Connections Program described below.

> ***Activities and programs related to successful transitioning to university life represent an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences. The Powerful Connections Pre-Semester Experience is a vital tool for new students of diverse backgrounds to set success in motion at Salisbury University to "Make Tomorrow Yours."***

This fall we have substantially grown our Powerful Connections program – welcoming more than 100 mentees and over 50 mentors, the largest cohort in program history. This was also our most diverse cohort of participants and mentors representing many diverse identities including race, ethnicity, religion, sexual orientation, and more. This led to very robust conversations and experiences within our program. The Disability Resource Center, CAMP Program, and TRiO Bridge Summer Programs are also ways that the university continues to create pathways for students to SU from diverse backgrounds.

b. Community Engagement:

Powerful Connections, CAMP, TRiO, and DRC STARS pre-semester experiences continue to focus on students from historically excluded populations. There are also programs such as the NIA and CUSP programs fostered through the School of Social Work that provide support and mentorship to BSW/MSW students at Salisbury. The programs connect these students to mentors who share similar racial and ethnic identities who also work in the Social Work field.

c. Equity and Access:

As a part of the State of the University address, Dr. Lepre shared the plan to support academic excellence and high-impact practices, invest in the recruitment, retention, graduation, and social mobility of first-generation students. 41% of this year's incoming class self-identified as a first-generation student, signaling the importance of supporting this community. These initiatives will build resources and support programs for first-gen students to ensure that they not only succeed at SU but thrive.

The Sea Gull Pell Promise Program and Financial Aid - A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier

for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

d. Monitoring and Evaluation:

To effectively assess the impact of policy changes, we will continue to regularly monitor student demographics shifts and will also continue to analyze educational outcomes, such as retention rates, graduation rates, and academic performance, disaggregated by demographics. This information will be utilized for strategic planning, budget decision-making processes, and setting goals for improving diversity. We will also utilize the collective knowledge of our partners in the USM system through discussions at the USM's D&I council, and through other leadership meetings across USM schools in an effort to share best practices and opportunities.

Appendix 1:

Looking Forward - Creating a Culture of Equity and Inclusion Our strength is derived from the people who make up our community. Our commitment to diversity, equity, inclusion, and belonging remains at the forefront of our priorities. I want to reiterate unequivocally that Salisbury University is a place where everyone – regardless of ethnicity, race, age, religion, gender, ability, or identity – is welcome. As an institution, we are committed to upholding and respecting the diverse range of values and perspectives expressed by our community, and we are steadfast in our commitment to ensuring the safety and well-being of every individual. To foster a culture of equity, inclusion, and belonging, we will consistently integrate these values into our institution's core ethos and operational strategies. This will involve developing ongoing training programs, implementing diverse recruitment practices, and promoting open dialogues.

2

Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with

educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

9

Objective 2.1
Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

Strategy 2.1.1.
Support and advance the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.

Strategy 2.1.2.
Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.

Strategy 2.1.3.
Expand and require ongoing professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.

Strategy 2.1.4.
Expand and require ongoing educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.

Strategy 2.1.5.
Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.

Strategy 2.1.6.
Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.

Strategy 2.1.7.
Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.

Objective 2.2
Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

Strategy 2.2.1.
Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices.

Strategy 2.2.2.
Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with these and professional development opportunities exist to provide training

Strategy 2.2.3.
Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

Strategy 2.2.4.
Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.

SU's Center for Equity, Justice and Inclusion recognizes historically marginalized populations and provides space for research, programming and socializing. It serves to help nurture a more robust sense of identity and community on campus.

Objective 2.3
Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

Strategy 2.3.1.
Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.

Strategy 2.3.2.
Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.

Strategy 2.3.3.
Develop a plan to address issues of compensation and salary compression, including expanding and transparently communicating information about career pathways and ladders.

Strategy 2.3.4.
Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.

Strategy 2.3.5.
Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.

Objective 2.4
Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

Strategy 2.4.1.
Enhance access to and circulation among campus spaces.

Strategy 2.4.2.
Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).

Strategy 2.4.3.
Explore opportunities to expand multi-use facilities facilities for various aspects of campus and community needs.

Strategy 2.4.4.
Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.

Situated in the heart of the Eastern Shore, the Salisbury University Arboretum holds some of the most horticulturally diverse grounds in the local region. SU's beautiful 200-acre campus encompasses nearly 100 buildings.

2024 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 17, 2024

**Point of Contact: Dr. Patricia Corey Bradley, Vice President of Inclusion & Institutional Equity.
pbradley@towson.edu**

1. **A summary of the institution's plan to improve cultural diversity.**

> **Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community.**

Creating a more diverse and inclusive campus is a priority for Towson University (TU), linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

> **Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life.**

The Towson University Diversity Strategic Plan outlines four overarching goals: 1) Education and Scholarship; 2) Recruitment, Retention and Success; 3) Campus Climate; and 4) Evaluation and Assessment. The Committee on Institutional Effectiveness is responsible for the annual monitoring and reporting to the shared governance bodies the achievement and progress on the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.
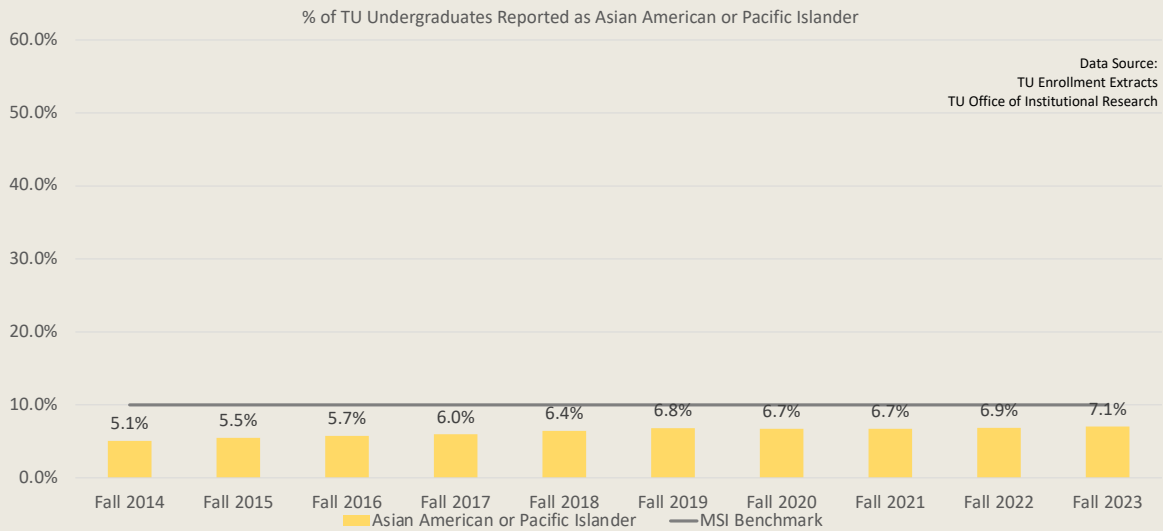https://www.towson.edu/about/mission/strategic-plan/targets-2030.html

While we know that there is more work to be done, we remain proud of the diverse educational experience that we offer our students. We will continue to build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.
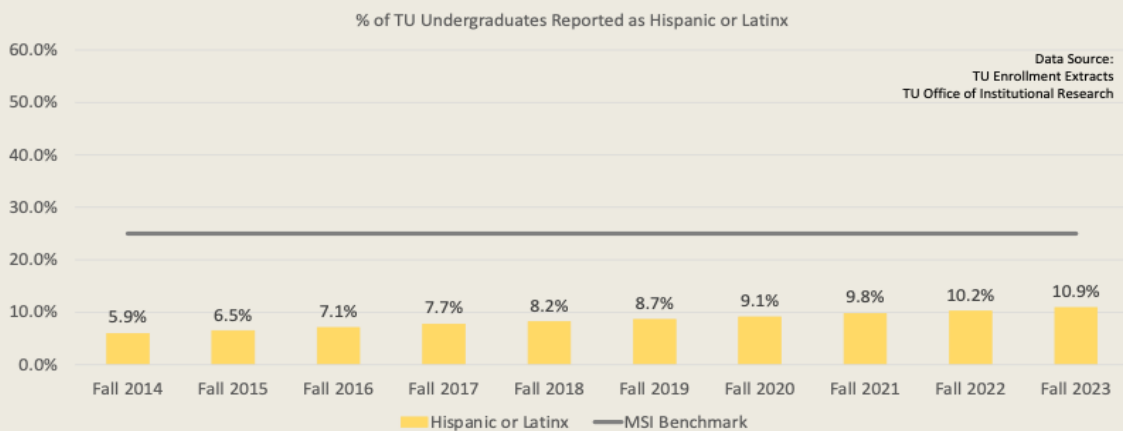
Towson University seeks to continue supporting an inclusive community by pursuing one or more of the Department of Education (DOE) Minority Serving Institution (MSI) Designations. MSIs are institutions of higher education that serve minority populations. MSIs have accessed DOE funds and leveraged resources on behalf of their students and communities. Year over year, Towson University's enrollment of minority populations increases nearing the benchmarks for three possible designations: Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Predominantly Black Institution (PBI), and Hispanic Serving Instition (HSI). In particular, the TU Asian Pacific Islander Middle Eastern and Desi American (APIMEDA) Fall 2023 enrollment was less than 3 percentage points (7.1%) from the AANAPISI benchmark of 10%. The PBI benchmark for Black or African American is 40%; in Fall

2023, TU's Black of African American population was 32.7%, just 7.3 percentage points from the MSI designation benchmark. Enrollment in other MSI designation groups steadily increases each year (Latine and 1st Generation and Low-Income). Towson University's collective enrollment of diverse ethnicities, abilities, nationalities, genders, sexual orientations, and veteran statuses makes us one of the most welcoming universities in the country.
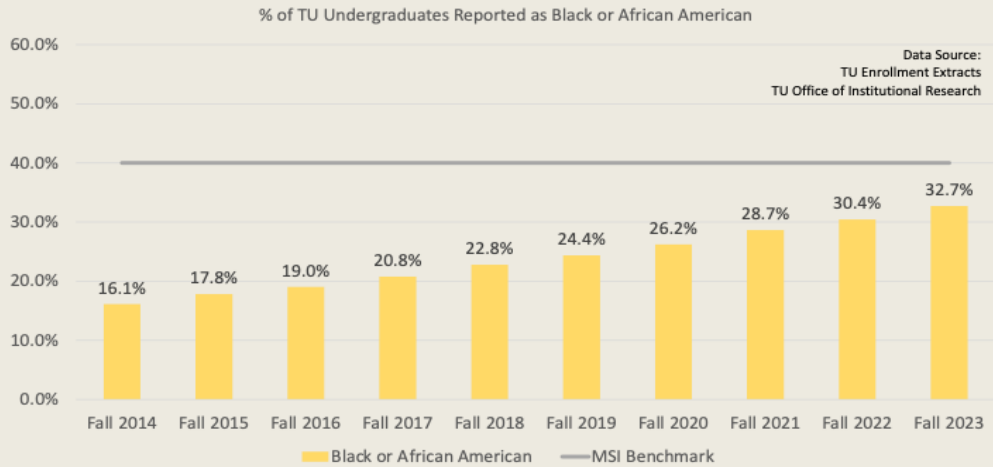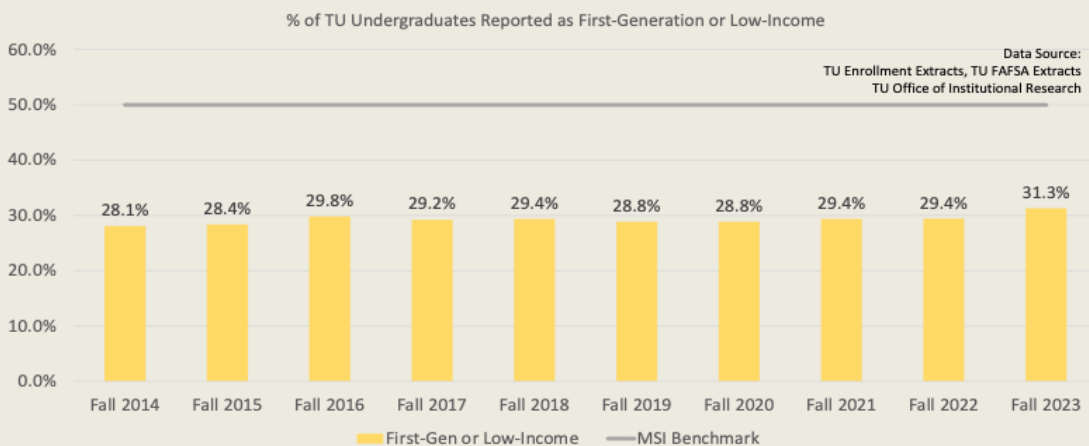
Minority Serving Institution Designation (APIMEDA)

% of TU Undergraduates Reported as Asian American or Pacific Islander

Data Source:
TU Enrollment Extracts
TU Office of Institutional Research

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Asian American or Pacific Islander	5.1%	5.5%	5.7%	6.0%	6.4%	6.8%	6.7%	6.7%	6.9%	7.1%

Asian American or Pacific Islander — MSI Benchmark

MSI Designation (Latine)

% of TU Undergraduates Reported as Hispanic or Latinx

Data Source:
TU Enrollment Extracts
TU Office of Institutional Research

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Hispanic or Latinx	5.9%	6.5%	7.1%	7.7%	8.2%	8.7%	9.1%	9.8%	10.2%	10.9%

Hispanic or Latinx — MSI Benchmark

MSI Designation (Black or Af-American)

% of TU Undergraduates Reported as Black or African American

Data Source:
TU Enrollment Extracts
TU Office of Institutional Research

Fall 2014	16.1%
Fall 2015	17.8%
Fall 2016	19.0%
Fall 2017	20.8%
Fall 2018	22.8%
Fall 2019	24.4%
Fall 2020	26.2%
Fall 2021	28.7%
Fall 2022	30.4%
Fall 2023	32.7%

Black or African American — MSI Benchmark

MSI Designation (First-Gen or Low Income)

% of TU Undergraduates Reported as First-Generation or Low-Income

Data Source:
TU Enrollment Extracts, TU FAFSA Extracts
TU Office of Institutional Research

Fall 2014	28.1%
Fall 2015	28.4%
Fall 2016	29.8%
Fall 2017	29.2%
Fall 2018	29.4%
Fall 2019	28.8%
Fall 2020	28.8%
Fall 2021	29.4%
Fall 2022	29.4%
Fall 2023	31.3%

First-Gen or Low-Income — MSI Benchmark

Interfaith, Spiritual and Religious

Towson University is committed to establishing a welcoming climate for students of different religious, secular and spiritual identities. Religious accommodation policies support students with dietary needs, prayer space and academic accommodations when observing religious holidays.

Students with Disabilities

The TU Accessibility and Disability Support Office (ADS) serves more than 2,000 undergraduate and graduate students with various disabilities and some temporary impairments. These include but are not limited to students with learning disabilities, ADHD, mental health disabilities, autism spectrum disorder, brain injuries, physical and mobility disabilities, medical conditions, blind/low vision, deaf/hard of hearing and speech/language disabilities.

Veterans

Towson University is recognized by the U.S. News and World Report as the #5 best school (2023-2024) for veterans in the region, and among the top 100 public universities. Moreover, TU currently has "Gold" status with Military Friendly Rankings.

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.**

A holistic review process ensures compliance with

Supreme Court Directives.

TU employs a holistic admissions review process to fully consider all factors regarding an applicant's accomplishments and goals. While TU does not factor in race or ethnicity when considering an applicant for undergraduate admissions, our campus continues to increase its diversity through eliminating barriers, providing a supportive climate and an inclusive experience through student success programs. We remain proud of our diverse higher education experience, but we know there is always more work to be done. TU will thoroughly review and comply with the court's decision.

a. *Outreach and Support Programs*

The American Talent Initiative seeks to expand access and opportunity for talented low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. It is why we are honored to be named one of 28 "high-flier" institutions in the American Talent Initiative, recognized by Bloomberg Philanthropies for leadership in expanding access and opportunities for talented students from low- and moderate-income backgrounds. That work is more important than ever in the wake of the recent Supreme Court decision on affirmative action.

Towson University also participates with the Direct Admission Program with Common App. Common App Direct Admissions is a program that offers college admission to qualified students before they apply. Participating colleges set a minimum qualifying GPA for students in their home state. The program also targets the following student groups: students who come from a low-income

household; students whose parents do not have a bachelor's degree or higher (i.e., first generation students). Once enrolled, TU supports our diverse students, and they succeed.

Some of these supports include early intervention efforts, supplemental instruction from the Tutoring and Learning Center, and Math Bootcamp.

The Freshman Transition Program (FTP) is a partnership between Towson University and the Community College of Baltimore County (CCBC). Students in the FTP enroll in courses taught by CCBC faculty on TU's main campus in the late afternoons and evenings. FTP students live in TU residence halls and receive the same support services as TU students. This program has been successful in giving students the opportunities to continue their education.

b. *Community Engagement*

We are targeting new groups of students for enrollment. Baltimore City has become an expanded focus beyond Baltimore County. We have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. The launch of the TU4Balt program this summer provided additional services and financial aid to Baltimore City students living on campus. The TU4Balt Living Learning Community supports students who have been selected to receive the TU 4 Baltimore City Scholarship at Towson University. TU4Balt provides an intensive first-year residential experience for students who may otherwise not have the opportunity to pursue their higher education goals. In Fall 2024, TU will expand the program and welcome a second cohort.

Students who may not be ready for a 4-year college enrollment are given an opportunity to take part in the aforementioned Freshman Transition Program After successful completion of the FTP, students have a seamless transition into Towson University and transfer their CCBC credits to TU. FTP students do not have to reapply to TU.

TU has also established the Salud Scholars Program. The goal of this program is to increase Latine/x population of health professionals serving Maryland communities. In support of a healthy society and equitable healthcare, the program will: 1) educate prospective Latine/x students and their families about educational opportunities and pathways to careers in health professions; 2) recruit Latinx students to TU through family-oriented, community based-outreach, providing bilingual support; and 3) establish student success program to ensure successful outcomes.

The Division of Enrollment Management is participating in the American Talent Initiative (ATI) Reaching Students Through Target Engagement. As part of this initiative, TU will work with other ATI members to develop proposals and/or plans to establish or expand evidence-based target outreach, financial aid, and pipeline programs to strengthen access, success and belonging for lower-income students. TU will be presenting its proposal in Summer, 2024.

c. Equity and Access

Our students are increasingly diverse in terms of race or ethnicity, socioeconomic status, and geography. Participating in the Direct Admissions process and utilizing the common application gives TU several advantaged opportunities to promote equity and accessibility for prospective students. This has helped streamline access, reduced financial burdens, and provides additional pathways for students. Additionally, TU's decision to keep the continuation of test optional admissions aims to make the admissions process more accessible to students from diverse backgrounds, including those who may not have had access to test preparation resources or who feel that their test scores do not accurately reflect their abilities.

Socioeconomic status: During the Fall 2023 semester, 39% of TU's incoming first-time students received Pell grants. This represents a 16-percentage point increase from 10 years earlier, when 23% of incoming first-time students received Pell grants.

Regional representation: TU enrolls an increasingly larger proportion of incoming first-time students from Maryland's Capital Region (Frederick, Montgomery, and Prince George's Counties). The number of incoming students from this region increased by 16% from fall 2018 to fall 2023.

Racial and ethnic diversity: TU's student body continues to diversify and become increasingly representative of the people in our state and region. During fall 2023, 52% of TU's students were from historically underserved racial and ethnic groups.

Fall 2023 marks the first time in TU's history that this percentage has exceeded 50%. Fall 2023's incoming class was the most racially and ethnically diverse in TU history, with 63% of students from historically underserved racial and ethnic groups. Approximately 19,790 individuals submitted first-time applications for fall 2023, the highest number of applications in TU's history.

TU's degree recipients increasingly represent a more diverse portion of the state's population. Since AY 2010, the share of TU degrees conferred to students from historically underserved racial and ethnic groups has increased by approximately 30 percentage points, from 16% in AY 2010 to 46% in AY 2023.

d. Monitoring and Evaluation

The share of TU degrees conferred to Black or African American students has increased by 15 percentage points, from 10% in AY 2010 to 25% in AY 2022.

Among TU's incoming first-time students, those who receive Pell grants have a 2% higher one-year retention rate than students who did not receive Pell grants (five-year average of fall 2018 to fall 2022 cohorts).

The six-year graduation rate of students from underserved racial and ethnic groups is within one percentage point of the overall graduation rate. (Fall 2017 cohort of first-time / full-time students).

A MORE INCLUSIVE TU

Advancing Equity and Diversity

Diversity Strategic Plan **2020–25**

TU TOWSON UNIVERSITY

Contents

TU TOWSON UNIVERSITY

Introduction

| DIVERSITY STRATEGIC PLAN |

Our Pledge

**To All Members of the Towson
University Community:**

We are pleased to share the strategic plan for diversity and inclusion. This plan provides a critical piece of the roadmap for the future of Towson University as we enter our 155th year. The completion of this plan has taken place during a time where the nation is addressing and focusing on the issues of institutional and systemic racism, inequality and social justice using an anti-racist lens. This plan is designed to meet TU's aspiration to become a more inclusive and equitable institution of distinction.

We know and are proud of the fact that TU is already one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. Since 2016, diversity, equity and inclusion have been at the forefront of our mission as we strive to become an institution of inclusive excellence.

This plan, *A More Inclusive TU: Advancing Equity and Diversity*, represents the next phase in our pursuit of being recognized as a distinguished public institution that advances equitable access, inclusive learning and engagement in a diverse community. The goals outlined in this document, along with our vision and collective voice for change, will provide a pathway to achieving this goal. This plan is consistent with our university-wide strategic plan, building upon our most important goals.

It should be acknowledged that this plan does not represent the sum total of all that we are and all that we need to do or will do. Conversations with more than 250 members of the campus revealed the numerous programs, activities, initiatives and efforts already underway that are shaping and changing TU. These conversations also revealed the need to continue to address and remove structural inequities. In order to focus our efforts and resource them appropriately, we have limited the number of initiatives, programs and efforts elevated herein. The goal of this plan builds upon the investments and intentions made by many members of the campus to create positive change.

Lastly, as a community we must hold ourselves accountable for the change we seek to realize. We will assess our progress, adjust to the results, listen to new ideas and continue to facilitate frank conversations about issues on our campus.

Thank you for working to create a more inclusive and equitable Towson University.

Leah Cox, Ph.D.
*Vice President, Inclusion
and Institutional Equity*

Kim Schatzel, Ph.D.
President

Welcome to TU

Towson University is one of the most diverse higher education institutions in the nation. TU is staunchly committed to building a campus community that embraces a wide spectrum of human and academic experiences. With that in mind, Towson University is **intentionally engaged** in proactively transforming the culture and climate of the university to reflect the changing society in which we study, live and work.

This strategic plan is grounded firmly in the belief that **TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission** through academic programs and environment, leadership and mentoring, community engagement, day-to-day decision-making, interpersonal relationships, collaborations and organizational culture. This document, *A More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, equity and inclusion within the higher education sector. The success of this plan requires every member of our community to actively contribute in its implementation.

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status and socioeconomic background. We also recognize that differences in beliefs, values and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive

and supportive environment where historically marginalized, underrepresented and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

The Diversity Strategic Plan Task Force ("task force") convened in December 2018 and was charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, equity and inclusion at TU over the next five years. The eight Presidential Priorities[1], the university's Diversity Initiatives Progress Report [2] and this document build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

[1] https://www.towson.edu/about/administration/president/priorities/
[2] https://www.towson.edu/inclusionequity/diversity/diversity-progress.html

3

Our Vision

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances inclusive excellence while implementing and maintaining a focus on equity. We clarify our working definitions of **inclusive excellence** and TU's **equity toolkit** along with our other key terms: **diversity**, **equity** and **inclusion**.

We can't assume nor expect all members of our community to understand our institution's history or make sense of it in the same way. In fact, we recognize reconciliation is an ongoing process and must acknowledge a diversity of perspectives on and lived experiences with any singular moment in time. In developing this five-year strategic plan, the Towson University leadership looks to strengthen its commitment to diversity, equity and inclusion across our institution while also acknowledging that this work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.

This report presents information on the current state of Towson University in terms of diversity, equity and inclusion and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.[3] Over a 15-month period the task force engaged hundreds of students, staff, faculty, alumni and community partners.

We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU's mission and strategic priorities related to diversity, equity and inclusion.

A number of other system and campus initiatives and reports complemented the task force's work, including TU's overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU and innovative initiatives such as the one created with a $1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education[4], leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

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[3] Williams, D. A. (2013). Strategic Diversity Leadership. Sterling, VA: Stylus.

