

Education Policy and Student Life - May 11, 2023

May 11, 2023 09:30 AM - 12:00 PM

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OFFICE OF ACADEMIC AND STUDENT AFFAIRS

MEMORANDUM

TO: Michelle Gourdine, Chair Ayotola Oludayo
Linda Gooden Doug Peters
Kevin Anderson Andrew Smarick
Farah Helal Bill Wood
Isiah Leggett

FROM: Alison M. Wrynn, Senior Vice Chancellor

DATE: Friday, May 5, 2023

SUBJECT: Thursday, May 11th Meeting of the Committee on Education Policy and Student Life

The Committee on Education Policy and Student Life of the Board of Regents will meet in public session on Thursday, May 11, 2023. The meeting will begin at 9:30 a.m.

The meeting will take place via Zoom for members of the Committee. An Outlook invitation with connection details will follow. Public listen-only access is available via 1-443-353-0686, Conference ID: 339 326 654.

The agenda is attached and supporting materials will be on Diligent and the USM website (<https://www.usmd.edu/regents/agendas/>) later today.

Committee members, please let me know if you are unable to participate on Thursday and if you have any questions.

We look forward to engaging with you next week.

Enclosures

CC: Office of the Attorney General
Members of the Chancellor's Council
Academic Affairs Advisory Council (Provosts)
Vice Presidents for Student Affairs
Academic and Student Affairs Senior Staff
Office of Marketing and Communications
Holly Brewer, Council of University System Faculty
Kalia Patricio, Council of University System Staff
Arsalan Siddiqui, USM Student Council



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Bowie State University:
Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: Bowie State University submits for your consideration the proposed Doctor of Philosophy (Ph.D.) Counselor Education and Supervision program. There are no Ph.D. counseling programs currently available in the area with the specific focus and/or mission of preparing and educating Black counseling students. BSU’s proposed Ph.D. in Counselor Education and Supervision is an innovative academic program that aims to develop culturally responsive school counselors and counselor educators in the Maryland-District of Columbia-Virginia region, and beyond.

The 60-hour curriculum is specifically designed to prepare students to address national and international topics related to systemic change, leadership, and advocacy. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students’ ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. The required internships, practicum, and dissertation all aim to prepare students as future practitioners, educators, and researchers in the field of counseling.

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 Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer the Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision.

COMMITTEE RECOMMENDATION: DATE: May 11, 2023

BOARD ACTION: DATE:

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



Aminta H. Breaux, Ph.D.

President

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March 1, 2023

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

RE: Proposal for a new academic program proposal – Doctor of Philosophy in Counselor Education and Supervision

Dear Chancellor Perman,

Please find enclosed Bowie State University's academic program proposal for the new Doctor of Philosophy in Counselor Education and Supervision. This 60-credit program includes 12-credit hours of instruction specifically designed to prepare students to address national and international topics related to systemic change, leadership, and advocacy, with the specific focus of preparing and educating Black counseling students.

Bowie State University's proposed program aims to fill void of counseling programs offered by HBCUs in the area with its proposed Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills, while statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. The required internships, practicum, and dissertation all aim to prepare students as future practitioners, educators, and researchers in the field of counseling.

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

Sincerely,

A handwritten signature in black ink that reads "Aminta H. Breaux". The signature is fluid and cursive.

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs, BSU
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Candace Caraco, Associate Vice Chancellor, USM
Dr. Darlene Smith, Special Asst. to the Sr. Vice Chancellor for Academic Affairs, USM
Jacqueline M. Cade, Manager of Institutional and Academic Programming, BSU

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

Counselor Education and Supervision

Title of Proposed Program

Doctor of Philosophy (Ph.D.)
Award to be Offered

Fall 2023
Projected Implementation Date

082601
Proposed HEGIS Code

13.1102
Proposed CIP Code

Education
Department in which program will be located

Otis Williams III, Ph.D.
Department Contact

301-860-3188
Contact Phone Number

owilliams@bowiestatte.edu
Contact E-Mail Address


Signature of President or Designee

March 1, 2023
Date

Bowie State University
Doctor of Philosophy in Counselor Education and Supervision
(Specialization in Social Justice Counseling)

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 proposed Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision (with a specialization in Social Justice Counseling) at Bowie State University (BSU) will be a 60-credit hour program that strives to prepare students as future practitioners, supervisors, counselor educators, and researchers in the field of counseling. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. They will also be prepared to form collaborative relationships with other disciplines and agencies to alleviate societal concerns. As leaders in the field, future graduates will be skilled to make scientific contributions via grants, publications, and research.

The proposed curriculum will be aligned with the 2016 Council of Accreditation for Counseling and Related Educational Programs (CACREP) Standards. For doctoral programs, in particular, a minimum of 48-credit hours is required by CACREP. The following five accreditation standards will guide the core curriculum: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy. These standards will be covered throughout the program and course objectives. Through accreditation, the program will seek to maintain the highest academic standards, quality, and enhancement. (See CACREP Standards: <https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/>).

The doctoral program will include a specialization in Social Justice Counseling. Of the 60-credit hours required, 12-credit hours will specifically prepare students in addressing national and international topics related to systemic change, leadership, and advocacy. The specialization will offer four specialty courses that include: (a) Advanced Theories & Applications in African-Centered Counseling, (b) Social Justice, Leadership, & Advocacy Counseling, (c) Seminar in Systemic Change & Decolonization, and (d) Public Policy, Politics, and Mental Health. In addition to these courses, social justice counseling will be infused throughout the core curriculum, such as dissertation topics, practicum and internship experiences, and course assignments. Students will learn to work with culturally diverse and marginalized populations.

With the widespread developments in cultural assessments, cultural counseling theories, cultural competencies, cultural identity models, and the like, the counseling field has dramatically shifted over the past fifty years (Williams, 2022). Today, cultural responsiveness in counseling has become an integral and formal requirement in accreditation standards, provider guidelines, board licensing and certification regulations, and ethical codes (Williams, 2022). In 2014, the counseling profession revised its competency guidelines to include social justice as a major premise of multiculturalism (Ratts et al., 2016). Singh et al. (2020) and others have recently heralded social justice as the “fifth force” in the field of counseling—following psychoanalysis, behaviorism, humanism, and multiculturalism. In essence, social justice has become widely recognized as counseling's staple

identity (cited in Williams, 2022). The need to prepare and train students with a social justice background is more exigent than ever.

Mission Statement:

As Maryland's first historically black public university, Bowie State University empowers 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. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

Regarding the institution's mission, the proposed Counselor Education and Supervision doctoral program would be the only program of its kind in the state of Maryland. As an HBCU, BSU is equipped to enroll diverse students who will engage in innovative academic programs. Engagement in these academic programs will help to transform their identity as educators into future counselors within the counseling profession. As educators to counselors, the proposed program would touch on diverse and often underserved counseling related to mental health services and teaching in academic settings. Engagement in outreach within the Maryland workforce will take place through advocacy and leadership opportunities; and meeting the growing mental health needs by preparing and training counselors for the field. The doctoral students and graduates of the proposed program will be prepared to continue their scholarship through teaching and research, disseminating their findings to key professional journals, and applying them in their practices.

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

The proposed Counselor Education and Supervision program aligns with Bowie State University's 2019-2024 Strategic Plan, *Racing to Excellence*. Below are specific examples of how the proposed doctoral program aligns with the institution's strategic goals:

Goal #1: Achieve Academic Excellence Supported by Curricular as well as Co-Curricular Experiences

The proposed program will seek accreditation through CACREP, the gold standard for counselor training programs across our nation and even internationally. Students within the program will receive instruction and be enrolled in a program that values data-driven and innovative academic programs. For example, CACREP requires Counselor Education and Supervision programs to conduct surveys to collect data from stakeholders such as students, site supervisors, and/or administration. The student surveys collect data to understand whether the program meets CACREP standards, workforce needs, and students' needs. Faculty review the surveys and make changes to the curriculum on a consistent basis. This ensures students receive a curriculum that matches workforce needs, increasing their competitiveness within the field, and engaging in learning that matches adult pedagogy. The program assesses its effectiveness on a consistent basis.

The Department of Counseling also offers students' professional development and leadership opportunities through various graduate student organizations to support co-curricular experiences. These organizations are listed below.

- African Psychology Student Association

- Bowie State University's Chapter of the Maryland School Counselor Association
- Chi Sigma Iota (The International Counseling Honor Society)
- Student Adlerian Society

All counseling graduate students are invited to the workshops held by these organizations, and a select group of students comprise the executive board of each organization. These co-curricular experiences are often attended by BSU alumni, strengthening our community connections and for current students, expanding the curriculum in practical, impactful ways for professional development and networking.

Goal #2: Promote a Holistic and Coordinated Approach to Student Success

The proposed doctorate in Counselor Education and Supervision is a program that continues the commitment to access for doctoral candidates. Admission to the proposed program will be competitive as accepted students who choose to enroll will be provided with financial support through tuition remission, graduate assistantships, teaching assistantships, and grant funding. Admission into the program will align with honoring Bowie State's historic mission of access and opportunity to present their application beyond simply the written format. To support student retention, upon admission, each doctoral candidate will be assigned an advisor and will be a part of a cohort for collaborative engagement and support. Students will be paired with advisors who share similar research initiatives to collaborate on research, provide mentoring on instructional strategies and model service engagement at every level of the University. This gives students the needed exposure and mentorship to become research-based practitioners and advanced-level clinicians. Lastly, students are encouraged to maximize the available resources on campus, for example, The Writing Center and the Office of Accessibility Services.

Goal #3: Encourage Academic and Administrative Innovation to Meet Student Needs

Throughout the doctoral program, students will be regularly assessed for their academic and professional progress. The proposed program will have academic student learning objectives that align with CACREP standards. These standards align with assessments to ensure students obtain the awareness, knowledge, and skills to be competent counselor educators. Our performance metrics include an annual student portfolio. Candidates will be evaluated on their productivity in three areas: (a) research: to include conference presentations, grant applications, and manuscript submissions; (b) teaching: to include assistant teaching or co-teaching courses in the master's degree programs; and (c) leadership and advocacy: to include professional organization involvement and service, community outreach and partnership.

Every year the data collected from the assessments will be used to enhance and update the program. In addition to coursework, markers such as the comprehensive examination dissertation proposal and defense will be indicators of student success. Administrative processes will also be reviewed at the end of the academic year and are assessed through accreditation surveys given to stakeholders. This review allows the doctoral program faculty to address areas of improvement in the student's overall experience systematically.

Each doctoral student will be expected to be a member of a research team each year, with the opportunity to work with several faculty members on their innovative projects. An expected

outcome is for their work to culminate in manuscripts submitted for publication in academic journals. There is also the expectation that doctoral students will attend and present at departmental, university, state, regional, and national conferences, and submit proposals for grant funding, scholarships, and fellowships.

Goal #4: Enhance our Campus Culture of Diversity, Inclusion and Civic Engagement

Collaboration is a hallmark of the Department of Counseling at Bowie State University. With an emphasis on social justice, leadership, and advocacy counseling, the proposed Counselor Education and Supervision program will equip doctoral candidates to consider the impact of culture in every theory, intervention, and technique. Inclusivity, diversity, and accountability are a part of the fabric of this program: from the readings that are assigned, to the guest speakers, to how assignments are structured, to the topics chosen for research projects. At each turn, collaboration and engagement are sought among the faculty, students, and the larger community within our metropolitan area.

Goal #5: Ensure Long-term Viability of BSU

Bowie State University will create a unified understanding of the elements that define the unique qualities of its value to attract a culturally diverse student body and actively engage alumni, friends, and partners to address critical needs of Prince George's County, Maryland, and the surrounding region. We will leverage fiscal resources from public and private sources to advance strategic priorities creating a sustainable future for the university, the county, and the State of Maryland.

The proposed doctoral program in Counselor Education and Supervision was partly conceptualized in response to identified needs within Prince George's County and the surrounding region. Graduates from our Mental Health Counseling, School Counseling, and Counseling Psychology master's degree programs are often still in the metropolitan area and engaged with the Department of Counseling via supervision opportunities, our advisory board, and professional/social networks. The long-term viability of BSU is a priority, and the Department of Counseling is continuing to prepare students who will positively impact the community and represent the BSU brand in their spheres of influence.

The Chief Academic Officer, the Provost, of Bowie State University has set a priority for the University to become a Research II institution according to the Carnegie classification. This requires a minimum of 20 doctoral graduates per academic year. The Department of Counseling foresees having a cohort of 8-12 students in the Counselor Education and Supervision program who will graduate every four years.

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 proposed program will be adequately funded through the Department of Counseling's annual fiscal budget. For the first five years, the university has agreed to increase the department's budget to finance additional faculty, accreditation, and other resources using existing institutional funds from the Maryland HBCU Coalition Funds (\$10.6 million). With a portion of these funds, BSU aims to

implement new and innovative programs— particularly doctoral level programs— as part of its mission to obtain R2 classification.

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

- a) *ongoing administrative, financial, and technical support of the proposed program*
- b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

The Department of Counseling currently has four master's level counseling and psychology programs. The proposed doctoral program is expected to share the department's existing technology, communication services, office supplies, equipment, travel, and other daily operational resources. Program administrative responsibilities will mainly be performed by the Department Chair and Administrative Assistant II. Administrative tasks are also shared by adjacent offices, particularly the Graduate School Office, College of Education Dean's Office and the Center for Assessment, Accreditation, and Retention (CAAR). The department currently collaborates with these offices to provide administrative services to faculty and students.

Financial support will be provided by the department's annual budget. BSU is committed to increasing the department's annual budget using existing HBCU Coalition Funds to support new faculty salaries and benefits. Financial support and resources will also be sought at the university and college levels, such as the University's Office of Research and Sponsored Programs, University's Title III Office, and College's Travel and Professional Development Committee.

Ongoing technical support will be provided by the BSU's Division of Information Technology (DoIT). This unit is primarily responsible for maintaining "technology infrastructure and services for the entire Bowie State University Community. DoIT provides technical support and services for applications, communications, and technologies for the academic and administrative environment including PeopleSoft Financials, Campus Solutions, Human Resources, email, network wired and wireless access, etc."

If, for any reason, a decision is made to discontinue the program, BSU is committed to allowing all enrolled students to complete the program. No new students will be permitted to enroll.

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

- 1. ***Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:***
 - a) *The need for the advancement and evolution of knowledge*
 - b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*
 - c) *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs*

The proposed program meets the following 2022 Maryland State Plan goals.

- Goal 2: Student Success and
- Goal 3: Innovation

The doctoral degree program demonstrates a need for the advancement and evolution of knowledge in the field of counseling. The doctoral degree in Counselor Education and Supervision is the primary focus of training for counselor educators. The advancement of future leaders for the counseling profession depends on the doctoral education of counselor educators (Goodrich et al., 2011). Students pursuing doctorates in counselor education who are enrolled in schools recognized by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) receive advanced training in administration, counseling, research, and instruction (CACREP, 2015; Del Rio & Mieling, 2012). This aligns specifically with Goal 2 priority 5, with a commitment to high-quality postsecondary education (Maryland Higher Education Commission, 2022). The growing need for trained trainers of a school, college, rehabilitation, clinical mental health, addictions, and family counselors who can address the psychosocial needs of a diverse global population is met by students who are enrolled in a high-quality doctoral counselor education program.

The proposed doctoral Counselor Education and Supervision program will include 60 credit hours in which students will move progressively from didactic instruction to active experience. In recent years, particularly considering the Covid-19 pandemic and racial protest, the United States has witnessed an increased need to address Black mental health from a social justice perspective. The connection between social injustices and mental health issues among oppressed groups is well documented (Chang, Crethar, & Ratts, 2010). Issues such as poverty, racism, and discriminatory practices may promote or maintain psychological anguish for affected groups (Morrow & Weisser, 2012). Counselors-in-training must be prepared to develop their level of awareness, knowledge, and skills concerning issues of social justice so that they may serve as leaders and change agents in the mental health community (Decker, Manis & Paylo, 2015). Counseling students have communicated a desire for social justice training to be infused throughout the program curriculum (Donald & Moro, 2014), increasing their self- efficacy and competence (Paylo, 2016). The inclusion of social justice in the proposed program addresses Goal 7 Innovation: Priority 8, by promoting new methods and processes to support student learning (Maryland Higher Education Commission, 2022).

The only public university in Maryland that offers the CACREP-accredited Mental Health Counseling and School Counseling programs now is Bowie State University. BSU is also the only historically black university in Maryland that has received CACREP accreditation. Not only will the planned doctoral program be the only Ph.D. program in Counselor Education and Supervision at a public school in the state of Maryland but will also be the only doctoral program offered by an HBCU in Maryland. The proposed doctoral degree in Counselor Education and Supervision will increase THE capacity of BSU, a historically black institution, to offer excellent and distinctive educational programs.

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

The 2017-2021 State Plan for Postsecondary Education has several strategies that this proposed program meets the perceived need with Maryland State Plan for Postsecondary Education. The proposed program ensures educational opportunity for all Marylanders by supporting HBCUs in Maryland, therefore increasing the African American/Black student attendance at postsecondary institutions and ensuring equal and equitable opportunities to all Marylanders (Strategy 4). In addition, the proposed program encourages traditional and non-traditional students that wish to continue to enhance their knowledge and skills across the CACREP five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy (Strategy 5). Lastly, the proposed program will create pathways for students within counseling programs within Maryland as the

counseling field continues to expand. Students will engage in partnerships and internships with professional organizations and institutions, within Maryland.

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

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 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.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

The doctoral program in Counselor Education and Supervision prepares graduates to work in various fields of counseling. A variety of careers can be obtained with a degree in Counselor Education and Supervision, such as mental health supervisor, department administrator, high school education educator, researcher, school counselor director, and much more. In a review of the U.S. Bureau of Labor Statistics (2022), the careers listed above exceeded the U.S. Bureau of Labor Statistics average projected growth rate of 8%, which looks at the projected change in employment from 2020 to 2030. According to the U.S. Bureau of Labor Statistics, a mental health counselor has a projected growth rate of 23%, a department administrator has a projected growth rate of 32%, a school counselor has a projected growth rate of 11%, and a postsecondary educator has a projected growth rate of 12%. All the projected growth rates for careers for graduates with a doctorate in Counselor Education and Supervision exceed the average projected growth rate.

Several factors contribute to the projected growth in the field, according to the U.S. Bureau of Labor (2022). A significant factor contributing to the increase in projected growth is the increase in the number of people attending postsecondary education schools, which is expected to increase in the next decade (U.S. Bureau of Labor Statistics, 2022). Another factor is the increased need for mental health services in schools and the community (U.S. Bureau of Labor Statistics, 2022). Finally, another factor referenced by the US Bureau of Labor Statistics (2022) is the increase of current people in the field retiring in the next ten years.

The US Bureau of Labor 2022 does not identify Counselor Education and Supervision teacher postsecondary, however, there is a category of postsecondary teacher-psychology, which is the closest aligned to the Counselor Education Supervision teacher, postsecondary position. According to the US Bureau of Labor 2022 the projected growth for this category, national projected growth is 10% from 2021 to 2031 and 14% in the state of Maryland from 2021 to 2031. This provides compelling evidence that the estimated number of vacancies will exceed the national average during the next ten years.

The increased demand for mental health services within society has led to increased funding to expand services. For example, the Covid pandemic and racial killings of Black Americans caused an influx of individuals to seek mental health services. Reported disorders were for the treatment of anxiety and depression. Unfortunately, the increased need for services was met with long waitlists

and low capacity for new clients. We continue to see this demand within the counseling field today. The proposed program would increase the number of counselor educators within the counseling field, but most importantly the number of competent (Black) counselor educators as well. These counselor educators would then train and prepare diverse counselors who will enter the field and meet the growing mental health needs of counselors for clients.

The growing need for mental health services has also provided an increased opportunity for research funding from grant funding organizations such as the Health Resources and Services Administration (HRSA), the National Institute of Mental Health (NIMH), and the National Institute for Health (NIH). For example, to meet the needs of the mental health demand, all counselors were able to engage in telehealth counseling with their clients. Telehealth counseling has continued and been approved by most states as a valid method to provide mental health services. In August 2021, HRSA awarded \$19 million to 36 grant funds to improve telehealth in rural and underserved communities. NIH is currently seeking applications for: (a) understanding mechanisms by which mental illness impacts SARS-CoV-2 morbidity and mortality, (b) exploring how COVID-19 contributes to incident mental illness or HIV-outcomes, (c) identifying modifiable targets uniquely or robustly implicated in the pandemic and are relevant to new and worsening mental illness, and (d) conducting mechanistic trials probing the biological or behavioral processes of those targets that may be pursued in future mental health therapeutic development. Research is anticipated to be informed and directed towards vulnerable populations based on evidence of preexisting and worsened health disparities. Counselor educators within the proposed doctoral program could apply for grants such as these while supporting doctoral students in their educational endeavors and providing research to support Black and Brown communities.

D. Reasonableness of Program Duplication:

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

Within the University System of Maryland (USM), no other Counselor Education and Supervision doctoral programs exist. The University of Maryland-Baltimore has a Social Work doctoral program, while University of Maryland-College Park has a Counseling Psychology doctoral program. Both programs differ markedly from that of a Counselor Education and Supervision program. In addition, in the state of Maryland, there are no other institutions with a CACREP accredited doctoral program in Counselor Education and Supervision.

Outside the state of Maryland, the following regional institutions have CACREP doctoral programs: George Washington University, College of William and Mary, James Madison University, Liberty University, Old Dominion University, Regent University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. See table below for a regional summary of existing Counselor Education and Supervision doctoral programs. See table below for a summary.

Regional Doctoral Programs in Counselor Education and Supervision

(District of Columbia, Maryland and Virginia)

Institution(s)	USM	In-State	CACREP	HBCU	Social Justice Counseling
George Washington University			√		
College of William and Mary			√		
James Madison University			√		
Liberty University			√		
Old Dominion University			√		
Regent University			√		
Virginia Commonwealth University			√		
Virginia Polytechnic Institute and State University			√		
Hampton University				√	
North Carolina A & T State University			√	√	

2. Provide justification for the proposed program.

Of the Counselor Education and Supervision programs (with CACREP accreditation) listed above, BSU would be the only HBCU, which is a major distinction. The closest HBCU with a CACREP-accredited doctoral program in Counselor Education and Supervision would be North Carolina Agricultural & Technical State University. However, unlike all other programs mentioned, Bowie State University's program will have a curriculum specialization in Social Justice Counseling. As a HBCU, BSU will serve as the leading institution in preparing Black students from a social justice perspective to address national and international mental health concerns.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.***

The proposed doctoral program in Counselor Education and Supervision is the first Doctors of Philosophy (PhD) offered at Bowie State University. In this sense, it holds a foundational place for advanced and graduate education at Bowie State University. The proposed doctoral program would provide opportunities for counseling and mental health Masters' graduates across the state, nationally and internationally to pursue their doctorate in a social justice focused approach to Counselor education. Towards this end, the program continues the development of high impact research-focused programs with a specialization in social justice. As noted decades ago by Jackson (1977), Black/African American counselors have a history rooted in social justice and "the assumption of responsibility for addressing societal issues which bear upon the effectiveness of counseling," and schools who train these social justice-minded trainees would have to "embrace this expanding point of view." (p. 249)

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

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

At Bowie State University, the first historically Black college and university (HBCU) in the state of Maryland, there is a unique focus on training students to work with diverse populations, specifically people of African descent. Many of our master's degree graduates desire to continue their education at the doctoral level. There are currently no Ph.D. degree programs in Counselor Education and Supervision in the Washington Metropolitan area with the specific focus and/ or mission of preparing and educating Black counseling students. In fact, the Counselor Education and Supervision doctoral programs closest in location are George Washington University (Washington D.C.), College of William and Mary (Virginia), James Madison University (Virginia), Liberty University (Virginia), and Shippensburg University (Pennsylvania).

Bowie State University is positioned to fill this gap by training the next generation of counselor educators who will engage in social justice, leadership, and advocacy teaching, training, and preparation of counselors. The National Science Foundation reported in 2019, 7% of all persons who have earned a Ph.D. are "Black" (NSF, 2020). This number is even smaller within the Counselor Education and Supervision profession (Holcomb-McCoy & Bradley, 2003), thus, identifying a continued need within the Counselor Education and Supervision field for Black counselor educators.

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

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

The development of the new Ph.D. program in Counselor Education and Supervision was initiated by the current Department Chair (Dr. Otis Williams III) and supported by faculty members (Dr. Mark Bolden, Dr. Janelle Cox, Dr. Sade Dunn, Dr. Nikki Ham, Dr. Marja Humphrey, Dr. Kimberly Mills,

and Dr. Cynthia Taylor [*in alphabetical order*] in the Department of Counseling. Given the current direction of the field, recent racial tension in society, BSU's HBCU status, and faculty expertise, we thought it most fitting to focus the program on Social Justice Counseling. After many discussions, the curriculum was developed with the primary purpose of preparing students to serve as future agents of social change, leadership, and advocacy. The program was then informally discussed with other stakeholders, such as the Provost, College of Education Dean, non-program faculty, current students, and alumni.

Interestingly, all the current faculty have some level of expertise in social justice counseling. However, Dr. Mark Bolden, Dr. Janelle Cox, Dr. Marja Humphrey, Dr. Jake Johnson, and Dr. Otis Williams III have all specifically conducted extensive research in this area, particularly with respect to people of African descent/ Black. These faculty will oversee the implementation of social justice counseling throughout the curriculum.

Faculty will also teach doctoral courses that are similar to their master's level courses. For example, Dr. Otis Williams III teaches *Multicultural Counseling* at the master's level; therefore, it is highly probable that he will teach *Counseling Diverse Populations* at the doctoral level. Moreover, many of the faculty graduated from doctoral Counselor Education and Supervision programs; therefore, they are very familiar course offerings and content. These faculty were instrumental in building the core curriculum and sequence.

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

The following are the student learning outcomes for the program based on CACREP 2016 Standards:

- Counseling: Students will analyze theories relevant to counseling from multiple theoretical cultural perspectives.
- Supervision: Students will understand the purpose, roles and relationships, and theoretical frameworks and models of clinical supervision.
- Teaching A (Role and Responsibilities): Students will understand and apply roles and responsibilities related to counselor education, pedagogy, and teaching methods relevant to counselor education.
- Teaching B (Curriculum and Delivery): Students will demonstrate and design instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.
- Research & Scholarship: Students will execute and design quantitative, qualitative, and program evaluations through research and scholarship.
- Leadership & Advocacy: Students will demonstrate multicultural and social justice theories and skills of leadership across counselor education and professional organizations.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program
- b) document student achievement of learning outcomes in the program

The evaluation of student achievement in the Counselor Education and Supervision doctoral program is based on the student learning outcomes for the program based on CACREP 2016 Standards. Students will be assessed in the coursework through assignments that align with the program learning outcomes.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments (Identified in bold)
<p><i>Counseling:</i> Students will analyze theories relevant to counseling from multiple theoretical cultural perspectives.</p>	<p>1. Clinical Practice & Theoretical Orientation (CACREP Standard 1 a – f)</p> <p>2. Counseling with Culturally Diverse Populations (CACREP Standard 1f; CACREP Standard 2k; CACREP Standard 3h; CACREP k, l)</p> <p>3. Advanced Clinical Assessment & Appraisal (CACREP Standard 3d, g; Standard 5 g, k)</p> <p>4. Trauma & Disaster (CACREP Standard 5 f)</p>	<p>1. Clinical Practice & Theoretical Orientation- Theoretical Manuscript Paper</p> <p>2. Counseling with Culturally Diverse Populations - Identity Development Model Paper</p> <p>3. Advanced Clinical Assessment and Appraisal – Case Study</p> <p>4. Trauma and Disaster - Trauma Specialty Project</p>
<p><i>Supervision:</i> Students will understand the purpose, roles and relationships, and theoretical frameworks and models of clinical supervision.</p>	<p>1. Clinical Supervision (CACREP Standard 2 a-k)</p> <p>2. Practicum (Online)</p> <p>3. Doctoral Internship I (Online)</p> <p>4. Doctoral Internship II (Online)</p>	<p>1. Clinical Supervision - Models of Supervision paper</p> <p>2. Practicum- Teaching Philosophy project</p> <p>3. Doctoral Internship I - Clinical supervision evaluations/reflection</p> <p>4. Doctoral Internship II - Teaching and Clinical Supervision Philosophy</p>
<p><i>Teaching A</i> (Role and Responsibilities): Students will understand and apply roles and responsibilities related to counselor education, pedagogy, and teaching</p>	<p>1. Counselor Education Pedagogy (CACREP Standard 3 a – i)</p>	<p>1. Counselor Education Pedagogy - Syllabus Development and Teaching Demonstration Project</p>

methods relevant to counselor education.		
<i>Teaching B</i> (Curriculum and Delivery): Students will demonstrate and design instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.	<ol style="list-style-type: none"> 1. Consultation in Counselor Education (CACREP Standard 2 a-f; b-k; Standard 5 b, c, d, e, g, h, i, j) 	1. Consultation in Counselor Education – Consultation Case Study
<i>Research & Scholarship</i> : Students will execute and design quantitative, qualitative, and program evaluations through research and scholarship.	<ol style="list-style-type: none"> 1. Research Theory, Design, and Methods (CACREP Standard 4 a-l) 2. Qualitative Reasoning and Analysis (CACREP Standard 4 a, c, d, j) 3. Multivariate Research & Statistics in Counseling (CACREP Standard 4 a, b, d, e, g) 4. Dissertation I (Online) 5. Dissertation II (Online) 	<ol style="list-style-type: none"> 1. Research Theory – Mixed Methods Therapy/Intervention Outcome Design 2. Qualitative Reasoning Analysis- Qualitative Design Analysis 3. Multivariate Research & Statistics in Counseling – Research Grant Proposal 4. Dissertation I – Dissertation Proposal 5. Dissertation II - Dissertation
<i>Leadership & Advocacy</i> : Students will demonstrate multicultural and social justice theories and skills of leadership across counselor education and professional organizations.	<ol style="list-style-type: none"> 1. Leadership in K-12 Public Schools and Mental Health Agencies (CACREP Standard 5 a-l) 2. Advanced Theories & Applications in African-Centered Counseling 3. Social Justice, Leadership, & Advocacy Counseling 4. Seminar in Systemic Changes & Decolonization 5. Public Policy in Mental Health 	<ol style="list-style-type: none"> 1. Leadership in K-12 and Mental Health Agencies - Quality Assurance Project 2. Advanced Theories & Applications in African Centered Counseling - African Ritual Evaluation 3. Social Justice Leadership & Advocacy Counseling - Social Justice Project 4. Seminar in Systemic Changes and Decolonization - Sovereign Futures Project 5. Public Policy in Mental Health - Social Justice Advocate Paper

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

The Counselor Education and Supervision program is a 60-credit hours curriculum. Of the 60-credit-hours 12 credits are specifically offered as a specialization in Social Justice Counseling. These courses are indicated by an asterisk (*) below. However, a Social Justice Counseling approach will be infused throughout the curriculum. The program will also offer 15-credit hours of virtual learning. In the program’s final year, students will attend online classes for Practicum, Internship, and Dissertation. Remote flexibility will allow students to select from a more competitive practicum and internship pool of sites.