[4] We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

TABLE 1 / KEY EVENTS TIMELINE

Year	Month	Event
2018	**SEPT.**	• Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force
		• Charge letter and goals provided
	OCT.	• Planning and readiness launch of task force
	DEC.	• First monthly meeting of the task force
2019	**MAR.–SEPT.**	• Data collection across the community
	SEPT.–OCT.	• Data analysis and coding
	DEC.	• Task force working meeting 2020
2020	**JAN.**	• Task force meeting–first draft compiled
	FEB.	• Draft presented to the task force, vetted and revised
	MAR.	• Draft presented to the university president and provost
	APR.	• Final revisions
	ONGOING	• Track and assess progress

Our Plan

The publication of this plan marks the end to an envisioning process and begins the incremental implementation of this important work that will assure lasting change. Only by **engaging** at college, department and unit levels can strategies be prioritized, translated or adapted into relevant and consequential activities. The implementation of this plan is dynamic and will continually evolve; data will be reviewed each year to support decision-making and organizational change. The plan provides **actionable timelines**, **responsible parties** and **metrics** to help assess our advancement of diversity, equity and inclusion in the short and long term.
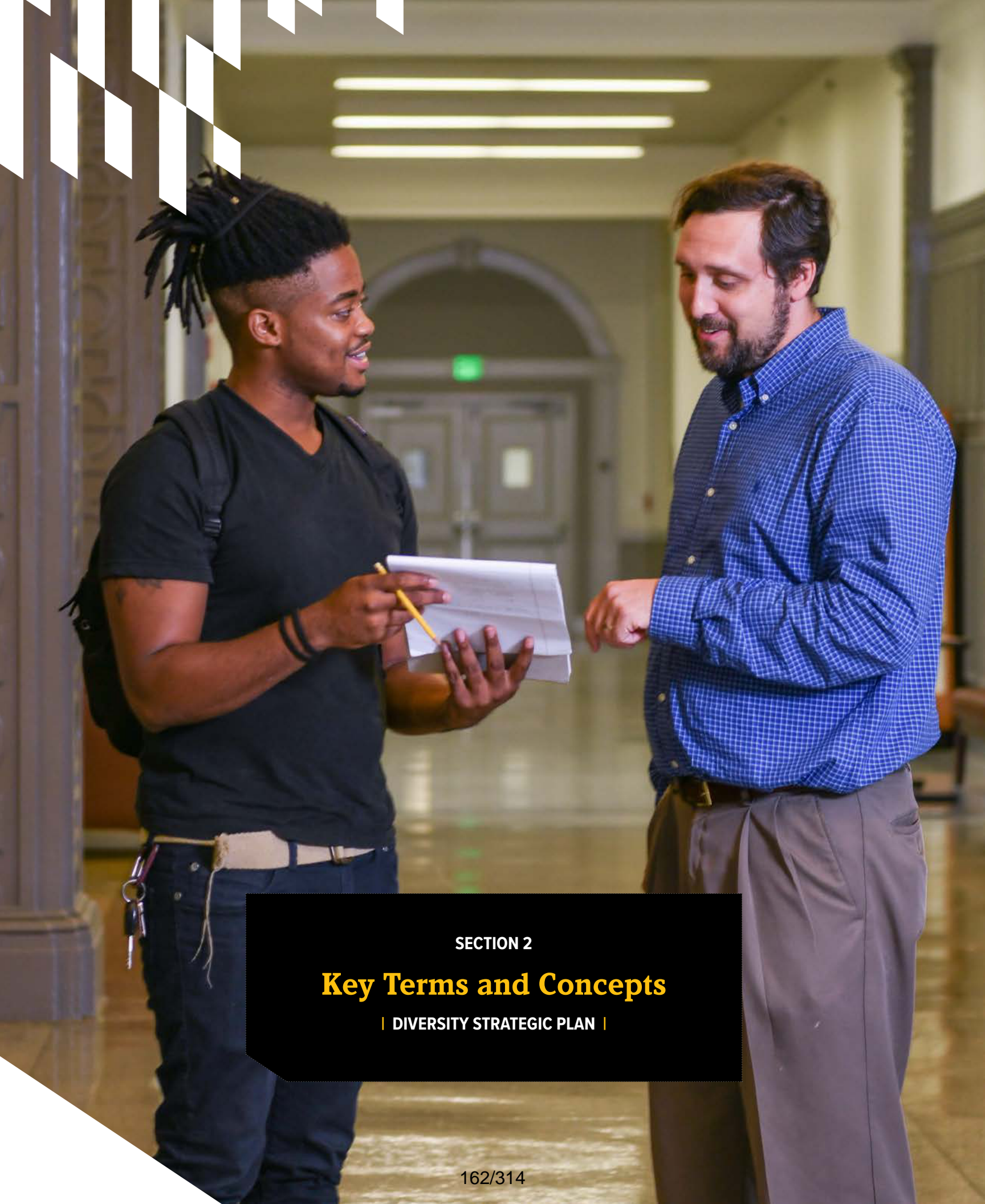
"

TU is not stuck and is moving forward. I think the past at Towson University is what is helping to propel us forward.

ASIAN FACULTY & STAFF ASSOCIATION FOCUS GROUP

SECTION 2

Key Terms and Concepts

| DIVERSITY STRATEGIC PLAN |

Key Terms

Diversity

Diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse.

While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

- **Ability status**
- **Age**
- **Ancestry**
- **Body size**
- **Citizenship status**
- **Economic status**
- **Educational status**
- **Employment status**
- **Ethnicity**
- **Food security**
- **Gender identity**
- **Gender expression**
- **Housing security**

- **Incarceration experience**
- **Language**
- **Marital/partnership status**
- **Military/veteran status**
- **National origin**
- **Neurodiversity**
- **Political affiliation**
- **Pregnancy/reproductive status**
- **Race/racial identity**
- **Religious affiliation/ spiritual practice**
- **Sex assigned at birth**
- **Sexual identity**

Equity

Equity refers to fairness in access, treatment and opportunity. Equity is NOT the same as equality.

Equality implies sameness, two or more members of a community being identical or having identical identities, cultures and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need to have the opportunity to achieve our stated goals and outcomes (**SEE FIGURE 1**). Ongoing efforts to strive for equity may, in fact, appear to some as treating people or groups differently. Putting equity into practice requires a shift of perspective from an external focus on individuals and communities (achievement gap) to an internal focus on our institution and its policies, practices and programs (opportunity gap).

FIGURE 1 / DISTINGUISHING BETWEEN EQUALITY AND EQUITY (COURTESY OF THE ROBERT WOOD JOHNSON FOUNDATION) [5]

Equality

Equity
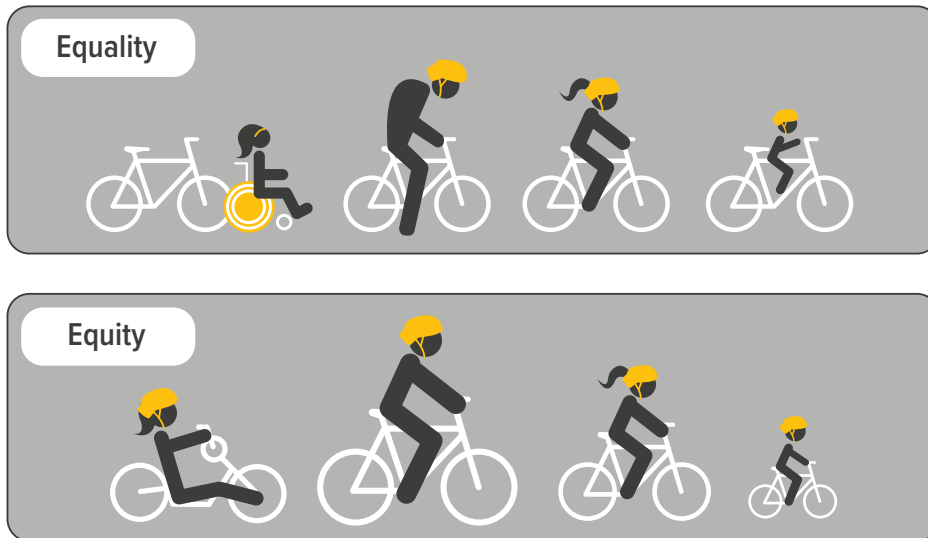
> ❝ I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.

STAFF/FACULTY FOCUS GROUP ON RETENTION

[5] https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

Inclusion

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity.

A department, organization, college, team, division or other unit may be diverse while still not necessarily fostering inclusion, as depicted in **FIGURE 2** below.

It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (**SEE FIGURE 3**).

KEEP IN MIND

Having diversity does not guarantee also having inclusion.

FIGURE 2 / **THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.**

"We have diversity"

...and exclusion

"We have diversity"

...and segregation

"We have diversity"

...and integration

"We have diversity"

"...AND inclusion"
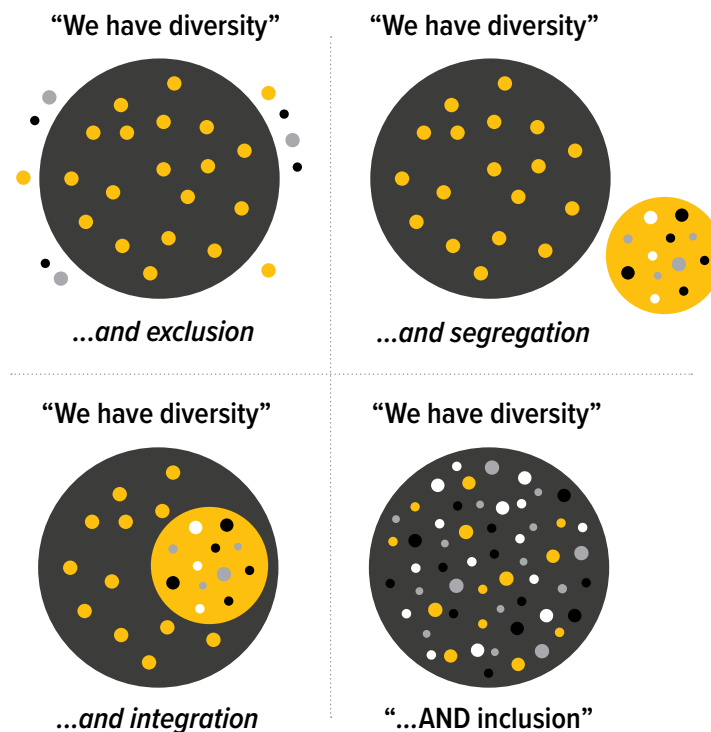
Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence[6] proposes four primary elements:

- **Focus on student intellectual and social development**
- **Purposeful development and utilization of resources to enhance student learning**
- **Attention to cultural difference**
- **Welcoming community**

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) *the what and why* of undergraduate learning and 2) the importance of helping *all* students achieve those. Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.[7]

Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

Diversity

Equity
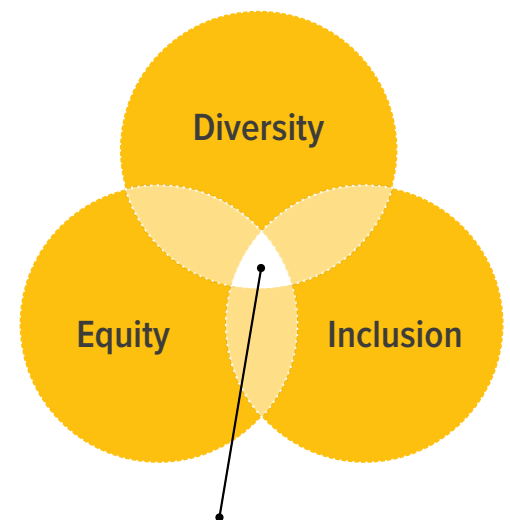
Inclusion

Belonging:

Our community engages each member's full potential, creativity, innovation and resilience thrive and our beliefs and values are integrated.

6 Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

7 Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

Equity Toolkit

TU's equity toolkit is a collection of resources and guides for calling attention to patterns of inequity linked to one or more social identity markers.

Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity. This toolkit should be applied in many ways at the institution:

- **Communities and cultures (groups, networks, traditions)**
- **Climate (classroom, academic department, division/department/unit)**
- **Mission (teaching, research and scholarship, outreach)**
- **Policies, practices, procedures**
- **Collaborations with internal and external constituencies**

TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department or unit can embark upon an ongoing process that identifies new opportunities to support TU's transformation to a campus community where people from diverse backgrounds can participate fully, thrive and contribute at TU. The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division or other area of work within the university. In early stages, consider the following as a guide:

- **What is the current norm, practice or tradition?**
- **Whose interests are being served? Whose interests are being underserved?**
- **Which individuals or groups are currently equipped and empowered to make decisions?**
- **What assumptions need to be critically re-examined?**
- **What mechanisms do we use or can we implement to assess equity and inclusion in our work regularly?**
- **What is the most appropriate next step?**
- **What are the risks if we do nothing? What will the impact be if equity toolkit resources are not implemented in this case?**

The challenge of identifying, educating, motivating and measuring progress in each of these elements has guided our strategies, timelines and action plan. We lay out in a separate section below the specific guidelines that ground this plan in inclusive excellence and equity.

Diversity Strategic Plan Objective

Our task force goes further to frame inclusive excellence at TU as an **ongoing commitment to build our capacity to embed diversity, equity and inclusion in everything we do; to assess regularly; and to adapt**. This strategic plan calls for a commitment to inclusive excellence and equity. Our ongoing success is dependent on centering equity as a key component of this work, and it will set TU apart nationally.

SECTION 3

Our Past, Present and Progress

| DIVERSITY STRATEGIC PLAN |

Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (SEE FIGURE 4). This **growth** has led to the creation of new programs, majors, positions and development of policies and plans that have helped lead TU to achieve important **milestones in diversity and inclusion** that set us apart at the state and national levels.

Demographics

In the 2019 "Chronicle of Higher Education Almanac," Towson University was among the **top 15 four-year public institutions in the nation** in "Colleges with the Greatest Percentage Gains and Losses in the Number of Black Students, 2010 to 2017[8]." Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%[9], **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students[10]**.

MORE THAN 42%
OF UNDERGRADUATE STUDENTS REPORTED AS STUDENTS OF COLOR.

FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU

- White - 54%
- African American or Black - 23%
- Hispanic / Latino - 8%
- Asian - 6%
- Two or More Races - 5%
- Foreign / Non-Resident Alien - 2%
- Unknown - 2%

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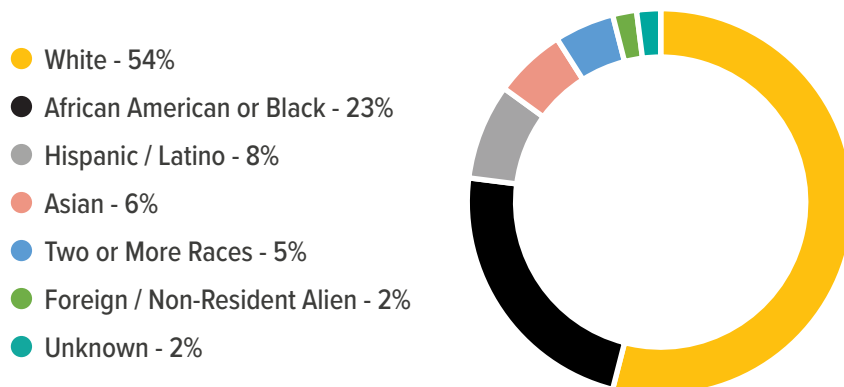
[8]   Towson University saw a 64.7% increase in Black enrollment from 2010–2017

[9]   The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

[10] U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.

15

FIGURE 5 / RACE/ETHNICITY AND GENDER OF ALL TOWSON UNIVERSITY EMPLOYEES 2018

Legend: ● Female ● Male

Group	Female	Male
American Indian Alaskan Native	4	3
Asian	108	99
African American Black	296	170
Foreign	29	29
Hispanic Latino	55	43
Native Hawaiian Pacific Islander	2	3
Two or More Races	24	16
Unknown	93	57
White	1425	1112

FIGURE 6 / SIX-YEAR GRADUATION RATES - RACE/ETHNICITY

● White - 73% (1660)

● African American / Black - 77% (306)

● Hispanic / Latino - 68% (127)

● Asian - 69% (123)

● Other URM - 66% (87)
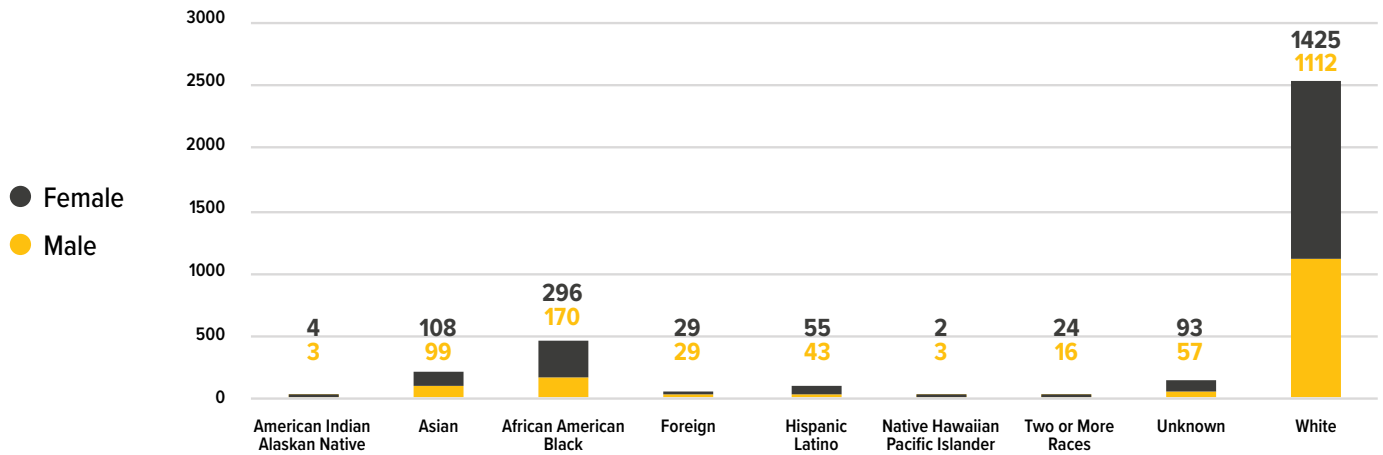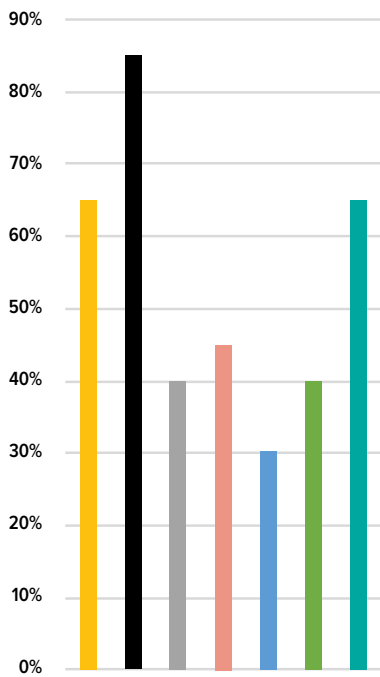
● Other - 68% (157)

● Total Cohort - 73%

The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

FIGURE 7 / SIX-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY/GENDER

	White	African American Black	Hispanic Latino	Asian	Other URM	Other	Total Cohort
Women	74%	81%	71%	66%	70%	67%	74%
Men	72%	64%	63%	74%	54%	69%	70%

Legend: ■ Women ■ Men — Cohort
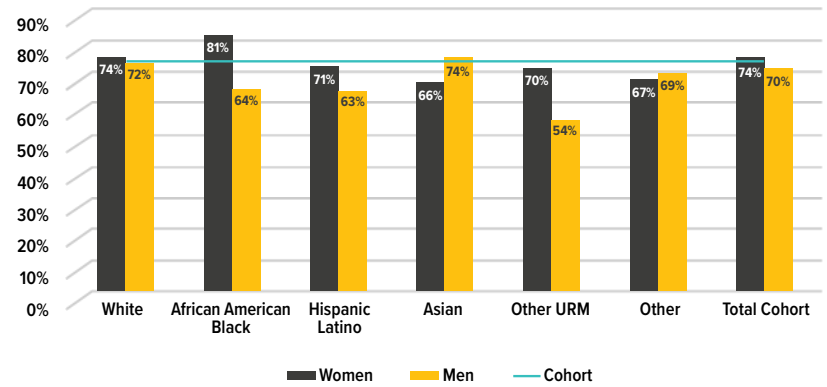
In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

FIGURE 8 / FOUR-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY

White	African American Black	Hispanic Latino	Asian	Other URM	Other	Total Cohort
50%	42%	38%	36%	33%	48%	47%

Legend: — Cohort
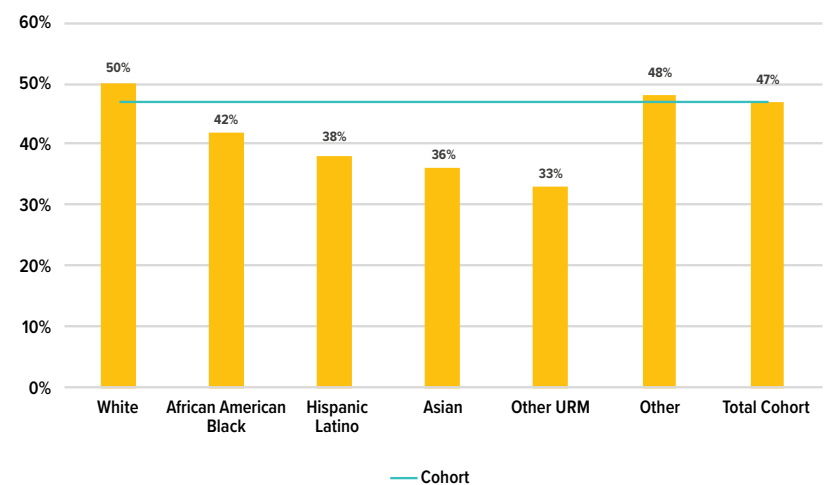
While most racial/ethnic groups of students caught up, or came close, to the overall graduation rate of six years, there were noticeably larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.

Graduation Rates

Although many public universities continue to struggle to address demonstrable gaps between racial and ethnic groups in student learning, Towson University has much of which to be proud. The term achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps are the disparities between actual learning and expected learning for students[11] and can be the result of achievement gaps. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities**. Of particular note: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.[12]

Our commitment to equitable access to and support for a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—to a more complex examination of systemic, structural and institutional barriers and the ways in which TU can further transform our policies, procedures and practices—opportunity gaps—that prioritize inclusive excellence and equity.

Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion & institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

> **At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.**

UNIVERSITY ACCESSIBILITY ADVISORY COMMITTEE FOCUS GROUP

[11] Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.

[12] IPEDS 2012 Cohort

Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported underrepresented students in their academic pursuits. The Center for Student Diversity—formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources—was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides advocacy, support, mentoring and programming for diverse students across the campus.

Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU's Diversity and Inclusion Faculty Fellows program was established to support TU faculty who are already engaged or interested in the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar–practitioner collaborations and/or building collaborations to enhance diversity and inclusion.

Strategic Plan Methods

| DIVERSITY STRATEGIC PLAN |

Strategic Plan Methods

The Charge

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators and alumni. The year-long process employed a social justice framework and solicited feedback from across the campus as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

The task force was charged by President Schatzel with four primary questions:

- **How do we further promote the president's Model for Campus Diversity?**
- **What is the climate on campus related to diversity and inclusion, and how is it experienced by individuals and members of the community?**
- **What is needed to recruit and retain a diverse faculty, senior administration and student population?**
- **How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?**

Priority areas included: **education and scholarship**, **recruitment**, **retention** and **campus climate**.

Data Collection

From March through September 2019, all stakeholders in the TU community were invited via the following methods to participate in the data collection process:

- **The task force website**
- **TU news article**
- **The task force video**
- **The task force web page online feedback form**
- **The task force email account, inclusion@towson.edu**

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliations and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- **Focus groups moderated by a team of two facilitators**
- **One-on-one interviews with a designee from OIIE**
- **Anonymous online submissions via the OIIE website**

Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- **Reflecting and acknowledging one's own personal biases**
- **Accessing the raw data as organized by the four priority areas**
- **Drafting a list of major themes and patterns of belief**
- **Noting unexpected themes, words and responses**

> **If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.**
>
> **LGBTQ+ FACULTY & STAFF ASSOCIATION FOCUS GROUP**

Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

Implementation Guidelines for Equity and Inclusive Excellence

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, "Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate," offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.

The ACE report finds "high diversity and inclusion capacity[13]" schools pursue the following priorities:

- **Strong diversity plans, mission statements and guiding values for diversity and inclusion work**
- **Leaders exhibiting knowledge of diversity and inclusion practices and research**
- **Leaders working to build trust and respect across stakeholder groups**
- **Investment in continual learning, education and training at all levels**
- **Regular assessment of campus progress with feedback loops**
- **Active disruption of oppressive practices and systems**
- **Opportunities and support provided to marginalized communities**
- **Value placed on individuals/units that provide diversity and inclusion leadership on campus**

This strategic plan considers how these priorities can be implemented beyond just race and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU's mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation such as:

- **Conducting an institutional diversity audit**
- **Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles**
- **Calling out the difficult issues**
- **Proactively addressing underrepresentation of nondominant faculty**
- **Monitoring institutional processes for equitable outcomes**
- **Investing in systematic and sustained diversity education**
- **Creating an institutional safety net of resources and support**
- **Assessing the impact of admissions criteria and financial aid on underrepresented students**
- **Critically evaluating faculty workload models**
- **Conducting research on demographic changes and inclusion.[14]**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

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[13] The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

[14] Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

> **Institutions demonstrating high levels of capacity for [diversity and inclusion] work to include racial incidents and campus racial climate have moved beyond the rhetoric of diversity to investing significant resources and time in developing a strategic plan for diversity and inclusion."**
>
> **AMERICAN COUNCIL ON EDUCATION (ACE)**

Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine **progress** on goals and action items.

Our Approach

The following approach to measuring progress from the University of California, Davis (2017)[15] was used to determine measurement, timelines and responsible units:

- **Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support the Presidential Priorities**

- **Disaggregate demographic data to better identify populations that need attention**

- **Show trends over time**

- **Support benchmarking against peers where valid and useful**

- **Reflect, as much as possible, the current ways we understand ourselves individually, our university and our world**

- **Tell the story of diversity, equity and inclusion at Towson University by dispelling myths, highlighting data and advancing critical strategies**

- **Provide enough flexibility for bold, innovative ideas for which no current benchmark exists**

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools[16] (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept equity and inclusion measurement and assessment working group will prompt and support campus-wide measurement, reporting and monitoring.