Course Titles, Descriptions, Sequence, and Credit Hours	
<i>Fall Semester (Year 1)</i>	
1.	<p>COES 610 Clinical Practice & Theoretical Orientation (3 credits)</p> <p>This course is designed to provide the student with advanced exploration and analysis of current counseling theories. The student will be expected to demonstrate the ability to analyze, synthesize, critique, and discuss, in verbal and manuscript form, the key concepts of traditional and contemporary counseling theory, and practice as well as effectively communicate their personal counseling orientation. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into personal assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations in the therapeutic process.</p>
2.	<p>COES 625 Counseling Diverse Populations (3 credits)</p> <p>This course is designed to develop advanced knowledge and skills in counseling individuals, couples, families, and communities across various cultures. The course focuses on understanding and implementing clinical skills to work with members of diverse ethnic/ racial, gender, sexual orientation, socio-economic, and religious backgrounds. Students explore their personal worldview and ethos in relation to understanding self and culturally diverse clients. Emphasis is also given to the clinical application of counseling theories and treatment.</p>
3.	<p>COES 640 Counselor Education Pedagogy (3 credits)</p> <p>This course is designed to prepare doctoral students in developing their philosophies, and identity as a professional Counselor Educator through examination of adult learning theories and models. Students will develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learner outcomes.</p>

	Students will become aware of roles in gatekeeping and demonstrate leadership in the field through professional presentations. Cultural, ethical, historical, and legal aspects of counseling-focused teaching instruction will be examined.
<i>Spring Semester (Year 2)</i>	
4.	<p>COES 655 Clinical Supervision (3 credits)</p> <p>This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic “counselor-in-training” as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisors and supervisees, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision.</p>
5.	<p>COES 670 Advanced Clinical Assessment & Appraisal (3 credits)</p> <p>Advanced concepts of quantifying wellness, mental health and behavior using standardized and non-standardized assessments are covered. Candidates examine current practices in scale construction and assessment development. Case studies are conducted to assess individual level of functioning through multiple methods and inquiries. This course provides advanced skills and conceptual underpinnings to develop ethically and culturally informed assessment skills and report the results of the assessments to multiple audiences and stakeholders.</p>
6.	<p>COES 685 Social Justice, Leadership, & Advocacy Counseling (3 credits) *</p> <p>This course will examine theories and skills of social justice, leadership, and advocacy counseling. The course will focus on the role of counselor educators as change agents, leaders, and activists in community and school settings. Students will learn about the foundations, history, and political movements related to multicultural counseling. Students will also gain an understanding of institutional, social, and systemic barriers that impede access, equity, and wellness for clients. The course will address topics such as ethical obligations to advocate, promoting advocacy through supervision, leadership in consultation, etc. Students will also learn how to apply relevant strategies to effectively create social change.</p>
<i>Summer Semester (Year 1)</i>	

7.	<p>COES 700 Advanced Research and Program Evaluation (3 credits)</p> <p>This course provides candidates with an understanding of advanced research design and program evaluation methods. Candidates design ethically and culturally appropriate studies using advanced quantitative and qualitative research methods. Candidates develop skills in designing decolonized research methodologies. Candidates gain community- and organization-responsive program evaluation skills.</p>
8.	<p>COES 715 Seminar in Systemic Changes & Decolonization for Counselors (3 credits) *</p> <p>This course provides candidates with a survey of national and international movements that disrupt colonization and sustain these efforts with systemic change. Candidates review models, moments, movements, and theories of decolonization and evaluate the effects of colonization and decolonization from a systems perspective to effect power, social justice, health, and sovereignty.</p>
<i>Fall Semester (Year 2)</i>	
9.	<p>COES 840 Qualitative Reasoning and Analysis (3 credits)</p> <p>The purpose of this course is to assist candidates in developing the skills necessary to understand, interpret, and conduct qualitative research at an intermediate level. The course focuses on common qualitative theories, such as phenomenology, grounded theory, and consensual qualitative research.</p>
10.	<p>MHCO850 Advanced Theories & Applications in African-Centered Counseling (3 credits) *</p> <p>This course is designed as an advanced focus on African and African-centered counseling theories and applications. The course will explore the definition, etiology, diagnosis, prevention, and treatment of illness from various peoples across the developmental lifespan from African-centered perspectives. Students will also examine African traditional medicine as it exists in communal, familial, and individual settings. Students will examine the intergenerational effects of internal and external colonization and enslavement on people of African ancestry. Students will explore systems of mental healing throughout the continent and diaspora from various ethnic groups across time to develop a specific approach to African-centered counseling.</p>
11.	<p>COES 845 Trauma & Disaster (3 credits)</p> <p>This course is designed to prepare students to address trauma and crisis within various settings. The course will cover theories and models of interventions, techniques and</p>

	<p>assessments, and wellness strategies from a developmental and systematic approach. Students will demonstrate the ability to teach this course to counselors in training and preparation programs.</p>
<p><i>Spring Semester (Year 2)</i></p>	
12.	<p>COES 760 Multivariate Research & Statistics in Counseling (3 credits)</p> <p>This course is required to provide doctoral candidates with multivariate statistics and research skills for the newly proposed doctoral program in Counselor Education and Supervision. Per completion of this course, candidates will have strong multivariate statistical analysis skills. In addition, candidates will develop and apply for a doctoral research grant to support their dissertation research. This course will also assist candidates in developing their own dissertation and grant research proposals.</p>
13.	<p>COES 775 Leadership in Mental Health Agencies (3 credits)</p> <p>This course aims to prepare clinicians as advanced level practitioners. The course will equip students with the knowledge necessary to operate a mental health agency and introduce various forms of funding such as grants and proposals they are able to submit for while also getting them to work on setting their own values and preparing what is needed to have their own consulting or private practice. New technologies and therapeutic initiatives will be addressed while also showing them how to write policies and review policies for quality assurance.</p>
14.	<p>COES 790 Consultation in Counselor Education (3 credits)</p> <p>This course is designed to provide you with an overview of consultation as a practice of professional counselor educators. Students will gain an understanding of the theories of consultation as well as consider how consultative services are best provided to their population of interest. This course will utilize readings from the textbook, as well as peer-reviewed journal articles, other selected publications and relevant media projects</p>
<p><i>Summer Semester (Year 2)</i></p>	
15.	<p>COES 860 Practicum in Counselor Education and Supervision (Online; 3 credits)</p> <p>This course is designed to provide a 100-hour supervised experience in Teaching/Supervision. Students will apply their academic learning and skills through application in one or all the three areas. With supervision, students will choose how to</p>

	divide the hours for the course.
16.	<p>COES 795 Public Policy, Politics, and Mental Health (3 credits) *</p> <p>This course is designed to equip students with knowledge and skills for analyzing public policy impact to mental health counseling delivery of services from an interdisciplinary perspective. The course will cover conceptual and analytic frameworks for understanding political processes, institutions, stakeholders, contexts and policy decision making. Students will become familiar with laws, acts, and legislatures that have influenced the mental health field.</p>
<i>Fall Semester (Year 3)</i>	
17.	<p>COES 870 Internship in Counselor Education and Supervision I (Online; 3 credits)</p> <p>This course is designed to provide a 300-hour supervised experience in three areas: Teaching/Supervision, Research, and Social Justice Leadership/Advocacy. Students will apply their academic learning and skills through application in one or all the three areas. With supervision, students will choose how to divide the hours for the course</p>
18.	<p>COES 875 Dissertation I (Online; 3 credits)</p> <p>This course, the first of two, is designed to provide you with the preparation necessary to research and write your dissertation. This course is held in an online format and will require doctoral candidates to have regular meetings with their dissertation advisor and committee, at mutually convenient times. Readings will primarily consist of journal articles specific to the dissertation topic. The course instructor, dissertation advisor, and any member of the dissertation committee may suggest other works as deemed appropriate for the topic of investigation.</p>
<i>Spring Semester (Year 3)</i>	
19.	<p>COES 880 Internship Counselor Education and Supervision II (Online; 3 credits)</p> <p>This course is a continuation of COES 870 and designed to provide a 300-hour supervised experience in three areas: Teaching/Supervision, Research, and Social Justice Leadership/Advocacy. Students will apply their academic learning and skills through application in one or all the three areas. With supervision, students will choose</p>

	how to divide the hours for the course.
20.	<p>COES 885 Dissertation II (Online; 3 credits)</p> <p>This course is designed to provide you with continued support and academic review of your dissertation. This course is held in an online format and will require doctoral candidates to have regular meetings with their dissertation advisor and committee, at mutually convenient times. Readings will primarily consist of journal articles specific to the dissertation topic. The course instructor, dissertation advisor, and any member of the dissertation committee may suggest other works as deemed appropriate for the topic of investigation.</p>

Program Admissions Requirements

The Counselor Education and Supervision program will enroll students in the fall of each year. Admission requirements are as follows:

1. A completed BSU Graduate School application
2. Master's degree transcripts in counseling, psychology, or a related field with a minimum GPA of 3.50.

In addition to the BSU Graduate School application, applicants must submit the following items:

3. Three letters of recommendation on official letterhead with an ink signature:
 - o Two must be from a college professor or someone who can attest to the aptitude for graduate studies.
 - o One may be written by a supervisor or a professional who is familiar with your work.
4. Candidates will conduct a 10-minute presentation for faculty which responds to the following:
 - o Background information: Family history, education, and work
 - o Goals: What do you expect to be doing in five years as a counselor educator? In ten years as a counselor educator?
 - o Strengths: What strengths do you have that would contribute to your being a good counselor educator?
 - o Change: What do you believe to be the facets of your personality, behavior, and outlook that, if modified or changed, would make you a better person/counselor educator? What plans, if any, do you have for making any such change(s)?
 - o Why Bowie State University? Why did you decide to apply to the Counselor Education and Supervision program at Bowie State University?
 - o Candidates' comments: What additional information, thoughts, feelings, concerns, or questions do you have?
5. Writing Sample (i.e., master's thesis, previous work from a course, publication, etc.)

6. Applicants must participate in group interviews as well as individual interviews with faculty.
7. Current resumé

Program Exit Requirements

The program will require a written comprehensive examination that must be satisfied to graduate. The comprehensive examination will consist of several essay questions developed by the program faculty that cover the Counselor Education and Supervision 60-hour curriculum. Students will have six hours to complete the examination. Students who fail to pass the examination in three attempts will be dismissed from the program.

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

Not applicable

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Although accreditation is not required, after the first two years of existence, the department plans to seek program accreditation with the Council of Accreditation for Counseling and Related Educational Programs (CACREP). To date, CACREP is the golden standard and leading counseling accrediting body in the United State and abroad. According to the CACREP website, they “accredit over 906 master’s and doctoral degree programs in counseling and its specialties offered by 434 colleges and universities across the United States.” See link: <https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/>).

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, concise, 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 resources, and costs and payment policies.

Upon admission, students are provided several opportunities to receive clear, concise, and timely information about academic programs and other resources. Newly admitted students are initially contacted by the Graduate Admissions Office with information about their faculty advisor and campus resources. Students are then contacted by their program coordinator via email with more details about their faculty advisor, Program of Study, registration, auxiliary services, etc. Students are also required to attend the Graduate School New Student Orientation, where they are directed to the Graduate Catalog. At the orientation, students are provided several presentations by campus support services and offices,

such as the Financial Aid Office, Registrar's Office, Campus Security, Division of Information Technology, etc. Lastly, newly admitted students are required to attend the Department's annual Student Information Session held each fall semester. This session provides academic advisement pertaining to program requirements, expectations, and policies.

- 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 University is fully committed to advertising, marketing, and promoting the proposed program. Upon approval of the program, a meeting will be convened with the BSU marketing director to delineate a detailed marketing plan. Informal preliminary discussions have already begun to identify current BSU bachelor and master's level students and programs as an internal pipeline. The University is also committed to purchasing promotional material such as brochures, flyers, merchandise, apparel, etc. At the department level, faculty will recruit within our existing master's level counseling and psychology classrooms, and at Open House presentations for undergraduate students. The department has a social media page with over 300 alumni members that will serve as another viable tool to recruit.

H. Adequacy of Articulation

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

Not applicable

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 with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.***

While we maintain a strong cadre of present faculty, to fully staff and support the doctoral program, we are requesting five new faculty lines for the doctoral program. These five new faculty will be full time in the doctoral program and are expected to have a doctoral degree in Counselor Education and Supervision. In addition, the faculty will be hired across 5 years of the program as listed below in section I.

- 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) *Evidenced-based best practices for distance education, if distance education is offered.*

Faculty participate in the Faculty Institute the week prior to the first class of each semester. During the Faculty Institute faculty present and participate in workshops on student-centered effective teaching and best practices in teaching. The Center for Excellence in Teaching and Learning (CETL) is the sponsor for the faculty institute. The purpose of CETL is to: "... support the professional development of the teaching community at Bowie State University" and provide... "workshops and seminars that focus on theories of education, application of successful teaching techniques used at BSU and other universities, basic teaching strategies, distance education, and the use of new technologies." The mission of CETL is three-fold and include the following goals:

1. Stimulate ongoing discussion on pedagogy and ways to improve, enhance and strengthen teaching, learning, and retention.
2. Support the infusion of technology into the teaching and learning experience.
3. Provide a centralized location for academic professional development (About CETL, Bowie State, n.d.)

Adjunct faculty have a pre-semester orientation separate from full time faculty. The adjunct faculty meeting provides Blackboard training in addition to the on-going Blackboard LMS training offered to all faculty throughout the year.

In addition to the faculty institute, CETL provides an orientation to new faculty hires at the beginning of each semester. Topics vary during each institute and are dependent upon the workshops developed by the university faculty presenters. However, the main topics covered during the faculty orientation focus on issues faced in the classroom at the graduate and undergraduate level. In addition, faculty can participate in the standing workshops on Blackboard, which is the Learning Management System (LMS) for Bowie State University. Each college within the university provides follow-up Blackboard training and support. Within each college, each department has a dedicated faculty member to provide additional support to full-time and part-time faculty.

Faculty	Highest Degree	Status (FT or PT)	BSU Rank	Courses Teaching	Narrative Summary of Faculty Experience
Mark A. Bolden	Ph.D. in Counseling Psychology	PT	Assistant Professor	COES 835 MHCO 850	Dr. Bolden teaches in the mental health counseling Master's program and has expertise in African-centered counseling, social justice, macrolevel impacts on mental health, and the re-emerging field of psychedelics in African populations. Bolden, M.A. (forthcoming). African mental health and psychedelics: Counseling pathways for the new millennium. (To be submitted to the Journal of Multicultural Counseling and Development.

Janelle Cox	Ed.D. in Counselor Education and Supervision	PT	Assistant Professor	COES 820 COES 865	<p>Dr. Cox is the program director for the Clinical Mental Health Counseling Masters Program and is a Licensed Clinical professional Counselor (LCPC), a Nationally Certified Counselor (NCC), Approved Clinical Supervisor (ACS), and Maryland Board Approved Supervisor. Dr. Cox has expertise in developmental lifespan approaches to research spanning from perinatal mental health to gerontological populations, clinical supervision, and qualitative research methodology.</p> <p>Cox, J., Patton-Scott, V., Williams O., Humphrey, M. Taylor. C. & Bolden, M. A. (revise and resubmit). Increasing Student Training: Black Older Adults. Article under review with <i>Adultspan Journal</i></p>
Sade Dunn	Psy.D. In Counselor Education and Supervision	PT	Assistant Professor	COES 859	<p>Dr. Dunn teaches in the masters program in clinical mental health counseling and is a Licensed Clinical Professional Counselor with expertise in clinical applications of EMDR, and Perinatal Mental Health counseling and research.</p>
Nikki Ham	Ed.D.				<p>Dr. Ham is a faculty member in the School Counseling program. Dr. Ham is the current President of the Maryland School Counseling Association. Dr. Ham has served as the School Counselor Specialist for Prince George's County Public Schools.</p>

<p>Marja Humphrey</p>	<p>Ph.D. in Counselor Education and Supervision</p>	<p>PT</p>	<p>Assistant Professor</p>	<p>COES 855 COES 875</p>	<p>Dr. Humphrey is the current program director of the School Counseling program. has expertise in biopsychosocial models of mental health, leadership development, and dance as a healing modality. Dr. Humphrey holds National Certified Counselor status and is a Licensed Graduate Professional Counselor status.</p> <p>Humphrey, M. (in press). Courtland C. Lee: A lifetime of leadership. In Storlie, C. & Herlihy, B. (Eds.). Leadership & Advocacy in Counseling: Strengthening the Future of our Profession. Alexandria, VA: American Counseling Association.</p> <p>Humphrey, M. (2018). Principles for counselor self-care. In Corey, J., Muratori, M., Austin, J., & Austin, J. (Eds.). Counselor Self-Care (pp.11-13). Alexandria, VA: American Counseling Association.</p>
<p>Jake Johnson</p>	<p>Ph.D. in Counseling and Human Development</p>	<p>PT</p>	<p>Associate Professor</p>	<p>COES 870</p> <p>Licensed Clinical Professional Counselor and Nationally Certified Counselor; Certificate of Advanced Graduate Study in Counseling and Student Personnel Administration, Howard University</p>	<p>Dr. Johnson was recently awarded the Lifetime Achievement Award by the Maryland Counseling Association for his decades long service to the field and mentoring of students and professionals. Dr. Johnson teaches in the clinical mental health counseling program.</p> <p>Mills, K.T., Johnson, J., & Jordan, M. (2018). Treating emotional distress through the use of emotion and cognitive-based therapies. Journal of Mental Health Counseling</p>

<p>Kimberly Mills</p>	<p>Ph.D. in Counselor Education & Supervision</p>	<p>PT</p>	<p>Associate Professor</p>	<p>COES 810 COES 845</p>	<p>Dr. Mills is a Licensed Clinical Professional Counselor with expertise in ethics and legal issues in counseling. Dr. Mills' ethics course students recently placed second in the American Counseling Association Ethics competition. Dr. Mills also co-chairs Chi Sigma Iota, the local chapter of the national Counseling honor society.</p> <p>Mills, K.T., Johnson, J., & Jordan, M. (2018). Treating emotional distress through the use of emotion and cognitive-based therapies. Journal of Mental Health Counseling</p>
<p>Cynthia Taylor</p>	<p>Ph.D. in Counselor Education and Supervision</p>	<p>PT</p>	<p>Assistant Professor</p>	<p>COES 880 Board Certified Tele-Mental Health Provider</p>	<p>Dr. Taylor is a Licensed Professional Counselor (NC), a National Certified School Counselor, and a National Certified Counselor with expertise in school counseling and accreditation.</p> <p>Taylor, C. (forthcoming). Implementing a comprehensive school counseling program: Does CACREP accreditation make a difference. To be submitted to the Professional School Counselor.</p>
<p>Otis Williams, III</p>	<p>Ph.D. in Counseling Psychology</p>	<p>PT</p>	<p>Associate Professor</p>	<p>COES 829</p>	<p>Dr. Williams is the Chair of the Department of Counseling. Dr. Williams has expertise in African-centered mental health with expertise in African American boys and Rites of Passage, liberatory ethics and African populations, and teaching African-centered counseling, African Nationhood Vocational Theory, Black Intimacy & Sex, and Fanonian theory and application.</p>

					Williams, O., Humphrey, Thorpe, and Bolden, M. A. (forthcoming manuscript). Teaching African-centered counseling techniques: An evaluation. To be submitted the Journal of Black Psychology
New Faculty Hire	Ph.D. in Counselor Education and Supervision	5 FT		COES 815 COES 825 COES 830 COES 840 COES 850 COES 860 COES 870 COES 875 COES 880	

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.

Students enrolled in this proposed program will have access to Bowie State University’s library databases, both online and on the main campus. The Thurgood Marshall Library at Bowie State University provides learning resources (e.g., print and non- print journals (such as ACA Journals), periodicals, references etc.) that are appropriate for scholarly inquiry and research. The Thurgood Marshall Library develops, selects, acquires, and organizes print, electronic, audio-visual resources, and equipment appropriate for the proposed program. As a member of the University System of Maryland and Affiliated institutions (USMAI), our patrons also have access to the collections of thirteen university libraries in the state of Maryland. The library has a daily delivery between the participating libraries to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to a worldwide cooperative resource-sharing service that enables libraries to borrow and lend scholarly resources.

The Library offers classes and consultation sessions that orientate students and faculty to resources and services within the library. Presently, the library has a collection of over 280,000 volumes (physical and electronic), over 700 academic periodical titles, 127 A-Z databases subscription through EBSCO Discovery Service (EDS), as well as videos and DVD recordings, and an experienced staff. The library's two floor facility has computers for research purposes, group study facilities, individual study carrels, two conference rooms, Wi-Fi, photocopying machines, and seating capacity for more than 300 patrons.

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.***

The proposed program will be a part of the current graduate programs in the College of Education which is housed in the James E. Proctor Building (JEP) where the majority of courses are taught. The JEP was constructed in the year 2000 with 58,000 net assignable square feet of space, which includes:

- Ten classrooms each equipped with a whiteboard, computer, projector, drop-down screen, and other multimedia
- Seven 25-seat computer labs
- Two state-of-the-art 40-seat classrooms
- Two large-tiered multi-media classrooms (120- and 250-person capacity)
- Teaching observation rooms
- A student lounge
- A large 20-seat conference room
- Three seminar rooms
- Conference rooms and break rooms, and
- Faculty and staff offices

The physical facilities were recently updated due to measures implemented in response to COVID-19. Classrooms are equipped with technology which allows for ease of instruction in various modalities: in-person, hybrid/hy-flex, and virtual. Classrooms have multiple screens as well as whiteboards and individual moveable desks which promote group work. The institution also has observation classrooms, which have one-way windows, allowing for supervision of counseling skills without interruption. Each staff and faculty member are given individual office space. This allows for meetings with students as needed. Each office is equipped with a desktop computer, laptops are available on request, and there is a photocopy machine assigned to the Department for copies and scanning. There is a conference room in the department that is often used for research meetings requiring more space than available within the private offices.

- 2. *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 enrolled at Bowie State University are given access to the institution's electronic mailing system as well as the learning management system. Currently, Blackboard Ultra is the LMS utilized at Bowie State University. Faculty have received training in how to use Blackboard Ultra. The institution has also provided Blackboard Coordinators for each department to support faculty in leveraging the LMS for distance education. Minimum standards have been applied which include having the instructor's contact information, the syllabus, course modules, and gradebook set within Blackboard Ultra in advance of each semester. Should further assistance be required, Academic Computing, the Office of Academic Transformation, and the Department of Information Technology are available via email, HelpDesk, and/or phone for students, faculty and staff.

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

1. ***Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.***

The proposed program will be funded through existing institutional HBCU Coalition Funds (\$10.6 million). A portion of these funds will be allocated to establishing new and innovative programs across campus. Regarding the proposed program, funds will be allocated to finance faculty salaries and benefits. It is estimated that \$110,000 annually (salary and benefits) for five full-time faculty will be allocated to funding the program by year 5 (\$550,000). Additional funds will come from tuition/ fee revenue. For the first three years, it is projected that the student population will increase by six full-time students each year. In the fourth year, the program plans to enroll 10-12 students each year. The numbers below reflect an increase in enrollment each year, minus six graduates in years 4 and 5, respectively. By year 5, it is estimated that the program will generate \$309,663 annually in tuition/fee revenue (\$10,322.10 annual tuition/fee x 30 full-time students).

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$18,000	\$220,000	\$440,000	\$550,000	\$550,000
2. Tuition/Fee Revenue (c + g below)	\$61,932.60	\$123,865.20	\$185,797.80	\$247,730.40	\$309,663
a. Number of F/T Students	6	12	18	24	30
b. Annual Tuition/Fee Rate	\$10,322.10	\$10,322.10	\$10,322.10	\$10,322.10	\$10,322.10
c. Total F/T Revenue (a x b)	\$61,932.60	\$123,865.20	\$185,797.80	\$247,730.40	\$309,663
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$79,392.60	\$343,865.20	\$625,797.80	\$797,730.40	\$859,663

2. ***Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.***

As the primary expenditure, the proposed program will require five new full-time faculty. It is estimated that faculty salary and benefits will total \$110,000 each (\$550,000 cumulative). In the first year of the program's existence, the current Department of Counseling faculty will teach courses. This will require paying faculty overloads of \$3000 per course (6 total courses). In the following years, new full-time faculty will be hired accordingly: year 2- two new full-time faculty; year 3- two new full-time faculty; and year 4- one new full-time faculty. As another expenditure, after the first two years, the proposed program plans to seek accreditation with the CACREP. The CACREP fees will include an application fee of \$2,500, a site visit fee of \$ 2,000 per visit, and an annual maintenance fee of \$3,800. Other expenditures (i.e., office supplies, office space, technology equipment, etc.) will be consumed under the Department of Counseling's annual fiscal budget.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$18,000	\$220,000	\$440,000	\$550,000	\$550,000
a. Number of FTE	.33 (Faculty course overload)	2	4	5	5
b. Total Salary	\$18,000	\$180,000	\$360,000	\$450,000	\$450,000
c. Total Benefits	0	\$40,000	\$80,000	\$100,000	\$100,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0

5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	\$2,000	\$2,500	0
TOTAL (Add 1 – 7)	\$18,000	\$220,000	\$442,000	\$552,500	\$550,000

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. Specialized accreditation self-studies and reviews serve as the primary source for direct academic program assessment. The programs in the Department of Counseling are accredited by CACREP (The Council for Accreditation of Counseling and Related Educational Programs). CACREP denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality. OPAA and the AVP (Assistant Vice President for Assessment) work with academic departments to ensure that specialized accreditation expectations for assessing student learning outcomes are met. The BSU Program Review Manual sets the framework for comprehensive review of academic programs. Program reviews are on a seven-year cycle as established by the USM.

Faculty. All tenure-track faculty shall be evaluated annually, and tenured faculty shall undergo post-tenure review, consistent with Board of Regents policy. This policy is part of a larger faculty development program, designed to enhance the professional abilities of the faculty as teachers, scholars, and members of the academic community. The Department Chair and Dean of the School shall utilize the Faculty Evaluation Instrument in accordance with the procedures to assess instructors. Each faculty member shall be evaluated annually by the Department Chair, colleagues, and students. The objective system will be used to observe faculty performance so that professional growth can be enhanced. Additionally, the Department Chair and the Dean will have received data on which to advise faculty and on which to base personnel decisions.

Student learning outcomes. Direct assessment of student learning occurs within the academic departments and is reported annually by academic program through the BSU Assessment Report. The findings from the annual Assessment Reports are reviewed by CASTLE (Committee for the Assessment of Student Learning and Experience and the AVP (Assistant Vice President for Assessment). An annual summary report is developed by the AVP and shared with the campus community. Indirect methods such as grade distributions, course evaluations, and national student engagement surveys are reviewed to gather additional data on student performance.

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.*

Assessment of student learning

Academic program assessment results are shared annually within the department and with CASTLE (Center for Academic Programs Assessment). An academic assessment summary report is prepared annually by the AVP for Assessment and shared with the Provost as well as the campus community during the Faculty Institute. Results from general education program assessments are shared with the GEC (General Education Committee) and the Provost. These summary reports are available on the CAPA website.

Assessment of student retention

Student retention is continually assessed through the implementation of the Strategic Plan:

Goal #2: Promote a Holistic and Coordinated Approach to Student Success. Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning.

Objective 2.5 Student retention and progression strategy — Develop and implement a comprehensive graduate retention and progression strategy by encouraging innovation and collaboration between academic and non-academic units in efforts to support student success.

The Counselor Education and Supervision will be offered to students as a cohort model. The rationale for the development of this model is associated with higher student retention rates as well as the optimal shared educational experience of the cohort members (Lei, Gorelick, Short, Smallwood, & Wright-Porter, 2011; Maher, 2005). According to Seifert and Mandzuk (2006), the cohort-based education model develops mutual and intellectual stimulation, forms social ties, and enables the institutions to organize the programs in effective ways. Nimer (2009) mentions that the cohort-based doctoral program offers its members an integral part of personal and professional support for academic interaction and degree completion. In such shared learning communities, educators have agreed that development of a strong social and professional network among the professors and students will positively impact student performance.

Assessment of student satisfaction

Several instruments are used to assess student satisfaction: student course evaluations, graduating student surveys, and the Noel Levitz Student Satisfaction Inventory (SSI). Student course evaluations are administered in the fall and spring semesters. The internally developed course evaluation instrument collects student opinions on general education goals as well as overall satisfaction with instruction. The SSI survey gathers feedback on many factors that shape the student experience. It provides benchmark or scale measures that are nationally normed. Graduating students are surveyed each term to gather timely feedback on their experiences regarding the overall effectiveness of BSU's programs.

Assessment of faculty satisfaction

Faculty and staff are surveyed periodically regarding their satisfaction with recruitment, workload, professional development, evaluation, governance, planning, administrative units, campus climate and core values. Specific questions related to the core values are included as institutional effectiveness indicators.

Assessment of cost effectiveness

The University continues to strengthen the link among assessment, planning, and budgeting through institutional and departmental activities. The Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's goals. Budget allocation and reallocation are addressed through the Cabinet to meet annual objectives. Once Cabinet objectives are set, the Cabinet members work with divisional departments to develop annual action plans, and if necessary, requests for additional funds. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a midyear and final report on divisional objectives. OPAA collects and reports indirect and direct assessment findings to Cabinet to inform the final budget allocations. Strategic Plan metrics are shared during Cabinet retreats. The MFR and USM Dashboards are discussed by Cabinet members typically in September and December. Academic program assessment reports and general education assessments are shared with academic leadership. This cycle of assessment findings supports future divisional budget initiatives.

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 and success, and the institution's cultural diversity goals and initiatives.***

As Maryland's first historically black public university, Bowie State University empowers 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. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit the local, state, national and global communities.

The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student access, success, and cultural diversity initiatives:

Goal #2: Promote a holistic and coordinated approach to student success.

Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning. ***Objective 2.4*** Financial aid awarding strategy — Develop a comprehensive financial aid awarding strategy that leverages institutional, private, state, and federal resources to strategically align resources to support student success. The Ph.D. program in Counselor Education and Supervision aims to offer monetary awards through graduate teaching assistantships??

Goal #4: Enhance our campus culture of diversity, inclusion and civic engagement.

Bowie State University will 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.

Objective 4.1 Community of inclusion — Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members.

Faculty and students in the Counselor Education & Supervision program will engage in respectful explorations of issues regarding diversity and multiculturalism as they passionately explore their commitment to social justice.

Objective 4.2 Culturally responsive pedagogies — Expand the use of culturally responsive pedagogies through faculty development.

The Ph.D. program in Counselor Education & Supervision emphasizes the importance of diversity, social justice, and multicultural influences on development through course work, research, practicum, and internship training.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.***

This program is in the College of Education and 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.**

Not applicable

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

Not applicable



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Coppin State University:
Joint Master of Social Work/Doctor of Social Work (MSW/DSW)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: The proposed joint Master of Social Work/Doctor of Social Work degree program (MSW/DSW) is designed to facilitate and complement our current BSW in Social Work program. The purpose of the MSW/DSW program is to prepare Advanced Generalist (MSW) level and Advanced Scholar-Practitioners to facilitate the needs of the community and the profession. The program would offer a traditional MSW track that requires 60 credits and an advanced standing track that would require a previously awarded BSW degree from an accredited institution and 33- to 36-credit hours. The DSW degree component of the proposal would also provide instruction and would require students to complete 42-credit hours for degree completion. Both programs would offer courses that would provide students to be certified in one of the following macro-practice areas: International Social Work, Legislative Policy Practice, Clinical Supervision, Financial Social Work, Non-Profit Leadership, and Gerontology.