[15] University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

[16] Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

179/314

Strategic Measurement and Assessment Questions

The task force developed assessment questions that spanned the institution. For students, we have considered categories of ethnicity, race, gender identity, gender expression, sexual identity, ability status, military/veteran status, age, income, national origin, citizenship status, educational attainment of parents, food security, housing security and residency status. For our employees, we considered educational level, rank, salary, duration of employment, citizenship and nation of earned degree(s). We also examined our current and aspirational peers for their strategic priorities and actions related to diversity, equity and inclusion.

STUDENTS

- **Are certain colleges/schools/majors more welcoming to diversity than others?**

- **What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?**

- **What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?**

- **Are graduate and professional students falling out of the pipeline to degree completion? If so, where?**

- **Where are native born, underrepresented graduate students in their field coming from?**

- **How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware and successful students?**

WORKFORCE

- **Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?**

- **How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?**

- **Are colleges and departments retaining student employees, faculty and staff, and is that sufficient to make an impact on demographics?**

- **What can retention rates, turnover rates, duration of hire, vacancy rate and turnover quotients tell us about who is leaving and when?**

"

There are people who have taken a special interest in elevating me, and, once I start to get burned out, I am given the opportunity to move up or grow in professional development.

LATINX FACULTY & STAFF ASSOCIATION FOCUS GROUP

- **Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?**

- **Who is advancing and being promoted more quickly? Are there differences in who receives tenure and in what positions?**

- **How equitably are financial resources distributed in terms of salary, benefits and professional development support?**

PEER BENCHMARKING

- **How does Towson University compare to institutions in the University System of Maryland and peer institutions across the country in terms of strategic diversity, equity and inclusion goals and initiatives?**

Strategic Plan
Action Items

| DIVERSITY STRATEGIC PLAN |

Action Items

Four Overarching Goals:

1 **EDUCATION AND SCHOLARSHIP:** Provide ongoing teaching, learning, research and service opportunities to prepare and support students, alumni, current and retired staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

2 **RECRUITMENT, RETENTION AND SUCCESS:** Create or revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success.

3 **CAMPUS CLIMATE:** Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

4 **EVALUATION AND ASSESSMENT:** Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.

Diversity Strategic Plan Action Items

EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

Goals and Responsible Units

1.1:	**Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, equity and inclusion.**	**All Units**
1.1.1:	Mandatory interactive education and training for all staff and faculty on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.	Inclusion & Institutional Equity Human Resources Academic Affairs
1.1.2:	Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession or area of scholarship.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.3:	Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.4:	Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.	Academic Affairs Inclusion & Institutional Equity

Diversity Strategic Plan Action Items

EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

Goals and Responsible Units

1.2: Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community.	**All Units**
1.2.1: Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.	Student Affairs Academic Affairs Inclusion & Institutional Equity
1.2.2: Increase the number of diverse participants through centralization of services related to mentorship and leadership.	Academic Affairs Student Affairs Inclusion & Institutional Equity
1.2.3: Increase student participation in faculty scholarship related to diversity, equity and inclusion.	Academic Affairs Inclusion & Institutional Equity Student Affairs
1.2.4: Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.	Inclusion & Institutional Equity Student Affairs Student Government Association

30

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore

Date Submitted: April 16, 2024

Point of Contact: Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu) or Tiwana Barnes, Title IX Coordinator and Director of DEI (tbarnes@ubalt.edu)

Section l: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **Goal 1**: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- **Goal 2**: Recruit, employ, and retain a diverse faculty.
- **Goal 3**: Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **Goal 4**: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- **Goal 5**: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, **five priority areas were identified**. Committee teams were established to determine and oversee the activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

The University of Baltimore fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24).

Through our programming, every semester, we are celebrating our cultural heritage and identity at the University of Baltimore as we move a step forward in equipping our learners with holistic and global leadership skills to create equitable cultural and social spaces across all schools and colleges.

Students are participating in our student discussion spaces including:

- Latina/o/e/x Student Community Space
- Muslim Student Community Space
- Black Student Community Space
- Jewish Student Community Space
- LGBTQIA+ Student Community Space
- International Student Community Space
- Asian American and Pacific Islander Student Community Forum

Our trained Student Success Support Service professionals in collaboration with our faculty work and bring together a plethora of programming on our campuses:
- Religious and Spiritual programming
- LGBTQIA+ programming
- Underrepresented Student Community programming
- Leadership programming
- Global Field Studies trips abroad (faculty-led programs)
- Cross-cultural experiential filed trips

The Office of Diversity and International Services embrace awareness every month through heritage event planning and site visits, including:

- Hispanic Heritage Month
- National Coming Out Day
- National Disability Employment Awareness Month
- Native American/American Indian Heritage Month
- African American/Black History Month
- Women's History Month
- Asian Pacific Heritage Month
- Jewish American Heritage Month
- Lesbian, Gay, Bisexual, Transgender and Queer Pride Month
- Juneteenth

Office	Description /Focus
Office of Diversity and International Services	DEI and Social Justice programing; Cross-cultural programming; Global Field Studies / Faculty-led Programs Abroad
Rosenberg Center for Student Engagement and Inclusion: (i) Student Government Association (SGA) - DEI Student Elected Committee (ii) Student Events Board (SEB) (iii) Student Organizations include: the Black Student Union; the African Student Association, QUERRLY; International Student Association, and the Women Of Color Student Association	Student organizations and Inclusion programming; Experiential learning programming

The Bob Parsons Veterans Center	Diversity and Inclusion programming for Veterans
The Bias Experience Support Team	Awareness training; Title IX training; Bias Training
Office of Disability and Access Services	Access and Awareness Trainings
Career and Internship Center	Diversity trainings and the workplace

SSSS serves the University's longstanding and continued support for student engagement and student initiatives. For example, we support an active Student Government Association (SGA) that works with several partners on campus to lead / co-lead several activities during the Academic Year. 2023-24 campus-wide initiatives include:

i. Celebrating Juneteenth

ii. Organizing a Pride Parade

iii. Inclusion Alley Programming

iv. Launching a campus-wide initiative to promote the use of pronouns.

Our SSSS unit collaborates with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and programmatic development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

i. combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.

ii. promoting safe zone /brave zone trainings for students, faculty and staff.

iii. enhancing all of our disability related programming to raise awareness and enhance inclusion.

iv. partnering across the university to promote the use of automatic captioning in all our online events; and

v. Inclusion of pronouns and chosen names in Campus Groups platform.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

Resources for International Students
Office of Diversity and International Services

- Help with visa process and arrival/onboarding in Baltimore prior to school beginning every semester
    o Issuance of I-20 SEVP documents through the school year
    o A series of Webinars (In collaboration with the office of admission) "You're Admitted: What's Next" for all incoming F1 students: topics include – visa interview and application process, finding housing in Baltimore, transportation in Baltimore, health insurance information
- SEVIS Check in meetings every semester
    o Required for all incoming F1 students within first two weeks of the semester
    o Overview of all F1 visa requirements
    o Settling in to campus
- Host Series of "Campus Connections" (4 per semester)

- o Weekly for the first month of semester (International Student Orientation)
- o Serve as mini-extended orientation sessions for International students to adjust to life in Baltimore and at UBalt
- o Examples of campus connections of the past:
  - Walking tour of the neighborhood
  - Bussing around Baltimore (learning public transit system/services)
  - Meeting with campus depts (CIC, SAP, Tutoring center/RLB Library, Bursar office)
  - ISA Meet & Greet
  - US Classroom Culture
- Programming through Diversity and International Services
  - Holidays and Traditions form Around the World
  - Local Museum visits
  - Trips to Washington DC and Philadelphia
  - Cultural Folklore and Fashion Event
  - International Women Day
- Continuous 1:1 Advising
  - F1 visa Advising
  - Course Scheduling
  - Curricular Practical Training and post-program Optional Practical Training

Section 2
A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

THE UNIVERSITY'S DIVERSITY PROFILE

The University of Baltimore is a predominately minority serving institution, located in Baltimore, MD., with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-white. As a PMI, the University has not had to use race-conscious admission practices.

There has been significant racial and ethnic diversification in UBalt's student body over the past 10 years (fall 2013 to fall 2023). The percentage of the university's students who identify as one of the racial and ethnic groups that we count as underrepresented has now surpassed 50% with 51.5% as of Fall 2023.

The percentage of undergraduate students who identify as one of underrepresented has increased from 54% to 63%, with African American students now representing near half (49.4%) of the undergraduate student body. At the graduate level over this same time period, the Hispanic/Latino population and those selecting two or more races have almost doubled to 7.4% and 4.5% respectively. International student enrollment has returned to pre-pandemic percentage of 3.7%. African-American/Black students at the graduate/law level continue the gradual decline begun just prior to the pandemic at 37%, now at 31%.

Hiring and maintaining a diverse workforce is an objective where the University has historically made steady progress. Over the last year, the diversity of tenure and tenure track faculty held steady; however, more sizable instructional population of non-tenured faculty showed strong gains in African American/Black population, up more than 2% to 21% from last year. Among staff, the population that has seen consistent growth has been among Hispanic/Latinos, almost tripling since 2015, now at 4.4%.

Specifically provide information on the following:

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

We believe that the Second Chance program at Jessup Correctional Facility is extremely impactful and promising. In 2016, the University of Baltimore (UBalt) was selected to participate in the U.S. Department of

Education's Second Chance Pell Grant Experimental Sites Initiative. UBalt was among 68 colleges/ universities selected nationwide to offer a post-secondary correctional education program through federal Pell Grant funding. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success.

UBalt's program is being offered at Jessup Correctional Institution (JCI), a maximum-security prison for men. By spring 2021 semester we had 48 students working towards a Bachelor of Arts in Human Services Administration degree. While taking courses at JCI, students receive academic support from UBalt faculty and staff, community volunteers, and their incarcerated peers. The Second Chance College Program works with students when they are released to continue their education on campus and find meaningful and sustainable employment. When released, students are also provided with reentry support services, tuition assistance, and receive mentoring from their peers who are successfully continuing their education on campus.

We hope that some of the students in the program continue their education after being released and that they choose the University of Baltimore. The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

The School of Law elevated the role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged $10,000 over 5 years to support the [Annual Meeting of Law School Professionals](#) (AMDiP).

The School of Law has offered several co-curricular programs, including Celebrating Women's History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc. The school has the Fannie Angelos Program, through which Law faculty prepare students from the State's four Historically Black Institutions to take the LSAT and enter and succeed in law school.

b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community

organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY24, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

The Merrick School of Business is establishing a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

We currently do not have any formal mechanisms in place to monitor the impact of policy changes on student demongraphics, campus climate and educational outcomes. We recognize the importance of such measures to monitor and evaluate the effectiveness of our policies. In Fall 2022, we conducted a survey on Morale and Faculty Burnout. The results yielded a clear concern about diversity, equity, and inclusion. As a result, we launched Chat and Chew sessions with the Provost and the President in addition to the new Provost's "Office Hours." The Chat and Chew sessions with the Provost and the President are offered twice a semester and open to the entire UBalt community. This is an effort to engage all members of the UBalt community to increase transparency, communication and foster inclusion in our community. The "Office Hours" offered by the Provost, allow for faculty to meet with the Provost and ask questions in a twice-a-semester open session. It is scheduled for other buildings across the campus and has thus far been very successful in attracting faculty members and questions about what is happening in the Division of Academic Affairs.The DEI Committee (referenced below) and the new Title IX Coordinator and Director of DEI are working together to create a regular climate survey that will address the effectiveness of DEI measures that are currently being taken and those that are planned for the future.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and

in-person each semester. Curricula impacts students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

The Diversity, Equity, and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee's mission, which is to advance and champion the University's DEI goals and strategies. The committee's efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community.

The DEI Committee is charged with recommending actions to the University's Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

Appendix 1: University's Cultural Diversity Plan

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UBalt's mission and success.
Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

Adopted 5/29/2018.

BUILDING ON A STRONG FOUNDATION:
A STRATEGY FOR ENHANCING UB'S (*UBALT's*) LEADERSHIP IN
DIVERSITY AND INCLUSION FY 2019 – FY 2023

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

> "UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that

strengthen professional, intellectual, and cultural agility."

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.

2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.

3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.

4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.

5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

Implementation of the plan began in AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a university that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the

University's commitment to and work with diverse populations.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion.

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university, and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)[2] and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

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[2] Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel,
M. (Eds.), The NTL Handbook of Organizational Development and Change (pp. 139-154). San Francisco, CA, Pfeiffer.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance

Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty

Strategy 1: Expand outreach to build applicant pool.
- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore, each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and

inclusiveness.

- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair every new full-time hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an 'on-boarding program' to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

Strategy 4: Develop a faculty retention and advancement plan for women and underrepresented groups.

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan.

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups.

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research

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Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; "Difficult Dialogues" series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 17, 2024

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section l: A *summary* of the institution's plan to improve cultural diversity as required by Education Article §11-406

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the Core Values, the UMB 2022-2026 Strategic Plan, and the UMB Diversity Strategic Plan. Four of the University of Maryland, Baltimore's eight Core Values, Equity and Justice and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) stores all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reports for each school or unit. Eighty-eight strategic goals in SPIMS include equity, inclusion, diversity, or social justice. The progress of goals is submitted to and evaluated bi-annually by the Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) office.

In addition to UMB's 2022-2026 Strategic Plan, UMB is achieving progress through the creation of UMB's first-ever diversity strategic plan (DSP), launched in Fall 2023. This plan will serve as a roadmap and framework to advance DEI at UMB. To develop the plan, OEDI formed a Diversity Strategic Planning committee of diverse faculty, staff, students, and postdocs and engaged several hundred UMB constituents online and in person to learn about their perspectives related to EDI. The committee adopted

a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. They extensively reviewed surveys, climate studies, our UMB Strategic Plan, University-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. During spring 2023, the committee hosted approximately 40 listening sessions to learn more from our UMB community about future directions in EDI. Through an intensive process of transparent consultation and reflection, the key themes developed are **Recruitment and Retention**: UMB to actively recruit, retain, support, and advance diverse students, faculty, and staff demonstrating a commitment to our core value set of Equity and Justice; **Experience and Climate**: UMB promotes and provides professional and educational programs and initiatives that build capacity, equity, and respect, support, and advance diverse students, faculty, and staff; **Professional Development and Career Advancement:** UMB supports and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect; and **Scholarship, Service, and Education:** UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service (REPS). These four key themes, REPS, will be enacted with and will support UMB's Core Values of Respect and Integrity, Equity and Justice, Well-being and Sustainability, and Innovation and Discovery. Through four strategic goals, the DSP outlines the expected objectives to achieve. Each objective has a series of metrics of assessment and loci of accountability that show what we will do to meet each objective, how we will maintain accountability, and how we will measure our progress. Currently, the Office of Equity, Diversity, and Inclusion is socializing the plan with deans, school leadership, and major units to review the plan's goals, objectives, and metrics. There are various resources available at the university to support this work including the staff, faculty, and student experience surveys that measure dimensions of university experience and provide us the opportunity to understand and address actionable items by demographic groups.

Another tool UMB uses to measure progress is through a data dashboard. Our institutional dashboard, launched in 2023, makes EDI data more accessible. It assists leadership with measuring and understanding the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard allows deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities, develop change, and implement strategies. Phase two of the dashboard is in development and will map and track the current state and progress of EDI for students across all schools.

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UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recognized two years in a row by *Forbes* magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), the Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. Under this policy, executive applicants are encouraged to submit a diversity statement, which will assist search committees in identifying candidates who could potentially advance diversity, equity, and inclusion at UMB.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, experience surveys, and the creation of the Contributions to Diversity Statement policy are all important steps toward further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court has rolled back affirmative action in college admissions, coupled with organizational cultural challenges, impacts our progress and ongoing work.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campus policies and practices.

2a. ***Outreach and Support Programs****:* The University of Maryland, Baltimore, has existing and new initiatives or programs that support underrepresented minority (URM) groups or enhance access to higher education for historically marginalized communities. One example of an existing program is the first of its kind National Institute's (NCI) Continuing Umbrella of Research Experience Scholars Program (CURE) established by NCI's Center to Reduce Cancer Health Disparities (CRCHD). According to the CURE website, the year-round CURE program "seeks to empower middle school and high school students in West Baltimore for competitive and rewarding research, health care, and STEM-related career opportunities." In addition to the CURE program, UMB's schools have initiatives or programs to attract and support URM students. Other outreach and support programs and initiatives include, but are not limited to:

- The **School of Nursing** (SON) will offer breakout sessions and tabling for engagement with prospective students at the Spring 2024 open house events led by the Office of Admissions and Student Scholarships.
- **School of Social Work** (SSW) and the **University of Maryland Shady Grove** (USG) team are collaborating with the University of Maryland Baltimore County's (UMBC) Baccalaureate Social Work (BSW) Program and partners at Montgomery Community College and Montgomery County Public Schools to create a Social Work Pathway Program. Also, they offer a School Based Fellowship for Mental Health. Leading for Equity, Anti-Racism, and Diversity is also offered to Master of Social Work (MSW) students for credits. **(See Appendix 3)**
- The **School of Medicine** (SOM) has not developed new initiatives or programs. However, it has continued ongoing efforts to engage underrepresented students by connecting with existing student groups, target institutions, and pipeline/pathway programs.
- The **School of Dentistry** (SOD) has participated in various recruiting events, including a school fair, in and out of Maryland. The SOD Office of Admissions staff also completed implicit bias training at the SOM in 2023. The SOD OEDI collaborated to review and revise the dental hygiene program's interview questions. **(See Appendix 3)**
- The **Graduate School** (GS) supports and enhances access for URM through monthly JEDI (Justice, Equity, Diversity, and Inclusion) professional development training sessions. These sessions focus on cultivating an inclusive space where students, faculty, and staff of all identities feel a sense of belonging. Furthermore, the GS EDI Officer actively collaborates with student leadership monthly, providing opportunities for recommendations and feedback from the student community.
- The **School of Pharmacy** (SOP) offers scholarships in specific programs for individuals who identify as URM or from low socioeconomic status backgrounds (e.g., rural, low-income, or health professional shortage areas). Other efforts include waiving graduate record examinations (GRE) scores and admission and application fees for applicants experiencing financial hardship, attending high school college fairs, participating in panels, leading high school tours, and increasing attendance at transfer fairs through a student organization, A Bridge to Academic Excellence, that offers tutoring to high school students in Baltimore City. (**See Appendix 3**)
- The **School of Law** (SOL) representatives attend local, regional, and national recruiting events that focus on recruiting minority candidates, and the school is constantly working to strengthen its relationship with Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions. The school has been able to generate a diverse pool of qualified candidates (faculty and staff) without considering any improper factors (**See Appendix 3**)

2b. *Community Engagement*: UMB engages with students, staff, faculty, alumni, and community partners to ensure ongoing commitment to diversity, equity, and inclusion. Some of the community engagement efforts across the institution include, but are not limited to:

- The SON Dean and DEI Officer communicate the ongoing commitment to DEI to faculty and staff. Additionally, the school is rebuilding relationships and partnerships by visiting with community and other pathway programs that are a direct access to nursing students.
- In collaboration with UMB's **Community Engagement Center** (CEC), the SSW ODEI piloted the Social Justice Book Club. Other community engagement initiatives include University Student Government (USG) hosting Brown Bag Discussions on Clinical Social Work with African American Families, a JEDI Summit, and via a Substance Abuse and Mental Health Services Administration (SAMHSA) grant the Center for Restorative Change's (CRC) SHARP Framework Team has worked to expand the SHARP Framework (Structural Oppression, Historical Context Analysis of Role, Reciprocity, and Power). **(See Appendix 4)**
- SOM has provided platforms for discussing policy changes with faculty and student admissions committee members and interviewers. In addition to preparing them for how this alters the information they view on applications, they have also reaffirmed their commitment to recruiting a talented and diverse class of students with diverse lived experiences who will be well-equipped to serve our multicultural and multidimensional patients.
- The Graduate School promotes local and national town halls, webinars, and professional development opportunities through the schoolwide listserv to disseminate pertinent information to all stakeholders, facilitating engagement and participation in crucial discussions surrounding policy changes and DEI initiatives. The town halls, webinars, and professional development serve as avenues for stakeholders to stay informed, share insights, and actively contribute to shaping the graduate school DEI efforts.
- For FY23-24, **Intercultural Leadership and Engagement** (Division of Student Affairs) partnered with the CEC to hire a Community and Civic Engagement Coordinator to lead campus-wide efforts that contribute to developing UMB students' knowledge, skills, and abilities to create and maintain engaged communities.
- Within the SOP, the Office of Equity, Diversity, and Inclusive Excellence's (OEDIE) outreach efforts include a schoolwide survey, hiring an EDI coordinator, establishing an EDI Strategic Planning committee, and the creation of a Beyond Excellent video series. **(See Appendix 4)**
- As the SOL made recent policy changes, they engaged with students, staff, faculty, and alums to inform them of their decision-making. (**See Appendix 4**).

2c. *Equity and Access*: UMB's Core Values, Equity and Justice, are not just words on a page but a collective commitment to diversity and demonstrate a culture that values inclusive and just communities and opposes racism and oppression in all their forms. Some of the equity and access efforts across campus include, but are not limited to:

- The SON is completing a holistic admissions workshop in the summer of 2024, starting with entry to practice degree, followed by Graduate and Doctor of Nursing Practice (DNP).
- The DREAM Disability Justice Student Group works to further accessibility and Disability Justice at the SSW. The Accessibility Evaluation (AHEAD) Team is working to universalize accessibility at the School of Social Work. The Office of Field Education (OFE) has done many things, including engaging in approaches and accommodations to ensure all students have access to experiential learning opportunities**. (See Appendix 5)**

- The SOM performs a holistic application review. The school continues to connect prospective students and applicants from underrepresented backgrounds with their current underrepresented students to facilitate communication and a sense of belonging through student-organized activities and their annual Celebrating Diversity Dinner.
- The Graduate School diligently upholds continuing access and equity for underrepresented groups within their school. Through ongoing monitoring and evaluation, the GS proactively assesses for any concerning trends that may arise, allowing them to address any disparities and implement necessary interventions promptly.
- To best support all PharmD students (e.g., course remediation) to ensure equitable access and impact for all students, in the fall of 2023, the SOP established a Student Success Committee. They continue to strive to improve with initiatives such as an ongoing training grant, curriculum redesign taskforce, community advisory meetings, and support for attendance at national EDI and student success conferences. (**See Appendix 5**)

2d. *Monitoring and Evaluation*: In the spring of 2024, UMB Student Affairs conducted a student experience survey encompassing campus climate information. With a participation rate of 20%, the survey results, which are of significant importance, are expected to be shared with the UMB campus in the summer of 2024 and will explore student experiences across social identities. Another tool in development is the expansion of the data dashboard to incorporate student data, a tool that will enhance the accessibility of student demographics across schools. Other monitoring and evaluation efforts at UMB not exhaustive include:

- The SON DEI Officer and the Office of Admissions and Student Scholarships monitor student demographics quarterly for discussion and changes. (**See Appendix 6**)
- The SSW ODEI leads the DEI Pulse Survey every other year to help inform and shape policies and practices and launch programs and initiatives. The JEDI Curriculum Committee drafted the MSW program's first set of JEDI-Focused Guidelines for Course Review. The Child Welfare Academy developed and implemented a comprehensive DEI Training program audit and commitment statement**. (See Appendix 6)**
- The SOM monitors student matriculants' demographics and will continue to monitor this data for significant shifts. The school is monitoring climate through surveys. (**See Appendix 6**)
- The Graduate School is developing a comprehensive schoolwide data dashboard to be a centralized hub for tracking key metrics related to diversity and inclusion across various aspects of the school. The admissions team tracks and regularly shares demographic data with school leadership. (**See Appendix 6**)
- The SOP is developing an EDI dashboard and is offering a bystander intervention workshop for student leaders. They also collaborated to promote the student engagement and belonging survey for their students. (**See Appendix 6**)
- The SOL will use the expertise of their community members and all available quantitative and qualitative data to examine the effects of policy changes on the composition and climate of their school. (**See Appendix 6**)

Appendix 1

University's Cultural Diversity Plan

       The UMB 2022-2026 Strategic Plan was released in December 2021 and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI, and social justice efforts. This plan is the foundation for developing UMB's first-ever 2023-2027 Diversity Strategic Plan (DSP).

Spring 2024 Institutional Programs of Cultural Diversity Report

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SECTION 1: Summary of Plan to Improve Cultural Diversity

UMBC continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated **Minority Serving Institution (MSI)** and a newly designated **Asian American Native American Pacific Islander Serving Institution (AANAPISI)**. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff.

<ins>Student Recruitment, Retention, and Success</ins>

The Inclusion Council launched a **Working Group on Spiritual and Religious Belonging** in the spring of 2023 to better understand the needs of students with closely held religious and spiritual identities and to make recommendations prioritizing support for the spiritual well-being of our students. In addition, the Gathering Space for Spiritual Well-Being was awarded an **Advancing Religious Pluralism Grant by Interfaith America** to further interfaith cooperation and learning on campus. The grant will allow i3b to expand their interfaith infrastructures and, in collaboration with campus partners, strengthen strategic plans, programs, initiatives, resources, and staff development across the University to equip students to engage across lines of religious differences in contributing to a sustainable and thriving democracy.

The **Initiatives for Identity, Inclusion & Belonging (i3b)** creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. UMBC hosts three cultural centers within i3b: **The Pride Center for LGBTQIA2+ Diversity, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**, offering training and programs focused on identity, belonging, and social justice which include but are not limited to the **Multicultural Leadership Experience** and the **Queerios** discussion-based group that focuses on the experience of being both queer and religious or spiritual.

The **Office of Academic Opportunity (OAO)** in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include: the First Generation Network; Educational Talent Search; Upward Bound Program; Upward Bound Math and Science Program; Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program; and the Louis Stokes Alliances for Minority Participation Program.