The proposed joint master and doctorate program would be one of very few offered at the USM's HBCUs, one of 14 programs that offers the DSW versus Ph.D., and one of the very few graduate degree programs in social work that infuses community engagement and social justice within the curriculum, and finally, one that focuses on macro practice in specific areas (i.e. International Social Work, Legislative Policy Practice, Clinical Supervision, Financial Social Work, Non-Profit Leadership, and Gerontology).

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 Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the joint Master of Social Work/Doctor of Social Work (MSW/DSW).

COMMITTEE RECOMMENDATION:	DATE: May 11, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu



OFFICE OF THE PRESIDENT

April 12, 2023

Dr. Jay A. Perman
Chancellor
University System of Maryland
Chancellor's Headquarters/Baltimore Office
701 E. Pratt Street
Baltimore, MD 21202

Dr. Chancellor Perman:

I am seeking your approval to offer a joint Master of Social Work/Doctor of Social Work degree program at Coppin State University (CSU). The proposed program codes for the new program are CIP 44.0701 and HEGIS code 2104.00, respectively. The program will contribute to the workforce, innovation and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan. More specifically, this program is expected to provide graduates to the State of Maryland with advanced and specialized skills required by the growing demands of the profession.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Pamela R. Wilks, Provost and Vice President for Academic Affairs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Anthony L. Jenkins", with a long horizontal flourish extending to the right.

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Pamela R. Wilks, Provost & Vice President for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Coppin State University

Institution Submitting Proposal

Joint Master of Social Work/Doctor of Social Work

Title of Proposed Program

MSW/DSW in Social Work

Award to be Offered

Fall 2023

Projected Implementation Date

2104.00

Proposed HEGIS Code

44.0701

Proposed CIP Code

Social Work

Department in which program will be located

Dr. Christa Gilliam, Chairperson

Department Contact

(410) 951-3532

Contact Phone Number

chrgilliam@coppin.edu

Contact E-Mail Address


Signature of President or Designee

April 12, 2023

Date

Coppin State University Proposal to Offer the Master of Social Work/Doctor of Social Work Joint Degree Program

A. Centrality of Institutional Mission and Planning Priorities

1. Coppin State University’s mission, the aforementioned mission of the Department of Social Work, and the most recent CSWE standards for doctoral education and MSW programs all align with the mission and goals of the professional doctoral social work program addresses social work’s purpose, are grounded in core professional values, and are informed by program context. The core values of the profession are service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values underpin the explicit and implicit curricula and frame the profession’s commitment to respect for all people and the quest for social and economic justice. The program context encompasses the mission of Coppin State University and the needs and opportunities associated with the context in which Coppin is located. The university’s mission states that “*Coppin State University, a Historically Black Institution in a dynamic urban setting, espouses a mission to serve a multi-generational student population and provide education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.*”
2. In alignment with the university’s mission, the Department of Social Work is committed to excellence in educating a diverse student population to become generalists, advanced generalists and advanced social work practitioners and scholars. Through the use of a competency-based curriculum, students acquire social work knowledge, values, and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level through advanced practitioners and global leaders. More specifically, the proposed joint MSW to DSW program is committed to excellence in educating a diverse student population to become advanced social work scholar- practitioners. Through the use of a competency-based curriculum, students explore social work’s purpose, expand upon social work knowledge, values, and skills, and explicate the context in which these are practices with to work effectively as advanced scholar- practitioners with individuals, families, groups, organizations, and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating innovative research opportunities, the department prepares master-level graduates of CSWE-accredited programs to work as competent advanced Doctor of Social Work practitioners and global leaders. Furthermore, the proposed MSW to DSW program is further influenced by Coppin State University’s practice communities, is

informed by its historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts, and by how they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research that impacts.

3. The university is committed to supporting the growth of the program and commits to providing the necessary budgetary support to ensure the success of the program's implementation and ongoing administration over the next five years and beyond. Initial growth of the program will be driven by Coppin's own undergraduates who express on an annual basis the desire to remain at Coppin and pursue master and doctoral studies upon graduation from the Bachelor of Social Work program. Seventy-five percent of program completers express this desire annually, along the explaining the needs the profession requires in the current social and economic conditions in the State and nation. The program anticipates an enrollment of 17 in the initial class upon implementation. However, the budget is set at a conservative projection of 10 full-time students within the first year. The University is committed to supporting the program as it meets its enrollment goals over the next five years and beyond.
4. Description of Institution's Commitment for:
 - a. **ongoing administrative, financial, and technical support of the proposed program**
 The proposed program has the ongoing committed administrative, financial, and technical support from the institution. The types of support include, but not limited to, faculty salaries, recruitment activities and other initiatives with internal and external partners, state-of-the-art smart classrooms and IT infrastructure, faculty professional development, technical support from the campus IT Division, and library resources.
 - b. **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**
 Given the high demand for and the strategic importance of the program, the program will be continued, and CSU is committed to allow sufficient time for enrolled students to complete the program. Once the program gets approved, we will start active recruitment through different platforms, establish external partnerships with local businesses, community colleges and high schools, create career development and placement prospects for program students, and seek interdisciplinary or multidisciplinary collaboration opportunities with other CSU programs and government agencies.

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 Coppin State University Department of Social Work aspires to prepare relevant social workers who excel as transformative leaders that positively impact the human condition and all systems through direct service, activism, advocacy, and

technological innovation that benefits the global society at all levels.

- b) Currently, the department is committed to excellence in educating a diverse student population to become generalist social work practitioners. Through the use of a competency-based curriculum, current students acquire social work knowledge, values, and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and urban environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level practitioners and global leaders.
 - c) The Department holds a number of core values to guide the department's representation as a model comprehensive, urban liberal arts university regionally, nationally, and globally. These values include utilization of cutting-edge technology, inclusion of service learning and community engagement, facilitation of student-centered advancement and promotion of leadership development. In recent years, the Department of Social Work has thoughtfully explored the expansion of our current program offering to include graduate programs at the Master and Doctoral levels.
2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

CSU's academic program development priorities continue to be directed toward supporting the workforce demands as identified by the USM¹ and in the *2022 Maryland State Plan for Postsecondary Education*. In recent years, numerous articles in notable journals have made a strong case for recognizing the severe shortage of social workers with skills that are in demand following the most recent pandemic of COVID-19 and the trauma that ensued afterwards throughout the United States and world-wide. In addition, a recent program viability study conducted at the institution, CSU recognized that the Social Work program would grow exponentially by meeting the demands of the students who want to attend CSU for the MSW/DSW. There is a high-demand for the skills that the proposed program will bring to the State meeting compelling workforce needs.

Coppin State University's proposed program will provide Access, which is the **first goal and priority of the Maryland State Plan**. The university has the lowest tuition costs within the University System of Maryland, which affords prospective students with the opportunity to begin or continue their education at Coppin, which is the desire of current BSW graduates. The lower tuition costs will strengthen the pipeline of available graduates to fill critical roles as defined by the State. A recent poll of CSU students indicated that 85% of our current BSW graduates apply and are accepted into graduate MSW programs in- and out-of-state, most of whom enter as advanced standing students. While these students currently receive graduate education in social work from other schools, at least 75% of those BSW graduates want to

pursue their advanced degree at CSU, and routinely inquire about whether an MSW/DSW degree will be offered at the institution due to the low tuition costs and student experience. Additionally, several of our graduates and community practitioners have expressed interest in securing the DSW degree in Social Work. In addition to serving our own BSW graduates who wish to continue studying in the proposed CSU MSW/DSW program, we would also serve the population of students who are unable to attend other programs within the USM and geographic area.

Additionally, the university will help meet the **third goal and priority of the Maryland State Plan**, which is *Innovation*. The proposed MSW/DSW in Social Work is a prime example of a USM institution adapting to the ever-changing workforce needs. While traditional social work skills will continue to be in demand, advanced doctoral-level and applied skills will be needed to address areas of the discipline as current workers evolve into advanced job roles and as some workers leave to work in related fields to meet needs of the community. According to the National Bureau of Labor Statistics, Overall employment of social workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations. About 74,700 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire, moving onto other job roles due to innovation within the service components of the field. The Social Work discipline has evolved since the pandemic and will continue to evolve as community needs continue to grow.

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

The national labor statistics note a shortage of social workers, which correlates with a projected 13% rise in the labor market that far exceeds other professions (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>). The current Bureau of Labor statistics project that the job market in Maryland will continue to be ripe for graduate level social workers. While there is little data that specially speaks to macro social work practice specifically in Maryland, there is a noted need for graduate level social workers and social work supervisors in the field of child welfare, healthcare, mental health, substance abuse, and other fields of practice (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-7>).

There is a local need for social work leaders who are licensed to practice and who can provide supervision for other emerging practitioners will multiply exponentially. Evidence of such is a current call from the Maryland Department of Human Services for “social workers and social work supervisors across the state to promote family stability, child permanency and the safety and self-sufficiency of vulnerable adults and children in Maryland” (<https://dhs.maryland.gov/about-dhs/careers/>). These sentiments relate to one agency, many of the state and private social work agencies are short-staffed and have extended a similar call for employees. COVID and continued racial unrest amplify the need for macro social workers and supervisors who understand the context and impact of these tragedies and their relation to policy, practice, and global leadership.

According to SocialWorker.org, there is also evidence of a need based on the hiring data that is available: About two-thirds of new MSWs had bachelor's degrees in non-social work fields. The remainder had bachelor's degrees in social work. Two-thirds of those who searched for a job had received an offer and accepted it (66.8%), 10.8% had received an offer but were still searching, and 17.3% had not yet received any job offers (Table 36). The majority of new graduates who were searching for employment were working by September after spring graduation. In addition to the respondents who had searched and accepted a job, another 798 MSWs had secured a job without searching. Of those who had a job (including those who had searched and those who secured a job without looking), two thirds were in jobs that required an MSW or social work license; another 11.5% were in other social work positions. Importantly, 17% were in positions using their social work skills but not defined as social workers; another 5.8% were in non-social work positions. As a result, 23% of the new MSWs with positions would be lost from data systems tracking the workforce, such as the federal Department of Labor's occupational statistics, within a few months of graduation. The majority of MSWs were serving high-need populations regardless of the overall focus or setting of their practice. Two-thirds (68.5%) of new MSWs in direct social work positions reported that more than 50% of their clients were people below the federal poverty level like many of those in the Baltimore region.

Black/African American MSWs were more likely than Whites to work in large cities with populations of more than a million (40.3% vs. 17.2%), and Hispanics were more likely than non-Hispanics to work in large cities (39.2% vs. 21.4%). On the other hand, Whites were more likely to work in suburbs, small cities, and semirural areas than Black/African Americans (52.4% vs. 31.3%). Two-thirds of those who searched for a job had received an offer and accepted it (66.8%), 10.8% had received an offer but were still searching, and 17.3% had not yet received any job offers (Table 36). Whites were more likely to have been offered a job and accepted it (69.4% of Whites vs. 61.3% of Black/African Americans, $p < .05$). Those who had been offered a social work job but were still searching were more likely to be older (mean age 32.1 years, $p = .05$), as were those who had not yet been offered any job (mean age 32.6 years, $p < .001$). Of those working in indirect or macro social work, half (49.9%) were working in administration and 19.5% were working in policy or advocacy and 16.6% working in research (Table 56). Among those taking up positions in macro social work, those working in policy or advocacy were more likely to be non-Hispanic (21.0% of non-Hispanics vs. 9.3% of Hispanics, $p < .001$). Of new social workers in the job market, only 4.4% cited an overall lack of jobs as the most important reason they had a difficult time finding a job.

The number of social work positions in 2019 was 713,200 and the anticipated number available between 2019 and 2029 is an additional 90,700 jobs that span the social work workforce environments: private, nonprofit, or charitable organization (34.3% of all social workers); however, 41% of social workers work for government when combining federal, state, and local governments. Private, for-profit companies and businesses employ 22.3% of social workers, leaving just 2.5% self-employed or working in a family business. If all individuals who self-define as social workers regardless of educational

attainment are included, there were about 850,000 such social workers in 2015, according to the ACS. If limited to those individuals with at least a bachelor's degree, an estimated 650,000 individuals were employed as social workers in 2015. The number of licensed social workers is far less, probably in the range of 350,000.

https://www.socialworkers.org/LinkClick.aspx?fileticket=1_j2EXVNspY%3d&portalid=0
<https://www.cswe.org/CSWE/media/Workforce-Study/2018-Social-Work-Workforce-Report-Final.pdf>
<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

The degree will provide an opportunity for qualified students to receive graduate degrees in social work, but also to assume leadership positions in social work that are becoming more available at an expedited rate.

Finally, in an effort to address some of the systemic problems that exist in West Baltimore and other areas in our global society in a more intensive way and using a leadership framework, the Coppin State University Department of Social Work intends prepare graduate-level social work scholar-practitioners. The data suggests that graduate degrees in Social Work are important to offer, and would be ideal, successful, and lucrative at Coppin State University. The proposed Social Work graduate and doctoral programs with an emphasis on advanced generalist who specialize in macro practice would be one of very few offered at HBCUs, one of 14 programs that offers the DSW versus PhD, one of very few graduate degree programs in social work that infuses policy, and the first of its kind to focus global leadership and coaching and supervision as specializations as well as programmatic foci on diversity, equity, and inclusion, and social justice. Finally, this plan aligns with the trajectory noted in the Maryland State Plan for Postsecondary Education as well as by the University System of Maryland. Both entities recognize the dynamic educational engine that exists within our relatively small state which leads those in others in surrounding areas. Yet, both entities also provide the challenge for universities to develop feasible, accessible and innovative academic programs that respond to the growing, diverse needs of the educational system, our students, and the communities within its catchment and global community.

<https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>;
<https://www.usmd.edu/10yrplan/USM2020.pdf>.

D. Reasonableness of Program Duplication

Several schools in Maryland offer the MSW degree including Morgan State University, Salisbury University, Towson University, University of Maryland Baltimore, and the University of Maryland College Park; however, only one of those schools is an HBCU and none of them service the West Baltimore corridor, or offer the same specializations in global leadership, coaching and supervision and policy-practice analysis and administration. Furthermore, there are no programs that offer the DSW in this area other than Walden University. Finally, no other school, other than Walden University, provides the DSW Program.

Coppin State University would be the only school in this region that offers the MSW Degree with specializations in macro subject areas including global leadership, policy- practice analysis and administration, and coaching and supervision. More specifically, Coppin would be the only program in the area that offers a DSW Program, and one of less than five in the country that has an emphasis on macro practice. Additionally, because Coppin State University has a Bachelor of Social Work program, it has the potential to offer the MSW-DSW program with a steady stream of students, including those not serviced by UM and Morgan due to the 1:25 faculty/student ratio imposed by CSWE. Finally, and especially because of the unique challenges that face the West Baltimore communities, Coppin MSW and DSW students would be in a unique position to have a positive, direct impact on the community.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The MSW to DSW program is aligned with the university's mission to provide lifelong learning that impacts multi-generations, and to foster leadership, social responsibility, civic and community engagement, cultural diversity and inclusion and economic development. Based on a review of several websites including the Council on Social Work Education, there is only one local HBCU that offers the MSW degree and the Ph.D. However, there are no programs among the HBIs comparable to CSU's proposed MSW to DSW program that offers the specializations that are included within this proposal. This, especially when contextualized within the rising job market and the push from CSWE for emphasis on anti-racism, diversity, equity, and inclusion, means an enormous increase in educational and employment opportunities in terms of the employment outlook for aspiring social work students attending HBIs, particularly those in Baltimore, the region, and the state.

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

1. Offering the proposed program at CSU is consistent with the identity and mission of the institution. This proposed academic program makes the major unique to HBCUs and will have a significant impact on CSU in fulfilling its mission. HBCUs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBCUs, is proposing this new program as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, mainly in the field of Social Work.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning

Outcomes (as outlined in COMAR 13B.02.03.10):

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

1. As stated in the program justification in section, the proposed program was established by a multidisciplinary team from both academia and industry, including the CSU Social Work Team, faculty colleagues, and agencies who have expressed an interest in seeing the MSW/DSW program at Coppin. The curriculum requirements were developed based on workforce demanded skill sets, existing CSU courses and

research. The program is housed in the Department of Social Work within the College of Behavioral and Social Sciences. The department chairperson and newly-hired faculty will help oversee the program.

2. Objectives and Outcomes

The educational objectives and intended student learning outcomes for the MSW and DSW programs align with those outlined by the Council on Social Work Education for accredited Social Work programs.

Educational Objectives

The Master's program provides students with knowledge, values, skills and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The Doctoral program provides students with knowledge, values, skills, and cognitive and affective processes at leadership levels that prepare them for professional macro practice.

3. How will the institution do the following:

- a) Provide for the assessment of student learning outcomes: Assessment data and collection of student learning outcomes will be housed within the university's Learning Management System known as Blackboard Learn, now being upgraded to Blackboard Ultra upon recent acquisition by Anthology. Data on student learning outcomes is collected on a cyclical basis as defined by the department's assessment calendar. Additionally, data on the dimensions as defined by the Council on Social Work Education (CSWE), the program's accrediting body will be assessed via faculty and student surveys and posted to the university's website as required by the accrediting agency.

MSW Student Learning Outcomes

Upon completion, master's level students will be able to:

- Demonstrate ethical and professional behavior.
- Engage anti-racism, diversity, equity, and inclusion in practice.
- Advance human rights and social, racial, economic, and environmental justice
- Engage practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations and communities.
- Evaluate practice with individuals, families, groups, organizations and communities.

DSW Student Learning Outcomes

Upon completion, Doctoral level students will be able to:

- Engage in systematic inquiry that adheres to scholarly conventions.
- Use and evaluate research-informed practice critically and at an advanced level.
- Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration.
- Demonstrate leadership in social work practice and education.
- Develop and maintain substantive expertise in one or more areas of social work practice.

In addition to the testing and evaluations built into the classroom instruction, students will be more broadly assessed for the competencies of the program and field placements. Some of this will take place as a part of the application/intake process as well as the capstone experiences. This field experience will be evaluated by their site supervisors as well as their academic advisor within the Department of Social Work.

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

MSW Course Descriptions

Social Welfare & Social Work History (3 credits)

This social welfare and social work history course provides knowledge and promotes the understanding of the historical development and contemporary forces that have shaped the social welfare system and the profession of social work. Students will be able to explain the social welfare system in relationship to the problems and issues addressed by the social work profession in the development of services to diverse populations at the micro, mezzo, and macro levels. Special Emphasis will be given to the service delivery role of the professional social worker in working with special populations.

Policy (3 credits)

This social policy course examines the social welfare system in the United States within a global, national, state, and local context. Students will develop critical thinking skills related to the use of scientific knowledge to understand the impact contemporary issues have on defining social problems, techniques for analyzing existing policies and programs, and developing intervention strategies for meeting the needs of a diverse population. Specific emphasis will be given to the development of policies for special populations.

Ethics (3 credits)

This ethics course exams values and ethical standards related to advanced social work practice. Utilizing the NASW Code of Ethics as the framework, students will be introduced to social work values, ethical theories, principles, standards, decision making processes and application of these values, theories, principles, standards, and processes

in advanced social work practice at the micro, mezzo, and macro levels to resolve ethical dilemmas. Specific emphasis will be given to the engagement of ethical practices with and for special populations.

HBSE (3 credits)

This course considers the study of human development from conception through death. Students will understand concepts relative to biological, psychological, and social factors surrounding human behavior from conception through death. Special emphasis will be given to the examination of the influence impacting human behavior and the social environment for special populations.

Theories (3 credits)

This course presents major theoretical systems used in advanced micro, mezzo, and macro practice. Students will be able to analyze, evaluate and demonstrate theoretical competence specifically related to human behaviors, social and environmental justice, and practice.

Research I (3 credits)

This course introduces elements of the scientific method as applied to the practice of research in social work. Students will discover, explain, and apply basic research competencies and strategies in the context of social work practice situations.

Research II (3 credits)

This course further examines and facilitates the application of elements of the scientific method and alternative research design strategies used in social work research. Students will gather, apply, analyze, interpret, and integrate data to assure effectiveness in developing, implementing, evaluating, and modifying social work services.

Social Work & Technology (3 credits)

This course provides an overview of creative ways to employ technology in social work practice. Students will learn how to assess, evaluate, develop and integrate ethically responsible social media and technology-based strategies as an effective vehicle to enhance service delivery, effect client change, create personal and professional brand, expand business development, all while furthering social work's mission and its commitment to social justice.

Generalist Practice and Field I (3 credits)

This course is the first in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist practice.

Generalist Practice and Field II (3 credits)

This course is the second in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a

university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist practice.

Advanced Generalist Practice and Field I (3 credits)

This course is the third in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within advanced generalist practice.

Advanced Generalist Practice and Field II (3 credits)

This course is the fourth in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within advanced generalist practice.

Culture, Diversity and Policy I (3 credits)

This course critically analyzes issues related to culture, anti-racism, diversity, equity, and inclusion within the context of social work policy. Students will compare and contrast cross-cultural practices, values, and policies, with an emphasis on race, class, and gender as interrelated biological, social, psychological, and historical constructs for special populations within micro, mezzo, and macro practice.

Contemporary Issues in Special Populations (3 credits)

This course examines contemporary issues related to culture, anti-racism, diversity, equity, and inclusion through the lens of history, theoretical frameworks, policies, practice, ethics, and research. Students will consider a swath of “hot topics” and formulate the framework for an appropriate intervention.

Leadership, Management and Administration (3 credits)

This course examines organizational leadership within organizations. Students will understand, apply, analyze, and evaluate social work knowledge, values, theories, and leadership skills associated with large and complex units including services agencies.

Advanced Policy and Practice (3 credits)

This course provides advanced knowledge regarding the evaluation and development of policies and their practice effectiveness with specific target populations. Students will examine alternative models of policy development and their application to current social welfare issues and will include a connection with research-informed practice via a review of relevant primary and secondary data.

Global Social Work Leadership (3 credits)

This course explores social work leadership from a global context. Students will study several theoretical models and leadership frameworks that contextualize social work within an international setting. Special emphasis will be placed on the African diaspora and anti-racism, diversity, equity, and inclusion.

Coaching, Supervision and Leadership (3 credits)

This course examines the practice of effective coaching and supervision. Students will learn the elements and strategies of effective coaching and supervision and will utilize designated assessment tools to engage in a number of coaching and supervision exercises.

Grant Writing (3 credits)

This course examines the grant-writing process. Students will be provided with guidance on the acquisition of grants and will in how where to identify grant opportunities, how to develop grant proposals, how to construct an associated budget and how to evaluate grant quality in an effort to aid them in diversifying agency financial resources.

Data Analysis (3 credits)

This course explores the use of qualitative and quantitative data in social work practice and program development. Students will review research-related literature and utilize various data analysis programs to understand descriptive statistics, distributions, hypothesis testing, inferential statistics, test selection, bivariate and multivariate statistical analysis, and interpretation of findings.

Program Evaluation (3 credits)

This course examines concepts related to evaluating programs. Students will develop advanced skills related to program evaluation stemmed from qualitative and quantitative methodologies that inform social work policy and practice.

Field-based Presentation

This residency is designed to enhance skill-building and presentation skills. Students will meet virtually with faculty and students to practice and discuss field placement and make competency-based presentations. The residency will provide students with the opportunity to express and enhance listening skills, ethical practice, case conceptualization and communication.

Capstone (Portfolio) Presentation

This residency is designed to enhance the research and leadership skills of MSW students. Students will meet virtually with faculty and students to practice and discuss field placement and make competency-based presentations regarding research-informed practice, supervision and leadership. The residency will provide students with the opportunity to present their portfolio and demonstrate proficiency in leadership and supervision.

MSW Program Requirements

The MSW Program will require students to select either 60-credit two-year program or the 36-credit one-year (Advanced Standing) program which will include a specialization in one of macro-oriented tracks:

- Global Social Work Leadership
- Policy-Practice Analysis and Administration
- Coaching and Supervision

DSW Course Descriptions

Philosophies of Knowledge (3- credit hours)

This course analyzes the philosophies and application of knowledge within the context of social work practice and as related to political, racial, ethnic, economic, cultural considerations. Scholars will deconstruct selected topics in relation to philosophies of knowledge and its impact on micro, mezzo, and macro social work practice.

Contemporary Theories of Culture & Community Practice (3- credit hours)

This course evaluates a variety of theoretical frameworks in relation to cultural and community practices. Scholars will compare and contrast aspects of numerous theories to detect appropriateness of use within specific cultures and communities to predict.

Human Rights, Social Justice, and Social Welfare Policies in Special Populations (3- credit hours)

This course considers diversity, anti-racism, equity, and inclusion from a framework of human rights, social justice, and social welfare policies as they relate to special populations. Using historical and theoretical lenses, scholars will analyze and evaluate the complex relationship between power, privilege, practice, and policy for specific populations.

Ethical Issues (3- credit hours)

This course provides a framework to analyze and evaluate ethical issues within community practice. Scholars will explain philosophical, historical, cultural, and legal shifts to assess the contemporary ethical standards and their implementation within community practice.

Capstone: Portfolio Development I (Class Collaboration) (3- credit hours)

This course synthesizes information regarding the philosophies of knowledge, contemporary theories, human rights, social justice, social welfare, and ethical issues to provide the foundation for generation of specified portfolio assignments. Scholars will utilize this information to create components of their capstone portfolio assignment.

Advanced Research Methods (3- credit hours)

This course examines advanced qualitative and quantitative methods of research. Scholars will critically assess a variety of research methods and designs in relation to philosophy, epistemology, ethics, theory, social-cultural contexts, theory, data collection and management, decision making and writing strategies for the purpose of creating a sound and rigorous independent research study.

Statistics & Data Analysis (3- credit hours)

This course utilizes SPSS, ATLAS.ti, NVivo to or other relevant statistical tools to explain a continuum of quantitative and qualitative data analysis. Students will experiment with probability and mathematical statistics including ANOVA, multifactor ANOVA, multiple comparison techniques, ANCOVA, multiple regression, factor analysis and other processes in relation to solving community-based concerns. Additionally, students will be exposed to qualitative data analysis methods and concepts as well.

Contemporary Issues in Special Populations (3- credit hours)

This course considers philosophies, theories, social justice policy and practice, ethics and research related to contemporary issues and connected to diversity, anti-racism, equity, and inclusion. Students will use knowledge, technology, and current research in the aforementioned areas to devise and implement a community-focused platform to address contemporary issues within special populations (FIRST YEAR DEFENSE)

Evidence-based Practice & Research with Special Populations (3- credit hours)

This course will evaluate the effectiveness of current qualitative and quantitative research methods with special populations. Students will critique a variety of published articles and evaluation tools to guide their development of a tool that could be used in their individual research with a special population.

Executive Leadership (3- credit hours)

This course presents theories and principles of executive leadership in non-profit international non-profit, for-profit and educational settings. Students will develop a cadre of professional and personal skills required for successful executive coaching, supervision, management, and evaluation of programs which will be represented in the capstone portfolio.

Community Organizing and Engagement with Special Populations (3- credit hours) This course examines community organizing, development and engagement with special populations from a social justice perspective throughout the world. Informed by case studies, students will produce a sustainable community development project that exudes from significant community engagement initiatives.

Capstone: Portfolio Development II (Independent Project) (3- credit hours)

This course synthesizes information regarding executive leadership, research methods, data analysis, and contemporary issues to provide the foundation for generation of specified portfolio assignments. Scholars will utilize this information to create components of their community-based capstone portfolio assignment (SECOND YEAR DEFENSE)

Teaching and Learning (3- credit hours)

This course will present information regarding teaching and learning in higher education. Students will consider the information in the course to design aspects of a technologically influenced, competency-based curriculum/educational program that can be implemented with a specific population in a chosen setting.

Capstone: Portfolio Development III (Presentation) (3- credit hours)

This course synthesizes information regarding all program courses. Students will provide and present the community-based capstone portfolio assignments in this course. (FINAL YEAR DEFENSE)

DSW Program Requirements

The macro-focused DSW Program will require students to complete 49-credit hours inclusive of two-years of classes, the completion of a capstone project program and specialization in one of three areas:

- Global Social Work Leadership
- Policy-Practice Analysis and Administration
- Coaching and Supervision

Students accepted into the program must have acquired a MSW degree from a CSWE-accredited program, have graduated with a GPA of 3.25, should have a two-year post-MSW work history and should have an expressed interest in Global Social Work Leadership, Coaching and Supervision and Legislation and Policy Analysis.

MSW Plan of Study

Traditional Program- First Year (24 credits)

	Session I (Fall) (12 credits)	Session II (Spring) (12 credits)
7 Weeks	Social Welfare & Social Work History (3 credits) Ethics (3 credits)	HBSE (3 credits) Generalist Practice and Field I (3 credits)
Intensive	Weekend Intensive & Field-based Presentation	Weekend Intensive & Field-based Presentation

Residency Experience (Weekend)		
7 Weeks	Policy (3 credits) Research (3 credits)	Social Work & Technology (3 credits) Generalist Practice and Field II (3 credits)
Intensive Residency Experience (Weekend)	Weekend Intensive & Capstone Presentation	Weekend Intensive & Capstone Presentation

Traditional Program- Second Year /Advanced Placement Program- One Year (36-credits)

	Session I (Summer) (12 credits)	Session II (Fall) (12 credits)	Session III (Spring) (12 credits)
7 Weeks	Culture, Diversity and Policy Analysis (3 credits) Theories (3 credits)	Advanced Generalist Practice and Field I (3 credits) Research (3 credits)	Advanced Generalist Practice and Field III (3 credits) Leadership, Management and Administration (3 credits) OR Global Social Work Leadership (3 credits) OR Advanced Policy and Practice
Intensive Residency Experience (Weekend)	Field-based Presentation	Field-based Presentation	Field-based Presentation
7 Weeks	Elective (3 credits) Contemporary Issues in Special Populations Grant Writing (3 credits)	Advanced Generalist Practice and Field II (3 credits) Data Analysis (3 credits)	Advanced Generalist Practice and Field I (3 credits) Program Evaluation (3 credits)
Intensive Residency Experience (Weekend)	Virtual Residency & Capstone Presentation	Virtual Residency & Capstone Presentation	Virtual Residency & Capstone Presentation

DSW Plan of Study

Summer Session II (7 weeks)	Contemporary Theories of Culture & Community Practice (3 credits)	Evidence-based Practice & Research with Special Populations (3 credits)	
Fall Session I First 7 weeks	Human Rights, Social Justice, and Social Welfare Policies in Special Populations (3 credits)	Executive Leadership (3 credits)	
Fall Session II Second 7 weeks	Advanced Research Methods (3 credits)	Community Organizing and Engagement with Special Populations (3 credits)	
Winter Session	Capstone: Portfolio Development I (Class Collaboration) (3 credits)	Capstone: Portfolio Development II (Independent Project) (3 credits)	
Spring Session I First 7 Weeks	Ethical Issues (3 credits)	Teaching and Learning (3 credits)	
Spring Session II Second 7 Weeks	Statistics & Data Analysis (3 credits)	Certification Class: (3 credits)	
Year I		Year II	Year III
Summer Session I (7 weeks)	Philosophy of Knowledge (3 credits)	Contemporary Issues in Special Populations (3 credits)	Completion of Capstone Portfolio Development III Requirements and Defense

5. Discuss General Education Requirements

There are no general education requirements associated with the MSW to DSW program.

6. Specialized Accreditation Requirements

The Council on Social Work Education (CSWE) provides all program expectations for BSW, MSW and DSW programs through the proposed Educational and Accreditation Policy Statement. The 25-page document is in transition and will be found here:

[https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-\(2\).pdf.aspx](https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-(2).pdf.aspx)

Some of the primary expectations within the CSWE document are listed below:

- The accreditation cycle is every seven years, and the upcoming cycle explores five features of an integrated curriculum design: (1) program mission and goals, (2) antiracism, diversity, equity, and inclusion, (3) explicit curriculum, (4) implicit curriculum, and (5) assessment.
- The program has at least one area of specialized practice that builds upon generalist social work.
- The field education program ensures specialized practice opportunities are provided to students to demonstrate social work competencies with one or more systems levels in field settings within each area of specialized practice, and students' hours in field settings may equate to at least 900.
- The implicit curriculum comprises the following elements: admissions; advisement, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources that ensure a commitment to Anti-racism, diversity, equity, and inclusion.
- The professional development of the student requires a program's clear commitment to adequate resources from admission through graduation including clear admissions, advisement, retention, and termination policies that reflect the program's commitment to anti-racism, diversity, equity, and inclusion.
- There are no fewer than four (4) full-time faculty assigned to the master's program. These faculty members have a master's degree in social work from a CSWE-accredited program*, a full-time appointment to social work, and whose principal assignment is to the master's program. The majority of the total full-time master's social work program faculty have a master's degree in social work from a CSWE-accredited program* and a doctoral degree, preferably in social work.
- The program has a full-time equivalent faculty-to-student ratio not greater than 1:25
- Administrative sufficiency includes distribution of resources across program options relative to program level, number of enrolled students in social work programs and registered in field practicum, modality, and location in order to carry out the program's mission.
- The program has a director administering all program options. Institutions with both accredited baccalaureate and master's programs have a separate director appointed for each program.
- The program director's assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100

student FTE or a minimum of 50% assigned time for 100 or more student FTE.

- The program has a field education director, administering all program options.
- The field education director’s assigned time to provide educational and administrative leadership for field education is commensurate with the program’s full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.
- The program has sufficient personnel and technological support to administer the field education program.
- The program has a plan for ongoing assessment of student outcomes for all identified competencies in generalist practice (baccalaureate social work programs) and generalist and specialized practice (master’s social work programs)
- The program has a process to calculate outcomes from its ADEI Assessment Plan

7. Institutional Contracts

None

Program Evaluation Provisions

The department currently employs regular procedures to evaluate the courses, faculty and student learning outcomes which will be the same for the MSW to DSW Program. In summary, quantitative, and qualitative data regarding the department’s courses, faculty and student learning outcome will be gathered, reviewed, and evaluated by some or all of the following means: monthly and bi-monthly departmental meetings, bi-annual departmental retreats, regular meetings with the Assistant Vice-President for Planning and Assessment, external consultants, and various departmental constituency groups.

Measurement	Data Collection	Data Assessment	Data Assessment
	Period	Period with Faculty	Event/Location
Student Perspective Survey	February September	May/August January	Faculty Retreats
Field Evaluation	October & December	December & January	Field Grading Period Faculty Retreats
	March & May	May & August	Field Grading Period Faculty Retreats
	July	July	Faculty Grading Period

Alumni Survey	February/March October	May/August January	Faculty Retreat
Course Capstone Assignments	Throughout every semester	December & January May & August	University Grading Period Faculty Retreat
Department Capstone Assignments	October & December March & May July	December & January May & August July	Faculty Grading Period Faculty Retreats Faculty Grading Period Faculty Retreats Faculty Grading Period
Pre/Post-Test	January/ February August/September	May/August January	Faculty Retreats
Departmental Benchmark Review	Throughout school year using various measures	May/August January	Faculty Retreats
Student Focus Group	April	January	Faculty Retreat

	December	May/August	
Alumni Focus Group	Feb/March October	May/August	Faculty Retreat
Advisory Board Meetings	Feb/March October	May/August	Faculty Retreat
Student Evaluations of Faculty	November	April	Near end of each semester
Annual Faculty Evaluations (Form A and Form B)	October/November	March/April	Supervisory Meeting with Chair

Peer Evaluation Form	October/November	March/April	Classroom Observation by Peer
Faculty Tenure/Promotion Review	October - March		DPRC, Chair, Dean, UFRC, Provost, President Meetings
Post-Tenure Review Document	October		Chair, Dean, Provost Meetings
CSWE Self-Study	Every seven years	Every seven years	Site Visit

H. Adequacy of Articulation

There are currently no articulation agreements in place as this is a joint graduate-level program proposal.

I. Adequacy of Faculty Resources

The program has ample faculty to implement the proposed program upon approval. However, more faculty will continue to be recruited to accommodate program growth and finalize alignment with CSWE accreditation requirements. Dr. Christa Gilliam, the lead faculty member/coordinator of both graduate programs will direct the overall management and instruction of the program. Dr. Gilliam holds a Ph.D. in Social Work along with an MSW in Social Work. She is also a certified coach and has held a variety of leadership positions in international professional social work organizations. She is a Full Professor in the Department of Social Work with approximately 25 years teaching social work education and is capable of teaching across the curriculum in either of the proposed graduate programs. As the lead coordinator, Dr. Christa Gilliam would be responsible for recruiting and onboarding quality faculty and ensuring that their ongoing pedagogical training is gained through conference attendance, trainings, supervision support, scholarship production, community engagement, and participation on local, regional, state and national committees related to the best evidence-based practices.

The program’s core faculty are listed below. However, the program is supported by adjunct faculty and program affiliates currently working in the field.

Faculty Name	Terminal Degree	Rank	Status	Areas and Courses
Dr. Christa Gilliam	Ph.D. Social Work	Associate Professor	Full-Time	Introduction to Social Work, Social Welfare Policy, Macro Practice, Research Methods
Dr. Melissa Buckley	Ph.D. Social Work	Assistant Professor	Full-Time	Social Welfare Policy, Introduction to Social Work, Social Work Methods I & II, Human Behavior in the Social Environment

Dr. Jeronda Burley	Ph.D. Social Work	Assistant Professor	Full-Time	Research Methods, Introduction to Social Work, Social Welfare Policy, Technology in Social Work
Dr. Claudia Thorne	Ph.D. Social Work	Assistant Professor	Full-Time	Social Work Methods I & II, Human Behavior in the Social Environment, Macro Practice

J. Adequacy of Library Resources

The library at Coppin State University is a part of the expansive University System of Maryland's Library System CSU students have full use of this 85,521 square-foot facility that houses a plethora of physical and technologically accessible volume journals, data, and social interest publications as well as those volumes that are accessible through the shared electronic system via the USM. The Coppin library seats 750 students and operates from 8:00 AM – 9:00 AM Monday through Thursday and 8:00 AM – 5:00 PM on Friday but is also accessible online 24-hours a day. The library provides space for classrooms, meetings, offices, and specialized laboratories. A group study room is also available for students. Classrooms are available for bibliographic instruction and viewing of visual media. The seminar room may be booked for meetings and conferences. The Department of Social Work also has a library and study space that provides access to hard-back resources and online resources similar to those noted previously.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

The Department of Social Work is housed on the 5th floor within the Health and Human Services Building. This space is allocated for individual faculty offices, an administrative suite, and a student resource center. In addition, the Department has been allocated observation rooms on the 3rd floor of the building and a dedicated space for the Dorothy Height Center for the Advancement of Social Justice. Most classes offered by the program are also conducted in the Health and Human Services building, although other buildings including Grace Jacobs and the Science and Technology Building are used if additional space is needed. All buildings are outfitted to meet the technological needs of the course and research needs of faculty, including access to electronic databases. In addition, all buildings have small and/or large conference room spaces, most of which are equipped with smart-board technology and access to the internet to provide for advanced technology needed for classes or meetings. There is adequate space within the building to meet our current needs. As the program grows and considers expansion, additional space will be needed, and proposals will be submitted to the Dean of the College of Behavioral and Social Sciences and the University's Space Allocation Committee.

L. Adequacy of Financial Resources with Documentation

The projected cost in resources to launch this program ranges from 2 million – 3 million dollars. To implement the master's social work program there should be no fewer than four full-time faculty with master's degrees in social work from a CSWE-accredited program whose principal assignment is to the

master's program. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for a master's program. To implement the doctoral social work program there should be no fewer than four full-time faculty with master's degrees in social work from a CSWE-accredited program and who hold a Ph.D. in social work or a related field or DSW whose principal assignment is to the master's program. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is also projected to be 1:25.

There must be a full-time director of the MSW program and the DSW program, administrative assistants for each distinct program, and a director of field education. Fifty percent of these director's time should be for administrative responsibilities and fifty percent for classroom instruction initially and will be reviewed annually based on the program's enrollment growth. Additionally, the Director of Field Education for the MSW program and the DSW programs with a 50% administrative and 50% teaching load will need to be hired. Additional office space is needed for at least 8 additional faculty; four for each program. Space will also be needed for a research lab and a full-time lab assistant. Fulltime administrative assistants should be hired solely for each graduate program.

At the onset of the program, two full-time faculty in each program will be added with an additional faculty added each year. The director of the MSW program and the director of the DSW program should be hired at the level of an associate professor. The additional faculty may be hired at the assistant professor level. This includes the director of field education.

It is anticipated that the program will start with a first- year MSW class enrollment of at least 10 students. Growth projections for a five-year period include: 2nd year – 15; 3rd year – 20; 4th year -25 and 5th year 30. The projected number of students for the first five years would total 120 students. The projects for DSW enrollment would be 3 in the first year. Growth projections for a five-year period include: 2nd year – 3; 3rd year – 5; 4th year -7 and 5th year- 10. There should be a PIN for each of the positions proposed.

TABLE 1: RESOURCES - MSW					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	100000	100000	100000	100000	100000
2. Tuition/Fee Revenue ²	85260	127890	196098	213150	255780
(c+g below)					
a. #F.T Students	10	15	23	25	30
b. Annual Tuition/Fee Rate	8526	8526	8526	8526	8526
c. Annual Full Time Revenue (a x b)	85260	127890	196098	213150	255780
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	185,260	227,890	296,098	313,150	355,780

Brief Narrative for MSW Resources: The predominant amount resources raised by the program are expected to derive from student tuition. The institution plans to support the program with an infusion of resources at minimum of \$100,000 annually to support program start-up. The proposal assumes at a conservative level that there will be 10 full-time students within the first year. However, program data collected suggests the program may have more than 17 students in the first year since 75% of CSU graduates have expressed a desire and prefer to enroll in a Coppin-led MSW/DSW constructed academic program.

TABLE 2: EXPENDITURES - MSW					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	158600	158600	197200	197200	197200
(b + c below)					
a. # FTE	2	2	3	3	3
b. Total Salary	150000	150000	180000	180000	180000
c. Total Benefits	8600	8600	17200	17200	17200
2. Total Administrative Staff Expenses (b + c below)	48600	48600	48600	48600	48600
a. # FTE	1	1	1	1	1
b. Total Salary	45000	45000	45000	45000	45000
c. Total Benefits	3600	3600	3600	3600	3600
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	5000	5000	5000	5000	5000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	212200	212200	250800	250800	250800

TABLE 1: RESOURCES - DSW					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	100000	100000	100000	100000	100000
2. Tuition/Fee Revenue ²	66969	124371	162639	210474	258309
(c+g below)					
a. #F.T Students	7	13	17	22	27
b. Annual Tuition/Fee Rate	9567	9567	9567	9567	9567
c. Annual Full Time Revenue (a x b)	66969	124371	162639	210474	258309
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	166,969	224,371	262,639	310,474	358,309

Brief Narrative for DSW Resources: The resources raised by the program are expected to derive from student tuition. . The institution plans to support the program with an infusion of resources at minimum of \$100,000 annually to support program start-up. The proposal assumes at a conservative level that there will be 10 full-time students within the first year. However, program data collected suggests the program may have more than 17 students in the first year since 75% of CSU graduates have expressed a desire and prefer to enroll in a Coppin-led MSW/DSW constructed academic program. As the program grows, the university will continue to add faculty to support the program participants.

TABLE 2: EXPENDITURES - DSW					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	98600	158600	197200	197200	197200
(b + c below)					
a. # FTE	1	1	2	2	2
b. Total Salary	90000	150000	180000	180000	180000
c. Total Benefits	8600	8600	17200	17200	17200
2. Total Administrative Staff Expenses (b + c below)	48600	48600	48600	48600	48600
a. # FTE	1	1	1	1	1
b. Total Salary	45000	45000	45000	45000	45000
c. Total Benefits	3600	3600	3600	3600	3600
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	5000	5000	5000	5000	5000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	152200	212200	250800	250800	250800

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by the department Chair. The curriculum and assessment tools will be reviewed periodically to determine effectiveness in achieving the proposed program's objectives and outcomes. Standard rubrics will be used for various assessment methods. Samples are included in the course syllabi or on course Blackboard sites. The student

assessment method includes tests, quizzes, hands-on projects, capstone assignments, written assignment, oral presentations, and field placements. Faculty course evaluations will be conducted once a year, as is the current norm, by the departmental Chair. Faculty members will be evaluated on teaching ability, research publication and scholarship, and community engagement. In addition, faculty evaluations by students will be done twice a year, in the fall and spring semesters.

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 Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer. Additionally, within the College of Behavioral and Social Sciences, there is also a well-established assessment culture, and the college has been utilizing the Blackboard Outcomes platform to assess the SLOs for all its programs. The proposed program will employ the same existing practices and build the assessment piece into the program from the beginning. New program courses are mapped to the adopted Institutional Learning Outcome (SLOs), and within each course, evidence assessment assignments will be created to align with and address the mapped SLOs for the course; after the courses have been offered, the evidence assessment assignments artifacts will be collected by Blackboard Outcomes for evaluation. After the evaluation of the collected artifacts, results will be generated by Blackboard Outcomes for reporting and corrective action purposes. The College of Behavioral and Social Sciences Assessment Committee oversees the process.

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.

Of the total student population at CSU, a historically black university, over 80% are minority. The faculty and staff of CSU are well trained to work with a multi-generational and minority student population. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap is an important goal not only because it helps to remedy persistent social inequalities, but also because it improves the overall educational attainment of the State's population. Although the achievement gap is not a new issue within the State, Maryland remains committed to improving outcomes for groups that have historically lagged those of their peers. Chief among these groups is: 1) African Americans, roughly 30% of all Marylanders and the State's largest racial/ ethnic minority group; 2) Hispanics, the State's fastest-growing minority population; and 3) Pell Grant recipients (i.e., low-income students), approximately 30% of all undergraduate students in Maryland. In addition to closing gaps in performance among student populations, there is also a commitment to narrowing disparities that

exist among postsecondary institutions in the State. Specifically, Maryland must focus on narrowing the retention and graduation gaps that exist between the State's historically black colleges and universities (HBCUs) and its traditionally white institutions (TWIs).

The proposed program provides minority students access to a high-demand area of study and will work to help increase student success through improving their workplace competitiveness. Offering the program at CSU, an HBCU, is consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

- a. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The proposed program is not related to an identified low productivity program.

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

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

The program will not be offered via distance education.

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

Not applicable



BOARD OF REGENTS
SUMMARY OF ITEM FOR
ACTION, INFORMATION,
OR DISCUSSION

TOPIC: Towson University:
Master of Arts in Communication and Advocacy

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: Towson University (TU) seeks to establish a Master of Arts (MA) in Communication and Advocacy (CA). This MA degree will be housed in the Department of Communication Studies within the College of Fine Arts and Communication. This program will offer high quality graduate education through course instruction, mentorship, and independent study in the areas of communication and critical/cultural studies. The program will prepare students for careers in nonprofit advocacy, international development, and higher education administration, among others.

The proposed CA-MA program exemplifies TU's vision outlined in its 2020-2030 Strategic Plan. As the vision statement for the plan notes, "Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society." The CA-MA program expertly positions TU to become an innovative leader in grounding students in the essential communication skills to lead across the globe. The program also contributes to the university's goal of achieving R2 status as it will increase measured research activity by increasing grants and other research opportunities.

The program leverages the strength and expertise of current department faculty. All courses in the program can be taught by existing faculty, and existing facilities are sufficient to support the program. The program will be financially self-sustaining.

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 Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Communication and Advocacy.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

April 12, 2023

TOWSON.EDU



Jay Perman, M.D.
Chancellor
University System of
Maryland 3300 Metzertott
Road
Adelphi, MD 20783

Dear Chancellor Perman:

Office of the President
8000 York Road
Towson, MD 21252-0001

Towson University seeks your review and approval to offer a **Master of Arts in Communication and Advocacy** in accordance with the Code of Maryland Regulation (COMAR) 13B.02.03.06.

The proposed program will offer students the knowledge, skills, and abilities essential for communication professionals within a global landscape and provide a pathway to graduate students looking to subsequently pursue a doctoral degree in communication studies.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,



Melanie Perreault, Ph.D.
Interim President

MP/rjme

cc: Dr. Darlene Smith, Special Advisor to the Senior Vice
Chancellor, USM
Dr. Cynthia Cooper, Acting Provost for Academic Affairs
Dr. Clare N. Muhoro, Acting Vice Provost for Academic Affairs
Dr. Sidd Kaza, Associate Provost for Research and Dean of Graduate
Studies
Dr. Regina Carlow, Dean, College of Fine Arts and Communication

o 410.704.2356 f 410.704.3488
presidentsoffice@towson.edu
www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University

Institution Submitting Proposal

Communication and Advocacy

Title of Proposed Program

Master of Arts

Award to be Offered

Fall 2023

Projected Implementation Date

0601.00

Proposed HEGIS Code

09.0101

Proposed CIP Code

Communication Studies

Department in which program will be located

Dr. Jennifer Potter

Department Contact

410-704-2888

Contact Phone Number

jpotter@towson.edu

Contact E-Mail Address



Signature of President or Designee

April 12, 2023

Date



A PROPOSAL FOR A MASTER OF ARTS IN **COMMUNICATION AND ADVOCACY** AT TOWSON UNIVERSITY

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A. Centrality to Institutional Mission Statement and Planning Priorities

1. Program Description and Alignment with Institutional Mission.

The Master of Arts in Communication and Advocacy (CA-MA) program will offer students the knowledge, skills, and abilities essential for communication professionals within a global landscape and provide a pathway to graduate students looking to subsequently pursue a doctoral degree in communication studies. In this program, graduate students will learn the frameworks of ethical leadership within global institutions, investigate culture as a site of struggle, and unpack communication as an enactment and discipline of power. To do this, the CA-MA program has two areas of focus: globalization and leadership and critical/cultural studies. The 33-credit CA-MA program will be housed in the Department of Communication Studies (COMM) within Towson University's (TU) College of Fine Arts and Communication (COFAC). All students will take a 12-credit core sequence that will help focus their interests and develop a strong foundation of communication skills, theories, and research methods. The program then offers graduate students flexibility to take nine credits of elective courses specializing in globalization and leadership and/or critical/cultural studies, plus a further six credits of interdisciplinary electives comprising courses taken outside of COMM. Finally, students also complete a six-credit thesis or internship project. (See section G.4 for detailed description of the program curriculum.)

In educating communication professionals with a comprehensive understanding of globalization, leadership, and critical/cultural studies, the proposed CA-MA program fully aligns with TU's mission to foster "intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good...[and who will] leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond." The CA-MA strengthens the university's commitment to cultivating leaders who have a strong foundation of cultural responsiveness and understanding.

2. Strategic Goals Alignment and Affirmation as an Institutional Priority.

The proposed CA-MA program exemplifies the vision that TU has offered within its 2020-2030 Strategic Plan. As the vision statement for the plan notes, "Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society." The CA-MA program expertly positions TU to become an innovative leader in grounding students in the essential communication skills to lead across the globe. Specifically, there are key areas of intersection between the CA-MA program and all six goals of TU's Strategic Plan, and thus the university administration considers implementation of the proposed degree as an institutional priority.

Educate: The plan notes how TU is emphasizing engaged and in-demand programs. In the current cultural climate, the CA-MA is a program that will offer courses that are contemporary, interdisciplinary, and meet the needs of a global workforce.

Innovate: Emphasizing the work of faculty as "leaders in scholarly and creative activities," this core goal shines a spotlight on the innovative accomplishments of TU's COMM faculty. The department comprises a diverse group of faculty, whose scholarship ranges across a breadth of paradigmatic approaches. As teacher/scholars, the COMM faculty pull this innovation into the



classroom with multi-modal activities, research opportunities, community engagement, and mentorship.

Engage: The plan asks TU’s stakeholders to think of engagement outside of boundaries of the classroom, and this is an important component of the CA-MA program for students who are not interested in pursuing a Ph.D. The program offers an internship option, where students engage with local communities to apply the knowledge and skills they have learned in the classroom. The program’s goal is to build a network of community partners for students to work with during the program, and beyond.

Include: TU’s Strategic Plan notes, “This commitment is reflected in our hiring practices, decision-making, academic and co-curricular programming.” For the CA-MA program, inclusion, equity, diversity, and justice lie at the core of the curriculum. The program is grounded in a commitment to anti-racist pedagogy and diverse frameworks of meaning-making. Additionally, COMM commits to working to recruit, retain, and equitably compensate graduate students from diverse backgrounds.

Support: The CA-MA program mirrors the TU Strategic Plan’s call to support students through a “student-centered culture.” Intersecting with the goal of inclusion, COMM designed the program with a graduate students’ well-being in mind, including through capstone options and a variety of electives. Additionally, COMM will continue to model low-cost options for studying abroad and experiential learning opportunities.

Sustain: In training students to be critically reflective global leaders, the CA-MA curriculum is centered on the TU principle of “environmental and socially responsible stewards.” All of the degree courses, but especially the core theory and methods courses, emphasize ethical engagement with the research site and scene.

3. Five-Year Funding Plan.

The projected resources and expenditures necessary for the first five years to implement the CA-MA program are presented in Section L, Tables 9 and 11. The main expense for the program is the associated costs of hiring a temporary full-time lecturer position in Year 1, to be replaced by a full-time tenure-track position in Year 2, and with an additional full-time tenure-track position added in Year 4. Other expenses include operating (such as a stipend for the CA-MA program director) and marketing expenses, library support, and graduate student travel and research support. TU anticipates that program expenditures will be fully funded through student tuition revenues.

4. Institutional Commitment.

The proposed CA-MA program has the necessary support at the department, college, and institutional level to operate successfully. The Department of Communication Studies that will house the degree is a vibrant and productive department at TU, with an existing cadre of full-time tenured/tenure-track faculty available to teach in the program. While all courses in the program can be taught by existing faculty, the department intends (with the college and central



administration’s endorsement) to add two faculty lines to help implement the program, which serves as evidence of TU’s commitment to ensuring the success of the CA-MA program.

As outlined in sections K and L.2, TU is confident that the existing administrative and technical supports and physical facilities available to the department and college are sufficient to ensure the program’s viability – the department is not seeking any capital investments or specialized facilities, since existing classroom/office space will suffice, nor is it seeking any additional administrative positions or technology supports to deliver the program. At the institutional level, the Office of Technology Services can provide comprehensive technical assistance to faculty and students. Beyond the two new faculty positions mentioned, the program has allocated some expenditures for operational support, library subscriptions, marketing expenses, and graduate student travel/research support, but otherwise no additional expenditures are needed. TU anticipates that the program will be financially self-sustaining and thus it has the full support of the university administration.

TU is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program) so they can graduate on schedule.

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

1. Program Demand and Need

The proposed CA-MA program seeks to advance knowledge about global leadership, organizational communication, and critical/cultural studies by training students in cutting-edge critical, qualitative, research methods. This training will allow students to enter their chosen path with a strong understanding of how knowledge is ethically generated with co-participants. The CA-MA program combines knowledge and skills in communication and social advocacy to tackle some of the most pressing challenges of individuals and organizations in an increasingly globalized context. Additionally, the CA-MA program has the potential to address a societal need by expanding educational opportunity and providing a pipeline into graduate training. The COMM faculty is committed to “explicitly evaluating equity gaps in those pipelines” through recruitment strategies, advocacy of equitable funding models for graduate students, and the use of open education resources (OER) in classes.

2. Alignment with the Maryland State Plan for Postsecondary Education.

The proposed CA-MA program is consistent with the Student Success goal outlined in the new 2022 Maryland State Plan for Higher Education to “promote and implement practices and policies that will ensure student success.” More specifically, the program supports Priority 5 (Maintain the commitment to high-quality postsecondary education in Maryland) through its innovative design that will enable students to meet job market requirements. This need will be achieved through students’ engagement with course instruction and mentorship from program faculty who are highly skilled teacher-researchers and creative thinkers in their individual sub-fields. The program also requires students to apply knowledge and skills to their own research and creative projects under the supervision of faculty through, for example, high-reward



experiential learning opportunities outside the classroom (such as the internship capstone option).

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

1. Employment Opportunities.

Much of the available employment data does not include communications as a specific industry and/or occupation. Perhaps this is because communication experts are important in all industries and are needed in every kind of organization. The market demand for professionals in communication and communication-adjacent fields is strong, where soft skills such as teamwork/collaboration and problem solving/critical thinking are highly sought after. TU anticipates that graduates of the CA-MA program will be prepared to enter their chosen profession at a mid-level management position, which is a career level with strong growth projection. Occupations relevant to the proposed program that show a “bright outlook” are detailed in Table 1 below. Every bright outlook occupation matches at least one of the following criteria:

- Projected to grow faster than average (employment increase of 10 percent or more) over the period 2020-2030 for the U.S. nationwide.
- Projected to have 100,000 or more job openings over the period 2020-2030 for the U.S. nationwide.
- New and emerging occupation.

Table 1: Relevant Occupations and Growth Outlook

Occupation
Advertising and Promotions Managers
Agents and Business Managers of Artists, Performers, and Athletes
Archivists
Art, Drama, and Music Teachers, Postsecondary
Broadcast Announcers and Radio Disc Jockeys
Community and Social Service Specialists, All Other
Community Health Workers
Education Administrators, All Other
Educational, Guidance, and Career Counselors and Advisors
Entertainers and Performers, Sports and Related Workers, All Other
Fundraisers
Fundraising Managers
Health Education Specialists
Human Resources Specialists
Marketing Managers
Media and Communication Workers, All Other



Occupation
Media Programming Directors
Meeting, Convention, and Event Planners
Public Relations Managers
Public Relations Specialists
Residential Advisors
Social and Community Service Managers
Social and Human Service Assistants
Talent Directors
Teachers and Instructors, All Other
Technical Writers
Training and Development Managers
Training and Development Specialists

Source: O*NET OnLine < <https://www.onetonline.org/>>

2. Market Demand and Training Needs.

According to the 2022 EAB Analysis Market Pulsecheck, regional job posting trends continue to demonstrate growth in the past 12 months of job postings for positions requiring a master's in communication and advocacy. The report details that, "between October 2019 and September 2022, average monthly growth in demand for relevant professionals outpaced demand for all master's-level professionals" (p. 2). Specifically, the average monthly demand growth from October 2018 to September 2022 was 1.5 percent for master's level communication and advocacy professionals, outpacing all master's level professionals, which grew only 1.02 percent during the same period. These trends indicate a positive labor market for communication and advocacy professionals with a master's degree. The regional data is mirrored by the national data as well. National trends "suggest strong need for program graduates," wherein "master's-level communication and advocacy professionals grew an average 1.62% per month between October 2019 and September 2022, slightly outpacing the growth in national demand for all master's-level professionals (i.e., 1.20%).... Together, national trends indicate a favorable labor market for relevant professionals" (EAB Analysis Market Pulsecheck, 2022, p. 3).

3. Anticipated Vacancies and Training Needs.

Job growth in the state of Maryland is encouraging, as communication and communication-adjacent occupations are showing strong projected growth in the region. Using data provided by the Maryland Department of Labor, the chart below uses the Occupational Employment Statistics (as of April 2022) to note projected growth within the state:

**Table 2: Maryland Regional Data**

Job Title	Positions	Growth
Directors, religious activities, and education	350	6.90%
Editors	2,370	3.41%
Education administration, All other	2,550	58.06%
Education administration, elementary and secondary school	5,810	2.73%
Human resource managers	1,920	3.88%
Instructional coordinators	4,830	12.28%
Marketing managers	3,100	0.66%
Marketing research analyst and specialist	8,450	12.10%
Meeting, convention, and event planners	2,190	10.38%
Public relations and fundraising manager	1,150	2.49%
Public relations specialist	3,570	7.70%
Social scientist and related workers	2,070	3.37%
Technical writers	2,040	67.00%
Training and development specialist	6,800	11.73%
Writers and authors	1,050	5.56%

Source: [Maryland Department of Labor Growth Occupation Tool](#)

Additionally, there is clear evidence that there is a growing training need for a master’s level professionals in communication and advocacy. As noted in the market analysis study conducted by EAB: From October 2019 to September 2022, national employers demonstrated sustained demand for skills “organizational leadership” and “strategic planning” (EAB Feasibility Study of a Master’s in Communication and Advocacy, 2023, p. 11). Emerging skills include “internal communication” and “agile methodology”—developing these skills will help prepare program graduates to meet employer demand (EAB Feasibility Study of a Master’s in Communication and Advocacy, 2023, p. 11).

4. Current and Projected Supply of Prospective Graduates.

The state’s current master’s degree programs in communications show consistent enrollment and production of graduates over a five-year period (see Tables 3 and 4). Since TU’s proposed CA-MA program is distinct from all five of the comparable programs offered in Maryland (see section D.1 for further details), and because employers continue to look for graduates with strong soft skills, and especially intercultural communication competence and effective oral and written communication skills, TU is confident that the proposed program will easily place its graduates in careers after graduation. Additionally, graduates of TU’s current Communication Studies and Cultural Studies undergraduate majors have consistently expressed interest in pursuing a master’s degree that better meets their interests and needs in studying communication from a critical/cultural lens, as the proposed CA-MA program will do.

TU anticipates admitting at least 18 students into the CA-MA program in Year 1, rising to 30 new students admitted by Year 5.