UAA also houses **Academic Engagement and Transition Programs**, including The Discovery Scholars Living-

Learning Community, where the Intercultural Living Exchange promotes cultural diversity, First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program, and Transfer Seminars. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

Enrolment Management's **Finish Line** program recruits students who left UMBC before earning their degrees for re-enrollment at the institution.

Meyerhoff Scholars Program continues to increase the diversity among future leaders in science, technology, engineering, and mathematics by supporting students who intend to pursue a Ph.D. or combined M.D./Ph.D. in STEM.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars participate in extended research projects, receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities.

The **Graduate Research Training Initiative for Student Enhancement (G-RISE) Program** through UMBC's College of Natural and Mathematical Sciences supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The **Center for Women in Technology (CWIT)** is a merit-based scholarship program for talented undergraduates majoring in computer science, information systems, business technology administration (with a technical focus), computer engineering, mechanical engineering, chemical/biochemical/environmental engineering, or a related program at UMBC. CWIT also supports K-12 students through programs encouraging their interest in and identification with computing and engineering.

The **Office of Off-Campus Student Service (OCSS)** provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. The **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program** is a collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

UMBC's **Personal Identity Workgroup** allows students to select and update their chosen first, middle, and last names and pronouns they wish to have reflected within internal recordkeeping systems. The initiative is being expanded to ensure the University is following best practices relative to the gender identity and LGBTQ+ affiliation options provided to students.

Faculty Recruitment, Retention, and Advancement

UMBC's **Affinity Groups**, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and

Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, Women in Science and Engineering, and the **newly established Jewish Faculty and Staff Association**.

UMBC-STRIDE is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.

The **CNMS Pre-Professoriate Fellows Program** supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy.

The **Action Collaborative on Transforming Trajectories for Women of Color in Tech**: UMBC joined this collaborative which is organized by the National Academies of Science, Engineering, and Medicine. This newly launched initiative will provide a platform for participating institutions to exchange ideas and promising, evidence-based practices to ensure sustained resources and opportunities in tech fields for women of color.

The **Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The **ADVANCE Leadership Program** uses the cohort model and focuses on intentional career advancement. It aims to promote the Advancement of women STEM faculty to positions of leadership, provides funding for professional development opportunities for women STEM faculty that will assist them in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, $13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

The **NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)** is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The **Inclusion Imperative** is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting

Faculty Fellowship Program, and the Humanities Teaching Labs.

The **Breaking the M.O.L.D. Program** creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

UMBC's **Faculty Development Center (FDC)** promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

Staff Recruitment, Retention, and Advancement

The **Department of Human Resources** (HR) offers a host of training, education, and leadership development opportunities for employees on topics related to inclusive hiring, Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR also implemented a series of in-person training modules with Franklin Covey's: *Change: How to Turn Uncertainty into Opportunity* which focused on providing employees with the practical skills, common language, and distinct strategies to help understand and navigate change. Team building and consultative services are also provided to address workplace culture.

UMBC's **Personal Identity Workgroup** expanded its scope to review opportunities for staff to select and update their chosen name and pronouns they wish to have reflected within internal recordkeeping systems and best practices relative to the gender identity and LGBTQ+ affiliation options provided to staff.

The **Wellness Initiative** creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

General

An inaugural **Vice President for Institutional Equity and Chief Diversity Officer** was hired to oversee the strategic vision of inclusive excellence at UMBC. The **Division of Institutional Equity** was created which includes the **Office of Equity and Civil Rights**, which has primary responsibility for managing UMBC's Title IX efforts and all other civil rights issues related to discrimination, harassment, hate, and bias.

The **Inclusion Council**, composed of students, staff, faculty, and alumni working with the campus community, now serves as an advisory council to the Division of Institutional Equity. The Council provided its final recommendations on a variety of equity and inclusion issue areas to university leadership and will be used to develop the University's DEI strategic plan.

The **Women's Center** advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

A **Restorative Practices Steering Committee** was formed to elevate and expand the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Civil Rights.

SECTION 2: Impact of the 2023 Supreme Court Decision

UMBC has long championed and served as a national model of inclusive excellence. We know that diversity, equity, and inclusion are not merely moral imperatives; they are imperative to the excellence of our teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group of broad University representation to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives.

The University continues to offer programs and initiatives to support underrepresented minority groups and enhance access for historically marginalized communities. In addition to those already outlined in this report, **Enrollment Management (EM)** provides programs for educationally disadvantaged students. Representative examples include:
- A **reception and overnight event** for academically talented Hispanic/Latino high school students;
- **Raise.me**: A partnership with Raise.me, which targets underrepresented (ethnic and socio- economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- Financial Aid Outreach with **Building Steps**, which serves first-generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

The **University Innovation Alliance (UIA) STARS (Students Transferring and Redefining Success) Program**, launched in fall 2023, is a scholarship program available to entering transfer students. The program is open to incoming transfer students of all backgrounds who plan to pursue a degree in science, technology, engineering or math and who are interested in the advancement of Black, male, transfer students in those fields. The cohort-based program provides high-impact academic enrichment opportunities (seminars, mentoring, tutoring, etc.) that encourage scholars to maximize their honors university experience while making timely progress to degree completion.

The newly created **I Am UMBC Initiative** gives voice to the diverse identities represented at UMBC through community conversations and intentional community spaces and activities. I Am UMBC consists of four pillars and will engage the diverse students, faculty, and staff in order to enhance the sense of community, vibrancy, and wellbeing at UMBC and to reaffirm and define our commitment to inclusive excellence while fostering a sense of pride for what it truly means to be a UMBC Retriever.

Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities,

enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies. In addition, the Division of Institutional Equity and Division of Student Affairs will administer campus climate surveys to assess diversity, equity, inclusion, and belonging among students, faculty, and staff.

Appendix 1: 2019 Diversity Plan-UMBC

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion.

This portion of the plan integrates the specific, diversity-related strategies (identified for 2018- 2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals.

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship.

2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure- track faculty and exempt and non-exempt staff.

2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities*.*

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

Supporting Objectives

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second- year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections. Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community.

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1
- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)
- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1
- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first-year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan

- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2
- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1
- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3
- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the "Math Coach" program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

Spring 2024
Institutional Programs of Cultural Diversity Report

DUE: Wednesday, April 17, 2024
Institution: University of Maryland Center for Environmental Science (UMCES)
Date Submitted: April 19, 2024
Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

1. **A summary of the institution's plan to improve cultural diversity.**
   The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings, to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES appreciate that a culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing Diversity, Equity and Inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of our community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

   Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. To increase numerical diversity, UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised in a way to reach diverse populations. UMCES has also partnered with other USM institutions in an effort to increase underrepresented students in our graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences are on offer with more in development for future semesters. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and we are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks.

   To advance cultural awareness among the UMCES community, UMCES has undertaken several work climate assessments and initiatives, including education on microaggressions in general and hierarchical microaggressions in particular, which are one of the most prevalent types of microaggressions in higher education. UMCES has organized mandatory workplace civility training held in April 2024. An external organization has been hired to provide ombuds services for the UMCES community. To facilitate strengthening a sense of community post-pandemic, units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six unit locations. All UMCES policies are currently undergoing scheduled review through a DEI lens and with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection for all members of the UMCES community instead of only students, and prohibiting bullying by anyone rather than accepting the limitations of the current USM policy prohibiting

bullying by staff only). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, staff, FRAs, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated into UMCES next strategic plan as well as to determining how to respond to any issues raised in the UMCES Institutional Assessment currently under development.

The UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) has made several recommendations to UMCES leadership to enhance cultural diversity sensitivity throughout its community, including supporting the Education Office's suggestion that the completion of a Statement of Mutual Expectations (SME) agreement between advisors and students be mandatory as of fall 2023. Members of the DEIC worked with a team at the Institute of Marine and Environmental Technology (IMET) to develop baseline expectation guidance for the SME, ensuring these agreements will meet the UMCES threshold of protection for both parties. The DEIC meets monthly as part of the institution's commitment to advancing not only diversity but equity, inclusion, and belonging for the entire UMCES community. In addition to the DEIC, each of UMCES six units have developed their own local DEI groups to tackle areas of concern on their own campuses. Not only does this tiered approach allow the individual units to more nimbly respond to concerns, but initiatives launched at the unit level serve as pilot programs to explore which initiatives could be rolled out at other units or University-wide.

Additional initiatives UMCES intends to enact within the next two years include the implementation of cross-sectional/360-degree feedback for Executive Council (EC) members, development and implementation of a mechanism for constructive feedback to those in a supervisory position, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreements.

2. **Impact of the 2023 Supreme Court's decision to strike down race-conscious admissions on UMCES.**
   Admission of prospective UMCES graduate students into the Marine, Estuarine, and Environmental Sciences (MEES) program is organized by the MEES Office at UMCP, with significant participation by UMCES faculty on the Admissions Committee. Because our students matriculate through the University of Maryland, College Park we follow all UMCP policies and procedures surrounding admissions, including UMCP procedures developed in response to the 2023 Supreme Court decision regarding race-conscious admissions.

Appendix 1: University's Cultural Diversity Plan

University of Maryland Center for Environmental Science

Institutional Cultural Diversity Plan

Spring 2024

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES appreciate that a culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing Diversity, Equity and Inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of our community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

Increasing Numerical Representation among Under-Represented Groups

Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. To increase numerical diversity, UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised in a way to reach diverse populations. UMCES has also partnered with other USM institutions in an effort to increase underrepresented students in our graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences are on offer with more in development for future semesters. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and we are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks.

Advancing Cultural Awareness, Support, and Equitable Treatment of UMCES Community Members

To advance cultural awareness among the UMCES community, UMCES has undertaken several work climate assessments and initiatives, including education on microaggressions in general and hierarchical microaggressions in particular, which are one of the most prevalent types of microaggressions in higher education. UMCES has organized mandatory workplace civility training held in April 2024. An external organization has been hired to provide ombuds services for the UMCES community. To facilitate strengthening a sense of community post-pandemic, units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six unit locations. All UMCES policies are currently undergoing scheduled review through a DEI lens and with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection for all members of the UMCES community instead of only students, and prohibiting bullying by anyone rather than accepting the limitations of the current USM policy prohibiting bullying by staff only). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, staff, FRAs, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated

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A process for reporting campus-based hate-crimes is under development and will be added to this plan once completed.

Future Initiatives

Additional initiatives UMCES intends to enact within the next two years include the implementation of cross-sectional/360-degree feedback for Executive Council (EC) members, development and implementation of a mechanism for constructive feedback to those in a supervisory position, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreements.

Additional Resources Needed

DEI initiatives at UMCES are undertaken by volunteers from among students, faculty research assistants, staff, faculty, and Administrators with minimal dedicated staff support (<0.4 FTE). Reorganization of administrative positions in FY2025 to meet other critical needs may result in the elimination of the dedicated staff support. This has the potential of slowing the progress of DEI initiatives at UMCES. While UMCES remains committed to its DEI efforts, additional support from the USM would allow for greatly needed program stability and faster progress. UMCES is actively considering staffing and/or contractual needs associated with its DEI programs and initiatives.

Spring 2024 Institutional Programs of Cultural Diversity Report

Point of Contact:
Dr. Georgina Dodge,
Vice President for Diversity and Inclusion,
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University of Maryland, College Park
Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted [Fearlessly Forward](#), a new strategic plan that centers diversity, equity, and inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This principle continues to guide our work as we advance and develop institutional programs that center, honor and provide education around the rich cultural diversity of our university.

At the University of Maryland (UMD), we know that diversity encompasses our entire population; every unique individual is capable of contributing to our community and beyond. In order to do so, it is important that everyone understands that they belong. Belonging is essential for individual and community well-being, for personal, academic and professional success, and for ensuring everyone in our community can thrive.

This spring, UMD has launched a comprehensive assessment of our campus to measure belonging and community. The campus climate survey, "Belonging and Community at UMD," aims to capture the experiences and perceptions of our students, faculty and staff to help inform the creation of an action plan designed to improve the sense of connection at UMD. The campus climate at the university shapes the lives of all of us—students, staff and faculty. Understanding deeply the varied experiences of our community is a critical part of continuing to improve how we work towards creating a more inclusive and equitable campus environment.

The process of conducting a survey is itself a practice of inclusion that requires investment by multiple stakeholders and participation by all on campus. During academic year 2021-2022, the primary stakeholders—the Office of Diversity and Inclusion along with the office of Institutional Research, Planning and Assessment—began the process by consulting with peer institutions and engaging in research to determine direction. In 2022-2023, a focused steering committee identified and examined potential surveys, interviewed vendors, and selected a campus climate survey consultant in summer 2023. In fall of 2023, a larger working group was assembled that consisted of faculty, staff, graduate students and undergraduate students who served as stakeholders for their respective constituencies. This working group informed the survey questions and helped develop the marketing plan. Members of the university administration were also invited to contribute to the final survey construction and the survey was just launched in April 2024.

In conjunction with the ongoing guidance of the strategic plan, the campus climate survey will inform next steps and results-based actions towards increasing belonging on campus. It will enable us to identify gaps in services and resources as well as specific places or instances in which people encounter exclusive behaviors or situations. Data from the survey will also be used by the colleges and units to improve the climate within their spaces, working closely with central offices through the established network of Diversity Officers.

The survey results, which will be shared with our community in fall 2024, will inform the creation of an action plan designed to improve belonging at UMD, including the development of programs and policies aimed at enhancing inclusivity. To align with higher education best practices and ensure confidentiality, we have enlisted the expertise of Rankin Climate, LLC, a firm renowned for its extensive experience in conducting over 250 campus climate assessment projects spanning the past two decades. Rankin will lead data collection, analysis and reporting. They will do the data cleaning and analysis over the summer and assist with the action-planning process.

We continue to emphasize the importance of belonging through our TerrapinSTRONG onboarding course. Since its rollout in 2020, approximately 80% of UMD faculty, staff and students have completed TerrapinSTRONG. The initiative has also expanded through collaboration with other departments to create more opportunities for Terps to develop a sense of community and belonging. TerrapinSTRONG re-instituted a new graduate student welcome event, partnering with the Graduate School and Student Affairs. The event included tabling by units with resources and programming specifically for new graduate students. Moving forward, this effort will be led by the Graduate School, in continued partnership with others, and serves as an example of how good programming can be adapted in sustainable ways.

TerrapinSTRONG and its parent department, the Office of Diversity and Inclusion, also partnered with the Office of Faculty Affairs and University Human Resources to offer the first annual TerrapinSTRONG Symposium to campus focused on the theme of belonging. The symposium provided an opportunity for faculty to share research and for staff to share initiatives related to the theme, with the intent of allowing our scholars and practitioners to bridge the gaps between their work and learn from the immense expertise at the University of Maryland. Mutual learning from faculty members whose research addresses the importance of belonging and staff members who are currently making an impact on belonging with exciting initiatives provided everyone in the community opportunities for interaction, discussion and resource-sharing. The daylong symposium received extremely positive reviews, and we intend to offer another one next year focused on an aspect of diversity, equity, inclusion, justice and belonging.

Another new development that came to fruition this spring is the hiring of an Equal Employment Opportunity (EEO) Officer, a position that works with all departments pertaining to the recruitment, selection, hiring and promotion of faculty and staff to ensure the university's compliance with federal, state and university equal employment opportunity/affirmative action laws, regulations and policies. While the position is new, the work has been performed in an ad hoc manner by paid volunteers and absorbed into the part-time workload of other staff. Having a person dedicated to this role will enable us to comply more cohesively to the university's affirmative action plan, partnering closely with UHR, and will provide the colleges and units with a source for assistance ensuring that their hiring and promotion needs are done equitably. The EEO Officer will also work closely with the Equity Administrators in each unit, providing ongoing education and information that will strengthen their roles in their departments. We will be updating our Search and Selection guidelines over the next academic year, and this position will

be central to that effort.

Even as we continue moving forward, we know the importance of acknowledging and understanding the complexities of our histories. Through The 1856 Project, the university's chapter of Universities Studying Slavery, the University of Maryland committed anew to documenting the labor and legacy of Black people who developed and maintained the land on which our institution stands. The 1856 Project presented its first annual research report this year, which begins documenting the stories of the Black enslaved and freed individuals who shaped our university community. The narratives in the report included people both known and unknown on our campus, but all have left a legacy of transformation at our institution through their intergenerational resistance and pursuit of freedom, justice and equality. In addition, the report brings together the work of scholars who have endeavored to understand, contextualize and build awareness of the university's relationships with neighboring communities often populated by marginalized peoples as well as other individuals and systems that impacted them.

Over 200 people attended the presentation of the first research report, which was subsequently reported on by nine media outlets, including the Baltimore Sun, Baltimore Banner and WTOP News. The report is dedicated to the legacy and leadership of Dr. John Brooks Slaughter (1934-2023), the first Black leader of the University of Maryland. Dr. Slaughter championed the ideals of diversity, equity and inclusion, upon which our work today stands.

The 1856 Project has also recently received a $200,000 grant from the Mellon Foundation to develop the Research Incubator (R.I.) for Reparative Histories and Social Justice (RHSJ), in partnership with the Lakeland Community Heritage Project, Riverside Historical Society, and the Maryland-National Capital Park and Planning Commission (M-NCPPC). The Research Incubator RHSJ aims to serve as a model for similar projects interested in establishing collaborations between academic institutions and community partners engaging in the investigation of the slave economy as it relates to surrounding communities and the impact and role of an academic institution whose constituents participated in human subjugation and benefited through social/political power and other socioeconomic metrics. The overarching goals for the Research Incubator project will generate best practices documentation, create a cohort of campus (undergraduate and graduate students) and community researchers who will use primary and secondary source material to develop and curate data to produce micro-histories of enslaved individuals tied to the University of Maryland.

Many of our efforts over the past several months have focused on current events in Israel and the Palestinian territories, which scholar Kenneth Stern refers to in his book title as *The Conflict Over the Conflict: The Israel/Palestine Campus Debate*. The Office of Diversity and Inclusion (ODI) is hosting the author for an in-house training to ensure that ODI staff have the language and tools necessary to engage with an impassioned campus community where lines have been drawn and sides taken. The necessity of addressing antisemitism and Islamophobia have long been recognized within ODI, which developed a four-part webinar series on Jewish identities and antisemitism in 2021-2022. Last summer, at the invitation of the American Jewish

Committee (AJC), the Vice President for Diversity and Inclusion accompanied a group of colleagues from across the country for a one-week trip to Israel as a member of AJC's Project Interchange Delegation.

In fall of 2023, ODI partnered with UMD Hillel to participate in the Hillel Cultural Climate Initiative (CCI) sponsored by Hillel International. The campus team for Hillel CCI consists of staff and faculty from ODI, UMD Hillel, Academic Affairs, Student Affairs, and the Office of Civil Rights and Sexual Misconduct. The team has attended multiple educational sessions throughout the year as well as the annual conference that was held in Cleveland in February. There have also been individual meetings with Hillel International in addition to collaboration with NORC at the University of Chicago, which is conducting focus groups with Jewish students to further help determine and improve the campus climate for Jewish students.

The university has established a Joint Presidential and University Senate Task Force on Antisemitism and Islamophobia composed of students, staff and faculty who were nominated by campus colleagues. The task force's purpose is to understand the causes of antisemitic and Islamophobic incidents, assess the effectiveness of existing preventive measures, and propose new initiatives to foster understanding, dialogue and support. We recognize the importance of fostering an environment of diversity, equity, inclusion and combating unlawful discrimination and harassment. Our ultimate goal is to foster an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

Given the University of Maryland's long-standing commitment to diversity, the university worked diligently to ensure preparation for the SCOTUS decision and to set the foundation necessary to advance the goals of the university within the confines of the ruling. In direct preparation for the decision, we assembled a working group comprising leaders from across campus to ensure our preparedness to react to the decision and to publicly reaffirm our commitment to diversity.

This group includes representatives from Enrollment Management; the Office of Undergraduate Admissions; the Office of Institutional Research, Planning and Assessment; the Graduate School; the Office of Diversity and Inclusion; the Office of Marketing and Communications; the Office of the General Counsel; and the Office of Undergraduate Studies.

In addition, we have:

- Built a team committed to developing and overseeing the implementation of our diversity recruitment and aiding students as they transition from high school to UMD.

    This team includes:
    - ❖ an associate director who oversees the area

❖ a coordinator focusing on the development of outreach and recruitment efforts for African American students
❖ a coordinator focusing on the development of outreach and recruitment efforts for Latinx students.
❖ a coordinator who oversees our efforts related to Maryland's rural communities
❖ a coordinator who provides direct personal support to students transitioning to UMD from Baltimore City and Prince George's County Public schools

- Along with 15 other top colleges and universities, we've become inaugural members of the Small Town and Rural Students Network (known as STARS) which allows us to provide on-campus and community-based events, campus tours, free college counseling, dedicated resources and counselor professional development on the college application process, need-based financial aid and more to the 18 Maryland counties designated as rural by The Maryland State Office of Rural Health, including Allegany, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Queen Anne's, Somerset, St. Mary's, Talbot, Washington, Wicomico, and Worcester counties.
- We are founding members of College Board's Access and Diversity Collaborative which is a cross-disciplinary group of education professionals and organizations dedicated to upholding the principles of equitable access to higher education and promoting campus diversity.
- We moved to the Common Application which simplifies the college application process, thus eliminating a barrier to applying.
- We've initiated a test-optional application pilot (which many feel also eliminates an application barrier).
- We've increased the number of recruitment and yield programs that we provide (hosting about 80,000 visitors on campus last year) and we've targeted programs for students of color.
- Each year we host the Maryland Ascent Program in Baltimore City and Prince George's County, where we travel to those areas to provide college application workshops, essay workshops and financial aid workshops to program participants and their parents or guardians.
- Annually, we host a College Access Conference to provide information about the college application process to students of color from across the state.
- Each spring, we also host an overnight stay program for newly admitted students of color to allow them to experience life on a college campus and to engage with faculty and currently enrolled students.
- In addition, we conducted 257 high school visits, participated in more than 70 college fairs, engaged in outreach to more than a dozen community-based organizations, and are increasing outreach to faith-based organizations in the state of Maryland.
- The Office of Undergraduate Admissions has enhanced the number and elevated the interactions in recruitment and yield programs.
- We have implemented an enhanced personalized and individual outreach program to applicants (to ensure application completion), to admitted students (to ensure program participation and enrollment confirmation), and to confirmed students (to protect against "melt").

b. Community Engagement: How is your institution engaging with stakeholders,

including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

This expansive effort has been realized through a comprehensive communication plan which has included in-person presentations, university sponsored webinars (with on-campus and off-campus constituencies), webinars in partnership with national organizations, written communications, published articles, and Maryland State legislative presentations and testimony.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

In addition to the expansive recruitment measures indicated above to ensure a diverse applicant pool, the University of Maryland utilizes a holistic application review process which considers all available information about a student and considers race within the context of that information. In our review, we are striving to understand the student within the context of who they are, where they are from, the full range of opportunities available to them, how they have chosen to take advantage of those opportunities, and their performance within those opportunities. We therefore work to understand the impact that race may have had on the student's opportunities (or lack thereof), their academic performance, and their ability to be successful at UMD. This strategy aligns with the SCOTUS decision which indicates that "Nothing in the opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life…The touchstone of an individual's identity must be with respect to challenges bested, skills build, or lessons learned, not the color of their skin."

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

The University of Maryland utilizes an ongoing comprehensive assessment process to ensure student success and monitor student demographics, graduation rates and campus climate. Many of these efforts occur under the auspices of the Office of the Provost, the Office of Institutional Research Planning and Assessment, the Division of Student Affairs, and the Office of the President. In addition, many of the goals that target these efforts are outlined in the university's strategic plan, "Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good."

Appendix 1: University's Cultural Diversity Plan
[Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good](#)

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional narratives

1. Section I (no more than four pages): A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2025.

Cultural diversity continues to serve as a cornerstone at the University of Maryland Eastern Shore. Following the *Driving Change Self-Study (as part of the HHMI Grant Initiative):* the University completed work on the Strategic Plan. Part of that process included the creation and development of Priority 5: Diversity, Equity, and Inclusion. While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, those efforts propelled the University to move forward with creating a Priority Area over the next five (5) years with multiple goals and strategies associated in that document (attached in Appendix I).

UMES has continued to progress and advance forward with work intended to promote Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a regular basis. The work of Priority 5 will be enhanced through the UMES University-Wide Campus Climate Survey and Focus Groups starting in the Fall 2024 to gather significant information, details, and data to further inform the direction of Priority 5. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be integrated into every university process and procedure.

Diversity Goals from Strategic Plan Priority #5
- **Goal 5.1**: Increase and recruit the diversity of our students, faculty, and staff.
  - Proposed Strategies:

- Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.
- Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/Indigenous, and International) in the Schools.
- Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
- Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
- Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
- Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
- Develop and establish best and current practices to provide information to applicants (students, staff, University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
- Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.

- **Goal 5.2**: Seek out and promote best practices to enhance inclusion and promote equity.
  - Proposed Strategies
    - In development

- **Goal 5.3**: Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
  - Proposed Strategies:
    - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills)
    - Increase partnerships and funding

- **Goal 5.4**: Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
  - Proposed Strategies:
    - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).

- Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
- Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
- Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
- Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.

- **Goal 5.5**: Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
  - Proposed Strategies
    - In development

- **Goal 5.6**: Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
  - Proposed Strategies
    - Encourage faculty to include the University's diversity and accessibility statements in their syllabus.
    - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
    - Develop and create an inclusive pedagogy academy.
    - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
    - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
    - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.

- **Sub Goal of 5.1**: Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
  - Proposed Strategies
    - Reimagine and recreate the diversity/inclusion statement for the campus.
    - Conduct an internal audit of the University's diversity and inclusion assets.
    - Develop a needs assessment.
    - Develop a campus climate survey tool for distribution every two (2) years.
    - Develop campus climate focus groups to enhance the survey data.