**Table 3: Fall Enrollment in Similar Programs**

Institution	Program Name	2017	2018	2019	2020	2021
Bowie State University	MA in Organizational Communications	61	51	55	54	66
Johns Hopkins University	MA in Communication	240	304	317	322	436
University of Maryland Baltimore County	MA in Intercultural Communication	12	12	15	12	12
Stevenson University	MA in Communication Studies	27	21	19	14	13
Notre Dame of Maryland University	MA in Contemporary Communication	31	34	25	18	19

Source: [MHEC Trends in Enrollment Data by Program](#)

D. Reasonableness of Program Duplication

1. Similar Programs.

Currently, there are no Communication and Advocacy programs offered within the state of Maryland. This proposed program is clearly positioned to serve TU's current growing Communication Studies and Cultural Studies undergraduate student population, while also bringing in students and working professionals from across the region that are looking for graduate education in advocacy and cultural studies. The proposed CA-MA program looks to serve students from a diverse array of backgrounds, including working professionals in advocacy and nonprofit work; K-12 and community college teachers in communication studies, public speaking, and cultural studies; and those currently working as public advocates, political staffers, or community center educators. The proposed program would also offer opportunities to develop connections with the University of Maryland, College Park and the University of Maryland, Baltimore County (UMBC), both of whom have relevant Ph.D. programs that would be suitable for graduates from TU's program.

There are currently five communication-related master's programs offered in Maryland, but TU's proposed MA-CA program is distinct from all five:

- Bowie State University's MA in Organizational Communications focuses on organizational communication, corporate communication, and crisis communication, from the lens of the more technical fields of public relations and advertising.
- Stevenson University's MA in Communication Studies similarly positions students for careers in public relations and crisis communication, communication leadership, and effective communication in the workplace.
- Notre Dame of Maryland University's MA in Contemporary Communication also focuses its courses on public relations, social media, and media communication.



- Johns Hopkins University’s MA in Communication uses a social scientific approach to address areas of applied communication, including public and media relations, corporate and nonprofit communication, health, politics, and digital media.
- The fifth program is UMBC’s MA in Intercultural Communication, which is quite distinct from the other four programs described. UMBC’s program, though, is still different from TU’s proposed program because it focuses on skills acquisition in the areas of intercultural training and conflict resolution management, intercultural filmmaking and media, and intercultural immigration and language policy.

While all five of the above programs clearly focus on specific aspects of communication, TU’s proposed CA-MA program is distinct from all five comparable programs.

Table 4: Degrees Awarded in Similar Programs

Institution	Program Name	2018	2019	2020	2021	2022
Bowie State University	MA in Organizational Communications	20	24	22	24	19
Johns Hopkins University	MA in Communication	85	113	128	149	144
University of Maryland Baltimore County	MA in Intercultural Communication	5	4	9	5	6
Stevenson University	MA in Communication Studies	16	9	15	3	8
Notre Dame of Maryland University	MA in Contemporary Communication	9	10	13	10	7

Source: [MHEC Trends in Degrees and Certificates by Program](#)

2. Program Justification.

The CA-MA program was designed to unite two critical sub-fields of communication—organizational communication and critical/cultural studies. The proposed program offers students an opportunity to explore communication theory, methods, and applied skills that pull from both of those sub-fields in a way that reinforces the importance and relevance of both. Specifically, this program offers students an approach to topics in organizational communication through a critical/cultural lens. Critical/cultural studies, as an academic discipline, challenges the relationship between culture and meaning and it interrogates how meaning is produced and consumed in the process of constructing and inhabiting a culture. This focus on the relationship between culture and meaning (communication) is particularly relevant for students and practitioners of communication. TU’s proposed program is the only program in the state that positions communication within the context of critical and cultural studies and provides students with the communication tools to advocate for their organizational missions, social justice issues,



and other important initiatives. In addition, the proposed program very clearly maps onto the eight career readiness competencies, identified by the National Association of Colleges and Employers (NACE): career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology (NACE, 2021).

E. Relevance to High-demand programs at Historically Black Institutions (HBIs)

Only Bowie State University has a similar program among Maryland's HBIs, but as outlined in section D.1, its areas of focus differ from the proposed CA-MA program. Therefore, TU does not anticipate that the introduction of the CA-MA program will negatively impact the implementation or maintenance of high-demand programs at HBIs.

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

As outlined above, given the specialized focus of the proposed CA-MA program, TU does not anticipate that its implementation will have a significant impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. Program Establishment and Oversight.

The CA-MA program was developed by the faculty in the Department of Communication Studies in response to the needs of students, faculty, the university, and the discipline. Department faculty conceived this program to meet the needs of undergraduate students who want to pursue graduate studies, and specifically who want to pursue graduate education in communication and advocacy. COMM faculty also wanted the opportunity to build a graduate program to increase faculty research production as TU moves toward R2 status. The department has been actively encouraging and growing its undergraduate research program over the past three years and the creation of a master's degree was a strategic decision to continue and expand departmental research. Additionally, a graduate program will increase the competitiveness of grant applications, provide opportunities for graduate research assistantships, and allow faculty to teach more focused qualitative research methods and special topics around particular lines of research development.

This master's program is also beneficial to the communication studies discipline. There are many master's programs in communication studies (broadly) and there are programs in the sub-discipline of business communication, but there are not an extensive number of programs that focus on communication and advocacy or programs that focus on a critical/cultural approach to communication studies.

The program was developed through a deliberative process over several years, as faculty members discussed the potential of a graduate program. Once there was clear support for introducing a new program, faculty organized a program development committee, consisting of a tenured faculty member, two tenure-track faculty members, and the COMM department chair. The committee developed the proposal, created the courses, and regularly updated the full faculty about the process.



The program will be overseen by a program director and the chair of the Department of Communication Studies. Both positions are held by full-time COMM faculty with a Ph.D. The CA-MA program director, in coordination with the department chair, is responsible for the leadership, management, administration, and admissions for the program. In addition to this formal role, additional faculty support the curricular, pedagogical, and advising needs of the students.

2. Program Educational Objectives and Learning Outcomes.

The CA-MA program seeks to equip graduates with a strong set of global leadership and organizational communication skills, coupled with a critical understanding of how culture is shaped and maintained. The following are the student learning outcomes for the MA-CA program, as they correspond to courses in the proposed program. Each learning outcome is supported by multiple courses in the proposed program to ensure they are all achieved regardless of the path to completing the degree.

Table 5: Learning Outcomes

Learning Outcomes	Courses
Articulate the challenges, traditions, and interdisciplinary intersections within the field of communication studies.	COMM 500; COMM 501; COMM 600; COMM 698; COMM 700; COMM 751
Demonstrate the ability to critically analyze and review communication scholarship and its core theories and methods.	COMM 600; COMM 700; COMM 751
Explain the available communication approaches to advocacy for social change.	COMM 600; COMM 701; COMM 703; COMM 752; COMM 753
Possess the skills necessary to effectively construct and deliver messages to a variety of audiences in multiple contexts.	COMM 603; COMM 701; COMM 705; COMM 753; COMM 754
Design scholarly research projects that influence discourse and lead to further exploration in the field.	COMM 500; COMM 705; COMM 795; COMM 800; COMM 801

3. Assessment and Documentation of Student Learning Outcomes.

Student learning outcomes will be assessed in a variety of ways. For example, students will complete oral presentations, final papers, and exams. Faculty will design and evaluate assignments that assess one or more of the program learning outcomes. Students' theses and internships will also be evaluated in the context of the program objectives and learning outcomes. Assessment results will be recorded, archived, and tracked over time by the CA-MA program director. The results will be disseminated to COMM faculty and considered in future curriculum and course development in a way that is consistent with best practices.



4. Program Requirements and Course Descriptions.

For the 33-credit MA-CA degree, all students will take a 12-credit core sequence that will help focus their interests and develop a strong foundation of advanced communication skills, theories, and research methods. The program then offers graduate students flexibility to take nine credits of elective courses focusing on globalization and leadership and/or critical/cultural studies, plus a further six credits of interdisciplinary electives comprising courses taken outside of COMM, depending on their primary interests. Finally, students also complete a six-credit thesis or internship project. Except for COMM 795 and the interdisciplinary elective courses, all courses in the proposed CA-MA program are new courses.

Required Core Courses (12 credits)

COMM 500 Qualitative Research Methods (3 credit hours)
 COMM 501 Communication Theory (3 credit hours)
 COMM 600 Introduction to Communication and Advocacy (3 credit hours)
 COMM 603 Instructional Communication (3 credit hours)

Students take **nine credits** from within one or across both areas of focus, depending on their interests:

Elective Area of Focus #1: Globalization and Leadership

COMM 698 Special Topics in Communication Studies (3 credit hours)
 COMM 700 Advanced Organizational Communication (3 credit hours)
 COMM 701 Organizational Advocacy (3 credit hours)
 COMM 703 Organizational Communication & Globalization (3 credit hours)
 COMM 705 Global Leadership Communication (3 credit hours)

Elective Area of Focus #2: Critical/Cultural Studies

COMM 698 Special Topics in Communication Studies (3 credit hours)
 COMM 751 Critical/Cultural Studies (3 credit hours)
 COMM 752 Cultural Rhetorics (3 credit hours)
 COMM 753 Advocacy and Performance (3 credit hours)
 COMM 754 Advanced Intercultural Communication (3 credit hours)
 COMM 795 Independent Study (3 credit hours)

Interdisciplinary Electives (6 credits)

Students take six credits outside of COMM from an approved course list or with advisor permission.

Thesis/Internship (6 credits)

Students will complete a six-credit thesis or internship.

**Table 6: Courses in the Proposed Program**

Course	Description
COMM 500 Qualitative Research Methods	Study of qualitative research methodologies. This program-required course will explore theoretical paradigms, qualitative methods, and practical applications for qualitative research in communication studies.
COMM 501 Communication Theory	This seminar course provides an advanced understanding of communication as a discipline and its usefulness in different contexts. Students will be richly exposed to the discipline of communication as they learn about the theories of communication and the role communication plays in different contexts: relational, public, group and cultural, and organizational communication contexts. Theories covered in this course will strategically focus on the communication tracks of our graduate program, that critical cultural and organizational communication theories.
COMM 600 Introduction to Communication and Advocacy	This course will offer a broad introduction to the field of communication in terms of communication-based theories and research. Throughout the course of the semester, students will learn about communication principles that hold particular importance to the understanding of communication and advocacy.
COMM 603 Instructional Communication	This course is designed to prepare, develop, enhance, and prove instructional expertise of culturally relevant knowledge of communication pedagogy. Students will explore mixed theories, methods, and strategies to prompt development of current and future instructors' philosophical foundations as well as approaches to teaching.
COMM 698 Special Topics in Communication Studies	An in-depth examination of a communication studies topic. Course content varies by topic. May be repeated for credit if a different topic is covered.
COMM 700 Advanced Organizational Communication	This course lays the foundations for an advanced exploration of the complex and dynamic communication processes in creating and sustaining organizational life. Emphasis is placed on globalization of organizational approaches and processes.
COMM 701 Organizational Advocacy	Using a combination of concepts from rhetorical criticism, organizational communication, and management studies, the course analyzes how organizations use symbols to influence organizational impressions, advocate for particular positions, and develop and sustain organizational culture. Students will also be better prepared to responsibly and effectively analyze and create these messages.
COMM 703 Organizational Communication and Globalization	The course introduces students to a comprehensive, global perspective on organizational communication. In this course, we will examine the role of communication in creating and sustaining organizational life. Students will learn about the multidisciplinary of organizational communication theories and concepts,



Course	Description
	highlighting global and multicultural concerns. The course will also provide analysis of contemporary organizational life by engaging with material that stimulates imaginative ways of thinking about work and organizing.
COMM 705 Global Leadership Communication	This course provides a practical review of leadership communication theories and concepts, as well as strategies for evaluating and understanding the dynamics of leadership in a global context. The emphasis is on using interpretive and critical perspectives to examine the role of communication in producing global leadership competencies. Students will increase their own leadership capabilities through feedback, reflection, and practice.
COMM 751 Critical/Cultural Studies	This seminar explores the convergence of critical/cultural communication (CCC) studies, a convergence that has earned status as a distinct line of scholarly inquiry. Students will gain experience in reading, discussing, critiquing, and writing work which falls under the umbrella of CCC studies.
COMM 752 Cultural Rhetorics	Critical and cultural approaches to rhetorical meaning-making and criticism with an emphasis on theories of power, fragment/conjunctural analysis, and theory as method.
COMM 753 Advocacy and Performance	This seminar emphasizes foundational ideas, practices, and traditions of performance and communication studies in order to explore how to do advocacy work via performance traditions. Students will gain experience in reading, discussing, critiquing, writing, and producing performance work.
COMM 754 Advanced Intercultural Communication	This graduate seminar course provides an advanced understanding of the intersections of communication and culture at different levels (individual, community, and societal). In this course, students will be exposed to, and engage in, different intercultural communication topics, theories, and concepts at both micro and macro levels of culture. Beyond understanding what differences may exist within and between cultures, students will be trained in understanding the principles of communicating with cultural awareness and sensitivity.
COMM 795 Independent Study	Directed study and research within a specified area of communication studies. Includes readings, writing, presentations, performances, projects, and/or seminars.
COMM 800 Thesis	Students will have the opportunity to work with a faculty member in their area of interest, who will then supervise their thesis alongside two other faculty members. The thesis should align with one of the areas of focus of the graduate program. Students are encouraged to engage in research that contributes to important social issues in the local community.



Course	Description
COMM 801 Internship	The student will write a proposal and goals for an internship that includes local community projects, organizations, or K-12. Internship is 40 hours per credit. To engage in member-checking, a final white paper will be presented to a faculty committee and community partner(s).

The proposed sequencing for this program is listed below:

Table 7: Recommended Course Sequencing

Term	Course	Credit Hours
Fall, Year 1	COMM 500 Qualitative Research Methods	3
	COMM 501 Communication Theory	3
	COMM 600 Introduction to Communication and Advocacy	3
Spring, Year 1	COMM 603 Instructional Communication	3
	COMM Area of Focus Elective 1	3
	Interdisciplinary Elective 1	3
Fall, Year 2	COMM Area of Focus Elective 2	3
	COMM Area of Focus Elective 3	3
	Interdisciplinary Elective 2	3
Spring, Year 2	Internship or Thesis 1	3
	Internship or Thesis 2	3
Total:		33

5. General Education Requirements.

Not applicable since this is a graduate program.

6. Specialized Accreditation or Graduate Certification Requirements.

None.

7. Contracts.

Not applicable.

8. Program Information Assurances.

The curriculum and proposed course sequencing will be posted on the program website and will be available in the graduate catalog. Graduate tuition is published on the university website. In addition, the CA-MA program director will provide incoming students an orientation where the following topics will be discussed:

- Curriculum.
- Requirements for timely completion of the degree.
- Technology requirements.
- Expectations regarding faculty/student interaction and student/student interaction.
- Opportunities for engagement outside the classroom.
- Availability of academic support services and financial aid resources.



Continuing students will be provided with regular and timely advising services by program faculty and the CA-MA program director.

9. Advertising, Recruiting, and Admissions Materials.

Advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. This will be ensured by direct communication between the CA-MA program director and university marketing and admissions staff.

H. Adequacy of Articulation

Not applicable, there are no partner institutions or articulation agreements associated with the proposed program.

I. Adequacy of Faculty Resources

1. Faculty Summary

The CA-MA program faculty are all full-time tenured/tenure-track and lecturer faculty members in the COMM department. They possess expert knowledge in their specialized sub-fields, and regularly publish academic research in high-quality, peer-reviewed outlets in communication studies and related fields. Faculty members have also supervised many undergraduate research projects, some of which resulted in academic conference presentations. The faculty will be able to provide high quality thesis advising for master's students.

While existing faculty can cover the courses in the proposed program, this will pull them away from current teaching responsibilities. Consequently, the department intends to add two faculty lines over the first five years to support the program, starting with a temporary full-time lecturer position in Year 1, to be replaced by a full-time tenure-track position in Year 2, and with an additional full-time tenure-track position added in Year 4. COMM has identified adequate faculty members to meet the demands of the program and proposes the allocation of courses below.

Table 8: Faculty Resources

Faculty Name	FTE	Highest Degree Earned/ Field of Study	Rank	Status (Full-time or Part-time)	COMM Courses Faculty Can Teach
Existing Faculty					
Blake Abbott	1.0	Ph.D./Contemporary Rhetorical Theory; Rhetorical Criticism; Critical/Cultural Studies	Associate Professor	Full-time	500, 501, 600, 603, 698, 752, 754, 795, 800, 801
C. Tosin Adebayo	1.0	Ph.D./Qualitative Research Methods; Intercultural Communication; Health Communication	Assistant Professor	Full-time	500, 501, 600, 601, 603, 698, 703, 754, 795, 800, 801



Faculty Name	FTE	Highest Degree Earned/ Field of Study	Rank	Status (Full-time or Part-time)	COMM Courses Faculty Can Teach
Michaela Frischherz	1.0	Ph.D./Queer Rhetorical Criticism, Critical/Cultural Studies, Sexuality Studies, Critical Methods	Associate Professor	Full-time	500, 501, 600, 601, 603, 698, 751, 752, 795, 800, 801
Michael Harrington	1.0	MA/Qualitative Research Methods; Race & Gender Studies; Performance Studies; Rhetorical Studies	Lecturer	Full-time	501, 600, 603, 751, 752, 754, 795
J Inscoc	1.0	Ph.D./Transgender Studies; Media & Communication Studies; Radio & Sound Studies	Lecturer	Full-time	500, 501, 600, 603, 698, 751, 754, 795
Kanika Jackson	1.0	MA/Interpersonal Communication; Race Studies; Critical/Cultural Studies	Lecturer	Full-time	500, 501, 600, 603, 698, 751, 754, 795
Eric Karikari	1.0	Ph.D./ Organizational Communication, Leadership Communication, Qualitative Research Methods	Assistant Professor	Full-time	500, 501, 600, 603, 698, 700, 701, 703, 705, 795, 800, 801
Melanie Morris	1.0	Master of Science/Public Speaking; Communication Theory; Communication Ethics	Lecturer	Full-time	500, 501, 600, 603, 601, 698, 795
Audra McMullen	1.0	Ph.D./Organizational Communication; Interpersonal Communication	Full Professor	Full-time	500, 501, 600, 603, 698, 700, 701, 703, 705, 795, 800, 801
Carol Norton	1.0	MA/Leadership Communication, Business & Professional Communication, Interpersonal Communication	Lecturer	Full-time	500, 501, 600, 603, 698, 700, 701, 703, 705, 795
Sarah Parker Hughes	1.0	MA/Organizational Communication, Business & Professional Communication, Strategic Communication, Public Relations	Lecturer	Full-time	500, 501, 600, 603, 698, 700, 701, 703, 705, 795
Jennifer Potter	1.0	Ph.D./ Intercultural Communication; Rhetorical Studies; Critical/Cultural Studies	Full Professor	Full-time	500, 501, 600, 603, 601, 698, 751, 752, 754, 795, 800, 801



Faculty Name	FTE	Highest Degree Earned/ Field of Study	Rank	Status (Full-time or Part-time)	COMM Courses Faculty Can Teach
Desirée Rowe	1.0	Ph.D./Performance Studies; Critical Cultural Studies; Qualitative Methods	Associate Professor	Full-time	500, 501, 600, 601, 603, 698, 751, 752, 753, 795, 800, 801
Michael Tristano	1.0	Ph.D./Performance Studies, Queer/Trans of Color Critique, Critical/Cultural Studies, Queer Intercultural Communication, Critical Qualitative Methods	Assistant Professor	Full-time	500, 501, 601, 603, 698, 751, 752, 753, 754, 795, 800, 801
Erin Witte	1.0	MA/Contemporary Rhetorical Theory; Rhetorical Criticism; Critical/Cultural Studies	Lecturer	Full-time	500, 501, 600, 601, 603, 751, 752, 795
New Faculty					
Instructor I	1.0	Master's	Lecturer	Full-time	500, 501, 600, 601, 603, 751, 752, 795
Instructor 2	1.0	Ph.D.	Assistant Professor	Full-time	500, 501, 601, 603, 698, 751, 752, 753, 754, 795, 800, 801
Instructor 3	1.0	Ph.D.	Assistant Professor	Full-time	500, 501, 601, 603, 698, 751, 752, 753, 754, 795, 800, 801

2. Faculty Training.

TU provides the faculty with an abundance of resources related to evidence-based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Office of the Provost and also, for COFAC faculty, through the college.

The [Faculty Academic Center of Excellence at Towson \(FACET\)](#), a unit under the Office of the Provost, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level.

In particular, FACET promotes an “on-demand” approach to pedagogical training, in which teaching resources are provided based on a recent needs assessment survey of faculty. Current



areas in which all faculty can obtain readily accessible best practice teaching tools/pedagogical training include:

- Strategies for student engagement.
- Facilitating group work.
- Supporting students for success.
- The Scholarship of Teaching and Learning (SoTL): Guide to understanding and doing SoTL (Vanderbilt University).
- Guide to finding, adapting, creating, and using OERs (Maryland Open-Source Textbook Initiative).
- Universal Design for Learning (UDL).

At the college level, COFAC provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university, and college workshops. At the department level, COMM provides a mentorship program for faculty specific to teaching through peer review and one-to-one interaction (i.e., faculty mentor to instructor).

Additionally, both FACET and TU's Office of Technology Services provide comprehensive training and technical assistance to faculty in support of the university's learning management system (LMS), Blackboard, which is a long-standing and widely utilized LMS. Faculty can draw upon a broad range of resources and undertake training on teaching best practices and pedagogy in relation to Blackboard regardless of whether they are teaching face-to-face, hybrid, and fully online courses.

J. Adequacy of Library Resources

The current library resources will sufficiently meet the needs of students in the CA-MA program. TU's Cook Library houses an extensive collection of communication related materials, including print and electronic books, online government documents, and a compilation of scholarly journals (print and electronic). The library provides access to over a dozen communication-relevant journals, including ones that specifically focus on communication and advocacy, such as critical studies in media communication, cross cultural management, cultural studies, critical methodologies, and organizational research methods, among others. The library also provides access to databases such as Communication & Mass Media Complete, SocINDEX, SAGE Knowledge, and SAGE Research Methods.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well across the University System of Maryland (USM) and affiliated institutions (e.g., University of Maryland, College Park; UMBC). Members of the TU academic community have borrowing privileges at these institutions. Further, Cook Library provides access to resources in libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically within 48 hours.



Lastly, while library resources are adequate, the program would benefit from additional subscriptions to one or two select journals that focus on the program's subject areas. For this reason, the budget includes some library funds (see section L.2).

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

1. Assurance of Physical Facilities, Infrastructure and Equipment.

The COMM department is primarily located in the Psychology building on the main TU campus, with classrooms available in the Psychology, Media Center, and Van Bokkelen buildings. All the classrooms are well equipped with computers, ceiling-mounted display projectors, cameras, including document cameras, and whiteboards. As such, the program has adequate classroom facilities, equipment, and office spaces to implement and maintain the program.

In addition to the available infrastructure, in the next few years, the program will also benefit immensely from the new physical space for COMM in Smith Hall. This new facility comes with focus group and interview space for research, spaces for collaborative work, access to up-to-date technology, and resources needed for research and learning.

2. Assurance of Distance Learning Resources.

The proposed program is designed to be delivered primarily via in-person instruction. If distance learning resources are required, whether in an individual course or at a broader scale, TU is well positioned to provide adequate support. The university has a stable IT infrastructure that includes email access for all faculty and students. TU also has a stable and consistent partnership with Blackboard, its learning management system.

L. Adequacy of Financial Resources with Documentation

Table 9: Program Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$251,921	\$463,554	\$514,157	\$581,484	\$706,608
a. Number of credit hours	324	585	636	705	840
b.i. In-state Credit Hour Rate	\$669	\$682	\$696	\$710	\$724
b.ii. Out-of-state Credit Hour Rate	\$1,210	\$1,234	\$1,259	\$1,284	\$1,310
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
Total (Add 1-4)	\$251,921	\$463,554	\$514,157	\$581,484	\$706,608



Reallocated Funds: No funds will be reallocated to support this program.

Tuition/Fee Revenue: Graduate tuition is charged by the credit hour. The tuition revenue is based on the projected number of credit hours, which, in turn, are based on the expected number of incoming students and the course sequencing outlined in Table 10. A typical student in the program will take 18 credit hours in their first year and 15 credit hours in their second year. The numbers allow for an attrition rate of approximately 20 percent (that is, 20 percent of the students enrolled in their first year will leave the program by their second year). TU's in-state tuition rate in AY2023-24 is \$669 per credit and the out-of-state tuition rate is \$1,210 per credit. The calculations assume that the tuition rate will increase by two percent each year. Based on other TU graduate programs' enrollment data, COMM assumes that 80 percent of students will be in-state and 20 percent will be out-of-state.

Table 10: Credit Hour Calculation

Year	First Year Students	Continuing Students	Credit Hours
1	18	0	324
2	20	15	585
3	22	16	636
4	25	17	705
5	30	20	840

Grants, Contracts, and Other External Sources: While the graduate program should make grant applications more competitive, this program will not rely on grant dollars for sustaining it.

Other Sources: No other sources are anticipated.

Table 11: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$59,950	\$102,434	\$105,226	\$191,787	\$197,541
a. #FTE	1.00	1.34	1.34	2.00	2.00
b. Total Salary	\$55,000	\$74,600	\$76,580	\$136,019	\$140,100
c. Total Benefits	\$4,950	\$27,834	\$28,646	\$55,768	\$57,441
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0



Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$1,200	\$1,236	\$1,273	\$1,311	\$1,350
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$20,000	\$20,600	\$21,218	\$21,855	\$22,511
TOTAL (1-7)	\$81,150	\$124,270	\$127,717	\$214,953	\$221,402

Faculty: The program will require a temporary full-time lecturer position in Year 1, who will be replaced by a full-time tenure-track faculty position starting in Year 2, plus two adjunct sections to support course delivery in Years 2 and 3. By Year 4, enrollment is expected to be at a capacity, requiring an additional tenure-track line, which will replace the two adjunct sections. The table assumes a salary of \$55,000, plus nine percent in benefits, for the temporary lecturer faculty position (FTE = 1) in Year 1, and a salary of \$66,000 for the full-time tenure-track faculty member (FTE = 1) appointed in Year 2, with a three percent annual growth rate and 41 percent in benefits. An adjunct teaching one course (FTE = 0.17) will receive \$4,300, plus nine percent in benefits. In Year 4, a second full-time tenure-track faculty line (FTE = 1) will be added at the same salary as the first tenure-track line (\$66,000), and adjunct support is no longer needed.

Administrative/Support Staff: No administrative or support staff are needed to implement the program.

Equipment: No additional equipment expenditures are anticipated.

Library: Funds have been allocated to purchase subscriptions to one or two select journals to have access to newly published articles. This expense is projected to grow by three percent each year.



New/Renovated Space: No additional expenditures are anticipated for facilities/infrastructure.

Other Expenses: These funds include a stipend for the CA-MA program director, marketing materials, and graduate student travel and research support. This expense is projected to grow by three percent each year.

M. Adequacy of Provisions for Evaluation of Program

1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes.

Course evaluation begins during the initial development of the course in the curricular review process. Course proposals are evaluated for quality, accuracy, and compliance with TU requirements. Courses are reviewed by the departmental curriculum committee, the full COMM department, the COFAC Curriculum Committee, and the Graduate Studies Committee. The primary focus at the department level is to ensure course content accuracy and program alignment, while the focus at the college and university level is to facilitate the production of quality course proposals and possible interdisciplinary connections. In addition, college- and university-level reviews include addressing any resource issues and determining if conflicts exist between departments/colleges.

Ongoing evaluation of courses takes place primarily in two ways, namely review by COMM faculty and through student evaluation and feedback. The faculty, along with the department chair, review courses taught regularly to address any concerns. If a review indicates further need for discussion or revision of a course, faculty work together to develop strategies for addressing issues/rectifying problems or revising the course goals.

Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students can assess instructor performance (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness) and suggest “improvements” for a course. Within the associated documents of faculty evaluation, faculty reflect on student feedback in relation to the course and potential future iterations of the course.

Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment, and merit committees and occurs at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual’s portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service to the USM, university, college, or department.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.



- Quantitative and qualitative student evaluation of instruction, and faculty reflection on these evaluations.

Each of the courses in the CA-MA program includes learning outcomes that identify the unique knowledge and skills expected to be gained from a given course. Each course has assessment measures that are linked to those learning outcomes. On an annual basis, specific learning outcomes are identified for assessment purposes within required courses. Moreover, the thesis or final white paper will be evaluated by the advisor on the level to which the student demonstrates achievement of the program learning outcomes. The CA-MA program director will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

2. Evaluation of Program Educational Effectiveness

The assessment of this program will be guided by the university's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and students are meeting expectations. The program will work closely with multiple units within TU, such as the Office of the Provost, Enrollment Services, Student Services, etc., to review data on a regular basis (e.g., each semester or annually) and, when needed, develop action steps or plans to improve the program. Effectiveness will be assessed in relation to student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Regular discussion of these data also takes place at the college level during the COFAC Chairs and Directors meeting. The CA-MA program director will prepare an annual report, which will be reviewed by the college Dean. Assessment of the program budget and enrollment will be part of this annual review process. COMM also intends to send a program completion survey to CA-MA graduates who are one-to-three years out of the program.

Additionally, TU will conduct a comprehensive evaluation of the CA-MA program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

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

The proposed CA-MA program is grounded in a commitment to anti-racist pedagogy and diverse frameworks of meaning-making. These commitments are reflected both in the slate of course offerings and in the diversity of faculty who will teach in the program – diversity in terms of identity and methodological approaches to teaching and research. The faculty in the Department of Communication Studies are award-winning scholars from across the field, which is ever evolving, and who will help recruit and serve as mentors to a diverse student body.



The proposed program's commitments are informed by the university's 2020-2030 Strategic Plan, particularly the goals of innovation and inclusion, as outlined in section A.2. The program also seeks to tap into TU's numerous student success programs, which have resulted in impressive graduation rates for minority students in the last two years. TU is only one of a handful of universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population.

The proposed program is, therefore, consistent with the 2022 Maryland State Plan for Higher Education's need of "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education" (p. 46). Additionally, the proposed program's commitments are consistent with the State's focus on inclusion, which it defines as involving "authentic and empowered participation and a true sense of belonging" (p. 61).

O. Relationship to Low Productivity Programs Identified by the Commission

Not Applicable.

P. Adequacy of Distance Education Programs

Not applicable. The proposed CA-MA program will be delivered primarily via in-person instruction on the main TU campus.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland Global Campus:
Master of Science in Clinical Professional Counseling

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: UMGC's proposed online Master of Science in Clinical Professional Counseling is designed for students seeking preparation leading to counseling-related employment as licensed practitioners. The program prepares graduates to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, correctional institutions, health care settings, social service agencies, private practice, and business and industry. From the initial course in professional orientation to the conclusion of supervised field work, the program is aligned with UMGC's institutional learning goals to provide career-relevant education and develop our students' capacity for lifelong learning and growth, which are essential for the continuously evolving field of professional counseling.

The Master of Science in Clinical Professional Counseling requires successful completion of 60 semester hours of graduate coursework that includes both classroom and supervised field experience. Graduates will be positioned to seek Maryland licensure as Licensed Clinical Professional Counselors (LCPC) upon meeting post-master's examination and field experience requirements. Students who complete designated alcohol and drug counseling elective coursework as a part of their degree plan will be positioned to seek dual Maryland licensure as LCPCs and as Licensed Clinical Alcohol and Drug Counselors (LCADC). The program may lead to licensure in other states, depending on their requirements.