- Develop a comprehensive process for responding to campus climate and bias incidents on campus.
- Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
- Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
- Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
- Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
- Creation of a bias response team.

- **Sub Goal of 5.2**: Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
   - Proposed Strategies:
     - Institute standardized assessment and evaluation processes to "tell our story" and to determine the effectiveness and direction of JEDI initiatives.
     - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
     - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
     - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
     - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
     - Institute an annual "State of JEDI" Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.
     - Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

Priority 5 of the UMES Strategic Plan has been shared as part of Appendix 1.

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2. Section 2 (no more than three pages): A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following:

    a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?
        i. In response to changes in student application patterns following the Supreme Court's decision on race-conscious admissions, UMES has observed a shift in application trends, with Black students showing less inclination to apply to primarily white institutions. Consequently, UMES has experienced increased applications for admission.
        ii. UMES does not consider race in its admissions process, aligning with the ruling's parameters. Therefore, the decision had minimal direct impact on our admissions and recruitment policies.

    b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?
        i. UMES has taken proactive steps to enhance cultural diversity within its faculty and staff programming. For instance, during the recent Faculty Welcome Back week, a Fireside Chat was organized, facilitated by key university leaders. Topics included religious accommodation, new policies like the Transfer Success Act, strategies to support students, and fostering a sense of belonging on campus.

    c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?
        i. The university is actively reviewing its land acknowledgment statement through its shared governance committee, demonstrating a commitment to acknowledging and honoring indigenous land. President Anderson has also incorporated this acknowledgment into her email signature, underscoring UMES's attention to this important aspect of equity.
        ii. UMES has partnered with RNL to conduct a sense of belonging survey among students during the Spring 2024 semester, reflecting the institution's dedication to understanding and enhancing the student experience.
        iii. UMES has committed significant human capital and financial resources towards Priority 5 of the UMES Strategic Plan focused on Justice, Equity, Diversity, the Inclusion.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

    i. Regular student town halls, organized by the Student Government Association, provide an inclusive platform for students to voice concerns and share ideas. University leadership, including President Dr. Anderson and her Cabinet, actively participate in these sessions, demonstrating a commitment to transparency and accountability.

    ii. UMES continues to prioritize professional development opportunities for both staff and students. Initiatives such as raffles sponsored by the Provost's Office and support for students attending conferences and workshops aim to enhance cultural competency and promote ongoing learning and growth.

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2023-2024). This should be the plan approved by the institution's Board on or before July 1, 2023. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2023. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2023-2024 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2023-2024). This should be the plan approved by the institution's Board on or before July 1, 2023. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2023. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2024 Update to the UMES Cultural Diversity Plan

Implementation strategy and a timeline for meeting goals within the plan: UMES has continued to progress and advance forward with the development of a Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a monthly basis. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be integrated into every university process and procedure.

The University of Maryland Eastern Shore Cultural Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

> *"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."*

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Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.
- **Phase Four:** In 2022-23, UMES worked with an outside consultant to create various aspects of the strategic plan including work related to DEI.
- **Phase Five:** In 2023-24, UMES moved ahead with approving and codifying goals noted in Priority #5 of the Strategic Plan with support from administration and various forms of institutional governance structures.

Diversity Goals from Strategic Plan Priority #5

- **Goal 5.1:** Increase and recruit the diversity of our students, faculty, and staff.
  - Proposed Strategies:
    - Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student

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recruitment efforts and faculty/staff candidate pools to support the mission of the campus.

- Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/Indigenous, and International) in the Schools.
- Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
- Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
- Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
- Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
- Develop and establish best and current practices to provide information to applicants (students, staff, University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
- Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.

- **Goal 5.2**: Seek out and promote best practices to enhance inclusion and promote equity.
  - Proposed Strategies
    - In development

- **Goal 5.3**: Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
  - Proposed Strategies:
    - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills)
    - Increase partnerships and funding

- **Goal 5.4**: Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
  - Proposed Strategies:
    - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).

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- Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
- Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
- Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
- Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.

- **Goal 5.5**: Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
  - Proposed Strategies
    - In development

- **Goal 5.6**: Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
  - Proposed Strategies
    - Encourage faculty to include the University's diversity and accessibility statements in their syllabus.
    - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
    - Develop and create an inclusive pedagogy academy.
    - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
    - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
    - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.

- **Sub Goal of 5.1**: Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
  - Proposed Strategies
    - Reimagine and recreate the diversity/inclusion statement for the campus.
    - Conduct an internal audit of the University's diversity and inclusion assets.
    - Develop a needs assessment.

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- Develop a campus climate survey tool for distribution every two (2) years.
- Develop campus climate focus groups to enhance the survey data.
- Develop a comprehensive process for responding to campus climate and bias incidents on campus.
- Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
- Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
- Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
- Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
- Creation of a bias response team.

- **Sub Goal of 5.2**: Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
  - Proposed Strategies:
    - Institute standardized assessment and evaluation processes to "tell our story" and to determine the effectiveness and direction of JEDI initiatives.
    - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
    - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
    - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
    - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
    - Institute an annual "State of JEDI" Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.
    - Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

***UMES Strategic Plan Priority #5 has been attached.

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Goal 5.1: Increase and recruit the diversity of our students, faculty, and staff.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
To be developed bythe Priority 5wc	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed byth	Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.

Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/ Indigenous, and International) in the Schools.

Create, develop, and conduct diversity/bias and cultural competence training for | Locate, contact, and reachout | Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance.

Funding will be necessary to properly support the development of initiatives (some of them).

Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5. |

Goal 5.2:Seek out and promote best practices to enhance inclusion and promote equity.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

Goal 5.3: Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
Total annualfunding based ongloba	Target: ≥ the percentage of expenditures coming research related to globalization/ sustainability in the prior year.	No benchmarkexists	Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills) Increase partnerships and funding		Need to hire DEI staff to oversee DEI at university

Goal 5.4: Provide experiences to the campus community that prepare them to be engaged global citizens and change agents

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

To be developed bythe Priority 5wc	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed byth	Identify what it takes to be a change agent through the development of core competencies. Evaluate, assess, modify, and rethink programming and practices currently in existence for promotion, evolution, and/or elimination. Create and develop an inclusive leadership certificate for students (possible transcript addition). Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees). Develop JEDI education,	Locate, contact, and reach ou	Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance. Funding will be necessary to properly support the development of initiatives (some of them). Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5.

Goal 5.5 Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

Goal 5.6: Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

| To be developed by the Priority 5 wc | To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps. | To be developed byth | Encourage faculty to include the University's diversity and accessibility statements in their syllabus.

Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.

Develop and create an inclusive pedagogy academy.

Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.

Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants. | Locate, contact, and reach ou | Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance.

Funding will be necessary to properly support the development of initiatives (some of them).

Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5. |
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SUBGOALS of Goal 5.1: Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

SUBGOALS of Goal 5.2: Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.					
Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

University of Maryland Global Campus (UMGC)

Spring 2024

Institutional Programs of Cultural Diversity Report Guidance

Section I.

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated.

The University of Maryland Global Campus launched its first Diversity and Equity Strategic Plan in December of 2021. The plan was designed to provide a transparent call to action that would be built into the foundation of the university over the next two years. Each department had to review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals were accomplished.

The four strategic priorities included the following:

1) Student Life, Support, and Advocacy
2) Workplace, Classroom, and Community Inclusivity
3) Recruitment, Retention, and Development of Diverse Faculty and Staff
4) Outreach and Community Engagement

Some key goals for these priorities included the following:

1) Providing a culturally relevant and student-focused curriculum
2) Removing barriers to education and career access
3) Creating advisory councils to gather community feedback
4) Expanding workplace equity and awareness
5) Monitoring workforce demographics
6) Providing professional growth and advancement
7) Strategically collaborating with external partners for support and connectivity

In 2023, we made some key strides in our efforts to expand diversity, equity, and inclusion across the university. We have been able to do so by implementing programs, adopting resources, and making necessary changes.

For students, we were able to provide the following:

1) Offer multi-language student support resources
2) Provide open education resources through Library Services
3) Provide mental health resources through TogetherWell
4) Stand up the LGBTQ+ student group
5) Incorporate DEI resources like accommodations into the syllabus

For staff and faculty, we were able to provide the following:

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1)   Launch the Staff Diversity Advisory Council
2)   Launch the Academic Affairs DEI Committee
3)   Implement four inclusion networks (BIPOC, Women, Expats, LGBTQIA+)
4)   Conduct an engagement survey to gather employee feedback
5)   Provide training to enhance knowledge on DEI-related topics

UMGC enrolls the largest number of underrepresented students in the University System of Maryland. Fifty-three percent are students of color, and more than half are the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically underrepresented minority groups, which led to the university receiving the Minority Serving Institution (MSI) designation. This designation has positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY 2022 identified as Black. The MSI designation is recognition of the students we serve. Twenty-eight percent of our student body identify as Black. Efforts are in order to expand representation for Latino, Indigenous, and Asian students.

To help in this effort, the Latino Student Support Working Group has been diligently working to examine the manner in which the university serves Latino students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Students Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education Network, which allows us to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

In addition, recent partnerships have been established with sister institutions, such as University of Baltimore (predominantly black institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black learners using our unique learning modalities and platforms.

The university continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically underrepresented as well as students that are from lower income communities and households.

Currently our indigenous student population is under 1%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC military education centers are located. Military education centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. The Global Military Operations teams has also developed a number of innovative programs and initiatives to serve its 53,000 servicemembers, veterans, and military spouses and families.

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• www.umgc.edu diversity • diversity@umgc.edu

Supporting the collection of diverse UMGC students is an equally diverse staff and faculty makeup. Across UMGC there are 46% of staff and 32% of faculty that identify as being part of an underrepresented minority group. UMGC has more than 170 classrooms and service locations throughout the world. Our faculty members teach courses online and in a hybrid format at more than 20 locations in Maryland, Virginia, Washington DC, and on military installations in more than 20 different countries and territories throughout the world. All faculty and staff are required to take Title IX and Sexual Harassment Prevention training. Faculty also receive additional guidance about supporting students with disabilities and the accommodation process. These efforts ensure that faculty are equipped to maintain a culturally inclusive classroom experience. The Provost Office continues to work with program chairs and members of the faculty to explore the deeper integration of diversity, equity, and inclusion across curriculum. A big portion of this work was completed by the Academic Affairs DEI committee, which was comprised of members from all the various units. The goal is to ensure that faculty are incorporating DEI into courses in a manner that will allow for a deeper understanding of how DEI impacts areas and subjects that may not have been previously considered.

Ongoing diversity executive recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process. The annual affirmative action plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the affirmative action plan, UMGC job fairs, and outreach for the university seeks to improve hiring and career opportunities for job seekers across the state.

Section II.

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following

The Supreme Court's decision had no bearing on us because we are an open access institution with no admission criteria. As an open access university, UMGC remains committed to diversity and equity and implementing lawful and creative approaches that create educational opportunities for all students, including those from underrepresented minority groups and historically marginalized communities.

a.   *Outreach and Support Programs*: **Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?**

•   The Latino Student Support Group was established in the beginning of 2023 to address the barriers and needs of Latino students. The group has identified bilingual advisors and success coaches to work directly with students that may be more comfortable conversing in Spanish. The group has also offered presentations on how to best address the needs of English language learners. In support of the Latino Student Support efforts, the university secured a President's level membership with the Excelencia in Education organization. This organization will ensure that the President engages with other Presidents and leaders across Higher Education as we develop our own projects and initiatives to support Latino students. Additionally, this membership will allow leaders across the university to share in best practices and resources that will strengthen our current and future programs.

b.   *Community Engagement*: **How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity**

•   UMGC's monthly Heritage and Awareness programs recognize, celebrate, and raise awareness of the cultures and heritages that compromise the UMGC community. Through lectures, panel discussions, and documentaries we aim to increase the knowledge and understanding of diversity and culture.

•   Monthly diversity posters and social media posts are shared widely across the university and beyond to further celebrate and educate on these cultures.

•   The diversity dialogue series, which started in 2020 continued to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions were facilitated by the Chief Diversity and Equity Officer and explored a wide variety of topics such as empathy, allyship, privilege, and civil discourse.

•   The Inclusion Networks program, which launched in 2022 continued to grow across the university. To date we have four inclusion networks: the Women's Inclusion Network, the

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BIPOC Inclusion Network, the LGBTQIA+ Inclusion Network, and the Expats Inclusion Network. The mission of these networks is to create and cultivate a sense of belonging where everyone feels welcome to bring their full selves to work. The networks allow faculty and staff across the university to take ownership of diversity programs that are geared toward their constituent members. The networks have become a valuable resource for providing feedback to leadership and building community.

c. *Equity and Access:* **In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?**

• In Admissions, we continue to hire additional bilingual advisors who can assist students and their families in Spanish and French. We are working on an eApplication redesign project that will provide a more streamlined and personalized application process for prospective students, followed by a new student roadmap experience to help new applicants better understand the remaining steps in the admissions process and how they prepare for success to start their first classes. We to offer Jump Start Success webinars before each Online Session 1 and Online Session 3 start dates when new students gain best practices from faculty, success coaches and alumni on how to be a successful UMGC student, as well as live classroom walk through presentations during preview week for each start date to help new students become more comfortable navigating their online classroom. Tuition Coordinators are doing call outreach to new applicants to help answer questions and provide guidance on how to complete the FAFSA and other UMGC payment options, which is especially beneficial to low income and first-generation students. We are also about to kick off a project for a digital recruitment tool to help improve conversion of leads to enrollments. This tool will contain video rich content to highlight the diversity of UMGC's students and the many features and resources we offer to support out students, fostering a sense of community and belonging at UMGC before they start classes. This is expected to be live late summer/early fall.

d. *Monitoring and Evaluation:* **What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?**

• At the University of Maryland Global Campus (UMGC), the Enterprise Project Management Office (EPMO) is tasked with managing the execution of projects that can directly tie to policy changes affecting student demographics, campus climate, and educational outcomes. Utilizing project and portfolio management (PPM) systems, the EPMO ensures these projects align with UMGC's strategic priorities and objectives and adhere to governance frameworks. By developing business cases and project charters, the EPMO tracks and monitors the implementation of these initiatives to ensure they contribute effectively to the university's goals. This approach helps prioritize and manage projects poised to influence policy changes, thereby supporting UMGC's mission to deliver impactful educational experiences.

- The University of Maryland Global Campus partnered with Glint to conduct the Spring 2023 Engagement Survey to measure employee satisfaction and engagement across the university. These surveys serve as key measures of how the UMGC staff and faculty experience the university. The surveys allow for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams.

- The Student Advisory Council (STAC) at UMGC has been an integral to sharing information and surfacing issues that students face related to diversity, equity, and inclusion. STAC is comprised of students within the undergraduate and graduate school at UMGC. Student Affairs works with STAC to ensure that they have the resources and support needed to capture and share critical lessons from their time at UMGC.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Appendix 1: University's Cultural Diversity Plan

University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023).

https://www.umgc.edu/content/dam/umgc/documents/upload/diversity-equity-and-inclusion-strategic-plan.pdf

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Appendix 3

A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

UMGC encourages prompt reporting of all crimes, suspicious activity, or any emergency both to the Security personnel at various locations and the appropriate local law enforcement. Crimes should be reported to the UMGC Security or Loss Prevention personnel at the Adelphi Headquarters, or to the appropriate civilian or military law enforcement agency that has jurisdiction at a location.

The UMGC Director of Security is responsible for ensuring incident reports are completed for the Adelphi Headquarters. Stateside Military Operations Directors and Administrative Personnel in Europe and Asia are responsible for completing incident reports at the University's worldwide locations. If an individual is interested in making a report, he or she should contact the UMGC Director of Security at 240-723-2423 or william.brogan@umgc.edu.

In addition, the UMGC Daily Crime Log is maintained by UMGC Security Department. The Daily Crime Log includes all crimes and incidents that are reported to UMGC Security. The information recorded in the Daily Crime Log includes: the incident classification, date reported, date and time occurred, general location, and disposition of each reported crime.

Unless the disclosure is prohibited by law or would jeopardize the confidentiality of the victim, newly reported crimes and updated information regarding previously reported crimes are entered into the Daily Crime Log within two (2) business days of when it is reported to Security.

The most recent sixty (60) day period of the Daily Crime Log is available for public inspection Monday – Friday from 7a.m. - 6:30 p.m. at the Adelphi Headquarters Administration Building or by contacting UMGC Security at 301-985-7911. Any portion of the log older than sixty (60) days will be made available within two (2) days of the request. To make a request or for additional information please contact the on-site security personnel during normal operating hours at 301-985-7911 or via email at security@umgc.edu.

Finally, UMGC publishes an Annual Safety and Security Report which includes the above information as well as additional information required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Strategic Plan Update: Alternative Credentials and Innovative Pathways

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: May 14, 2024

SUMMARY: The University System of Maryland's strategic plan, Vision 2030: From Excellence to Preeminence, was approved by the Board of Regents in June 2022. The plan focuses on five priority areas – Academic Excellence and Innovation; Access, Affordability, and Achievement; Workforce and Economic Development; Research; and Diversity, Equity, and Inclusion. There are short-, mid-, and long-term goals under each priority area.

A survey was sent to all institutions to determine what they saw as the highest priority goals of the Plan. The following two goals were identified by nearly all institutions as the highest priority:

- Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands
- Goal 2.3: Develop innovative education programs resulting in new credentials

USM worked with Huron Consulting to develop an action plan related to these two priorities. Senior Vice Chancellor Wrynn will present an overview of the action plan and how the USM plans to move forward with implementation.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION: DATE: May 14, 2024

BOARD ACTION: DATE:

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

University System of Maryland Targeted Strategic Plan Implementation

Action Plan

USM's Strategic Priorities: *Vision 2030*

While this effort focused on two goals within the **Academic Excellence and Innovation** and **Access, Affordability, and Achievement** priorities of the strategic plan, the activities in this Action Plan align with *Vision 2030* broadly.

With a focus on innovative pathways, **USM institutions will collaborate more deeply** to share best practices and meet Maryland workforce needs. USM will help to remove barriers for institutions to offer quality innovative pathways to **attract, retain, and graduate more Maryland students.**

The actions aligned with the DE&I strategic priority involve **providing access to education for underrepresented minority students in Maryland, thereby helping to increase diversity within the System.**

Increased support for innovative pathways and alternative credentials at all USM institutions, including UMCES, can help to **advance USM's leadership in key research priority areas, including the climate space.**

The Action Plan aligns with several of the goals in this priority. With USM fostering the development and quality of alternative credentials, **the System will increasingly work to reach diverse students** and ensuring they thrive.

Alignment with this priority includes increasing underrepresented minority students in key fields, facilitating teacher preparation, and aligning academic offerings to **meet student and employer needs**, while also fostering strong ties with PreK–12 schools to **enhance student pathways and outcomes.**

ACADEMIC EXCELLENCE AND INNOVATION

RESEARCH

DIVERSITY, EQUITY, AND INCLUSION

ACCESS, AFFORDABILITY, AND ACHIEVEMENT

WORKFORCE AND ECONOMIC DEVELOPMENT

Project Outcomes

Huron and USM have collaborated to achieve the following outcomes, focused on advancing USM's efforts around innovative pathways and alternative credentials.

✓ **Developed working definitions** for innovative pathways and alternative credentials to establish a common language and understanding across USM.

✓ **Collected diverse perspectives** from all USM campuses and regional centers and a select group of students regarding existing innovative pathway and alternative credential activity and future aspirations.

✓ **Identified leading and innovative practices** across higher education through peer benchmarking and market analysis.

✓ **Built a three-year action plan** based on the internal and external analyses to enable USM's growth and impact across innovative pathways and alternative credentials.

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Action Plan Approach

While the two strategic plan goals are distinctive, their objectives of meeting student needs and responding to workforce demands overlap considerably. Accordingly, the Action Plan has been structured in a consolidated manner.

Priority 1:

Academic Excellence and Innovation

Strategic Plan Goal 1.7:

Pilot innovative pathways for working professionals that respond to workforce demands

Objective:

Identify new on-ramps and create more flexible programs to reach new learners

Shared Objectives:

- Broaden access to learning
- Keep tuition costs down
- Increase flexibility & applicability
- Decrease time to labor market
- Remove barriers for students

Priority 2:

Access, Affordability, and Achievement

Strategic Plan Goal 2.3:

Develop innovative education programs resulting in new credentials

Objective:

Enable students to attain badges, certificates, and other microcredentials while (or instead of) pursuing degrees

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System Models

University systems vary in their approaches and level of centralized support for innovative pathways and alternative credentials.

Clearly articulated policy and strategy; participation from all system institutions; data collected and analyzed

Highly proactive

Moderately proactive

System office provides guidelines and definitions that institutions are encouraged to follow, including a clear framework

System develops pilots, enables partnerships, and convenes engaged institutions when requested; collects data where available; optional participation. System office provides some resources or information as needed.

Responsive

Independent & Ad Hoc

Institutions do not receive system-level support to develop own pathways, partnerships, and/or credentials; little or no clear feedback loop to or information at system office

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Key System Benchmarking Takeaways

Key takeaways from the analysis of each benchmarked system are summarized below.

University System of Maryland
USM's Kirwan Center has provided support in these areas, among other responsibilities, with other pockets of innovation across the System and greater capacity at UMGC and USG.

University of Wisconsin System
This System has created several policies regarding alternative credentials and innovative pathways, while also launching UW Extended Campus and UW Flex.

University of Texas System
The UT System has a high-profile partnership with Coursera that has led to embedded Google Career Certificates in undergraduate degrees access for all students, faculty, and staff across the System.

SUNY
SUNY has created one of the most comprehensive frameworks around microcredentials among systems, guided by a Microcredentialing Task Force.

University System of Georgia
USG offers the Nexus Degree, which is a highly specialized short-form degree designed to move students into high-demand career sectors quickly.

PASSHE
The System merged Bloomsburg, Lock Haven, and Mansfield universities to create a combined institution (Commonwealth University) that will emphasize stackable credentials and in-demand fields in the state.

University of North Carolina System
In 2022, the UNC System launched Project Kitty Hawk, a separate, non-profit organization designed to develop online, flexible, workforce aligned programs.

University of Maine System
UMS has a highly coordinated approach to microcredentials with centralized staff, clear frameworks and procedures, and incentives for creating microcredentials.

University of Massachusetts System
In 2021, the System acquired Brandman University and transformed it into UMassGlobal, a private but affiliated institution that serves adult learners through flexible, online programs.

Colorado Community College System
CCCS has developed a systemwide digital badging framework and is developing micro-pathways which will provide credentialing in several health sciences career areas.

Action Plan Key Components

The Action Plan is structured around the following foundational components, which will collectively contribute to the success of strategic plan goals 1.7 and 2.3 as well as USM's broader strategic priorities.
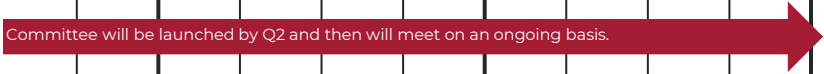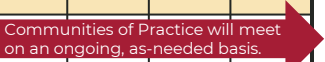
Component
People, Coordination, and Framework
Quality Assurance Standards
Funding
Processes and Procedures
Data and Tracking
Partnerships

Action Plan Timeline (1 of 2)

Across each Action Plan component, USM can execute select activities over the course of the next 3+ years to further its growth and impact across innovative pathways and alternative credentials.

■ = Activity*

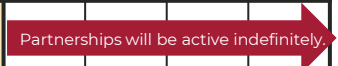| Fiscal Year:	FY2025				FY2026				FY2027			
Quarter:	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
People, Coordination, and Framework												
Convene a **USM Innovative Pathway and Alternative Credential Committee** internal to the System Office composed of representation from key System Office units and to set overarching goals aligned to the System strategic plan, MHEC attainment goals, and other state education and workforce related entities.	■	■	Committee will be launched by Q2 and then will meet on an ongoing basis. →									
Charge a **cross-institutional, timebound Innovative Pathway and Alternative Credential Task Force,** sponsored by the System Office and the Kirwan Center and reporting up to the USM Innovative Pathway and Alternative Credential Committee, to develop processes for implementing and measuring each activity in this Action Plan.			■	■	■	■	■	■	■	■	■	■
Build **select Communities of Practice** to develop a mechanism for sharing best practices, resources, and expertise across the System, supporting the piloting of new credentials.					■	■	■	■	Communities of Practice will meet on an ongoing, as-needed basis. →			
Position the **Kirwan Center as the central, coordinating unit** for innovative pathways and alternative credentials (both credit- and non-credit-bearing), collaborating closely with both the Task Force and the Innovative Pathway and Alternative Credential Committee.	■	■	■	■	Kirwan Center will remain the coordinating department indefinitely. →							
Develop a **taxonomy of terms** for both innovative pathways and alternative credentials (e.g., innovative pathways, alternative credentials, learners, students, etc.) with clear definitions to be used for data collection and Systemwide adoption.			■	■	■	■	■					
Establish **mechanisms for USM institutions to routinely identify unmet workforce demands**, leveraging labor market data and employer / industry advisory boards, to inform the development of new pathways (including apprenticeship programs) or alternative credentials.			■	■	■	■	■					
Leverage the Systemwide rebranding effort as well as MHEC's new educational attainment goals to **develop a clear marketing strategy and messaging** for innovative pathway and alternative credential programs, particularly on the USM website.				■	■							
Quality Assurance Standards												
Establish a **System-level framework** for ensuring quality, rigor, as well as validating alternative credentials, so that students and employers can have confidence in the value of these programs.					■	■	■	■				

*Note that the Prioritized Action Detail slides later in this document provide additional details on activities.

Action Plan Timeline (2 of 2)

Across each Action Plan component, USM can execute select activities over the course of the next 3+ years to further its growth and impact across innovative pathways and alternative credentials.