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 Committee recommend that the Board of Regents approve the proposal from the University of Maryland Global Campus for the Master of Science in Clinical Professional Counseling.

COMMITTEE RECOMMENDATION:

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**
OFFICE OF THE CHIEF ACADEMIC OFFICER

April 17, 2023

Jay A. Perman, MD
Chancellor
University System of Maryland 3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science program in Clinical Professional Counseling. (HEGIS: 20.04, CIP: 51.1508). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to your response. If you have any questions or require additional information, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, MPH
Senior Vice President and Chief Academic Officer

CC: Darlene Brannigan Smith, Ph.D., Special Advisor to the Senior Vice Chancellor for Academic and Student Affairs, University System of Maryland

Candace Caraco, Ph.D., Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Clinical Professional Counseling

Title of Proposed Program

Master's Degree

Fall 2024

Award to be Offered

Projected Implementation Date

20.04

51.1508

Proposed HEGIS Code

Proposed CIP Code

School of Arts and Sciences

Blakely Pomietto

Department in which program will be located

Department Contact

301-985-7414

blakely.pomietto@umgc.edu

Contact Phone Number

Contact E-Mail Address



April 17, 2023

Signature of President or Designee

Date

ACADEMIC PROGRAM PROPOSAL

University of Maryland Global Campus *Master of Science in Clinical Professional Counseling*

University of Maryland Global Campus (UMGC) proposes a new Master of Science program in Clinical Professional Counseling (MSCPC). The full degree program will require a total of 60 semester hours of graduate-level coursework.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC student experience is designed from its origins for working-adult and military-affiliated students to access online education and built to leverage our unique and longstanding expertise in designing online learning. The learning resources, the selection, training, and evaluation of faculty, the non-academic supports, the success-coach advising model, the virtual classroom, the academic resources, the term and session structure, and course length are all deliberately derived from adult-learning science in distributed, online modalities, and the learning ecosystem is designed for a learner experience taking place anywhere in the world. These students' demographic profile drives the design and delivery of our learning model: The average age of UMGC's undergraduate student population is 31, 79% work full-time, and 44% have dependent children. The average age of UMGC's graduate student population is 37, 80% work full-time, and 44% have dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades and from UMGC's more than 75 years meeting working-adult and military affiliated students where they are to transform their lives through education.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for

engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape of Maryland.

Our history and expertise have allowed us to build strong relationships with the military community which is nothing less than part of UMGC's institutional identity. Currently, 64% of UMGC's undergraduate students and 34% of graduate students are military affiliated, including active duty servicemembers, their families, and Veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach America's soldiers on military installations in Europe. The relationship between UMGC and the military has grown ever stronger in the decades since as a result of our intentional program design and delivery model that meets adult learners *where they are*, whether through asynchronous online courses or on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and many other military facilities around the world.

Today UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education. Recognition as one of the Best Military Friendly Online Colleges (GuideToOnlineSchools.com) and as the Military Times No. 4 Best Cybersecurity Program for 2018, among other accolades, are evidence of UMGC's successful commitment to serving our nation's troops. More recently, in 2019 UMGC was competitively selected as one of five partner institutions to the emergent U.S. Naval Community College to serve the Navy and Marines.

At the heart of UMGC's mission is the creation and offering of top-quality educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education. By offering academic programs that are respected, affordable, and accessible technologically and through a variety of face-to-face formats, UMGC broadens the range of career opportunities available to students, improves their lives, and maximizes their economic and intellectual contributions to Maryland, the nation, and the world.

All of these considerations are reflected in UMGC's proposal to offer a new online Master of Science in Clinical Professional Counseling degree, housed within the Psychology Program in the School of Art and Sciences. The new degree will require successful completion of 60 semester hours of coursework that includes both classroom and supervised field experience. Students completing this 60-credit hour program will be positioned to seek Maryland licensure as Licensed Clinical Professional Counselors (LCPC) upon meeting post-master's examination and supervised field experience requirements. Students who complete designated alcohol and drug counseling elective coursework as a part of their degree plan will be positioned to seek dual Maryland licensure as LCPCs and as Licensed Clinical Alcohol and Drug Counselors (LCADC) upon meeting post-master's examination and supervised field experience requirements.

The program may lead to licensure in other states, depending on their requirements. The core required courses in the program meet the core areas of study outlined by a) national accrediting bodies, including the Master of Psychology and Counseling Accreditation Council

(MPCAC), b) the Maryland Department of Health Board of Professional Counselors and Therapists, and c) many state licensing agencies outside of Maryland.

UMGC's MSCPC will support students' professional development with opportunities to learn from employers and peers. Students are given time to practice skills as they progress through formative instruction. The fully online, blended asynchronous/synchronous program model offers flexibility, continuing education, and advancement opportunities to adults interested in refreshing and reshaping their career opportunities. Detailed descriptions of the program and courses within the program are included in section G.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory includes programs that are core to any public university, but UMGC's mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, and technology. As part of its emphasis on career-relevant education, UMGC offers non-credit professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

The curriculum and training components of the MSCPC flow logically and purposefully from the institution's strategic goals. UMGC's current Strategic Plan emphasizes: 1) expanding access to quality programs; 2) maximizing student success; 3) meeting diverse students' educational needs through enhanced student experiences; and 4) integrating professionalism and excellence in scholarship. The UMGC Psychology Program draws upon these core values and infuses them into the Master of Science in Clinical Professional Counseling.

- Access: The MSCPC will help with meeting student, workforce, and community needs during a time in which market projections indicate there is a nationwide shortage of clinical professional counselors that has been exacerbated by increased demands for mental health and substance abuse intervention services triggered by the COVID-19 pandemic.¹
- Student success: The MSCPC focuses on the holistic development of the counselor-in-training. Throughout their program of study, students will receive mentorship and essential feedback, supporting their preparation to practice clinical professional counseling competently.
- Diversity and enhanced experiences: The MSCPC equips students to serve effectively in all arenas in which clinical counseling services are provided. The counseling curriculum and training regimens are designed to provide students with the breadth and depth of educational essentials necessary for professional licensure.

¹ The White House, Council of Economic Advisors. (2022, May 31). *Reducing the Economic Burden of Unmet Mental Health Needs* [Issue Brief]. <https://www.whitehouse.gov/cea/written-materials/2022/05/31/reducing-the-economic-burden-of-unmet-mental-health-needs/>

- Excellence in scholarship: The MSCPC will prepare graduates who are scientifically minded and who can proactively translate current scholarship and multicultural/diversity knowledge and awareness into practice. MSCPC students will develop not only the knowledge, skills, and professional dispositions of a licensed professional counselor, they will also develop self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

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.)

New courses will be developed and funded through existing budget allocation of funds in this fiscal year and through a departmental budget allocation as part of the FY 2024 budget process. The financial data in Table 13 in section L reflects an existing base of FTE faculty, administrative staff, adjunct faculty, and support staff, which will be sufficient to support the launch of this program. Salaries are shown with benefits at current rates of 37%. The data are based on projections for students entering the new program.

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

a) ongoing administrative, financial, and technical support of the proposed program

UMGC's support services are designed to accommodate students who may not be physically in Maryland or who would simply prefer to access support remotely. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (LEO). A specialized technical support team for LEO questions and problems is available 24 hours a day, seven days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting, publishes LEO FAQs, provides chat, phone, and e-mail access to a Help Center with a comprehensive knowledge base and includes a peer-to-peer feature in the online classroom to encourage students to help each other with LEO issues.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty encounter.
- Students also receive 24/7 support in the use of educational technology from UMGC's Virtual Lab Assistance team, which resolves students' technical questions and issues in lab environments. Complementarily, program leadership and faculty support students in the proficiency of use with educational technology tools.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their records at their convenience.

- UMGC's Library is directly accessible through a link within each online classroom. The library helps to educate students in the use of information resources and services and develops and manages UMGC's extensive online library collection.
- The Effective Writing Center (EWC) offers an array of writing-related services to students, including review of draft papers, guest lecturers on writing skills for the classroom, a plagiarism tutorial, resources on citing and referencing, and resources to support research activities. The EWC is also directly accessible through a link within each online classroom.
- Turnitin has been integrated within courses as a developmental tool for students to assist with achieving authenticity in their writing.
- Subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom.
- The Office of Accessibility Services arranges accommodations for students with disabilities. Students can register with this office via an online form and then work with a staff member to receive appropriate accommodations for either online or hybrid courses. UMGC students move locations frequently and often need to adjust their course schedules because of work or family obligations, so the Office of Accessibility Services is prepared to help students with transitioning their accommodations even when these changes occur.
- The Office of Career Services and its CareerQuest portal provides quality resources and services to assist students and alumni with their career planning and job search needs including Mentoring and Internship Plus programs. This office supports students who are transitioning from one career to another or are looking to advance in their career, in addition to those who are entering the workforce for the first time. The CareerQuest portal is available 24 hours a day, seven days a week and includes an online database that allows students to connect with local and national hiring managers.
- The Alumni Association is a way for graduates to network and connect. Its online community features a career center, information on available chapters, discussion boards, photo sharing, and a resource center.
- The Financial Aid Office helps students understand and navigate the process of filing for financial aid. Extended office hours ensure that students can receive support quickly and staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, veterans' benefits, or other aid that is more common among adult student populations.
- Success Coaches assist students with mapping out degree plans, selecting and scheduling courses, and generally navigating the administrative and academic landscape of earning a degree or certificate. All students are assigned a dedicated Success Coach, applying a relationship-based coaching model.

The Master of Science in Clinical Professional Counseling will be administered and overseen by a full-time Program Director, with the assistance of a full-time Collegiate Faculty member and part-time support from an Academic Program Coordinator. Additional administrative support functions, including marketing, admissions, course development, advising services, finances, and academic operations are all delivered through institutionally centralized teams that work in a distributed and collaborative fashion with all academic schools and programs at the institution.

- b) **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

This is not applicable as this program is new.

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

- 1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) **The need for the advancement and evolution of knowledge**
 - b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

As an open access institution, UMGC makes educational opportunities and choices available for all students within the state of Maryland, including advanced degree seeking minority populations—especially military affiliated and working adults most often left behind by higher education.

UMGC's Master of Science in Clinical Professional Counseling program will: 1) provide accessible, quality education and training to adult learners who are inspired to move into more demanding careers; 2) address the nationwide shortage of master's-level counselors; and 3) employ innovative curriculum that meets the needs of employers, behavioral health professionals, and communities. In this work the program is dedicated to ensuring that the behavioral health needs of all are met, regardless of language or culture, thereby reducing health disparities and improving overall community health and well-being.

Additionally, the Master of Science in Clinical Professional Counseling both advances and contributes to the evolution of knowledge that impacts the practice of beneficial, responsive counseling services. This includes services delivered via telehealth. Drawing upon UMGC's strengths in online instructional delivery, both the asynchronous and virtual synchronous practitioner training elements of the curriculum will incorporate best practices for digital communications. Graduates will be prepared to meet the technological, professional, and relational demands of expanding clinical mental health counseling practices.

- 2. **Provide evidence that the perceived need is consistent with the [2022 Maryland State Plan for Higher Education](#).**

The program proposal is designed to meet present and future needs of the state, as identified in the *2022 Maryland State Plan for Higher Education*. This program supports the three primary goals in the State Plan in the following ways:

- **Goal 1.** The MSCPC program serves Goal 1 (Access) in the State Plan through supporting UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. In direct support of the State Plan, Priority 3 (Informed Academic Readiness), UMGC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. At UMGC this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. The university's open admission approach is central to this commitment. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for the MSCPC are aligned with this mission and support Priority 4 of the State Plan (Informed Student Access).
- **Goal 2.** The MSCPC serves Goal 2 (Success) through planning, programing, and delivery that align with Priorities 5 and 7 in the State Plan.

Priority 5 (commitment to high-quality postsecondary education in Maryland) is a key driver in the establishment and delivery of the MSCPC.

The MSCPC meets critical needs. Recognized in the 2022 State Plan "as a leader in providing online academic programs,"² the proposed MSCPC brings to Maryland career-relevant authentic online education intentionally dedicated to meeting the critically compelling regional and state need (present and future) for masters-level clinical professional counselors. (Section C provides market and statewide need analyses.)

The unique UMGC mission. The proposed MSCPC derives from UMGC's institutional identity, role, and mission to meet working adults and military affiliated students where they are to transform their lives through online education. The MSCPC intentionally addresses the quality, career development, and flexibility military affiliated and working-adult students are seeking from a master's program in clinical professional counseling. This is achieved through the program's:

- Design – alignment to state licensing and MPCAC accreditation standards; core and purposefully selected elective courses that are workforce-aligned; adult-learning science best practices applied to online modalities
- Course sequencing – supports both part-time and full-time degree completion paths
- Faculty – scholar-practitioners; collegiate (full-time) and adjunct
- Delivery – fully online courses

The MSCPC provides educational architecture and experiences to meet the needs of UMGC's nontraditional students. The program will serve adult and military affiliated students, the majority of whom are working full-time and have dependent children at home. These students may be seeking to upskill or reskill in order to fulfill career aspirations. For example, the program will meet the educational needs of military service members preparing to enter the civilian workforce following careers in

² Maryland Higher Education Commission. (2022). *2022 Maryland state plan for higher education*.

the military occupational specialty, mental health specialist. In the MSCPC program, upskilling students will deepen knowledge and learn new competencies so that they can remain nimble, expand expertise, and pursue gainful employment in the clinical mental health industry as masters-level professionals.

The MSCPC leverages the talents, expertise, and dedication of its faculty scholar-practitioners. The UMGC counseling program is built on the principle that effective counselor education occurs when students are personally enriched and challenged in a training environment that is structured, realistic, practical, supportive, and safe. The faculty, and staff, will be intentional in the way they focus on both the acquisition of knowledge and skills and the personal and professional development of counselors-in-training. Faculty joining the MSCPC instructional team will employ a philosophy that the most effective teachers participate in scholarship and are actively engaged in the counseling profession. Through their work they will mentor students in the principle that personal and professional development is an ongoing process.

The MSCPC provides authentic online education. The authentic online education provided by the MSCPC will employ pedagogical approaches and practices that reflect the highest standards of excellence both in online learning and in the counseling profession. Graduates of the program will be equipped with the therapeutic, progressive diagnostic, and consultative skills necessary to maintain and cultivate relevance in their field of counseling.

This will be possible because the program is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time.

Assessments within the MSCPC support success and retention. The MSCPC will employ authentic, project-based assessments that are relevant to tasks that graduates will perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Retention and success focus on students' learning experiences and are improved through enhanced learning resources. These resources are provided online within the learning management system. The methodology and on-demand nature of this type of student support is innovative in higher education and online learning, thus reflective of best practices in adult teaching and learning.

MSCPC students gain real-world experience through internships. One of the primary experiences in the MSCPC will be the clinical coursework embodied in practicum (100 hours) and internship (600 hours). These real-world learning experiences are required to meet both state licensure and MPCAC accreditation standards. Through the guided practicum and internships students will develop practical skills and professional dispositions. Entering the supervised field settings, community based supervised field work will also support student networking for jobs post-graduation. The program will be proactive in building working relationships with

field experience sites and increasing opportunities to connect students with paid internships.

Priority 7 (enhancing ways postsecondary education is a platform for ongoing lifelong learning) is reinforced by the MSCPC. Lifelong learning is recognized as one of the most important graduate competencies by governing bodies, accreditation organizations, and certification boards.³ Within the proposed program, lifelong learning is viewed as a professional responsibility and necessity for everyday professional counseling practice. In the foundational core courses in the program, lectures, guided readings, and projects will promote lifelong learning for professional development and personal wellbeing maintenance. In the advanced courses, electives, and supervised internships in the program, experiential learning activities that are student-centered (e.g., portfolios) will develop lifelong learning skills.

- **Goal 3.** The MSCPC is designed to serve the changing student and changing workforce. Applicable to Goal 3 (Innovation) are the program’s provision of authentic online education and assessment strategies outlined under Goal 2. Additionally, the MSCPC will leverage cutting edge virtual instruction and student clinical portfolio tools, creating an agile program that is accessible, builds partnerships, enhances student mastery of workforce skills, and opens doors for students to network and connect with potential future employers.

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

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 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 field of clinical professional counseling is one of the few fields in the U.S. predicted⁴ to grow at a rate 4 times greater than that of other forms of employment between 2021 and 2031. U.S. employment in the aggregate is projected to rise by 5%; the field of clinical professional counseling by 22%. Clinical professional counseling is an ONET designated Bright Outlook⁵ occupation. As a “fastest growing occupation,” the favorable 22% growth projected for clinical mental health counseling in the U.S. will translate to 77,500 new counseling jobs added to the workforce by 2031, compared to 2021 values. Regionally, and in Maryland, workforce projections mirror this national trend.

³ Ramamurthy, S., Er, H. M., Devi Nadarajah, V., & Radhakrishnan, A. K. (2021). Medical students’ orientation toward lifelong learning in an outcome-based curriculum and the lessons learnt. *Medical Teacher*, 43, S6–S11. <https://doi-org.ezproxy.umgc.edu/10.1080/0142159X.2019.1646894>

⁴ U.S. Bureau of Labor Statistics. (2022, September 15). *Occupational outlook handbook: substance abuse, behavioral disorder, and mental health counselors*. <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-1> (visited October 6, 2022).

⁵ O*NET OnLine. (n.d.). *Browse bright outlook occupations*. <https://www.onetonline.org/find/bright>

Figure 1 presents a 10-year jobs projection for substance abuse, behavioral disorder, and mental health jobs in Maryland, Virginia, West Virginia, and the District of Columbia. The base employment for the 10-year projections are 2022 values. Captured are key market details. Included for context is graphing of the occupation’s 20-year history.

- Historically, each state has experienced persistent, aggressive job market expansion for substance abuse, behavioral disorder, and mental health counseling.
- In Maryland and its regional neighbors, clinical professional counseling has a very bright outlook, with projected job additions ranging from 14% to 24%.⁶
- Both Maryland and D.C. exceed the occupation’s U.S. jobs growth projection of 22%.
- Maryland’s 2022-2032 job market expansion for clinical professional counseling will be consistent with the occupation’s prior job growth trajectory in the state.
- Maryland anticipates adding 1,694 professional counseling jobs by 2032.

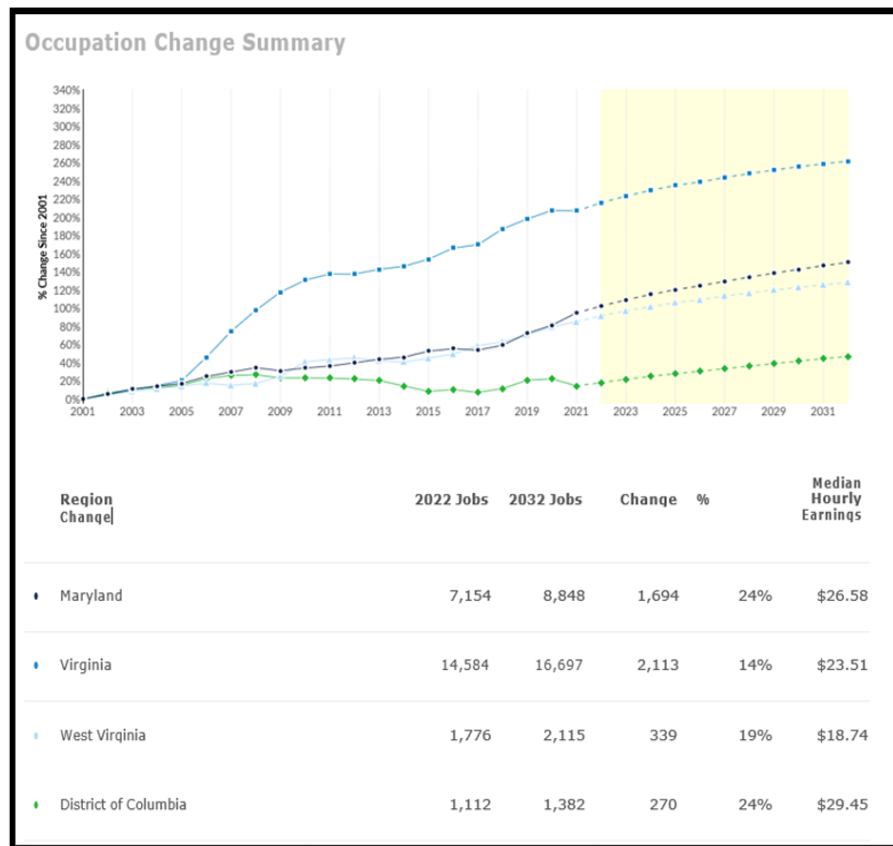


Figure 1. Occupation Change Summary: Substance Abuse, Behavioral Disorder, and Mental Health Counselors

⁶ Percentages are rounded up or down to the nearest whole number for ease of reporting.

(2022 – 2032) with Historical Change Captured Since 2001. Areas - Maryland, Virginia, West Virginia, and District of Columbia.⁷

In Maryland a strong market demand is present with a 24% increase in employment for substance abuse, behavior disorder, and mental health counselors projected between 2022 and 2032.

During this robust job growth, separations (retirement or otherwise permanently leaving the occupation) will further drive market demand for new clinical professional counselors. Employers will compete to fill both new positions and existing positions opened due to separations.

A Lightcast job openings 5-year forecast for substance abuse, behavior disorder, and mental health counseling finds, between 2022 - 2027:

- 231,282 occupation specific job openings will occur nationwide (Table 1)
- 37,589 new entrants into the profession will be needed annually to replace employees permanently exiting the occupation nationwide (Table 2)
- Maryland employers will need to fill over 4,400 job openings and replace over 4,200 Maryland professionals separating from the occupation over the next five years (Tables 1 and 2)

Table 1. Lightcast. 5-Year Job Openings (2022-2027) for Substance Abuse, Behavior Disorder, Mental Health Counseling: US, Maryland, Region (Maryland, Virginia, D.C.)

5-Year Job Openings (2022-2027) Substance Abuse, Behavior Disorder, Mental Health Counseling							
Region	2022	2023	2024	2025	2026	2027	2022-2027 Total Openings
US	46,906	46,577	45,956	44,972	46,871	46,981	231,282
Regional MD, VA, DC	2,733	2,716	2,676	2,617	2,719	2,722	13,461
MD	894	893	882	870	905	910	4,444
Source: Lightcast Occupation Table. (Conducted October 8, 2022)							

⁷ Source: Lightcast. (2022, October 4). *Regional comparison by occupation: Comparing substance abuse, behavioral disorder, and mental health counselors across five regions, 2022-2032 (Lightcast Q3 2022 data set).*

Table 2. Lightcast. 5-Year Replacement Demand for Counselors in Substance Abuse, Behavior Disorder, Mental Health Counseling: US, Maryland, Region (Maryland, Virginia, D.C.)

5-Year Demand for Annual Replacements*								
Substance Abuse, Behavior Disorder, Mental Health Counseling								
Region	2022	2023	2024	2025	2026	2027	2022 – 2027 Replacement Total Need	Avg. Annual Replacement Need
US	35,404	36,436	37,349	38,124	38,744	39,479	225,536	37,589
Regional MD, VA, DC	2,102	2,158	2,207	2,249	2,282	2,321	13,319	2,220
MD	658	680	699	716	730	746	4,229	705

*Retirement or otherwise permanently leaving the occupation. Annual replacement rate, 9.2%, applied by Lightcast, derived from BLS national employment projections.
Source: Lightcast Occupation Table. (Conducted October 8, 2022).

Pressures on the market to fill open counseling positions, and to meet community needs for mental health care, are reflected in the increasing job posting activity nationally, and in the Maryland region. In the 9-month period, January 2022 – September 2022, the national average for monthly job postings increased from 6,433⁸ to 10,742 (Table 3). This is a 67% increase in monthly job postings for mental health counseling jobs over the prior 5-years' posting history. Comparable increases (62%) in monthly job postings are noted over the same period in Maryland, increasing from 430 to 699.

Table 3. Lightcast. Unique Job Postings for SOC 21-1018: US, Maryland, Region (Maryland, Virginia, D.C.) January 2022 – September 2022.

Area	Jan 2022 to Sept 2022 Unique Job Postings for Substance Abuse, Behavioral Health, and Mental Health Counseling Jobs	Employers Competing for Qualified Applicants	Avg. Monthly Job Postings Activity Comparison Area / National Avg.*
National	96,678	10,812	10,742
Region	6,292	916	699 / 531 High job posting history
Maryland	2,438	391	271 / 198 High job posting history

Source: Lightcast Occupation Overview (Conducted October 6, 2022)

The rapidly expanding market for counseling professionals presents ever-increasing opportunities for work in a wide variety of agencies and community settings. According to the U.S. Bureau of Labor Statistics (BLS), the top five industries employing substance abuse,

⁸ Comparables in this paragraph: 6,433 = national monthly average for counseling specific postings between 2017 - 2021; 430 = monthly average for counseling specific job postings in Maryland between 2017 - 2021.
Source: Lightcast, (2022, October 5). *Occupation overview: Substance abuse, behavioral disorder, and mental health counselors in the United States, Maryland, and Region (Maryland, Virginia, D.C.), 2017 to 2021.*

behavioral disorder, and mental health counselors are outpatient mental health and substance abuse centers, individual and family services, hospitals (state, local, and private), residential mental health and substance abuse facilities, and government.⁹ (Table 4)

Table 4. BLS. Top Five Industries Employing Substance Abuse, Behavioral Disorder, And Mental Health Counselors: Percentages Accounted for 2021.

Top 5 Industries	Percentage Accounted
	YR2021
Outpatient Mental Health and Substance Abuse Centers	19%
Individual and Family Services	15%
Hospitals; State, Local, and Private	10%
Residential Mental Health and Substance Abuse Facilities	9%
Government	8%

According to the BLS, the education levels of people in substance abuse, behavior disorder, and mental health counseling careers vary with the highest percentage held by those with master's degrees (see Table 5).¹⁰

Table 5. BLS. Education Levels of Substance Abuse, Behavioral Disorder, and Mental Health Counseling Professionals in the U.S.

Education Level	United States % Workers Field
Doctoral or professional degree	4%
Master's degree	52%
Bachelor's degree	26%
Associate's degree	6%
Some college, no degree	8%
High school diploma or equivalent	4%
Less than high school diploma	1%

For master's level clinical professional counselors, there is a favorable job market for career entry and professional development. Lightcast Job Posting Analytics finds approximately 15% - 17% of employers within the U.S. and Maryland are purposefully seeking master's level counselors with 0-1 years of experience (Table 6).

⁹ U.S. Bureau of Labor Statistics. (2022, September 15). *Occupational outlook handbook: Substance abuse, behavioral disorder, and mental health counselors*. <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-1> (visited October 6, 2022).

¹⁰ U.S. Bureau of Labor Statistics (2022, September 8). *Employment projections: Educational attainment for workers 25 years and older by detailed occupation*. <https://www.bls.gov/emp/tables/educational-attainment.htm> (visited October 4, 2022).

Table 6. Lightcast. Minimum Experience Required for New Hires per Employer Job Postings: U.S. and Maryland, SOC 21-1018 with Master's Degree

Minimum Experience Required	Period January 2022 – September 2022	
	United States %	Maryland %
0-1 Years	15%	17%
2-3 Years	31%	33%
4-6 Years	7%	7%
7-9 Years	0%	0%
10+ Years	0%	0%
No Experience Listed	46%	42%

Graduates of the proposed UMGC Master of Science in Clinical Professional Counseling will be qualified to enter the workforce in entry-level counseling positions. According to Lightcast, the top six entry-level mental health counseling positions for which job postings are made are¹¹: counselor, mental health professional, mental health therapist, behavioral health counselor, substance abuse counselor, and licensed mental health professional. The design of the proposed MSCPC reflects extensive research to determine the optimal knowledge, skills, abilities, and dispositions for market-aligned curriculum based on identified counseling positions. UMGC counselors-in-training will master psychological principles and apply skills in mental health counseling, treatment planning, case management, and crisis intervention. These skills are among the top five hard skills sought after by employers, captured via job postings January 2022 to September 2022 (Table 7).

Table 7. Lightcast. Top Posted Job Skills: US, Clinical Professional Counselor, Master's Degree

Top Posted Job Skills for Clinical Professional Counselor Positions: US, YR2022	% of Postings
Mental Health Counseling	58%
Psychology	49%
Treatment Planning	44%
Case Management	29%
Crisis Intervention	28%

Students seeking employment as clinical professional counselors will see strong nationwide demand for their skills. The proposed UMGC Master of Science in Clinical Professional Counseling program will equip students to serve effectively in all arenas in which clinical counseling services are provided including: outpatient mental health and substance abuse centers, individual and family services, hospitals, residential mental health and substance abuse facilities, education, business, law enforcement, government, and non-governmental agencies. Graduates of the program will enter the mental health workforce at a time when demand for workers exceeds supply.

¹¹ Lightcast. (2022, October 6). *Job posting analytics: Substance abuse, behavioral disorder, and mental health counselors in the United States, minimum experience required range 0-2 years, master's degree.*

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

UMGC plans to recruit up to 25 students per year for entry into the program, beginning Fall 2024.

UMGC	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	25	50	75	100	100

In addition to the proposed UMGc program, there are three other 60-credit master’s degree programs with CIP code 51.1508, Mental Health Counseling, in the Maryland Higher Education Commission’s graduation trend database (2019). These programs have graduated an average of 114 students each year for the past five years (Table 8).

Table 8. IPEDS. 2017 - 2021 5-Year Completion History for 60-credit Master's Programs in Mental Health, Professional Counseling, and Counseling Psychology for Maryland Institutions

CIP Code	Institution	Program Title	Degree	Completion Year					Av.
				2017	2018	2019	2020	2021	
USM Programs									
51.1508	Bowie State University	Mental Health Counseling	MA	27	27	15	30	23	24
Other Instate Programs									
51.1508	Hood College	Clinical Mental Health Counseling	MS	3	5	12	20	16	11
51.1508	Johns Hopkins University	Master of Science in Counseling	MS	0	81	124	131	58	79

Outside of Mental Health Counseling (CIP code 51.1508) there are six programs offering related 60-credit counseling programs (Table 9). Combined, these programs graduated 285¹² students over a 5-year period.

¹² Value may be slightly higher due to Washington Adventist University completions not available at the time of this document’s creation. See Table 9, Note 2, for further explanation.