� = Activity*

Activity	FY2025				FY2026				FY2027			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Funding												
Charge the Kirwan Center with routinely identifying **opportunities for philanthropic, federal, or state funding,** in tandem with **developing a sustainable funding model**, to support efforts and initiatives focused on alternative credentials and innovative pathways.	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Provide a **limited pool of seed funding** to support pilot initiatives, in the areas of innovative pathways and alternative credentials, across USM institutions.					▓	▓	▓	▓	▓	▓	▓	▓
Processes and Procedures												
Streamline **procedures for credit transfer, credit recognition, credit for prior learning, and inter-institutional enrollment**, allowing students to seamlessly carry earned credits to their next institution and enroll in relevant courses and supplemental credentials at other USM institutions.			▓	▓	▓	▓	▓	▓				
Advocate to expedite the **process for approving new, for-credit alternative credentials and innovative pathway programs**, responding to workforce demands.					▓	▓	▓	▓				
Data and Tracking												
Develop an **internal system to track and report** on the number of non-degree programs, learners, and outcomes across the System that can be refreshed on regular basis.			▓	▓								
Develop and implement an **externally-facing System-wide inventory or database** of alternative credentials for students, building off of the previously created internal inventory.					▓	▓	▓	▓	▓	▓	▓	▓
Develop a **non-credit data strategy**, inclusive of vision, acquisition, governance, quality, security, usage, literacy, storage, reporting, and strategic analytics.							▓	▓				
Partnerships												
Facilitate **intentional partnerships** between USM institutions to create mutually beneficial program opportunities in key areas, leveraging cross-institutional human, financial, and technology resources.					▓	▓	▓	▓	Partnerships will be active indefinitely. →			
Provide support and coordination for USM institutions when seeking to use **third-party vendors or partners**, leveraging existing contracts, relationships, and know-how when applicable.									▓	▓	▓	▓

*Note that the Prioritized Action Detail slides later in this document provide additional details on activities.

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Year 1 Snapshot

Over FY2025, USM can focus on several high-priority actions across various key components of the Action Plan.

☐ = Activity

	Fiscal Year:	FY2025											
	Month:	**Jul**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**March**	**Apr**	**May**	**Jun**
1	Position the Kirwan Center as the central, coordinating unit for innovative pathways and alternative credentials (both credit-bearing and non-credit-bearing), collaborating closely with both the Task Force and the Innovative Pathway and Alternative Credential Committee.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	Charge the Kirwan Center with routinely identifying opportunities for philanthropic, federal, or state funding, in tandem with developing a sustainable funding model, to support efforts and initiatives focused on alternative credentials and innovative pathways.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	Convene a USM Innovative Pathway and Alternative Credential Committee internal to the System Office composed of key System Office functions to set overarching goals aligned to the System strategic plan, MHEC attainment goals, and other state education and workforce related entities.	☐	☐	☐	☐	☐	☐	Committee will meet on an ongoing basis. →					
4	Charge a cross-institutional, timebound Innovative Pathway and Alternative Credential Task Force, sponsored by the System Office and the Kirwan Center and reporting up to the USM Innovative Pathway and Alternative Credential Committee, to develop processes for implementing and measuring each activity in this Action Plan.							☐	☐	☐	☐	☐	☐
5	Develop a taxonomy of terms for both innovative pathways and alternative credentials with clear definitions to be used for data collection and for USM institutions to follow (e.g., innovative pathways, alternative credentials, learners, students, etc.).							☐	☐	☐	☐	☐	☐
6	Develop an internal system to track and report on the number of non-degree programs, learners, and outcomes across the System that can be refreshed on regular basis.										☐	☐	☐
7	Establish mechanisms for USM institutions to routinely identify unmet workforce demands, leveraging labor market data and advisory boards, to inform the development of new pathways or alternative credentials.										☐	☐	☐
8	Leverage the Systemwide rebranding effort to develop a clear marketing strategy and messaging for innovative pathway and alternative credential programs, particularly on USM's website.										☐	☐	☐

Potential Organizational Elements and Processes

The following organizational elements and processes could help to accelerate execution of the innovative pathway and alternative credential Action Plan by positioning the USM as a **Network Hub** for localized pathways to credentials and lifelong learning.

UMGC

KCAI

USM HUB

RHECs

USM Institutions

Badges

Certificates

Micro-credentials
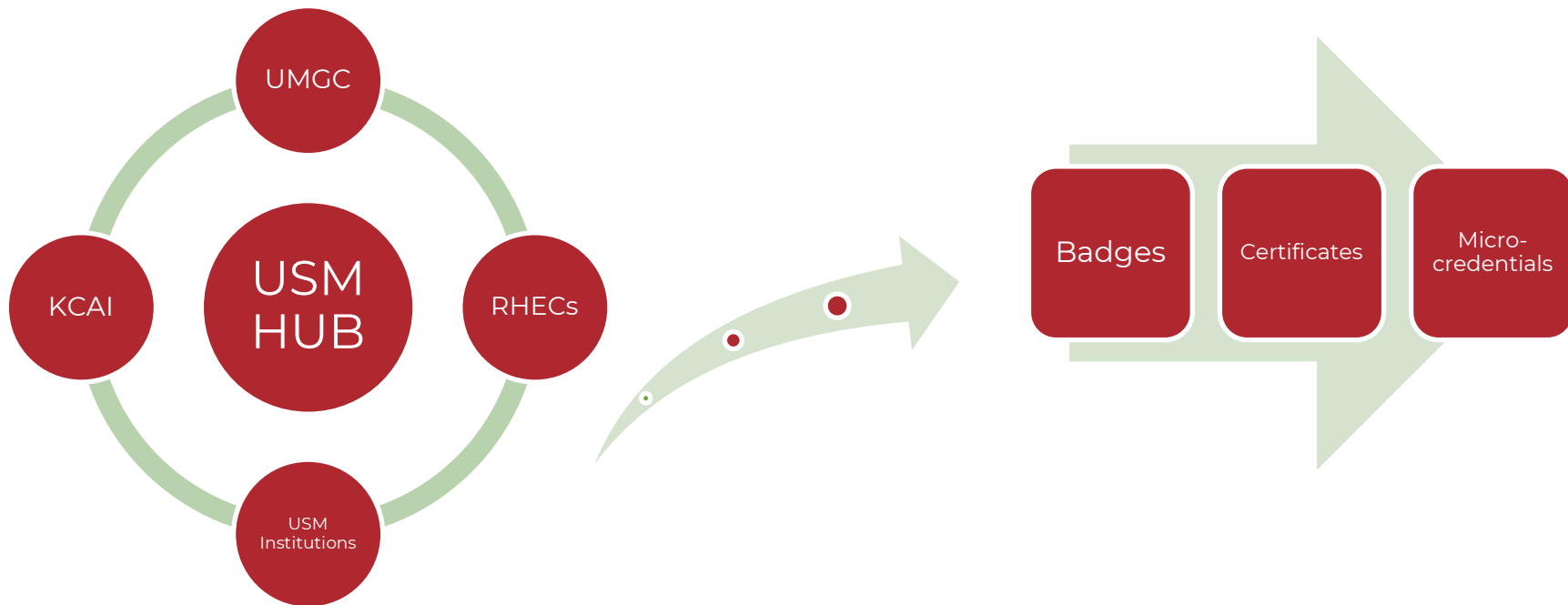
New onramps and offramps

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High-Level Roadmap

The Action Plan focuses on key activities over the next three years, beginning in FY2025.

Year	Year 1 (FY 2025)	Year 2 (FY 2026)	Year 3 (FY 2027)
Objective	Build Infrastructure & Establish Baseline	Analyze Data, Track Outcomes, & Pilot New Programs	Scale & Grow
Key Activities	• Convene a USM Innovative Pathway and Alternative Credential Committee internal to the System Office to coordinate and collaborate. • Position the Kirwan Center as the central, coordinating unit for innovative pathways and alternative credentials. • Create a USM Innovative Pathway and Alternative Credential Task Force to agree on definitions, create taxonomy, and advise on the repository and tracking system.	• Establish a mechanism for USM institutions to identify unmet workforce demands and routinely leverage labor market data. • Develop and implement an internal System-wide inventory of alternative credentials to track key metrics. • Develop an externally-facing System-wide inventory of alternative credentials, building off of the previously created internal inventory. • Develop a System-wide recognition and validation process for new credentials.	• Scale innovative pathway or alternative credential programs. • Develop a non-credit data strategy, inclusive of vision, acquisition, governance, quality, security, usage, literacy, storage, reporting, and strategic analytics. • Provide support and coordination for USM institutions when seeking to use third-party vendors or partners. • Launch an externally-facing System-wide inventory of alternative credentials.
Prospective Metrics to Track	• Establishment of Committee • Establishment of Task Force • Staffing for Kirwan Center	• Workforce data • Enrollment and retention • Program completions • Number of programs • Employment outcomes	• Student outcomes • Program outcomes • Third-party vendors

Key Success Metrics

USM can set metrics for both near- and longer-term actions to track the success of the different components of the Action Plan.

Key Success Metrics					
People, Coordination, and Framework	**Quality Assurance Standards**	**Funding**	**Processes and Procedures**	**Data and Tracking**	**Partnerships**
• Volume of unmet workforce needs (unfilled vacancies requiring a credential or degree) • Number of industry and employer partnerships with USM institutions	• Outcome metrics (consistency of quality of programs) • Shared understanding of campuses and institutional partners pertaining to quality standards	• Dollars raised to support pilot initiatives • Number of funding/grantmaking partners • Seed funding amounts	• Speed of program approval and launch • Number of credit recognition, credit transfer, etc. approvals • Clarity around program requirements	• Enrollment and persistence by program and overall • Retention and graduation for degree programs • Diversity of students in programs • Employment outcomes, particularly in high-need professions (education, healthcare, etc.)	• Number of key partners • Frequency of engagement • Outputs from partnerships (apprenticeships, programs, funding, etc.)

Immediate Next Steps

As USM weighs various paths forward, the following next steps should be considered.

Socialization → **Refinement** → **Support** → **Adaptation**
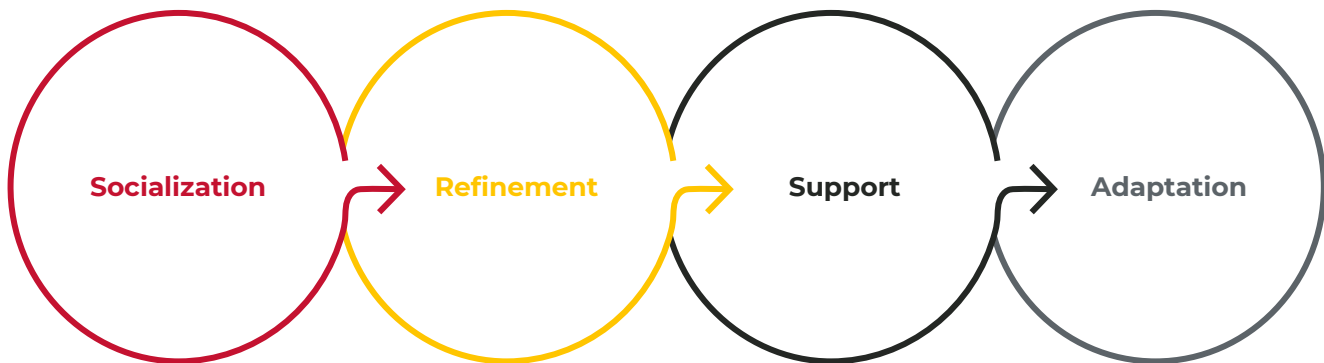
Socialization
- Share key findings of this effort and stakeholder engagement with campuses.
- Discuss high-level action steps to gather input and confirm direction.

Refinement
- Use feedback and additional data to refine Action Plan.
- Provide additional detail and simplify where necessary to sharpen focus and build understanding.

Support
- Present action plan to Board to gain support for these partnerships.
- Address feedback to ensure smooth path forward.

Adaptation
- Convene and charge USMO Committee.
- Launch USM institutional task force (establish membership, governance, charge, meeting mode and frequency).

TOPIC: Campus Safety and Security – Report

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

SUMMARY: Campus safety and security are daily concerns for students, faculty, staff, and families across the nation. The USM has recently addressed this issue during a state-wide safety summit, the BOR retreat, and safety vignettes during full Board of Regents meetings. The compiling and sharing of the following data add to our knowledge base.

The data included in this report are required by the Clery Act and the Higher Education Opportunity Act and are submitted annually by all postsecondary institutions that receive Title IV (federal student aid programs) funding. Additionally, the Department of Education requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees. The statistics represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. And although the crime data reported by the institutions have not been subjected to independent verification, at this time, this is an important measure of campus safety and security.

The tables on crime reports by institution include criminal offenses, arrests, and campus disciplinary actions for violations that occurred in the following Clery geography: on-campus, noncampus, and public property. In addition to total number of reported incidents, the tables provide a rate that reflects the total number of incidents per 1,000 students. A trend table showing five years of system-wide data (total number of incidents in each category) is also included.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: May 14, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent to which one will be or feel safe on campus is a factor many weigh when deciding where and whether they or their loved ones will pursue a postsecondary education. Safety is also inextricably tied to student success.

The United States Department of Education provides data to help keep the public informed. The Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly available data represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The University System of Maryland (USM) Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions. The following tables offer statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property adjacent to campus as reported under Clery. In addition to the total number of reported incidents, the tables provide rates that reflect the number of incidents per 1,000 students. The following report includes:
- A trend table showing system-wide data from 2019 through 2022
- Information by institution for the most recent three years available – 2022, 2021, and 2020

National* and USM Data Comparisons of 2022 to 2021 and Pre-Pandemic (2019) Levels
(*5,783 institutions*)

Criminal Offenses (murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson)
    Nationally
        o Increase over 2021
        o Nearing pre-pandemic level
    USM
        o Increase over 2021
              ▪ Specific increases over 2021: rape, fondling, robbery, aggravated assault, motor vehicle theft
        o Nearing pre-pandemic level

Arrests and Disciplinary Actions for weapons, drug, and liquor law violations
    Nationally
        o Decrease from 2021
        o Well below pre-pandemic level
    USM
        o Decrease from 2021
              ▪ Liquor law violations down significantly; drug abuse violations up slightly; weapons violations steady
        o Well below pre-pandemic level

Hate Crimes
- Nationally
  - Increase over 2021
  - Well above pre-pandemic level
  - Highest since 2005 (previous high in 2016 with 1,309 hate crimes)
- USM
  - Decrease from 2021
  - Below pre-pandemic level

Violence Against Women Act Violations (VAWA; domestic violence; dating violence; stalking)
- Nationally
  - Increase over 2021
  - Below pre-pandemic level but trending up
- USM
  - Increase over 2021
  - Below pre-pandemic level but trending up

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department conducts audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Institutions found out-of-compliance (often after lengthy investigations) can be assessed fines and lose federal funding. Reporting requirements include, but are not limited to:
1. Collecting and sharing crime statistics and disclosing security-related policies;
2. The issuance of campus alerts (timely warmings and emergency notifications);
3. The publication of an annual security report;
   and
4. Maintenance of a daily crime log.

In addition to these federal safeguards, the USM Office of Internal Audit conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2019, Internal Audit has completed six (6) Jeanne Clery Act audits, and one is in progress in 2024. Additionally, one follow-up audit is in progress and another will occur in 2024. When conducting audits, where there are violations, the auditors conduct follow-up audits to determine the institutions' responses to recommendations and annually assess each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials work consistently to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

System-Wide Attention to Campus Safety and Security

October 2023
USM Board of Regents Retreat
The theme of this year's Board of Regents Retreat was student centeredness. A major component of the meeting was campus safety and security. Regents, University Presidents, USM Office Staff, and Shared Governance Body leaders heard presentations from Police Chief David Mitchell (UMCP) and vice presidents for student affairs, Drs. Patty Perillo (UMCP) and Stephan Moore (Coppin State) and engaged in discussions to better understand the dynamics, issues, resources, etc. on campus as well as the work being done to keep the community safe. The presenters also shared recommendations.

November 2023
Board of Regents Meetings - Safety Vignettes
During the November Board of Regents meeting, Chair Linda Gooden shared that each full BOR would now include a safety vignette designed to reinforce the importance of the issues and to better understand how USM institutions organize and manage safety and security.

December 2023
Maryland Campus Safety Summit
In Fall 2023, colleges and universities across Maryland and the nation managed an increasing number of campus safety issues. The Maryland Higher Education Commission and the University System of Maryland joined to convene a Campus Safety Summit that brought together presidents, vice presidents of student affairs, police chiefs, emergency management, and others across all segments of higher education in the state to learn from each other, understand best practices related to prevention and response to campus incidents, and explore how Maryland's higher education community can leverage its power to address safety issues both on the campuses and in the surrounding communities. Speakers from the Federal Bureau of Investigation and Michigan State University and a presidential panel and vice president for student affairs panel were key components of the agenda at this day-long event.

Committee on Education Policy and Student Life and Safety
Upon the conclusion of the USM Board of Regents retreat, after considering comments made by expert speakers and discussion by the regents, USM staff, and shared governance leaders, the regents began discussing ways the USM, its institutions, and the Board of Regents would build on the work already being done to address campus safety and security. Since its inception, the Committee on Education Policy, which later became the Committee on Education Policy and Student Life, had included an emphasis on safety and security, as evidenced by regular reports reviewing USM institutions' Clery statistics and updates by panels of vice presidents for student affairs and campus police chiefs. To better represent this work and to further entrench campus safety as a focus of the committee and board, the Board of Regents voted to change the name of the committee to Education Policy and Student Life and Safety.

May 2024
USM Vice Presidents of Student Affairs: Campus Safety Summit Recommendations
Following the Maryland Campus Safety Summit in December 2023, sponsored by the Maryland Higher Education Commission (MHEC) and the USM, the USM Vice Presidents of Student Affairs (VPSA) developed thirteen campus safety recommendations. During their January retreat and monthly meetings, USM's VPSAs engaged in dialogue regarding challenges and opportunities to address a variety of campus safety concerns. They believe that these recommendations will assist them, at a System and institutional level, in supporting their university communities and help keep campuses safe. The VPs will present these recommendations to Chancellor Perman soon and hope to share more with the Committee during the 2024-2025 academic year.

Maryland Higher Education Commission Campus Safety Grant Program
The Maryland Higher Education Commission (MHEC) announced the availability of $25,000,000 under the FY 2025 Campus Safety Grant (CSG) Program for the award period of July 1, 2024 to June 30, 2025. This initiative will allow Maryland public and private non-profit colleges and universities to support security enhancements to their campuses. Application requests may range from a minimum of $100,000 to a maximum of $5,000,000 for FY 2025. This funding should be considered to be one-time funding for the purpose of implementing or enhancing campus safety and security initiatives. Examples of projects or initiatives that will be eligible for CSG Grants funds include, but are not limited to: (1) Campus Security Assessment and Recommendations; (2) Campus Camera Systems; (3) Establishing a Security Operations Center; (4) Installing security lock systems on all campus buildings, especially residence halls; (5) Establishing an Event Coordination Center on campus; (6) Developing an Emergency Management Plan. Applicants are required to apply for grant funding through the Maryland Higher Education Commission by May 31, 2024. USM and/or grantee institutions will share outcomes in a subsequent report to Education Policy, Student Life, and Safety.

Sources:
https://rems.ed.gov/IHECleryAct.aspx
https://ope.ed.gov/campussafety/#/

Crime Report Summary Data ~ 2019-2022
University System of Maryland Totals

Criminal Offenses - On-Campus, Noncampus, and Public Property

	2019		2020		2021		2022	
USM Population	**172,214**		**170,180**		**164,851**		**162,622**	
	Number and Rate per 1,000 Across the USM							
	No.	**Rate**	**No.**	**Rate**	**No.**	**Rate**	**No.**	**Rate**
Murder/Non-Negligent Manslaughter	0	0.00	1	0.01	0	0.00	0	0.00
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00
Rape*	57	0.33	38	0.22	54	0.32	**56**	**0.34**
Fondling*	31	0.18	21	0.12	28	0.16	**33**	**0.20**
Incest*	0	0.00	0	0.00	0	0.00	0	0.00
Statutory Rape*	1	0.01	0	0.00	0	0.00	0	0.00
Robbery	45	0.26	35	0.20	9	0.05	**15**	**0.10**
Aggravated Assault	36	0.20	37	0.21	37	0.22	**73**	**0.45**
Burglary	92	0.53	79	0.46	70	0.42	48	0.30
Motor Vehicle Theft	83	0.48	69	0.40	54	0.32	**79**	**0.49**
Arson	7	0.04	2	0.01	8	0.04	4	0.02
Criminal Offenses Totals	352	2.04	282	1.66	260	1.58	**308**	**1.90**
Weapons Possession Violations	26	0.15	24	0.14	20	0.12	20	0.12
Drug Abuse Violations	223	1.29	134	0.78	130	0.78	**181**	**1.11**
Liquor Law Violations	869	5.04	523	3.07	727	4.41	520	3.20
Weapons, Drug Abuse, and Liquor Law Arrests and Disciplinary Actions	1,118	6.49	681	4.00	887	5.38	721	4.43
Hate Crimes (All Offenses)	9	0.05	5	0.02	6	0.03	4	0.02
VAWA Offenses** (domestic violence; dating violence; stalking)	135	0.78	59	0.34	98	0.59	**107**	**0.66**

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

1

Incidents Reported in Campus Crime Reports
2022***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,275	0	0.00	0	0.00	3	0.48	3	0.48	0	0.00	0	0.00	0	0.00	27	4.30	12	1.91	0	0.00	0	0.00
CSU	2,006	0	0.00	0	0.00	1	0.50	0	0.00	0	0.00	0	0.00	1	0.50	6	2.99	1	0.50	0	0.00	0	0.00
FSU	4,067	0	0.00	0	0.00	1	0.24	3	0.73	0	0.00	0	0.00	1	0.24	1	0.24	0	0.00	0	0.00	0	0.00
SU	7,123	0	0.00	0	0.00	7	0.98	5	0.70	0	0.00	0	0.00	0	0.00	1	0.14	4	0.56	2	0.28	0	0.00
TU	19,793	0	0.00	0	0.00	11	0.56	3	0.15	0	0.00	0	0.00	1	0.05	4	0.20	11	0.56	5	0.25	0	0.00
UBalt	3,288	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.61	1	0.30	0	0.00	2	0.61	0	0.00
UMB	6,931	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	0.87	10	1.44	1	0.14	12	1.73	1	0.14
UMBC	13,991	0	0.00	0	0.00	11	0.79	8	0.57	0	0.00	0	0.00	1	0.07	2	0.14	4	0.29	1	0.07	2	0.14
UMCP	40,792	0	0.00	0	0.00	19	0.47	10	0.25	0	0.00	0	0.00	2	0.05	19	0.47	11	0.27	53	1.30	1	0.02
UMES	2,518	0	0.00	0	0.00	2	0.79	1	0.40	0	0.00	0	0.00	0	0.00	0	0.00	2	0.79	0	0.00	0	0.00
UMGC	55,838	0	0.00	0	0.00	1	0.02	0	0.00	0	0.00	0	0.00	1	0.02	2	0.04	2	0.04	4	0.07	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,275	0	0.00	0	0.00	0	0.00		7	1.12	83	13.23	28	4.46
CSU	2,006	2	1.00	0	0.00	0	0.00		1	0.50	15	7.48	7	3.49
FSU	4,067	2	0.49	0	0.00	0	0.00		0	0.00	50	12.29	25	6.15
SU	7,123	1	0.14	1	0.14	3	0.42		1	0.14	0	0.00	137	19.23
TU	19,793	2	0.10	4	0.20	0	0.00		0	0.00	3	0.15	81	4.09
UBalt	3,288	1	0.30	0	0.00	0	0.00		0	0.00	1	0.30	0	0.00
UMB	6,931	1	0.14	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,991	1	0.07	0	0.00	0	0.00		0	0.00	0	0.00	43	3.07
UMCP	40,792	1	0.02	13	0.32	0	0.00		0	0.00	1	0.02	186	4.56
UMES	2,518	0	0.00	0	0.00	0	0.00		0	0.00	10	3.97	10	3.97
UMGC	55,838	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

2

Incidents Reported in Campus Crime Reports
2022 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	0	0.00
CSU	2,006	0	0.00
FSU	4,067	0	0.00
SU	7,123	1	0.14
TU	19,793	1	0.05
UBalt	3,288	0	0.00
UMB	6,931	0	0.00
UMBC	13,991	1	0.07
UMCP	40,792	1	0.02
UMES	2,518	0	0.00
UMGC	55,838	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	12	1.91
CSU	2,006	4	1.99
FSU	4,067	5	1.23
SU	7,123	5	0.70
TU	19,793	24	1.21
UBalt	3,288	2	0.61
UMB	6,931	7	1.01
UMBC	13,991	27	1.92
UMCP	40,792	15	0.37
UMES	2,518	6	2.38
UMGC	55,838	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