Table 9. IPEDS. 2017 - 2021 5-Year Completion History for 60-credit Master's Programs in Counseling Psychology, Mental Health, Professional, and Rehabilitation Counseling at Maryland Institutions

CIP Code	Institution	Program Title	Credentia l	Completion Year					
				2017	2018	2019	2020	2021	
USM Programs									
42.2803	Frostburg State University	Counseling Psychology	MS	7	9	9	8	7	
51.2399 ¹	Coppin State University	Clinical Mental Health Counseling Rehabilitation	MS	Substantial Change of Program: Replacing M.Ed. Rehabilitation Counseling					
51.2399	Coppin State University	Rehabilitation Counseling	M.Ed.	19	9	15	11	25	
51.2399 ¹	University of Maryland Eastern Shore	Rehabilitation Counseling	MS	9	10	12	11	6	
Other Instate Programs									
42.2803	Loyola University Maryland	Clinical Professional Counseling	MS	24	11	5	2	35	
44.0401	McDaniel College	Clinical Mental Health Counseling ²	MS	0	1	0	0	5	
42.2803	Washington Adventist University	Clinical Mental Health Counseling	MA	12	9	14	³ Not Found	³ Not Found	
			Total	71	49	55	32 ³	78 ³	

1. Coppin State University and University of Maryland Eastern Shore degrees, while preparatory LCPC programs, are highly specialized in nature, adhere to different accreditation standards, and support different professional development and workforce sector targets ([SOC 21-1015](#)).
2. CIP Code 44.0401 is for Public Administration. Values are as posted under this CIP in IPEDs.
3. Washington Adventist University offers two master's programs under CIP code 42.2803. Due to reporting under this CIP both the 39- and the 60-credit programs' completions are aggregated in IPEDS. For years 2014-2019, completions for the two programs are found in MHEC Annual Reports [2019DegreesbyProgram.pdf \(maryland.gov\)](#). Values for the 60-credit Clinical Mental Health Counseling program are: 2014 - 11, 2015 - 16, 2016 - 9, 2017 - 12, 2018 - 9, 2019 - 14.

Even when combining all 175 of the 2021 graduates from the in-state master's programs above, and even if all of these graduates remained and worked in Maryland, there would still unmet need for approximately 719 professional licensed counselors in the state, based on job opening data. These data show that there is unmet need for professional counselor preparation in Maryland, and UMGC is well positioned to help fill these gaps and to expand opportunities for returning adult and working students, military affiliated and veteran students, and career changers to diversify the profession.

As the nation's #15 top service career job, as ranked by U.S. News & World Report¹³, mental health counseling will continue to drive demand for graduate program enrollments. The UMGC program will be of particular interest to professionals already working in health and human services (e.g., Certified Associate Counselors in Alcohol and Drug), and others aspiring to become licensed clinical professional counselors.

¹³ <https://money.usnews.com/careers/best-jobs/mental-health-counselor>

D. Reasonableness of Program Duplication:

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

The Master of Science in Clinical Professional Counseling will provide students with a 60-credit hour program. It will align to other graduate programs within Maryland that come into compliance with MPCAC standards, and programs that meet the Maryland Department of Health Board of Professional Counselors and Therapists’ educational requirements for licensure at the master’s level for Licensed Clinical Professional Counselor (LCPC). Unlike other programs in Maryland, the UMGC Master of Science in Clinical Professional Counseling is fundamentally distinctive in the following ways.

- Every aspect of the UMGC program is designed from its origins for working-adult and military-affiliated students to access online education and is built to leverage UMGC’s unique and longstanding expertise in designing online learning. The authentic online education provided employs a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set the UMGC online Master of Science in Clinical Professional Counseling apart in the Maryland graduate education landscape.
- The program uniquely affords students a pathway to dual Maryland licensure as LCPC and LCADC through designated elective coursework.
- The program prepares its graduates to meet the technological, professional, and relational demands of expanding clinical mental health counseling practices that include virtual telehealth.

There are nine additional institutions in Maryland that currently offer 60-credit hour preparatory LCPC counseling programs. (Table 10)

Table 10: Comparison of Maryland institutions counseling programs.

Institution	Program Attributes
Programs at USM Institutions*	
University of Maryland Global Campus	<p>Proposed M.S. Clinical Professional Counseling – 60 credits CIP: 51.1508 Institution: Public Modality: Entirely online Professional Focus: Clinical professional counseling; Six professional development focal areas: substance use, dependency and addictions; marriage, couples, and family; children and adolescents; military culture and families; gerontological counseling; sex therapy. Dual Licensure Pathway: Yes, to LCPC and LCADC Accreditation: MPCAC aligned</p>

Institution	Program Attributes
Bowie State University	<p>M.A. Mental Health Counseling – 60 credits CIP: 51.1508 Institution: HBCU Modality: Face-to-face Professional Focus: Multicultural counseling emphasis Dual Licensure Pathway: No, LCPC only Accreditation: CACREP compliant (2025)</p>
Coppin State University**	<p>M.S. Clinical Mental Health Counseling Rehabilitation – 60 credits CIP: 51.2399 Institution: HBCU Modality: Face-to-face Professional Focus: Multicultural counseling; counseling for persons with disabilities, intellectually challenged Dual Licensure Pathway: No, LCPC only Accreditation: CACREP aligned, not yet approved</p>
Frostburg State University	<p>M.S. Counseling Psychology – 60 credits CIP: 42.2803 Institution: Public Modality: Face-to-face Professional Focus: Addiction counseling or child and family counseling Dual Licensure Pathway: No, LCPC only Accreditation: MPCAC compliant (2028)</p>
University of Maryland Eastern Shore**	<p>M.S. Rehabilitation Counseling – 60 credits CIP: 51.2399 Institution: HBCU Modality: Face-to-face Professional Focus: Rehabilitation counseling for persons with disabilities, intellectually challenged. Dual Licensure Pathway: No, LCPC only Accreditation: CACREP compliant (2024)</p>
Programs at MD Independent Institutions	
Hood College	<p>M.S. Counseling, Clinical Mental Health Counseling – 60 credits CIP: 51.1508 Institution: Private Modality: Face-to-face Professional Focus: Counseling with thanatology, gerontology disciplines. Dual Licensure Pathway: No, LCPC only Accreditation: CACREP compliant (2027)</p>
Johns Hopkins University	<p>M.S. Counseling – 60 credits CIP: 51.1508 Institution: Private Modality: Face-to-face Professional Focus: Concentrations in school and clinical mental health counseling.</p>

Institution	Program Attributes
	Dual Licensure Pathway: No, LCPC only Accreditation: CACREP compliant (2029)
McDaniel College	M.S. in Clinical Mental Health Counseling CIP: 44.0401 (public administration) Institution: Private Modality: Hybrid/online programming Professional Focus: Clinical mental health counseling Dual Licensure Pathway: No, LCPC only Accreditation: No
Loyola University Maryland	M.S. Clinical Professional Counseling CIP: 42.2803 Institution: Private Modality: Face-to-face Professional Focus: Frames multicultural counseling within Jesuit tradition. Dual Licensure Pathway: No, LCPC only Accreditation: CACREP closed 2020
Washington Adventist University	M.A. Clinical Mental Health Counseling – 60 credits CIP: 42.2803 Institution: Private Modality: Face-to-face Professional Focus: Independent practice and psychopharmacology Dual Licensure Pathway: No, licensure track choice - either LCPC or LCADC. Accreditation: No

* The University of Baltimore has submitted a program proposal to MHEC and USM to transition its existing M.S. in Applied Psychology-Counseling Psychology track to a 60-credit stand-alone M.S. in Counseling Psychology. It will be delivered largely in a face-to-face format, although some courses will be available online.

**Coppin State University and University of Maryland Eastern Shore degrees, while preparatory LCPC programs, are highly specialized in nature, adhere to different accreditation standards, and support different professional development and workforce sector targets ([SOC 21-1015](#)).

2. Provide justification for the proposed program.

The Master of Science in Clinical Professional Counseling is designed for students seeking preparation leading to counseling related employment as licensed practitioners in community and business settings. The program is designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, correctional institutions, health care settings, social service agencies, private practice, and business and industry.

Students completing this 60-credit hour program will be positioned to seek Maryland licensure as Licensed Clinical Professional Counselors upon meeting post-master's examination and supervised field experience requirements. The program may lead to licensure in other states, depending on their requirements. The core required courses in the program meet the core areas of study outlined by a) national accrediting bodies, including the Master of Psychology

and Counseling Accreditation Council (MPCAC), b) the Maryland Department of Health Board of Professional Counselors and Therapists, and c) most states for licensure.

The cumulative drivers for the program are anchored by the keystone, the human need for mental health and wellbeing.

- Substance use, behavioral disorders, and mental health are significant concerns in Maryland, the United States, and globally. According to a national survey conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA) in 2019, approximately 42 million adults (16.8%, age 18 years and older) had a mental illness, and an estimated 9.5 million adults (3.8%) had both a mental illness and at least one substance use disorder.¹⁴
- In 2021, the nation's leading experts in psychiatry and pediatrics declared a state of emergency in children's mental health (Child Mind Institute, 2021).¹⁵
- The Maryland Rural Health Planning Consortium reports behavioral health is among their top five concerning health conditions (in company with obesity, diabetes, heart disease, and cancer).¹⁶

Evidence of the clear human need for qualified, engaged clinical professional counselors, as well as the current and future workforce shortages for counselors, support the need for the proposed MSCPC. Seven focal justifications for the program include:

1. Mental health is a national priority. The Bipartisan Safer Communities Act allocates 1.7 billion for mental health for schools and communities.¹⁷
2. Expanding the mental health profession pipeline is a national priority. The Department of Education, Mental Health Services Professional (MHSP) Demonstration Grant Program provides \$140 million in grants to support pipeline education for mental health practitioners.
3. The employment of clinical professional counselors is expected to grow by 22 percent by 2030, adding 77,500 counseling jobs to the U.S. workforce.
4. Health Resources and Services Administration (HRSA) 2018 projections: In the next 8 years, there may be a shortage of 40,140 mental health counselors and 34,940 addiction counselors. These values are projected to underestimate future behavioral

¹⁴ Substance Abuse and Mental Health Services Administration (2020, September). Key substance use and mental health indicators in the United States: Results from the 2019 national survey on drug use and health. (HHS publication No. PEP20-07-01-001, NSDUH Series H-55). Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, Rockville, MD. <https://www.samhsa.gov/data/sites/default/files/reports/rpt29393/2019NSDUHFFRPDFWHTML/2019NSDUHFFR1PDFW090120.pdf>

¹⁵ Child Mind Institute. (2021). *2021 annual report: Answering the call scaling support for children's mental health*. <https://childmind.org/about-us/annual-reports/2021-annual-report/>

¹⁶ Maryland Rural Health Plan (2017). *Rural health plan county profiles*. <https://mdruralhealthplan.org/reports/>

¹⁷ White House. (2022). *Fact sheet: Biden-Harris administration announces two new actions to address youth mental health crisis*. <https://www.whitehouse.gov/briefing-room/statements-releases/2022/07/29/fact-sheet-biden-harris-administration-announces-two-new-actions-to-address-youth-mental-health-crisis/>

health and counseling workforce needs resulting from outcomes of the COVID-19 pandemic.¹⁸

5. In Maryland, the employment of clinical professional counselors is expected to grow by 24% between 2022 and 2032.
6. Maryland has a 38% turnover rate for substance abuse, behavior disorder, and mental health counselors.¹⁹ To meet Maryland replacement demand, approximately 705 new counselors entering the profession are needed annually.
7. The 2018 Baltimore Public Behavioral Health System Gap Analysis²⁰, emphasizes the need to work with local training programs, colleges, and universities to support work in community behavioral health as a career choice.

There is an immediate need to expand the mental health profession pipeline in order to bring critical mental health services to individuals, families, and communities. UMGC's proposed clinical professional counseling program is timely and critically relevant. As the global leader in online higher education, UMGC will prepare counselors-in-training with career relevant skills, enabling them to enter the workforce at a time when, locally and nationally, their talent and dedication to serving others could not be needed more.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

A search performed on September 15, 2022, of MHEC's inventory of approved academic programs in Maryland found there are no online 60-credit hour master's programs in Clinical Professional Counseling at Maryland's four HBIs. Bowie State University, Coppin State University, and University of Maryland Eastern Shore each offer a 60-credit master's leading to licensure, each with a distinct area of focus. Morgan State University does not offer a master's degree in Clinical Counseling.

The Master of Arts in Mental Health Counseling program at Bowie State University is the first Maryland HBCU graduate program to be CACREP accredited (specialty, [Clinical Mental Health](#)). Program emphasis includes multicultural counseling in school and community settings. The Master of Science in Clinical Mental Health Counseling Rehabilitation at Coppin State University is aligned with CACREP standards for Clinical/Rehabilitation Counseling, and prepares culturally competent counselors who specialize in working with individuals with physical, mental, developmental, psychological, and neurological disabilities and/or illnesses. University of Maryland Eastern Shore's Master of Science in Rehabilitation Counseling holds

¹⁸ Health Resources and Services Administration (2018). *Behavioral health workforce projections, 2016-2030: Mental health and school counselors*. <https://bhwh.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/mental-health-and-school-counselors-2018.pdf>

¹⁹ Lightcast. (2022, October 27). *Occupation Table: Substance Abuse, Behavioral Disorder, and Mental Health Counselors in Maryland (Lightcast Q4 2022 Data Set)*.

²⁰ Behavioral Health System Baltimore (2019, December). *Baltimore public behavioral health system gap analysis: Final report*. https://www.hsri.org/files/uploads/publications/Baltimore_PBHS_Gaps_Analysis_Report_191209.pdf

CACREP specialty accreditation for [Rehabilitation Counseling](#) and enrolls a maximum of 15 full-time students each fall semester.²¹

These three on-campus programs are distinctive to their campuses and students served. UMGC's proposed fully online program will, therefore, have no impact on high demand programs at HBIs.

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

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

A search performed on September 15, 2022, of MHEC's inventory of approved academic programs in Maryland found there are no online 60-credit hour master's programs in Clinical Professional Counseling at HBIs in Maryland. As shown in the program comparison table in section D.1. above, the delivery modalities and professional focus areas of the master's programs offered Bowie State University, Coppin State University, and University of Maryland Eastern Shore are distinctly different from the modality and professional focus areas of UMGC's proposed program.

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

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

The M.S. in Clinical Professional Counseling was constructed using UMGC's institutional learning goals that help students master academic and professional content and include a balanced emphasis on technology and information literacy. The program was designed by Dr. Phyllis Medina, Psychology Program Director, in consultation with Dr. Jennifer Thompson, Department Chair of Sciences and former UMGC Psychology Program Director, and outside consultant, Dr. Ted McCadden, Professor and Director of the Human Services Counseling Program and the Opioid Impacted Family Support Program, at the Community College of Baltimore County.

Dr. Medina will be directing the program. Clinical professional counseling is an interdisciplinary field, requiring synthesis of knowledge across a variety of related fields of skill and ability. This program's design applies UMGC best practices in developing student understanding of scientific and qualitative reasoning through required coursework in research design, program evaluation, assessment, and appraisal. Clinical professional counselors must possess quantitative and technical expertise in support of the development, evaluation, and reporting of results from clinical intakes, assessments, and reports. In this work they must be prepared to translate results to clients, peers, employers, agencies, and community members

²¹ [The Program Overview | University of Maryland Eastern Shore \(umes.edu\)](https://www.umes.edu/academics/graduate-programs/clinical-professional-counseling/)

in order to positively impact decision making. Thus, critical thinking and problem-solving, communication, collaboration, and the ability to accommodate diverse perspectives are all important in support of clinical technical knowledge and skills.

Because this program will provide adult students with the opportunity to pursue the expanding and critical field of mental and behavioral health counseling, it is an institutional priority in direct alignment with UMGC's statutory mandate and mission to provide career-relevant programs. In addition, the balanced emphasis on technological and informational literacy and expertise, critical thinking, problem-solving, communication, collaboration, the ability to accommodate diverse perspectives, the development of job-seeking skills, and the capacity for lifelong learning for counselors-in-training, make the M.S. in Clinical Professional Counseling an institutional priority.

Program faculty will be comprised of Dr. Medina and one additional collegiate full-time faculty. Other collegiate faculty within UMGC whose experience and credentials meet program requirements may teach courses that are required under the proposed program. Adjunct faculty without a doctorate must hold a clinical license and/or certification (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Alcohol and Drug Counselor, Licensed Clinical Art Therapist, Certified Addiction Counselor). Adjunct faculty will be scholar-practitioners and must hold a minimum of a master's degree in counseling or a related area. Table 11 lists twelve current UMGC adjunct faculty with the required credentials and experience to teach in the proposed clinical counseling program. If additional adjunct faculty are needed, preference will be given to applicants who hold a doctorate or equivalent in counseling or related field, plus relevant teaching and clinical supervision experience.

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

The focus of the MSCPS is to provide science-based education and training in the practice of entry-level clinical counseling services. The curriculum employs both counseling and psychological principles and theories as they apply to specific populations and settings. A training model that recognizes the effects of the interchange between people and their environment is fostered within the program. The program approaches helping from an educational, contextual, developmental, and culturally responsive perspective. Prevention, promoting enrichment in people's lives, and providing skills for effective intervention are emphasized. This approach will prepare highly effective and ethical graduates who are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.

The Program Learning Goals (PLGs) are as follows:

<i>PLG</i>	<i>Descriptor</i>
1	Apply knowledge of clinical professional counseling foundations including the psychological and medical aspects of mental health, comorbid conditions, diagnosis, and treatment planning to address the needs of diverse individuals and maximize their wellness outcomes.
2	Apply demonstrated best practices in individual and groups counseling, to include assessments and counseling process.
3	Apply evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and wellbeing of individuals, groups, and organizations.
4	Exhibit both cultural competency and understanding of the needs of individuals at all developmental levels.
5	Work collaboratively with interdisciplinary teams, family members, community members, and decision makers.
6	Apply basic research skills and methodologies, to evaluate programs, critique counseling research findings and appraise empirically supported treatments.
7	Develop professional counseling dispositions.
8	Apply advanced counseling skills, case management, and integration of services to enhance the wellness and adjustment outcomes of clients.
9	Demonstrate ethical principles and professional standards of care and practice.
10	Synthesize theoretical and clinical orientations into an overall philosophy of counseling, reflecting current research, trends, and practices.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the set of learning goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of the courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses.

Using the mapping of institutional learning goals to courses, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning including student retention and market and labor data, UMGC Program Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review every year with an Academic Program Review every seven years.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the D2L LMS to allow student work to be duplicated from the LMS into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within the class and allows for independent review of student work apart from the classroom faculty. AEFIS also holds annual program review reports.

The Master of Science in Clinical Professional Counseling begins with foundational courses in professional orientation, applied counseling theory and techniques, human development, and multicultural/diversity knowledge and awareness. These courses are followed by advanced theory, application, and technique courses that incorporate psychopathology and diagnosis, group counseling, and research methods and program evaluation. Later courses address advanced knowledge and practical applied skill-development in counseling specialties, to include but not limited to: substance use and dependency; career development; and marriage, couples, and family. Concurrently, studies in assessment, appraisal, and legal and ethical practices will be completed.

It is important to emphasize that the institutional learning goal of ethics and civic awareness are woven throughout the program. Additionally, students explore and develop their personal theoretical and applied orientation through completion of electives and supervised practicum and internships that speak to the professional path they aspire to pursue. Finally, from the initial course in professional orientation to the conclusion of supervised field work, institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of professional counseling.

Practicum, internships, and faculty supervision and mentoring will be achieved via video conferencing/instructional technology used currently by the UMGC education and nursing programs. Through proven video assessment and professional reporting management tools, UMGC counselors-in-training will develop critical workplace skills in recordkeeping, supervision, and regulations.

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

Course Descriptions

CNSL 601 Onboarding Program Orientation (0)

Introduces the Master of Sciences in Clinical Professional Counseling degree and orients new students to program requirements. Addressed are necessary first steps, technical aspects of navigating the online learning management system (LEO), and support resources. Discussed are program policies, course sequencing, licensure considerations, the field of practice, clinical professional counseling dispositions, and graduate level writing applying APA style. Requirement: complete within 45 days prior to attendance of first for credit course in the degree plan.

Prerequisite: Acceptance into the Master of Science Clinical Career Counseling Program.

CNSL 611 Lifespan and Development: Perspectives and Counseling (3)

The study of current theories and perspectives on human biopsychosocial development and change through the lifespan. Within an interdisciplinary perspective, explored are the physical, psychological, interpersonal, and societal issues related to identity (e.g., gender, ethnicity, race, religion, and sex) development and growth across the stages of life. A focus on how this information applies to assessment and counseling throughout the lifespan is made. The developmental needs of each stage, and community resources that can support these needs, will be discussed. Applications to practice with children, adolescents, adults, and older adults will be emphasized.

CNSL 612 Social and Cultural Foundations in Counseling (3)

Foundational principles, sensitivities, and knowledge relevant to becoming a culturally competent counseling professional are examined. Considered are the psychological and sociological factors relating to the formation of self-concept and cultural identity, and their impact on effective counseling education, interventions, and outcomes. External environmental effects on the formation of cultural characteristics and personal worldview are explored. Addressed are human roles, societal subgroups, social patterns, societal changes, influences and trends, and diversity of lifestyles. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (individual, couple, family, group, and community) are considered.

CNSL 614 Research Design and Program Evaluation in Counseling (3)

An examination of research and its importance in advancing the counseling profession. Emphasis placed on practical skills in evaluation research dedicated to continuously improving practitioner and agency evidenced-based practices. Underscored are skills in reading and interpreting research literature and fundamentals in statistics, research design, research ethics, and program evaluation within professional counseling. Principles of qualitative and quantitative research methods are explored. Attention given to program development and demonstration proposals; program objectives development and evaluation; and needs assessment principles, models, and applications. Key ethical and cultural components in planning and implementing counseling program evaluations are addressed.

CNSL 620 Professional Orientation in Counseling (3)

An introduction to the foundations of professional counseling. Explored are: the history, philosophy, trends, and practice of counseling; the roles and functions of the counseling profession to include the ethics, laws and guiding principles for counselors across entry-level

areas of specialty (e.g., mental health counselors, marriage, couples and family counselors, school counselors, and addictions counselors) practice settings; methods and models of clinical supervision; professional organizations, preparation standards and credentials; and other related professional issues.

CNSL 621 Applied Theories of Clinical Psychology and Counseling (3)

A study of the major theoretical schools, theories, and approaches to professional counseling and psychotherapy: psychoanalytic, person-centered, existential, behavioral, cognitive/relational, holistic/systemic, eclectic. The course focuses on the theories and techniques that are consistent with current professional research and counseling practice. Students are encouraged to identify the theories with which they are most comfortable. The value of an eclectic theory base is discussed.

CNSL 622 Counseling Techniques: The Helping Relationship (3)

An overview of basic counseling skills. Emphasized is the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and the impact of the counselor on the counseling process will be covered.

CNSL 624 Psychopathology and Diagnosis (3)

An introduction to the current standards of diagnostic categorization and treatment options for the major psychological disorders commonly referred to under the term “psychopathology.” Classification of the disorders as listed in the most current editions of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD) is followed. Emphasized is responsible and competent assessment, diagnosis, conceptualization, and delivery of optimum treatment to clients. The importance of conducting mental status examinations, formulating differential diagnosis, and etiology will be explored. Careful consideration of the influences biological, cultural, historical, and spiritual factors have on abnormal human behavior and the influence of abnormal behavior on society will be made.

CNSL 626 Group Counseling (3)

A balanced introduction to group counseling theory, functions, and techniques, with a focus on procedures appropriately applied to decision making, problem solving and conflict resolution. Emphasis is placed on the social-psychological interaction and dynamics of small groups and their therapeutic applications with a variety of diverse populations and age groups. Experiential knowledge and techniques for ethical applications of group leadership are practiced, building both basic and advanced skills for strategically planning, implementing, and evaluating group processes. Includes a direct experience in a small group activity, approved by the program, for a minimum of ten clock hours over the course of the academic term. Self-growth experiential activities are incorporated. (All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from varied ethnic, gender, racial, and social class backgrounds.) Course includes a skill intensive dedicated to skills, paperwork and reporting practices, private practice, and career environments
Prerequisite: CNSL 621, CNSL 622

CNSL 627 Advanced Techniques of Counseling (3)

An advanced study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to multiple populations. Emphasis is placed on standards of diagnostic categorization using the current edition of the Diagnostic and Statistical Manual. Theoretical considerations of etiology and treatment approaches including the use of psychopharmacological

interventions are presented. Explored and practiced are a variety of counseling strategies. Topics address advanced and specialized counselling interventions including crisis intervention, suicide prevention, and emergency management models. *Prerequisite: CNSL 621, CNSL 622, CNSL 624*

CNSL 628 Assessment and Appraisal in Counseling (3)

A foundational introduction to the principles and procedures of assessment applied in clinical professional counseling. Provided is working knowledge of psychometric concepts (e.g., validity, reliability, norm and criterion referenced evaluation), the principles of good test construction and evaluation, appraisal techniques, instrumentation, implementation, application, and communication of test results. The course familiarizes students with both the general classes of formalized psychological measuring devices and their characteristics, and informal assessment (e.g., observations, interviews, rating scales). The impact of cultural factors and age on test administration, test scores, and test interpretation are addressed as well as ethical and legal issues pertaining to the testing process. Special consideration of mental status evaluation and substance abuse assessment are made. *Prerequisite: CNSL 624*

CNSL 631 Foundations of Substance Use & Addictions Counseling (3)

An overview of the addictive process and the practice of addiction counseling. Students develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of substance abuse and addiction and their impacts across the lifespan. Addressed are 1) the principles of screening, intake, orientation, and diagnosis of substance use; 2) induced and co-occurring disorders in adults and adolescents; 3) family dynamic impacts on addiction maintenance and recovery; and 4) treatment planning. Achieved is familiarization with an array of screening and assessment instruments, services and programs available to individuals presenting with addictions, and diagnostic and treatment planning tools. Practical instruction in workforce applications incorporates writing required reports and record-keeping functions. The treatment of co-occurring disorders, process addictions (e.g., gambling), ethical considerations, and multicultural issues are discussed. *Prerequisite: CNSL 621, CNSL 622, CNSL 624. Prerequisite or corequisite, CNSL 627*

CNSL 632 Career Development and Counseling (3)

Employing a practitioner's approach, surveyed are the major theories of career development and career counseling strategies, tools, and resources. Introduced is the broad view of career as lifestyle. Career counseling in educational settings, work settings, and career transitions throughout life is examined. Emphasis is placed on individual and group career counseling skills across diverse populations, facilitating client awareness, choice, and actions that support the balancing of life roles. Special consideration of integrating career counseling with mental health and addictions treatment is made. *Prerequisite: CNSL 621, CNSL 622*

CNSL 633 Marriage, Couples, and Family Counseling (3)

An overview of the historical development and principal conceptualizations of marital and family counseling. Included is its history and founders, basic models (theoretical frameworks and related practices), assessments, current trends, future themes, and ethical practices. Major theories in marriage and family therapy are reviewed along with approaches that may influence therapeutic work with couples. Systems theory is introduced, uniquely framing the family, rather than an individual, as the "client." Concepts such as homeostasis, family roles, and patterns of interaction within families are explored. This course applies concepts to individual cases and emphasizes translating theory into practice. Awareness of family diversity and cultural competence is emphasized. *Prerequisite: CNSL 621, CNSL 622*

CNSL 634 Introduction to School Counseling (3)

An introduction to the roles and responsibilities of school counselors. Addressed are the theories and concepts that ground the profession, guide the development of school counseling programs, and influence and strengthen best practices. Covered is how counselors work with the school, family, and community to support and reinforce student learning. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622*

CNSL 636 Legal, Ethical, and Professional Practices in Counseling (3)

An exploration of the many ethical, legal, and professional issues encountered by licensed professional counselors. Expands upon CNSL 620, presenting greater breadth and depth of ethical principles and professional codes of ethics. Practiced are skills in identifying ethical dilemmas and applying the ethical standards and legal statutes that affect professional counselors when making critical decisions concerning work with individuals across varied mental health settings. Provided is a specific focus on ethical issues relevant to the addiction treatment field. Course includes a skill intensive dedicated to skills, paperwork and reporting practices, private practice, and career environments. *Prerequisite or corequisite: CNSL 620*

CNSL 641 Introduction to Psychopharmacology (3)

An exploration of mental disorders according to the most recent edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), and of psychopharmacology medications. Surveyed are the neurochemical, physiological, and behavioral effects of the major classes of psychoactive drugs, both therapeutic agents and drugs of abuse. The course includes discussions of drugs' mechanism of action, therapeutic indications, addiction potential, and physiological/behavioral side-effects. *Prerequisite: CNSL 624*

CNSL 643 Substance Use and Dependency Treatment Delivery (3)

This course explores theories and models used to develop techniques for treatment of individuals with chemical dependency. Focus is given to the study of treatment issues specific to substance use disorders, including the assessment of and service delivery to special populations, adolescents, and adults. Issues of cultural uniqueness, diversity issues within special populations, and developmental influences are reviewed. Clinical issues that shape practice for professionals treating chemical dependency are explored in relation to their integration into clinical practice. This includes the investigation of ways in which cross-addiction, co-occurring disorders, physical and mental disorders, therapeutic denial, treatment readiness and resistance, minimization, enabling, relapse, and family and historical influences affect treatment planning, treatment protocols, and service provision for substance dependent individuals. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624, CNSL 627, CNSL 631*

CNSL 644 Co-Occurring Disorders (3)

An overview of co-occurring psychiatric and substance use disorders as well as their impact on the individual, family, and community. Included is an introduction to the epidemiology, prevalence, and science of co-occurring disorders. Students learn how to conceptualize co-occurring mental health, substance use, and physical health disorders and how their interaction affects screening, assessment, and treatment. Discussed are common mental health disorders that frequently co-occur with substance use, including depression, bipolar, schizophrenia, anxiety, attention deficit hyperactivity, post-traumatic stress, and personality disorders. Described are treatment considerations, including multidimensional screening, assessment, treatment planning, and an overview of evidence-based practices for co-occurring disorders (e.g., motivational interviewing, cognitive behavioral therapy, medication-assisted treatments, and integrated

behavioral health interventions). *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624, CNSL 627, CNSL 631*

CNSL 648 Special Topics in Addiction Counseling (3)

Focal topics rotate. May be taken twice when leading area of emphasis differs. Covers topics in support of counseling dedicated to substance use dependency and addiction theory, education, prevention, intervention, and treatment delivery. *Prerequisite: CNSL 621, CNSL 622, CNSL 624, CNSL 631*

CNSL 651 Couples Counseling (3)

An introduction to the diverse and complex dynamic of clinical work with couples. Provided is an overview of two evidenced-based approaches to couples therapy (Gottman Method Couples Therapy & Integrative Behavioral Couples Therapy), and special issues related to couples therapy, sex therapy and infidelity. Throughout the course are develop intervention skills related to these approaches, and skills related to working with couples of diverse backgrounds. *Prerequisite: CNSL 621, CNSL 622*

CNSL 653 Sexual Issues in Marriage and Family Therapy, Including Sexual Normality, Sexual Dysfunction, and Sexual Orientation (3)

A study of the history of sex research and sex therapy. Defined are common sexual issues and sexual dysfunctions seen by marriage and family therapists. Presented is a detailed study of basic traditional therapeutic models for the treatment of sexual problems. Explored is the systemic basis of sexual issues, placing them in an interpersonal context. These lessons include the introduction of systemic assessment, diagnosis, and treatment. *Prerequisite: CNSL 621, CNSL 622.*

CNSL 661 Counseling Children and Adolescents (3)

A study of knowledge and appropriate counseling strategies for effectively helping parents and minor children address difficult problems within a developmental, familial, and social framework. A conceptual model for treatment planning, clinical assessment, and protocols are discussed including areas of developmental adjustment, abuse and neglect, and individual interpersonal issues. Treatment approaches include an examination of behavioral, art, and play therapy options. Issues of professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents. *Prerequisite: CNSL 611, CNSL 621, CNSL 622*

CNSL 663 Child and Adolescent Psychopathology (3)

An overview of common mental health diagnoses occurring in childhood and adolescence. Provided is a historical perspective of the development of the field of psychopathology relating to children and adolescents. Included is a research-based perspective on the presentation, assessment, diagnosis, and treatment of disorders, as well as resiliency factors. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624, CNSL 627. Prerequisite or corequisite CNSL 661.*

CNSL 668 Expressive and Creative Arts in Counseling (3)

An examination of play and activity counseling theories and interventions applicable to counselors working with a variety of client concerns in clinical and school settings. Emphasis is placed on exploring the uses of drawing, clay, sand tray, puppets, musical instruments, and picture cards to understand their utility and application as “mediating tools” in the counseling and therapeutic context as applied to individuals and groups of all ages. *Prerequisite: CNSL 621, CNSL 622*

CNSL 671 Military Culture (3)

An introduction to the distinguishing qualities of contemporary life in the U.S. military. Examined are the history and mission of the U.S. military branches. This history informs on the unique military values, social structure, chain of command, work ethic, job demands, and language that may uniquely differentiate active military members, veterans, and family members, from their civilian counterparts. The course goal is to enable counselors in training to connect more readily with military and veteran clients and their families through increased knowledge and sensitivity to those clients' unique needs. *Prerequisite: Enrollment in the MSCPC program, or special permission by the Program Coordinator.*

CNSL 673 Counseling Military Families (3)

A focused exploration of military culture within which service members and their families' function. Explored are: the different military contexts (i.e., active duty, guard/reserve, veteran); the stressors navigated (e.g., deployments, therapeutic needs, substance use, relationship maintenance, and the impact of injury and death); ethical issues for working with this specialty population; the diversity of military family structures and how a range of diversity filters can impact the military family and military culture; and theory-based and research-informed strategies for intervention. Counseling for PTSD will be discussed. *Prerequisite: CNSL 621, CNSL 622. Prerequisite or corequisite CNSL 612.*

CNSL 678 Trauma, Crisis, and Disaster Response (3)

A study of theory and best practices related to trauma and crisis management, working with individuals and groups recovering from the effects of trauma and crisis (e.g., serious accidents, life-threatening illnesses, natural disasters, mass violent events, war, physical abuse, and sexual assault). Focus given to risk assessment, safety planning, intervention and follow up planning relevant to crises occurring in counseling environments. Resiliency enhancement for client and counselor are explored. Appropriate ethical and legal responses to individual, community, national, and international crises are addressed. *Prerequisite: CNSL 621, CNSL 622, CNSL 624, CNSL 627. Prerequisite or corequisite, CNSL 611, CNSL 612.*

CNSL 681 Biopsychosocial Aspects of Health, Behavioral Health, Aging and Disability (3)

An exploration of the interdisciplinary field of gerontology. The course introduces current topics associated with the aging process. Examined are contemporary issues that impact individuals, families, and society during the later years. The course provides an overview of theory, policies and practices associated with aging and counseling elderly clients.