3

Incidents Reported in Campus Crime Reports
2021***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	0	0.00	5	0.79	5	0.79	0	0.00	0	0.00	0	0.00	0	0.00	11	1.74	1	0.15	0	0.00
CSU	2,101	0	0.00	0	0.00	2	0.95	0	0.00	0	0.00	0	0.00	2	0.95	0	0.00	5	2.37	2	0.95	0	0.00
FSU	4,449	0	0.00	0	0.00	2	0.44	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SU	7,568	0	0.00	0	0.00	2	0.26	6	0.79	0	0.00	0	0.00	1	0.13	5	0.66	9	1.18	0	0.00	0	0.00
TU	20,856	0	0.00	0	0.00	10	0.47	5	0.23	0	0.00	0	0.00	0	0.00	5	0.23	11	0.52	0	0.00	0	0.00
UBalt	3,710	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.53	0	0.00	0	0.00	0	0.00
UMB	7,244	0	0.00	0	0.00	1	0.13	1	0.13	0	0.00	0	0.00	5	0.69	7	0.96	1	0.13	9	1.24	0	0.00
UMBC	13,638	0	0.00	0	0.00	9	0.65	2	0.14	0	0.00	0	0.00	0	0.00	0	0.00	13	0.95	2	0.14	3	0.21
UMCP	41,271	0	0.00	0	0.00	20	0.48	8	0.19	0	0.00	0	0.00	0	0.00	2	0.04	11	0.26	34	0.82	5	0.12
UMES	2,384	0	0.00	0	0.00	3	1.25	1	0.41	0	0.00	0	0.00	0	0.00	2	0.83	3	1.25	0	0.00	0	0.00
UMGC	55,323	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.01	14	0.25	6	0.10	6	0.10	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	1	0.15	0	0.00		0	0.00	37	5.86	0	0.00
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	14	6.65	7	0.00
FSU	4,449	0	0.00	1	0.22	0	0.00		0	0.00	46	10.33	25	0.00
SU	7,568	1	0.13	5	0.66	3	0.39		3	0.39	0	0.00	271	35.8
TU	20,856	2	0.09	4	0.19	0	0.00		0	0.00	0	0.00	97	4.65
UBalt	3,710	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,244	1	0.13	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,638	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	24	1.75
UMCP	41,271	6	0.14	12	0.29	0	0.00		0	0.00	0	0.00	291	20.6
UMES	2,384	0	0.00	1	0.41	0	0.00		0	0.00	4	1.67	9	3.77
UMGC	55,323	7	0.12	5	0.09	0	0.00		0	0.00	0.00	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

4

Incidents Reported in Campus Crime Reports
2021 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	0	0.00
CSU	2,101	0	0.00
FSU	4,449	0	0.00
SU	7,568	0	0.00
TU	20,856	2	0.09
UBalt	3,710	0	0.00
UMB	7,244	0	0.00
UMBC	13,638	1	0.07
UMCP	41,271	4	0.09
UMES	2,384	0	0.00
UMGC	55,323	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	10	1.58
CSU	2,101	0	0.00
FSU	4,449	9	2.02
SU	7,568	10	1.32
TU	20,856	14	0.67
UBalt	3,710	0	0.00
UMB	7,244	8	1.10
UMBC	13,638	10	0.73
UMCP	41,271	21	0.50
UMES	2,384	6	2.51
UMGC	55,323	10	0.18

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

5

Incidents Reported in Campus Crime Reports
2020***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00
CSU	2,348	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	2.98	9	3.83	5	2.12	7	2.98	0	0.00
FSU	4,857	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.20	0	0.00	4	0.82	0	0.00	0	0.00
SU	8,124	0	0.00	0	0.00	0	0.00	4	0.49	0	0.00	0	0.00	1	0.12	5	0.61	3	0.36	0	0.00	0	0.00
TU	21,917	0	0.00	0	0.00	10	0.45	1	0.04	0	0.00	0	0.00	1	0.04	0	0.00	2	0.09	1	0.04	0	0.00
UBalt	4,169	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	1.43	1	0.23	0	0.00	0	0.00	0	0.00
UMB	7,137	1	0.14	0	0.00	0	0.00	9	1.26	0	0.00	0	0.00	10	1.40	8	1.12	2	0.28	4	0.56	0	0.00
UMBC	13,497	0	0.00	0	0.00	8	0.59	6	0.44	0	0.00	0	0.00	0	0.00	0	0.00	9	0.66	3	0.22	0	0.00
UMCP	40,709	0	0.00	0	0.00	14	0.34	0	0.00	0	0.00	0	0.00	2	0.04	1	0.02	16	0.39	26	0.63	0	0.00
UMES	2,646	0	0.00	0	0.00	3	1.13	0	0.00	0	0.00	0	0.00	1	0.37	4	1.51	7	2.64	0	0.00	0	0.00
UMGC	58,526	0	0.00	0	0.00	3	0.05	1	0.01	0	0.00	0	0.00	6	0.10	9	0.15	29	0.49	28	0.47	2	0.03

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00		0	0.00	9	1.44	1	0.16
CSU	2,348	0	0.00	0	0.00	0	0.00		0	0.00	22	9.36	17	7.24
FSU	4,857	3	0.61	2	0.41	0	0.00		0	0.00	53	10.91	37	7.61
SU	8,124	0	0.00	4	0.49	5	0.61		6	0.73	0	0.00	85	10.46
TU	21,917	4	0.18	10	0.45	1	0.04		0	0.00	0	0.00	53	2.41
UBalt	4,169	0	0.00	2	0.47	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,137	3	0.42	3	0.42	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,497	0	0.00	3	0.22	0	0.00		0	0.00	0	0.00	40	2.96
UMCP	40,709	2	0.04	17	0.41	0	0.00		0	0.00	0	0.00	263	6.46
UMES	2,646	1	0.37	3	1.13	1	0.37		0	0.00	0	0.00	7	2.64
UMGC	58,526	5	0.08	6	0.10	13	0.22		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

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Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	0	0.00
CSU	2,348	0	0.00
FSU	4,857	0	0.00
SU	8,124	3	0.36
TU	21,917	0	0.00
UBalt	4,169	0	0.00
UMB	7,137	0	0.00
UMBC	13,497	1	0.07
UMCP	40,709	1	0.02
UMES	2,646	0	0.00
UMGC	58,526	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	4	0.64
CSU	2,348	0	0.00
FSU	4,857	3	0.61
SU	8,124	1	0.12
TU	21,917	11	0.50
UBalt	4,169	0	0.00
UMB	7,137	1	0.14
UMBC	13,497	4	0.29
UMCP	40,709	13	0.31
UMES	2,646	8	3.02
UMGC	58,526	14	0.23

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

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Glossary

Aggravated Assault
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest
Persons processed by arrests, citation, or summons.

Arson
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary
The unlawful entry of a structure to commit a felony or a theft.

Dating Violence
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:
• Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
• Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence
A felony or misdemeanor crime of violence committed:
• By a current or former spouse or intimate partner of the victim;
• By a person with whom the victim shares a child in common;
• By a person who is or has cohabitated with the victim as a spouse or intimate partner; and
• By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations
The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling
The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime
A criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of Clery, the categories of bias include the victim's actual or perceived race, religion, gender, gender identify, sexual orientation, ethnicity, national origin, and disability.

Incest
Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations
The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft
The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter
The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter
The killing of another person through gross negligence.

Noncampus Building or Property
(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus
(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property
All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape
The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action
The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape
Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses
Domestic violence, dating violence, and stalking.

Weapons: Carrying, Possessing, etc.
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possessions of deadly weapons; carrying deadly weapons, concealed or openly, using manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

UNIVERSITY SYSTEM of MARYLAND

TOPIC: Update on Test-Optional Undergraduate Admissions Policy

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: The USM had required undergraduate applicants to provide an SAT or ACT score. Institutions had the ability to petition for an exception to this policy, and Salisbury University did so about 15 years ago and no longer required a standardized test score for admissions purposes. During the onset of the Covid-19 pandemic, access to standardized testing was more limited than usual, and consequently institutions across the country suspended the requirement for such scores as part of admissions applications. Then, in 2022, the USM formalized the test-optional policy. All constituent institutions have since gone test-optional. The Committee requested an update on the implementation of the test-optional policy, particularly in light of some prominent institutions returning to requiring a standardized test score for undergraduate admissions.

The attached report provides some additional information related to recent policy revisions at other schools. It notes that USM institutions are tracking their data internally to determine how the policy is working. The general report from campuses is that it is too early to make definitive statements about the policy change. Admissions applications and enrollments have not suffered because of the policy. Early retention figures do not seem to show a clear impact (positive or negative) across the System.

ALTERNATIVE(S): This item is for information only.

FISCAL IMPACT: No impact.

CHANCELLOR'S RECOMMENDATION: This item is for information only.

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

The Board of Regents has requested an update on the SAT/ACT test-optional component of the [undergraduate admissions policy](). As a contextual reminder, during the height of the COVID-19 pandemic in 2020, most institutions across the country removed standardized test requirements from their undergraduate admission review process. This change was introduced to alleviate accessibility challenges for students that experienced test disruptions or cancellations due to the pandemic. The University System of Maryland (USM) also allowed its institutions to suspend the undergraduate admissions policy's SAT/ACT testing requirement. In 2022, the Board of Regents formalized the policy allowing member USM institutions the flexibility either to require test scores or to adopt test-optional policies in their admissions process, without having to make a special exception request of the Board of Regents. One USM institution, Salisbury University, was already test optional and has been for over fifteen years. Salisbury had found in the 2010s that it did not need test scores to identify students who would be successful there and going test-optional helped remove a barrier to admission for some—whether related to cost, text anxiety, or other factors.

Historically, institutions have used standardized test scores to measure a student's academic preparedness for college and, more specifically, their likelihood of success in the first year (Allensworth & Clark, 2020). Many institutions have used test scores as one factor of several, or many, to help shape an entering class, design honors communities, and award merit scholarships, among other things. An argument in favor of them is that they provide an indicator that is not tied to the vagaries of grade inflation or curricular variations. Although less predictive of college completion than high school GPA in college-preparatory courses, the GPA combined with the SAT is more predictive than either factor alone (Westrick et al., 2019). But standardized testing in admissions practices has also long had its critics. Students from under-resourced communities, including those under-represented in higher education, have historically not scored as high as those from more privileged communities (Bauer-Wolf, 2022). Students from more well-resourced economic backgrounds have access to test preparation programs to support stronger test scores, whereas students from lesser resourced areas do not. And there are disparities in access to curriculum, college preparation advising, and other important resources that impact standardized test scores (Bauer-Wolf, 2022).

To determine if a new testing policy is effective, institutions may wish to have sufficient time for a cohort (or class) of students to enter under the policy and then graduate to determine if retention, graduation, and even major choices have been impacted by policy change. Ideally, the policy review period would not have other major variables at play at the same time. The University of Maryland, College Park identified at the time that it went test-optional that it wanted to review five years of data from after the height of the pandemic to determine if it would remain test-optional. More generally, our institutions believe it is too early to determine the significance of test optional policies' effect on student outcomes, as well as on the demands for various student services.

There are several elite institutions that have recently reinstated the SAT/ACT requirement. Institutions like Dartmouth and Yale found that students from under-resourced communities have not been submitting their scores, which has been working to those students' detriment. These institutions have data to show that a high, even if relatively lower, score from a student in an under-resourced community predicts success at their institutions. Thus, the test requirement at certain Ivy League schools is being reinstated, at least in part, to help build a more diverse class from applications across the country (Coffin, 2024; Fisch, 2024). But the context in which these

institutions are operating is not necessarily that of the USM, which is required to have 70 percent of its students from Maryland. A more comparable example, at least for College Park, is the reinstatement of testing at the University of Texas, Austin. Texas has a guaranteed admissions program linked to class rank, whereas College Park and our other institutions have a holistic admissions review process. Rank alone could be unhelpful for predicting student success, so the SAT or ACT would add some further information to nuance class rank and assist in determining if the student will be successful.

An additional variable put into play is the transition of the SAT in spring 2024 to a digital-only format with adaptive testing functions. With adaptive testing, a student who makes an error may be shown an easier question next to help the student regain ground—but the practice can also limit the top score a student can achieve. The testing time has been adjusted from three hours to a little over two (College Board, 2023), which appeals to many students. On the other hand, there was news from fall 2023 that some college access programs noted they worked with students who requested an earlier test date so they could use the paper test.

Although the last few years have had Covid impact student success indicators like retention, we can still look to various indicators as part of our assessment of test-optional processes. Key questions include whether the policy impacted the application funnel, enrollment, and first-year retention. USM data that are publicly available from IRIS show the following:

	BSU	CSU	FSU	SU	TU	UMBC	UMCP
First-Time, First-Yr Applications 2018	12830	6197	3061	8983	12764	11847	33568
First-Time, First-Yr Applications 2022	6342	4739	4555	8090	19790	11578	59489

	BSU	CSU	FSU	SU	TU	UMBC	UMCP
First-Time, First-Yr Enr. 2018	898	389	735	1285	2990	1777	6021
First-Time, First-Yr Enr. 2022	1170	332	582	1214	2662	2130	5533*

	BSU	CSU	FSU	SU	TU	UMBC	UMCP
First-Year Retention 2018 (Fall 2019)	70.40%	70.70%	75.60%	80.50%	87.60%	85.00%	94.60%
First-Year Retention 2022 (Fall 2023)	71.00%	71.10%	69.20%	81.50%	84.60%	85.70%	92.90%

*UMCP Fall 2023 enrollment = 6,136; the Fall 2022 dip is not connected to the SAT/ACT optional policy.

The three institutions that serve primarily or exclusively transfer students were not included here as their first-time cohorts are relatively small.

The USM-wide data show no generalizable trends to suggest there is a problem with the test-optional policy. Institutions have more refined data for evaluating factors involved in student success and retention. For example, institutions track first-year average GPAs; pass rates in required composition, mathematics, and milestone courses; and credit accumulation trends. The more granular data speak to student preparation and help institutions decide if their admissions processes require an additional factor like a standardized test to predict student success. As noted earlier, the USM institutions have thus far indicated that they would like to continue monitoring their indicators before altering their SAT/ACT policies.

References

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Update: PreK-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state's most immediate education problems. P–20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy. Although we presented deep dives on both the Maryland Center for Computing Education (MCCE) and Civic Education and Community Engagement Council (CECE) earlier this year (November 30, 2023 and January 16, 2024, respectively), we want to take this opportunity to introduce new MCCE staff and give updates on the CECE Council and additional areas within the P–20 office:

- MCCE: New Director: Quiana Bannerman
- CECE Council, New Co-Chairs Dr. Alexander (Sandy) Pope, SU, and Dr. Nicole Marano, UBalt
    o Help America Vote College Program grant from Election Assistance Commission
- Student Access and Success: Report on the Maryland's ABC's for Student Success project, supported by the U.S. Department of Education's Postsecondary Student Success Grant program
- Teacher Education: Overview of teacher education highlights from USM campuses' programs, including projects addressing the teacher shortage
- P–20 Policy engagement: Maryland Longitudinal Data System (MLDS), MSDE's Mathematics Launch Years Workgroup.
- P–20 Impact, 1997–2024

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: May 14, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

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MCCE Update: New Director Appointed

The Maryland Center for Computing Education (MCCE) is now under the leadership of Quiana Bannerman, since the retirement of founding Director Dianne O'Grady-Cunniff. Quiana has been an educator for over 17 years. She is passionate about empowering students with the future-ready skills they need to succeed, particularly through computer science education. In her previous role at Prince George's County Public Schools, she oversaw a wide range of Career and Technical and Education programs, including Information Technology; Transportation Technologies; Arts, Media & Communication; Manufacturing, Engineering, and Design; Environmental, Agriculture, and Natural Resources along with technology education and computer science education PreK-12 implementation. She holds a master's degree in computer science education and has extensive experience developing curriculum, leading professional development workshops, and advocating for diversity and inclusion in computer science education. She is a lifelong learner, constantly researching trends in education and the workforce to stay ahead of the curve. Her goal is to help others to develop the critical thinking and problem-solving skills they need to succeed.

Civic Education and Community Engagement (CECE) Council Updates

CECE Co-Chairs
The USM Civic Education and Community Engagement (CECE) Council was established and convened in January 2024. The Council membership is composed of at least two representatives from each USM institution as well as two student representatives from the Student Civic Leaders Committee and the USM Student Council. Dr. Alexander "Sandy" Pope, Salisbury University, and Dr. Nicole Marano, University of Baltimore co-chair the CECE Council.

In this inaugural year, the CECE Council will meet monthly. The agenda for these meetings include sharing campus-level concerns and insights about fostering civility and civic engagement as well as supporting student voting as mandated by the SMVEA act of 2020. Most recently, the Council has invited guest participants to help launch the work. Guests have included representatives from the Maryland's State Board of Elections, Crystal McGinn and Mary Ann Mogavero, and Paul Monteiro, Secretary of Governor Moore's new Department of Service and Civic Innovation.

Help America Vote College Program Grant
In February 2024 USM was the only public university system awarded a highly competitive grant under the Help America Vote Act of 2002 (HAVA). The award, $86,000, administered by the United States Election Assistance Commission (EAC), is intended to "recruit, train and support students serving as poll workers on Election Day" with the aim of assisting states and localities in administering elections, educating college students about the work associated with running an election, and demonstrating the potential of partnerships with universities to ensure efficacious Election Day operations. In collaboration with University of Maryland, College Park (UMCP), the USM secured commitments from each USM institution to participate in the work of the grant. UMCP will serve as the coordinating "hub" of the HAVCP for USM, and will provide resources, support, and training for all 12 USM colleges and universities.

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Langenberg Legacy Fellowship
The endowed Langenberg Legacy Fellowship, honoring Chancellor Emeritus Donald N. Langenberg, was inaugurated 2023, with a cohort of ten students from ten USM universities. The second cohort of eleven fellows was awarded in 2024. (See attachment for a list of both cohorts' Fellows and projects.) The 2025 cohort of applications is under review this spring. The Langenberg Legacy Fellowships provide financial support for students and their mentors to identify and complete student-led civic engagement projects at each USM institution. The LL Fellows will be honored at a reception hosted by Chancellor Jay Perman on May 19, 2024, at Hidden Waters. All Regents are invited to this reception.

Student Access and Success: Maryland's ABCs for Student Success

In September 2023, the P–20 office applied for funding through the U.S. Department of Education's Postsecondary Student Success Grant (PSSG) program, and in December, the Department announced that our application, *Maryland's ABCs for Student Success* won almost $4 million for the four-year grant period (the maximum amount for early-phase projects). *Maryland's ABCs for Student Success* (P116M230035) seeks to improve retention, graduation, and sense of belonging among underserved students at USM universities. The project brings together teams from 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, College Park; University of Maryland Eastern Shore; and University of Maryland Global Campus. (See attachment for project abstract.)

Through the *ABCs* project, each university will create a new cadre of peer mentors (in addition to any peer mentor programs already taking place) to be trained with the *ABCs* model; a fresh cohort of peer mentors will be brought into the project each year through 2027. In addition, the P–20 office will be convening communities of practice to support project goals, including an Advisors Community of Practice, Peer Mentor Trainers Community of Practice, Data Liaisons Community of Practice, and Administrators Community of Practice.

The P–20 office also secured additional funding for all participating universities through a generous grant from MR Macgill, on behalf of the Nam-Macgill Family Fund. This grant will fund the hourly wages of all peer mentors who are recruited as part of this project for the first year of mentoring.

Overview of Teacher Education Campus Highlights

Background on Maryland Teacher Shortage
Maryland has been experiencing teacher shortages over several years, a pattern that was amplified by COVID-19. Maryland is also, traditionally, an "import state" for teachers, with roughly 50% of our teachers coming from other states. Maryland's issuance of conditional certificates more than doubled between 2018 to 2022. The *Blueprint for Maryland's Future* speaks directly to addressing the teacher shortage by raising teacher salaries, implementing a

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statewide marketing campaign, a digital recruitment platform and outreach programs focused on candidates from historically underrepresented populations. In addition, MHEC is charged with providing scholarships and loan forgiveness.

In 2023 MSDE reported on Maryland's teacher shortage to the State Board of Education. The link to this report gives more detail about Maryland's educator supply and demand landscape. https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf

The *Educator Shortage Act* (2023) is intended to provide a $20,000 stipend to students in the internship phase of their teacher preparation programs and enrolled in institutions with 40% of their students receiving Pell Grant financial aid. Based on this criterion, there are four institutions that qualify: Bowie State, Morgan State, Coppin State and University of Maryland Eastern Shore. Students receiving the stipend commit to teach at least two years in a high-needs school in Maryland.

The bill also includes financial assistance for mental health professionals who work in schools for at least two years, allows "eligible" prekindergarten providers to provide teacher preparation programs and requires more diversity in all 24 Maryland public school systems. It also changed eligibility for the Teaching Fellows for Maryland scholarship to no longer require recipients to be Maryland residents or graduates of a Maryland high school. It required the Higher Education Commission's Office of Student Financial Assistance to publicize the financial incentives at the state's four historically Black colleges and universities (Bowie State, Morgan State, Coppin State and University of Maryland Eastern Shore) and to other students of other color "that are underrepresented in the teaching profession." These grants and fellowships are intended to be distributed in the coming fiscal year.

https://www.marylandmatters.org/2023/06/29/prospective-educators-appreciate-educator-shortage-act-some-still-want-improvements/

USM P-20 Teacher Preparation Leadership

USM convenes two statewide policy councils: Maryland Education Deans Council and the Associate of Arts in Teaching Degree Oversight Council. Each council meets at least four times an academic year.

Maryland Education Deans Council
- Includes all public and independent universities with educator preparation programs (24 total institutions)
- Current co-chairs are Dr. Rhonda Jeter, Dean, College of Education at Bowie State University (USM) and Dr. Barbara Marinak, Dean, School of Education at Mount Saint Mary's University (MICUA).
- Agenda topics include teacher shortage, professional development, teacher induction, apprenticeships, legislative & policy updates and implications.
- This year's highlight was meeting with new State Superintendent Carey Wright who invited USM to participate in ongoing workgroups.

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Associate of Arts in Teaching Oversight Council
- Includes select members, including provosts, education deans, education faculty and disciplinary faculty.
- Current co-chairs are Dr. Traki Taylor, Provost, Frostburg State University and Dr. Clayton Railey, Vice President for Academic Affairs, Prince George's Community College.
- Agenda topics include AAT transfer, addressing low-enrollment programs, early recruitment from grow-you-own programs.

USM tracks and supports collaborative P-20 opportunities for USM institutions in the following areas:
- Preparing educators hired a local school system but having a non-education bachelor's degree and needing to complete education course(s) and assessments.
- Preparing individuals who currently work for the school system but who do not possess an undergraduate degree---for instance, teaching assistants. Our institutions engage in collaborations to develop programs that are responsive to their needs (timing for course delivery, academic supports, varied modalities for teaching this population of candidates)
- Reaching out to high school students who have passed CCR (College and Career Readiness) and are ready for dual enrollment courses in 11th and 12th grades to encourage educator preparation pathways.
- Building an infrastructure of mentor and cooperating teachers for local schools by offering new professional develop opportunities in collaboration with school districts.

Below are selected highlights from USM's educator preparation programs.

Bowie State University
- Maryland Higher Education Commission awarded BSU $500,000 for the Teacher Quality and Diversity Program: "Teacher Training for Underrepresented Paras through a *Grow Your Own* Para Pathway" (2023- 2024).
- *"Preparing Urban Leaders in Special Education: PULSE,"* (2023 2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of $248,323.00.
- "*Responsive Effective Special Education Teachers (RESET)"* (2023 –2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of $248,347.76.
- *Culturally Responsive Early Education Development (CREED)" (* 2023 –2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of $249,096.69.

Coppin State University
- CSU in collaboration with UMES started their new Center for Inclusive Excellence in 2022 (https://www.coppin.edu/center-inclusive-excellence). In 2016 CSU became one of the first HBCUs to win a Teacher Quality Partnership grant. In 2022 CSU won another TQP grant from the U.S. Department of Education. Those grants led to the development of "Pathways to Profession," CSU's signature MicroCredentials for competency mastery, MicroResidencies for culturally responsive practices, and Inclusive Services specially

designed to support teacher diversity are being scaled and implemented among partnering agencies in high-need rural and urban communities across Maryland.
- CSU created an innovative Stackable Credentials initiative to provide training and specialized certificates for existing teachers, expand the range of options for those already within the teaching profession, and to speak to the future needs of public-school teachers in Maryland. Stackable credentials respond to the career ladder expectation in the Blueprint and has been implemented across partnering higher education institutions including Salisbury University, and school districts: Baltimore City, Dorchester, Wicomico, and Somerset County Public Schools (https://www.coppin.edu/center-inclusive-excellence).

Frostburg State University
- In 2019, Frostburg State University (FSU) was awarded a five-year, $4.1 million Teacher Quality Partnership grant from the U.S. Education Department (Grant No. U336S190008) for the Maryland Accelerates Teacher-Leader Residency Program. The program recruited 36 new teachers for school districts in Western Maryland.
- Currently, 18 candidates are in a residency program funded by an MD LEADS grant, and another 7 are starting this year and are funded through a congressional earmark. Maryland Accelerates Program (frostburg.edu)
- In 2023, FSU was awarded five-year, $3.5 million grant from the U.S. Department of Education for Rural Educators for Appalachian Children (REACH), a teacher quality partnership project. Under REACH, FSU will implement a dual certification special education and elementary teacher preparation program. This grant was also approved by the Maryland State Department of Education. FSU Awarded $3.5 Million Grant for Teacher Quality Partnership Project (frostburg.edu)

Salisbury University
- CSU, SU, and UMES collaborate on the USDOE Teacher Quality Partnership grant ($3.6M) for the Pathways to Professions (P2P) initiative, which was featured multiple times by the USDOE for its innovation and quality of implementation.
- SU in collaboration with Wicomico County Public Schools (WCPS) received a Maryland Rebuilds grant ($2.4M) for the Cradling the Early Years-Apprenticeship Program that seeks to upskill instructional assistants to become fully certified early childhood educators.
- SU joined the Higher Education Coalition of the National Partnership for Student Success (NPSS) housed at Johns Hopkins as a public/private initiative led by the USDOE and AmeriCorps. This initiative leverages federal work-study students as tutors for pK12 students.
- SU received a Donnie Williams Foundation award ($40,000) for low-income pK12 students to participate in Summer Enrichment Programming provided by faculty and staff on SU's campus.

Towson University
- Leadership in Educator Advancement Project (LEAP) Teacher Collaborative Grant. In collaboration with Howard County Public School System National Board Certified Teachers (NBCT), T*he Accomplished Teaching for Student Impact* graduate certificate

program was developed to support new candidates pursuing National Board Certification (Currently running eleven cohorts for HCPSS, with approximately forty-four students to finish the 4-course series this spring).

- Assembled EQUIP (Equity in Instructional Practice) Task Force to review data and make recommendations for diversifying the pool of NBCTs and supporting diverse candidates. Fifteen NBCTs and NBCs who identify as diverse teachers are involved in this initiative. EQUIP Taskforce members implemented an Affinity Group to support National Board candidates of color which met during monthly support sessions.
- Towson University hosted over 400 middle and high school students from Maryland at the Educator's Rising Conference in April 2024.

University of Maryland, Baltimore County

- Transforming Undergraduate Mathematics Teacher Preparation using the PrimeD Framework - In this four-year $3M National Science Foundation (NSF) funded project, UMBC, in collaboration with Berea College, University of Central Florida, and University of Kentucky, is studying the effect of the application of Plan-Do-Study-Act cycles to carry theory to classroom practice in mathematics teacher preparation.
- Maryland Elevates Grant - UMBC has received two rounds of funding from the Maryland State Department of Education (MSDE) for the Maryland Elevates program (approximately $450,000 over two years). The Maryland Elevates Grant is a collaborative project with researchers from the Frank Porter Graham Institute at UNC and Doug Clements and Julie Sarama from the University of Denver. The project focuses on supporting Head Start and Early Childhood Teachers in implementing inclusive STEM in their classrooms.
- Enhancing Pedagogy in Cybersecurity - In another project funded by the National Science Foundation, UMBC Education faculty, Linda Oliva, is working with colleagues from Computer Science at UMBC and the University of Minnesota and the University of Illinois to develop hands on exercises to teach core concepts in cybersecurity in collaboration with the US Naval Academy and the US Military Academy at Westpoint.

University of Maryland, College Park

- UMD's College of Education, hosted a state-wide Teacher Education Summit 2024 with over 190 participants representing teachers, teacher educators, teacher education associations, union leaders, NGOs (Learning Policy Institute), State legislators, K12 school leaders, and higher education faculty and leaders (chairs, deans) from across the state. Roundtable sessions were coordinated with colleagues from Prince George's Public Schools, Bowie State, Prince George's Community College, UMD Baltimore County, TNTP teaching fellows, and UMD colleagues. Dr. Linda Darling Hammond provided a keynote address; Provost Rice, and Dean Griffin both participated as well. Former College of Education dean Donna Wiseman chaired the Teacher Education Summit Planning Committee.
- University of Maryland's Center for Early Childhood Education and Intervention (CECEI)'s Child Development Associate Apprenticeship program was recently approved as a Registered Apprenticeship by the Maryland Apprenticeship and Training Council of the Maryland Department of Labor. This is the first Early Childhood Educator Registered Apprenticeship in the state, and the effort is the direct result of a $2.9 million Maryland

Rebuilds grant from the Maryland State Department of Education to prepare more highly qualified early childhood educators from diverse backgrounds to meet the demand created by the Blueprint for Maryland's Future.

- University of Maryland's College of Education Center for Educational Innovation and Improvement (CEii)'s recently released of the UMD Teacher Career Ladder Framework. This work was supported by a collaborative grant through the Maryland State Department of Education, and will serve as an important resource for the Blueprint for Maryland's Future Accountability and Implementation Board (AIB)

University of Maryland Eastern Shore
In addition to a number of undergraduate and graduate degree programs, UMES has two certificate programs:

- UMES collaborates with CSU and SU on the USDOE Teacher Quality Partnership grant ($3.6M) for the Pathways to Professions (P2P) initiative, which was featured multiple times by the USDOE for its innovation and quality of implementation.
- In addition to regular educator preparation programs UMES offers two certificates: Upper Division Certificate (UDC) in Special Education, an 18 credit standards based professional certificate designed for students pursuing a degree in any discipline of education, health profession or relation service who wish to obtain a certificate in special education to serve students enrolled in elementary, middle, and/or high school grades.
- Post-Baccalaureate Special Education Certificate (PBC) oriented towards preparing individuals to serve students enrolled in elementary middle and/or high grades (K-12) who have been diagnosed with mild to moderate exceptionalities and their families through understanding direct experiences in schools with diverse populations.

University of Maryland Global Campus
- University of Maryland Global Campus (UMGC) piloted a new Continuing Professional Development (CDP) course for school district mentors to support early career teachers through a hybrid coaching model, resulting in increased efficacy and goal attainment for participating new teachers in St. Mary's County. Mentors/mentees worked together over the course of the 2023- 2024 school year in this LEADS funded project focusing on reflective practice, SMART goal setting, and leveraging the power of video-based feedback. Mentors earned CPD credits and built their capacity for coaching and mentoring.

P–20 Policy Engagement

Blueprint for Maryland's Future: Focus on Pillar III
USM continues to participate in work directly aligned with the Blueprint for Maryland's Future Accountability and Implementation Board (AIB) across Pillars I through IV. The most recent focus of USM's work, Pillar III, has been on ensuring that students graduating from Maryland public schools are prepared to be successful in their chosen major field of study. This work has primarily focused on mathematics.

The *Blueprint* requires the State Board of Education to adopt College and Career Readiness (CCR) standards that would equip all students for access to all post-CCR pathway options by the end of 10th grade. MSDE joined *The Launch Years Initiative* which comes out of the Dana

Center at the University of Texas at Austin. *Launch Years* supports the scaling of mathematics pathways from high school through postsecondary education and into the workplace, aligned to students' goals and aspirations. The Launch Years supports the scaling of mathematics pathways from high school through postsecondary education and into the workplace, aligned to students' goals and aspirations. Twenty-two states have joined this work, along with national organizations and leaders in mathematics education. Maryland is one of the 22 states that are part of this Initiative (others are Arizona, Arkansas, California, Colorado, Georgia, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Nevada, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, Utah, Washington, and Wisconsin). Although the Launch Years works was started before the Blueprint legislation was passed in Maryland, it is aligned with the goals of the Blueprint, and Maryland benefits from the consulting and collaboration that are part of the Initiative. The work is led by MSDE, and the goal of Maryland's project is to develop a proposal for a secondary mathematics pathway framework that aligns with the Blueprint for Maryland's Future, ensuring meaningful access to post-CCR pathways (including credit-bearing college-level mathematics coursework) by the end of 10th grade.

MSDE paused Launch Years work between 2021 and 2023, but with the new superintendent, this spring MSDE has resumed this work on an updated timeline to align the CCR work better with Launch Years. As part of the new effort, this month they expanded higher ed participation to include five USM mathematics and mathematics educator faculty members in the workgroup.

The *Blueprint* requires the State Board of Education to adopt College and Career Readiness (CCR) standards that equip all students for access to all post-CCR pathway options by the end of 10th grade. The Launch Years Task Force is currently focused on developing an early secondary mathematics pathway aligned with the *Blueprint for Maryland's Future* and on redesigning secondary math experiences to ensure students have meaningful exposure to the requisite content and processes to keep all pathways open for students.

The MSDE Launch Years workgroup is on a fast track and hopes to present a proposal for an integrated mathematics course to the state board of education in June 2024. The proposal currently under consideration is for an Integrated Algebra 1 > Integrated Algebra 2 beginning of high school math pathway. These integrated courses will include geometry and statistics concepts to be blended with a trimmed algebra 1 and algebra 2 content base. It is critical that higher education participate in this work now, and we will have more work ahead after June to review our policies, including our admission policies, to review their alignment with the new high school curriculum.

VCASA has had undergraduate mathematics policy workgroups in the past and we will be charging a new workgroup shortly to review current policies.

Maryland Longitudinal Data System (MLDS)
USM was a founding member of the MLDS, and the Chancellor has a seat on the MLDS Governing Board. MLDS provides numerous regular reports such as five and ten years out from high school, financial aid outreach, progress on preparation on diversity of new teachers and teacher candidates, and dual enrollment, and dashboards, such as
- computer science post-secondary outcomes,

- [high school to college expansion](#), and
- [dual enrollment expansion](#).

MLDS is also partnering with the Accountability and Implementation Board (AIB) to support research efforts and identify outcome measures.

Most recent MLDS reports include [the following dashboards](#):
- *Maryland Public High School Graduates: College and Workforce Outcomes*
- *Maryland College Graduates Employed as Public School Teachers*

Most recently, UMBC, in collaboration with UMD, MHEC, and MLDS won a $966,892 grant for the 3-year project from the U.S. Department of Education's Institute of Education Sciences (IES) Statewide Longitudinal Data Systems (SLDS) to study teacher shortage in Maryland: *Using Maryland SLDS to Strengthen and Diversify the Teacher Workforce through High School to Career Pathways*. This grant, "Using Maryland SLDS to Strengthen and Diversify the Teacher Workforce through High School to Career Pathways," will provide important findings related to the AAT pipeline between two-year and four-year universities.

The grant team will be led by Dr. Jane Lincove, UMBC, School of Public Policy; Dr. Angela Henneberger, Director of the MLDS Center Research Branch and Associate Research Professor at University of Maryland School of Social Work; and Dr. Emily Dow, Assistant Secretary for academic Affairs, MHEC. Among the questions this project will address will be a longitudinal study of the AAT degree, how many students complete their programs and become teachers in Maryland public schools.

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USM P-20 Impact

Between 1997 and 2024, the University System of Maryland's P-20 office has leveraged "Systemness" to great effect. P-20, by definition, works through partnerships between and among educational segments. P-20 breaks down traditional silos. The combination of "Systemness" and partnership has resulted, over these many years, in collaborations that have persisted because they are grounded in shared goals for student success. The table below summarizes the many partnership grants, won by USM's P-20 office, to engage in the critically important work of preparing the next generation for full participation in our prosperity and our democracy.

Grants	Amount Awarded	Partners
Help America Vote Act College Program *U.S. Election Assistance Commission* (2024-2026)	$78,521.00	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
Maryland's ABC's (Advising, Belonging, and Coaching) for Student Success *U.S. Department of Education Postsecondary Student Success Program Grant* (2024-2027)	$3,999,582.00	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, College Park; University of Maryland Eastern Shore; University of Maryland Global Campus
Project NEXUS: Nurturing Excellence for Undergraduate Success *The Abell Foundation* (2022-2023)	$136,400.00	USM Universities
First in the World—Maryland Mathematics Reform Initiative *U.S. Department of Education* (2015-2019)	$2,998,464.00	Coppin State University; Towson University; University of Baltimore; University of Maryland, Baltimore County; University of Maryland University College; Anne Arundel Community College; Garrett College; Harford Community

		College; Howard Community College; Montgomery College
Computer Science Supplemental Grant *National Science Foundation* (2018)	$500,000.00	Prince George's Community College; Prince George's County Public Schools; University of Maryland Biotechnology Institute; University of Maryland, College Park
Maryland Delaware Climate Education Assessment and Research (MADE CLEAR II) *National Science Foundation* (2012-2017)	$6,249,739.00	Maryland Public Television; Towson University; University of Delaware; University of Maryland Center for Environmental Science; University of Maryland, College Park
Business Higher Education Forum (BHEF) Award *BHEF* and *Sloan Foundation* (2012-2015)	$134,400.00	Bowie State University; Towson University; University of Maryland Baltimore County; University of Maryland, College Park
Ithaka S+R Award *The Bill & Melinda Gates Foundation* (2012-2014)	$414,300.00	Bowie State University; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland Eastern Shore; Community College of Baltimore County
Battelle Award *Battelle Corporation* (2012-2013)	$25,000.00	Bowie State University; Towson University; University of Maryland Baltimore County; University of Maryland College Park
Complete College America (CCA) *CCA* (2012-2013)	$109,000.00	Maryland Higher Education Commission (MHEC)
Partnership for Assessment of Readiness for College and Careers (PARCC)—Higher Education Engagement Project *U.S. Department of Education* (2011-2014)	$40,000.00	Governor's Office; Maryland State Department of Education (MSDE); MHEC; Maryland Association of Community Colleges (MACC); Maryland Independent College and University Association (MICUA)
Maryland Delaware Climate Education Assessment and Research (MADE CLEAR I) *National Science Foundation* (2010-2013)	$1,149,948.00	Institute for Learning Innovation; Maryland Public Television; Towson University; University of Delaware; University of Maryland Center for Environmental Science; University of Maryland College Park
Lumina Implementation Grant *Lumina Foundation* (2009-2013)	$1,032,000.00	MACC; MHEC; MICUA

Minority Student Pipeline Math Science Partnership (MSP)[2] *National Science Foundation* (2008-2013)	$12,396,945.00	Prince George's Community College; Prince George's County Public Schools; University of Maryland Biotechnology Institute; University of Maryland College Park
Change and Sustainability in Higher Education (CASHE) *National Science Foundation* (2004-2009)	$500,000.00	NSF-MSP Program: National Science Foundation Math Science Partnership
Education Equals Mentoring, Coaching and Cohorts (E=MC[2]) *U.S. Department of Education* (2003-2008)	$6,000,000.00	Baltimore City Public School System; Baltimore City Community College; Coppin State University; Frederick Douglass High School; Maryland Business Roundtable; University of Maryland College Park
Vertically Integrated and Partnerships K-16 (VIP K-16) (2002-2009)	$7,800,000.00	Montgomery County Public Schools; Towson University; University of Maryland Biotechnology Institute; University of Maryland, Baltimore County; University of Maryland, College Park
Greater Expectations for Undergraduate Education *American Association for Colleges & Universities* (2001-2003)	$35,000.00	USM Universities
Learning in Communities (LINC) *U.S. Department of Education* (2000-2005)	$4,187,000.00	Bowie State University; Prince George's Community College; Prince George's County Public Schools; Towson University; University of Maryland College Park
Shaping the Future *National Science Foundation* (1998-1999)	$20,000.00	USM
Pew/K12 Project *Pew Charitable Trusts* (1997-2001 (1998)	$15,343.00	USM and MSDE
K-16 Partnership for Teaching and Learning *Pew Charitable Trusts* (1997-2001)	$800,000.00	USM and MSDE
TOTAL	**$48,621,642.00**	

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Langenberg Legacy Fellows and Projects

Affiliation	Fellow	Project Title	Project Description
Bowie State University	Jakeya Johnson	From Law to Life on Campus: Implementation of the Reproductive Health Services Plans Act at BSU	The project will resulted 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.
Bowie State University	Britney Guillory	Gun Violence Awareness & Prevention Program (G-VAPP)	My organization's primary goal is to combat the socioeconomic factors that are the root causes for gun violence. Our primary focus is to reduce violent acts (particularly gun violence), committed by violent youth offenders or children identified as at risk to commit future violent acts in Maryland. Our second goal is to bridge the Gap between at risk youth and higher education by providing an atmosphere where college students can become civically involved with their community through internships/ volunteer opportunities, while sharing their personal experiences throughout their collegiate careers.
Coppin State University	Jawaad Williams	Bridging the Gap: A Path to Coppin	Speaker series on Pre-K educational inequalities in which we opened the floor to correlating the disconnects from primary schooling to secondary education. In other words, we wanted a firsthand thought from both students and staff in both settings, to gain insight on where institutions can step in to provide assistance for greater college enrollment.

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Coppin State University	Jo-Nai' Duncan	Paul's Place Service	Student and faculty volunteer day to serve at Paul's Place, a soup kitchen in Baltimore's Pigtown neighborhood. The event included two additional student participants, one of whom was from Coppin State and the other from MICA. Paul's Place enjoyed having a helping hand. Nonetheless, the lasting impact of this event resulted in the participants requesting for all of us to return monthly to continue to make a difference in the lives of community members who need it most.
Frostburg State University	Jamie Roberts	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.
Frostburg State University	Rachael Michalski	Voter education, registration, and turnout	Rachael completed a host of tasks including workshops on voter education, registration, and turnout, in partnership with Frostburg's Office of Civic Engagement. These tasks included, but were not limited to, hosting a gubernatorial debate, tabling for voter registration, and shuttling to local polling places.
Salisbury University	Dylan Laconich	Promoting a Natural Salisbury	This project included a Day of Action in Fall 2022 that focused on environmental justice and activism in collaboration with Salisbury University, city officials, and local cultural institutions.

Towson University	Caroline Creeden	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.
Towson University	Danielle McNerney	The Faces of Injustice: What Newspapers Get Wrong in Wrongful Conviction Reporting	This project aimed to detect whether there are differences in how the alleged crimes and exonerations between Black and White individuals were covered by journalists by using archival and survey-based data. The results of this project are being presented at national undergraduate research conferences.
University of Baltimore	Loren Nelson	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.

University of Baltimore	Erica King	Think Happy. Live Happy.	E3 is a holistic, licensed curriculum provided as 3 step process that can be utilized by any race, gender, age, or demographic as a toolkit, treatment, workshop, or course. E3 targets all mental health issues, and disabilities, and also provides treatment for those symptoms. With that as a foundational goal, it can be a solution to other disparities within Baltimore City such as wealth inequality, climate crisis, and existential threats to our time. I hosted a workshop at my University to showcase the importance of having a work-life balance, how to do so, and what resources were needed. That was a presentation to communicate and teach the information necessary. It also shared my personal experiences and how not having my own work-life balance harmed my mental health. I also presented a kit with tools that align with the E3 curriculum and what's needed for having a work-life balance. I explained how every tool in the kit should be utilized, their purpose of them, and how they are important to one's work-life balance.
University of Maryland, Baltimore	Alexis Vetack	Career Day for Refugee Students	The proposed 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.
University of Maryland, Baltimore	Donald De Alwis	The Inaugural UMB Social and Environmental Advocacy Soiree	Environmental Justice and Advocacy Symposium, connecting UMB students, faculty, and staff with advocacy leaders in the Baltimore area who work with communities experiencing environmental health injustice

University of Maryland, Baltimore County	Meghna Chandrasekaran	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.
University of Maryland, Baltimore County	Musa Jafri	Candidates in Our Backyard event	This event was a candidate forum designed to help connect candidates for state and local elections with UMBC, Catonsville, and Arbutus communities in townhall-style forum. The event was able to have success and buy-in due to the prioritization of community partnerships and the showcase as opposed to the candidates. We also allowed the candidates to have more time with the constituents by de-centering them for half of the event.

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| University of Maryland Center of Environmental Science | Ben Malmgren | Community Pollinator Garden Project | Community-initiated pollinator garden on Eastern Shore, adjacent to UMCES Horn Point Laboratory Campus, involving local community organization, Building African American Minds (BAAM). On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. Our time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other. We explored the literal definition of this term during the first half of our day. We began with a presentation on the environmental significance of pollinators, the critical role they play in the production of some of our favorite foods, the threats these organisms face in our ever-changing world, and what we as individuals and a community can do to help. We then strolled over to the campus community garden where we put lessons into practice. There, we planted native wildflowers to provide habitat and encourage pollination. Students also worked on promoting green spaces in all places by planting seeds in biodegradable cups to germinate at home and start pollinator gardens of their own. Our activities after lunch reflected mutualistic symbiosis in a more philosophical sense. We headed down to the Choptank River to immerse ourselves in the local ecosystem by dragging sein nets through the shallow cove and getting an up-close look at some of the resident biota. Students had to work as a team to successfully corral and catch critters using the large, cumbersome nets. |

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University of Maryland, College Park	Vivian Ebisike	Midterm Election Trivia	The student collaborated with TerpsVote, which is a UMD organization that educates students about local, state, and federal elections and encourages youth voter participation. They were the best organization to partner with because they had extensive experience with mobilizing students to vote. At Homecoming Carnival, Vivian enticed students to do an election trivia game where students would answer questions, like "When is the general election?" and "What does a county sheriff do?". They would do the election trivia game after they did a bean bag toss activity. The bean bag toss was a fun way to invite them to our table and be more welcoming to the idea of getting quizzed.
University of Maryland, College Park	Jaden Mikoulinskii	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.

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Civic Education and Community Engagement Council

Institution	Representative	Representative
Bowie State University	Matasha L. Harris, Ph.D., Associate Dean, College of Professional Studies mlharris@bowiestate.edu	Jared E. Moffett, Director of Experiential Learning jmoffett@bowiestate.edu
Coppin State University	James Stewart, Ph.D. Associate Vice President of Student Development and Achievement jastewart@coppin.edu	
Frostburg State University	Artie Lee Travis, Vice President for Student Affairs altravis@frostburg.edu	Traki L. Taylor, Provost & VP Academic Affairs, Office of the Provost tltaylor@frostburg.edu
Frostburg State University	Patrick O'Brien, Director, Civic Engagement pobrien@frostburg.edu	Tish Cooper lvcooper@frostburg.edu
Salisbury University	Sandy Pope, Associate Professor and Director PACE, AXPOPE@salisbury.edu	Dierdra Johnson, Associate Vice President of Students Affairs, dgjohnson@salisbury.edu
Towson University	Romy Hübler, Director, Office of Civic Engagement and Social Responsibility rhuebler@towson.edu	Matthew Durington, Ph.D. Faculty Director, Community Engagement and Partnerships Professor, Anthropology mdurington@towson.edu
University of Baltimore	Nicole Marano, Vice President of Student Success & VPSA nmarano@ubalt.edu	Ralph Mueller, Ph.D., Senior Vice President for Academic Affairs and Provost rmueller@ubalt.edu
University of Maryland Center of Environmental Science	Amy Griffin, Manager of Student Affairs agriffin@umces.edu	Julie Halick, Associate Director of Digital Learning, Technology, and Innovation Jhalick@umces.edu
University of Maryland Eastern Shore	Roxana Walker-Canton, Faculty rlwalkercanton@umes.edu	Lynnette Johnson, Faculty lfdoanejohnson@umes.edu
University of Maryland, Baltimore	Bill Joyner, JD, MSW, Assistant Vice President, Office of Community Engagement wjoyner@umaryland.edu	Malika Brown, B.A, Civic and Community Engagement Coordinator malikabrown@umaryland.edu
University of Maryland, Baltimore County	David Hoffman, Director, Center for Democracy and Civic Life dhoffman@umbc.edu	Tess McRae, Coordinator for Civic Design tessmcrae@UMBC.edu

University of Maryland, College Park	Lena Morreale Scott, Director, Civic Education & Engagement Initiative, College of Education, and Principal Investigator, Maryland Democracy Initiative Lscott12@umd.edu	Courtney Holder, Assistant Director, Leadership & Community Service-Learning (LCSL) cholder@umd.edu
University of Maryland Global Campus	Shelley Hintz, Director of Student Engagement shelley.hintz@umgc.edu	Jennifer Thompson, Department Chair, Applied Sciences, School of Integrative & Professional Studies Jennifer.thompson@umgc.edu
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Maryland's ABC's for Student Success: Advising, Belonging and Coaching

Maryland's ABC's for Student Success addresses the critical challenge of increasing student success, persistence, and graduation for underserved college students. This project focuses on building the bridge between the multiple supports that exist at IHEs and the students who need them. The University System of Maryland (USM) Office, in collaboration with eleven diverse partner institutions, proposes *Maryland's ABCs for Student Success*, answering Absolute Priority 1 and the Competitive Preference Priority.

Grounded in Tinto's (1975) theory of academic and social integration, Astin's (1984) theory of student involvement, and Strayhorn's (2019) work on student belonging, the goals of this project are rooted in evidence-based research coaching (Bettinger & Baker, 2014), peer mentoring (Graham & McClain, 2019), advising underserved students (Swecker et al., 2013), and other relevant work that links theory to high-impact practice (Karp et al., 2021).

The *Maryland's ABCs for Student Success* primary **intervention** is the establishment of a cadre of peer mentors trained to implement coaching-informed practices and act as the critical link between the student's academic advisor and the multitude of resources available at every USM institution. Research demonstrates that intentionally developed advising and mentoring can improve student sense of belonging and increased use of academic and non-academic campus resources (Gonzales et al., 2015; Hurtado & Carter, 1997; Scrivener & Weiss, 2009).

Maryland's ABCs for Student Success proposes two **innovations**, supporting the primary **intervention**, which will be evaluated using a rigorous quasi-experimental design (QED):
1. **Creation of Communities of Practice** that include Administrators, Advisors, Trainers of Peer Mentors, and Data Liaisons draws on USM's implementation of "Systemness." Collectively, these actors support peer mentors and advisors in each institution by training, leveraging existing resources and expertise, and building capacity to ensure that students access what they need to progress towards completing their degree requirements.
2. **Design and development of a System-awarded micro-credential for peer mentors** across 11 institutions that will draw on evidence-based practice to elevate the standard of practice for peer-advising across the System.

The QED is designed to answer three confirmatory research questions:
1. To what extent do first-time-in-college (FTIC) underserved students (students of color, Pell-eligible, and non-traditional students) who receive PD-trained peer mentoring accumulate more college-level credits compared to their peers after 1, 2 and 3 years?
2. Do FTIC underserved students who receive PD-trained peer mentoring persist in college at higher rates relative to their peers after 1, 2 and 3 years?
3. Are there differences in academic outcomes of FTIC underserved students who receive PD-trained peer mentoring relative to their peers after 1, 2 and 3 years of treatment?

The project evaluation will include two exploratory research questions:
1. Does the PD-trained mentorship experience improve FTIC underserved students' sense of belonging after 1, 2 and 3 years?

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2. How are early indicators of achievement and progression distributed among underserved subgroups of students at the end of each cohort's first year?

The project evaluation will also include implementation-focused research questions to ensure fidelity of implementation and help USM, campus teams, and mentors use data to see which services students are accessing and how often and passing required courses in their first year.

TOPIC: 2024-2025 EPSLS Brainstorming

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: May 14, 2024

SUMMARY: The annual agenda for the committee on Education Policy and Student Life and Safety includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION: DATE: May 14, 2024

BOARD ACTION: DATE:

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