CNSL 683 Counseling the Older Adult (3)

An advanced clinical professional counseling course. Applied is a lifespan perspective, examining the aging process, needs and life issues, adaptations to changes, and how interventions may assist with these adaptations. Emphasized is assessment, case management, and intervention skills for effective counseling work with older populations and family caregivers in a variety of institutional and community service settings. Time is given to evidence-based practices that enhance dignity, quality of life, respect for differences, and client maximum independent functioning. Students develop a personalized model of practice based on knowledge of practiced concepts, applied values, and growing understanding of this population. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624. Prerequisite or corequisite CNSL 627, CNSL 628, CNSL 681.*

CNSL 685 Biopsychosocial Approach to Sexuality Across the Lifespan (3)

An exploration of developmental sexuality across the lifespan including sexual and reproductive anatomy and physiology, human sexual response cycles, and the normative developmental tasks

and challenges related to sex and sexuality from a biopsychosocial perspective. Competency in understanding, assessment, and conceptualization of sexuality in a sex-positive way at various life stages is emphasized. The development of gender identity, gender expression and gender roles across the lifespan is explored. Introduced are clinical interventions and communication skills addressing common challenges related to human sexuality in professional counseling settings.

CNSL 686 Diversity and Sexuality: Sociocultural, Medical, Technological, and Ethical Influences (3)

An examination of the socio-cultural, medical, technological, and ethical factors impacting the current landscape of sex and sexuality. Explored are the impacts of race, religion, ethnicity, socioeconomic status, gender, and ability on sexual values, attitudes, and behaviors. Considered is the impact a range of pervasive social justice issues have on sexual functioning and satisfaction. Diversity in sexual expression and lifestyles, as well as the unique considerations for these populations and lifestyles is reviewed. From a sex-positive, culturally competent place, students explore the influence of changing technology used for both pleasure enhancement and the risks of maladaptive use. Emphasized is becoming knowledgeable about the history of sex therapy research, and the development of the counseling practitioner's competency in ethical decision-making and best practice in sex therapy. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624, CNSL 627. Prerequisite or corequisite, CNSL 685 or CNSL 653.*

CNSL 687 Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction (3)

Instruction in the practice of sex therapy through the assessment, diagnosis, and treatment of psychosexual disorders in the DSM-V including sexual issues arising from trauma, medical or mental health factors, relational factors, or environmental factors. Introduced are several models and theories from both an individual and relational perspective to effectively diagnose and treat sexual functioning issues, as well as out-of-control sexual behaviors and paraphilic disorders. Explored are the short and long-term impact of sexual abuse and trauma on sexual functioning. Clinical skills in application with survivors through a trauma-informed lens are developed. Covered are professional communication, collaboration, and supervision skills in order to offer an integrated treatment model and to gain knowledge in appropriate referral practices to other healthcare providers. *Prerequisite: CNSL 611, CNSL 612, CNSL 621, CNSL 622, CNSL 624, CNSL 627, CNSL 628, CNSL 685 or CNSL 653. Prerequisite or corequisite, CNSL 686.*

CNSL 688 Seminar: Special Topics in Counseling (3)

Special topic courses introduced on a rotational basis. May be taken twice for a maximum of 6 credit hours when different topical themes are emphasized.

CNSL 690 Practicum (3)

Practicum is a pre-internship experience. It consists of an approved supervised experience for the development of individual and group counseling skills in an approved agency, educational, or clinical setting. Required is the completion of a minimum of 100 clock hours of counseling and related services (40 of which are direct service client contact hours), plus individual or triadic and group supervision by faculty. *Required: Advanced approval for enrollment in Practicum. Proof of individual professional counseling liability insurance prior to first day of placement and while enrolled in practicum*

CNSL 691 Internship 1: Professional Counseling (3)

Internship 1: Professional Counseling consists of an approved supervised experience for the development of individual and group counseling skills in an approved agency, educational, or

clinical setting. Required is the completion of a minimum of 300 clock hours of counseling and related services (120 of which are direct service client contact hours), plus individual or triadic and group supervision by faculty. *Prerequisite: CNSL 690. Required: Proof of individual professional counseling liability insurance prior to first day of placement and while enrolled in internship; advanced approval for enrollment in Internship 1: Professional Counseling.*

CNSL 692 Internship 2: Professional Counseling (3)

Internship 2: Professional Counseling consists of an approved supervised experience for the development of individual and group counseling skills in an approved agency, educational, or clinical setting. Required is the completion of a minimum of 300 clock hours of counseling and related services (120 of which are direct service client contact hours), plus individual or triadic and group supervision by faculty. *Prerequisite: CNSL 690. Required: Proof of individual professional counseling liability insurance prior to first day of placement and while enrolled in internship; advanced approval for enrollment in Internship 2: Professional Counseling.*

CNSL 693 Internship 1: Substance Use and Additions (3)

Internship 1: Substance Use and Additions provides a practical, field-based supervised experience of 300 hours in an addiction counseling setting. CNSL 693 is designated specifically for Master of Science in Clinical Professional Counseling (MSCPC) students seeking to pursue dual licensure as both a licensed clinical professional counselor and a licensed clinical alcohol and drug counselor. *Prerequisite: To enroll must have completed CNSL 690, are enrolled or have completed CNSL 691 and CNSL 692 (Professional Counseling Internships I & II).*

CNSL 694 Internship 2: Substance Use and Additions (3)

Internship 2: Substance Use and Additions provides a practical, field-based supervised experience of 300 hours in an addiction counseling setting. CNSL 694 is designated specifically for Master of Science in Clinical Professional Counseling (MSCPC) students seeking to pursue dual licensure as both a licensed clinical professional counselor and a licensed clinical alcohol and drug counselor. *Prerequisite: To enroll must have completed CNSL 690, CNSL 693, are enrolled or have completed CNSL 691 and CNSL 692 (Professional Counseling Internships I & II).*

CNSL 696 Internship Bridge (1)

CNSL 696 is designed for instances when a student may need to continue supervised field work between the Fall and Spring semesters. CNSL 696 facilitates the continued accrual of supervised hours towards the program required minimum of 600 clock hours of counseling and related services. See MSCPC Student Clinical Field Handbook for additional details. *Prerequisite: Signed Request for Bridge Hours*

Program Requirements

The proposed 60-credit master's program will include 51 semester hours of core curriculum required to be completed by all counseling students, and 9 elective credits dedicated to practical areas of interest. Coursework in therapeutic techniques, assessment, diagnosis, professional ethics, psychopharmacology, research methods, and supervised field experience will align with the MPCAC standards.

One of the primary experiences in the master's program in Clinical Professional Counseling will be the clinical coursework embodied in practicum (100 hours) and internship (600 hours). These courses will require students to utilize the knowledge and skills gained in the classroom as they provide services to clients. The primary objective of the courses will be to provide experiences,

consultation, and supervision to help students become effective counselors. Clinical field experiences will be completed at agencies/organizations that meet departmental and accrediting standards. Field experience will be supervised by UMGC counseling faculty, with assistance from site supervisors who have at least a master’s degree in counseling or a closely related field (i.e., psychology, social work), appropriate credentials, at least two years of pertinent professional experience, and training in counseling supervision.

The content, course sequence, and contact hours of the UMGC Master of Science in Clinical Professional Counseling program will be structured to prepare students for the National Counselor Examination (NCE), which is used by Maryland and other states as a requirement for licensure as a professional counselor. Each of the 50 states, including Maryland, U.S. territories, plus the District of Columbia, set additional requirements related to post-degree supervised counseling experience as part of the licensing process.

Upon graduation, students of the 60-credit master’s program will have completed the coursework necessary to earn required credentialing. Students who are residents of the State of Maryland will be prepared to meet the credential requirements to become a Licensed Graduate Clinical Professional Counselor (LGCP). Application to become a LCPC will be possible once 2,000 clinic hours have been achieved, post-graduation.

A distinctive quality of the UMGC Master of Science in Clinical Professional Counseling program is the inclusion of electives that enable students to pursue work within six focus areas of interest. These areas are: addictions; military culture and families; gerontological support; marriage, couples, and families; sex therapy; and children and adolescents. The elective coursework available in each focal area enhances dispositional and professional development.

The completion of three specific electives (Introduction to Psychopharmacology; Alcohol and Other Drug Dependencies; and Co-occurring Disorders) will enable students interested in the prevention, treatment and research of addictions and substance misuse, to pursue dual licensure as both a LCPC and as a Licensed Clinical Alcohol and Drug Counselor (LCADC), in the State of Maryland. To achieve this, students seeking dual licensure will have to meet the education and supervision requirements for both credentials.

The ability to attain dual licensure will enable those who pursue this option to become a positive force in meeting identified “key gaps” in adequate attention to substance use disorders.²² It will also increase entry-level clinical professional counseling services rendered, enabling the provider to offer more comprehensive client-centered treatment and services options.

Course categories are as follows:

Core Foundations	
CNSL 601 Onboarding Program Orientation	(0)
CNSL 620 Professional Orientation in Counseling	(3)
CNSL 621 Applied Theories of Clinical Psychology and Counseling	(3)
CNSL 622 Counseling Techniques: The Helping Relationship	(3)
CNSL 611 Lifespan and Development: Perspectives and Counseling	(3)
Foundations Total	12

²² Maryland Behavioral Health Advisory Council, 2017

Core	
CNSL 612 Social and Cultural Foundations in Counseling	(3)
CNSL 614 Research Design and Program Evaluation in Counseling	(3)
CNSL 624 Psychopathology and Diagnosis	(3)
CNSL 626 Group Counseling	(3)
CNSL 627 Advanced Techniques of Counseling	(3)
CNSL 628 Assessment and Appraisal in Counseling	(3)
CNSL 631 Foundations of Substance Use and Addictions Counseling	(3)
CNSL 632 Career Development and Counseling	(3)
CNSL 633 Marriage, Couples, and Family Counseling	(3)
CNSL 636 Legal, Ethical, and Professional Practices in Counseling	(3)
CNSL 690 Practicum	(3)
CNSL 691 Internship 1: Professional Counseling	(3)
CNSL 692 Internship 2: Professional Counseling	(3)
Core Total	39
Electives	
Elective 1	(3)
Elective 2	(3)
Elective 3	(3)
Electives Total	9
Program Requirement Total Credits	
Core Foundations	12
Core	39
Electives	9
Total	60

Electives List	
Grouped According to Related Focus Topics of Interest	
<i>Focus: Substance Use, Dependency, and Addictions</i>	
CNSL 641 Introduction to Psychopharmacology	(3)
CNSL 643 Substance Use and Dependency Treatment Delivery	(3)
CNSL 644 Co-Occurring Disorders	(3)
<i>Focus: Marriage and Family</i>	
CNSL 651 Relationships Counseling	(3)
CNSL 653 Sexual Issues in Marriage and Family Therapy, Including Sexual Normality, Sexual Dysfunction, and Sexual Orientation	(3)
<i>Focus: Children and Adolescents</i>	
CNSL 634 Introduction to School Counseling	(3)
CNSL 661 Counseling Children and Adolescents	(3)
CNSL 663 Child and Adolescent Psychopathology	(3)
<i>Focus: Military Culture and Families</i>	
CNSL 671 Military Culture	(3)

CNSL 673 Counseling Military Families	(3)
<i>Focus: Gerontological</i>	
CNSL 681 Biopsychosocial Aspects of Health, Behavioral Health, Aging and Disability	(3)
CNSL 683 Counseling the Older Adult	(3)
<i>Focus: Sex Therapy</i>	
CNSL 685 Biopsychosocial Approach to Sexuality Across the Lifespan	(3)
CNSL 686 Diversity and Sexuality: Sociocultural, Medical, Technological, and Ethical Influences	(3)
CNSL 687 Sex Therapy in Action: Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction	(3)
<i>Special Topics and Expanded Supervised Experience</i>	
CNSL 648 Special Topics in Addiction Counseling	(3)
CNSL 668 Expressive and Creative Arts in Counseling	(3)
CNSL 678 Trauma, Crisis, and Disaster Counseling	(3)
CNSL 688 Seminar: Special Topics in Counseling	(3)
CNSL 693 Internship 1: Substance Use and Addictions	(3)
CNSL 694 Internship 2: Substance Use and Addictions	(3)
CNSL 696 Internship Bridge	(1)

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

Not Applicable

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The UMGC Master of Science in Clinical Professional Counseling will fulfill the educational requirements reflected in current professional norms and will prepare its graduates for practice at the master's level of the counseling profession.

Accreditation under the standards set forth by the Masters in Psychology and Counseling Accreditation Council (MPCAC) will be pursued. Accreditation will be sought upon meeting set benchmarks for new program establishment. MPCAC accreditation will attest to the quality of the program and its students' preparedness for entry into the clinical professional counseling profession.

MPCAC accreditation will support the program's goals and will promote accountability to many constituents, including students, the public, potential employers, and UMGC.

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

UMGC maintains a comprehensive website that houses all updated information about its programs. Students will have access to degree requirements, course catalogs, course schedules, and other pertinent information about the program.

The website also provides specific and clear information about [technology requirements](#) for UMGC students, information and training on learning management system, and [other resources](#) to maximize students' learning experience.

A variety of support services are available to students for academic assistance ([Tutoring, Writing Center](#)), as well as [technical support](#) and [financial aid](#).

UMGC students are guided by the [Student Handbook](#) that is available online and serves as a general guide for all current and prospective students. A Clinical Professional Counseling Student Handbook specific to the program will be available for each student cohort.

In addition to website resources, the UMGC [catalog](#) includes a section on "Preparing for Graduate Study" with subsections on computer and internet access, taking classes online, technical requirements, required introductory classes, etc.

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.

All Master of Science in Clinical Professional Counseling program related communications (advertising, recruiting, and admission materials) are done in conjunction with UMGC-wide institutional communication strategy which adheres to the principle of truth in advertising. All written and electronic materials prepared for prospective students for the purpose of recruitment will accurately and clearly represent the courses, the program, and services available.

H. Adequacy of Articulation

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

Not applicable.

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 with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

UMGC's model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty will support the adjunct faculty in teaching the program courses.

In keeping with UMG's emphasis on workplace relevance, the Master of Science in Clinical Professional Counseling teaching faculty will be practicing professionals who teach part-time for UMG. These adjunct faculty will provide instruction for the majority of courses (which is true for all programs at all levels at UMG). This model is responsible for one of UMG's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMG supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMG. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMG. Since 1996 UMG has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMG's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.²³

Consistent with this model, UMG has a substantial roster of faculty with expertise in areas related to the Master of Science in Clinical Professional Counseling. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment. The School of Arts and Sciences already has an active unit of faculty qualified and prepared to teach courses in the proposed program and constantly recruits additional faculty. One new full-time faculty position will be recruited in support of the program. Dr. Phyllis Medina will fill the role of Program Director. The new Collegiate Faculty position will fill the role of Clinical Field Coordinator. As enrollments expand, consideration of a full-time staff position for Field Experience Coordinator will be made.

²³ Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Table 11: Roster of Master of Science in Clinical Professional Counseling Faculty

Faculty Name	Graduate Degree	Academic Title/Rank	Courses
Phyllis Medina	Ph.D. Psychology	Program Director, Collegiate Professor	601 611 612 614 620 632 671 688
Amy Siston	Ph.D. Clinical Psychology	Adjunct Professor	621 624 627 641 653 673 685 686 687 688 690 691 692
Nicki Favero-Puckett	Psy.D. Clinical Psychology	Adjunct Professor	601 620 621 622 626 612 614 633 624 628 611 627 678 641 644 681 673 661 663 692 688 690 691
Brendan McCollum	Psy.D. Clinical Psychology	Adjunct Associate Professor	601 611 621 622 624 661 663 671 688
Marcia Marinelli	Ph.D. Counselor Education	Adjunct Professor	620 621 622 612 614 691 692 690 601
Claudette Kirkman	Ph.D. Counseling Psychology M.Ed. Counseling and Human Services	Adjunct Assistant Professor	601 622 611 612 626 627 690 691 692 620 632 614 688 621 631 636
Darrin Campen	Ph.D. Counselor Education (CACREP Accredited) M.S. Psychology	Adjunct Professor	620 622 611 612 626 632 624 628 636 627 678 644 653 685 686 687 661 663 688 668 690 691 692
Dee Preston-Dillon	Ph.D. General Psychology M.A. Mental Health Counseling	Adjunct Professor	620 621 622 611 612 626 633 627 678 673 661 668 688 690 691 692
Gloria Jones	Ph.D. Counseling Psychology M.A. General Psychology	Adjunct Associate Professor	620 621 622 611 612 626 632 624 628 636 627 678 641 644 671 673 683 681 673 663 661 688 690 691 692
Jacqueline Mahoney	Ph.D. Human Services Psychology/Clinical Psychology	Adjunct Assistant Professor	622 624 627 678 673 621 632 631 628 636 643 690 691 692 693 694 688
Jill Sudak-Allison	Ph.D. Human Development & Family Studies M.A. Psychology	Adjunct Associate Professor	620 621 633 624 636 678 622 626 628 627 683 673 690 681 688

Faculty Name	Graduate Degree	Academic Title/Rank	Courses
Samantha Daniel	Ph.D. Counseling Psychology	Adjunct Professor	601 621 622 612 628 688
Michelle Vallie	Ph.D. General Psychology, M.S. Counseling Psychology M.S. Human Services	Adjunct Associate Professor	611 622 626 631 614 624 627 641 643 644 673 691 692 693 694 688 628 636

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies, focused on the development of faculty coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with students leading to persistence and academic success. UMGC also provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; and diversity, equity, and inclusion in the classroom.

b) The learning management system

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our Learning Management System (LMS), Desire2Learn (D2L). Building on the materials provided in FACDEV 411, UMGC's Faculty Development unit offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; open education resources (OERs) used in the classroom; and netiquette. In addition, many webinars directly amplify the skills needed by faculty members to be successful in the online classroom, e.g., recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; and creating a more engaging classroom.

c) Evidenced-based best practices for distance education, if distance education is offered.

Besides the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, in order to improve student learning and retention.

To that end, UMGC has developed a coaching training that is available to all UMGC faculty. Faculty teaching in this program will therefore benefit from this training. This new faculty training course, FACDEV 112: Coaching Learning and Academic Success Strategies, provides coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition to our training catalog has diminished the distance between faculty and students inherent in online courses by providing specific strategies and tactics to facilitate regular interaction and outreach and personalized and actionable coaching and feedback.

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.

No new library resources are needed to serve the Master of Science in Clinical Professional Counseling. The UMGC Library provides access to a vast array of library resources and services to UMGC students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGC faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMGC Library also offers other resources and services. UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMGC Library offers document delivery services to all UMGC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMGC's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its *Ask a Librarian*, which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's *library databases*. The UMGC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMGC Library subscribes, either directly or as additional resources.²⁴ In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's website provides a listing of resource guides for each subject area, with each guide containing relevant databases, websites, books, and other resources along with technical and citation assistance.

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.**

The proposed Master of Science in Clinical Professional Counseling will be offered online using a distance education platform. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the Master of Science in Clinical Professional Counseling program needs.

- 2. 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**

UMGC has an internal email network that provides all incoming students and all faculty with consistent email domains @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all their communication with the university. Faculty are required to use their UMGC addresses for all official UMGC communications. UMGC uses Desire2Learn's (D2L) Brightspace as its standard learning management system across the institution. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in section G.8) have access to this system through their learning portal. Support is available for students and faculty through a 24/7 help desk and a large variety of online help resources on UMGC's website.

²⁴ Source: UMGC Library, 2020: <http://sites.umgc.edu/library/index.cfm>

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

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

No new general funds are required for the implementation of this program. The financial table that follows is based only on students entering the new program.

As shown in Table 12 below, the program is expected to be self-supporting from inception. If necessary, resources will be reallocated from other administrative areas to support the new program during the first year. Regarding expenditures, UMGC’s existing base of FTE faculty and administrative and support staff will be redirected to support and serve the Master of Science in Clinical Professional Counseling program.

Table 12: Program Resources (For the resource Category 2.e., note that only instate tuition is considered.)

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	314,400	616,224	744,080	1,023,372	1,279,608
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	25	49	71	93	111
e. Credit Hour Rate	524	524	524	524	524
f. Annual Credit Hour Rate	24	24	20	21	22
g. Total PIT Revenue (d x e x f)	314,400	616,224	744,080	1,023,372	1,279,608

- 2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Narrative Rationale

The data below for faculty, staff, and technical support and equipment is based on UMGC's existing base of FTE faculty and administrative and support staff who will be utilized to support and serve the Master of Science in Clinical Professional Counseling as well as existing technical support and equipment.

In Category 1.b., the adjunct faculty salary is the median salary for an adjunct associate faculty member with a terminal degree at longevity Step 11. In Category 7, the expenditure listed is for course development.

Table 13: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Faculty (b + c below)	155,938	197,087	221,165	265,184	310,891
a.Number of FTE	1.30	2.10	2.50	3.30	4.10
b.Total Salary	116,519	153,941	175,457	215,497	257,080
c.Total Benefits	39,419	43,146	45,708	49,687	53,812
2.Admin. Staff (b + c below)	57,591	59,319	61,098	62,931	64,819
a.Number of FTE	0.30	0.30	0.30	0.30	0.30
b.Total Salary	42,037	43,298	44,597	45,935	47,313
c.Total Benefits	15,554	16,020	16,501	16,996	17,506
3.Support Staff (b + c below)	59,013	60,783	62,607	64,485	66,420
a.Number of FTE	0.47	0.47	0.47	0.47	0.47
b.Total Salary	43,075	44,367	45,698	47,069	48,481
c.Total Benefits	15,938	16,416	16,908	17,416	17,938
4.Technical Support and Equipment	0	0	0	0	0
5.Library	0	0	0	0	0
6.New or Renovated Space	0	0	0	0	0
7.Other Expenses	34,400	34,400	34,400	0	0
TOTAL (Add 1 - 7)	306,942	351,589	379,270	392,601	442,130

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.

UMGC has created an annual program review process that includes assessment of student learning as described earlier along with non-direct measures of student learning including student course evaluations, student retention and graduation rates, and student program surveys administered in capstone courses. As part of this process, external data is collected, including enrollment in related programs at other institutions and trends in labor markets. UMGC's mission for career relevant education requires that program learning goals and curriculum are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of the annual program review, courses within the program portfolio are reviewed for course health. This includes student success rates within courses and reenrollment rates (how many students in a course re-enroll in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow faculty to evaluate the effectiveness of course curriculum and delivery. When a course is scheduled for revision, faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

UMGC is in the process of adopting Quality Matters for course evaluation. As that process rolls out, courses will be reviewed on a regular basis against the Quality Matters rubric to ensure quality of course materials and design.

Full-time faculty are reviewed at least every two years. Part-time faculty are reviewed on a course/semester basis. The student course evaluation provides an opportunity for faculty to receive both quantitative and qualitative feedback on their teaching.

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.

Faculty, administrators, and the Office of Academic Services and Quality collaborate to implement and monitor assessment activities, review results, and make appropriate resource, curriculum, or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

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.**

UMGC seeks to reflect the diversity of the global community it serves. Cultural differences are recognized, valued, and considered essential to the educational process. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body and its proven record of providing higher education access to minority students.

The university's Integrative Learning Design unit collaborates with UMGC's Office of Diversity and Equity to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which learning science has shown to more adequately respond to the learning approaches most effective for adult students. This planning is part of a broader UMGC strategic focus on DEI, which is coordinated through the recently released DEI Strategic Plan for UMGC.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The Master of Science in Clinical Professional Counseling is not directly related to an identified low productivity program.

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

UMGC has been approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. Furthermore, among its many recognitions, UMGC has received multiple Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and IMS Global Learning Consortium awards for technology integration in the classroom environment.

Historically, UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop online education. UMGC has been a leader among public institutions in providing quality and affordable online education and has

been providing distance education to residents of the State of Maryland, to the nation's service members, and to those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill contract requirements and meet the needs of military students overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in compliance with C-RAC's 2011 Guidelines.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2023 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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, 2023. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 16, 2023 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 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

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**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2023**

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
University System of Maryland Office
Thursday, May 11, 2023**

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2023

The University System of Maryland's mission, vision, and values statements have been revised to 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 2023, 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 description of efforts to increase the numerical representation of traditionally underrepresented groups.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Section 4: A description of emerging populations that are currently underrepresented in higher education.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

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; and (3) each campus's submission to the MHEC guidance. It is important to note that the entirety of an institution's work cannot be captured in the highlights below or in the seven-page response to MHEC's guidance. 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 1

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

Institutions' summaries of their plan to improve cultural diversity range widely, but many include descriptions of:

- The collection, disaggregation, and monitoring of data
- Staffing (including cabinet-level administrators), committees, and offices dedicated to diversity, equity, inclusion, and justice (DEIJ)
- How DEI/DEIJ is included in the institutions' strategic plans
- The establishment or revision of distinct DEI/DEIJ strategic plans
- Priorities, goals and definitions
- Focus on policy reviews and amendments
- Recognition of and attention to how a history of racism and discrimination factors into current realities
- Commitment statements and core values
- Direct outreach to historically underrepresented groups

Institutions' plans to improve cultural diversity are built upon and around the following statements and ideals from each USM institution:

Bowie State University

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of 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.

Coppin State University

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. 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."

Frostburg State University

The University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan, which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. Goals include, but are not limited to:

- Acknowledge the Past and Revisit History to Prevent Future Institutional Racism
- Lift Minoritized Voices
- Diversity and Inclusion in Campus Policing
- Devise a Comprehensive Strategy for Commitment to Preventing Racism
- Disaggregate Student Success Data to Improve Minority Student Persistence
- Engage in Intrusive Outreach to Students of Color
- Build a Cultural Commitment to Eliminating Racism

Salisbury University

Dr. Carolyn Ringer Lepre has shared plans for "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." Those plans include, but are not limited to creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging. The aforementioned plan will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

Towson University

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Creating a more diverse and inclusive campus is a priority for 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.

University of Baltimore

The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. 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.

University of Maryland, Baltimore

The University of Maryland, Baltimore is committed to fostering a diverse, equitable, and inclusive educational and work environment. Two of UMB’s eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion. 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.”

University of Maryland, Baltimore County

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement. 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.

University of Maryland, College Park

UMD, new (2022) strategic plan, Fearlessly Forward, 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 determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging. This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community and creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds, and cultures.

University of Maryland Center for Environmental Science

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal Cultural Diversity Plan. UMCES has begun the process of developing one, and intends to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024. In the meantime, the Diversity, Equity, and Inclusion Collaborative (DEIC), established in June 2020, has focused on increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy and providing immediate attention to the creation of an inclusive, equitable, and welcoming work climate, which is critical for retaining under-represented minorities after they are recruited to UMCES.

University of Maryland Eastern Shore

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the Driving Change Self-Study. The self-study was conducted as part of UMES’ application to the HHMI Grant Initiative, Driving Change. The goal of Driving Change is to “effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM.” While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders into the University Strategic Plan as part of the Vision 2030, From Excellence to Preeminence from the University System of Maryland.

University of Maryland Global Campus

We seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions." In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. The plan was based on the following (select) priorities and goals: providing a culturally relevant and student-focused curriculum; removing barriers to education and career success; workplace equity and awareness; and recruitment, retention, and development of diverse faculty and staff.

Section 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Partnership programs and outreach with and to K-12 schools and community colleges
- Reduction of barriers to admission (e.g., application fees) for underrepresented populations
- Staff s dedicated to developing and implementing strategic marketing and programming with a cultural lens to support the recruitment and retention of students from diverse backgrounds
- Transitional support via bridge programs and direct student services
- Special housing concepts for those interested in learning from and engaging with diverse populations
- Training on inclusive recruitment for entire admissions staff
- Participation in college fairs sponsored by community organizations dedicated to support for communities of color
- Providing information sessions and marketing materials in Spanish and increasing in-person sessions that have proven to be more useful for some underrepresented groups
- Graduate and professional school recruitment at HBCUs
- Affinity groups to help ensure a welcoming climate that will support students' retention and success
- Offices dedicated to providing resources and facilitating the academic success of traditionally underrepresented students from recruitment through completion
- TRIO programs
- Enhancement of dollars used for need-based financial aid
- Enhanced recruitment efforts in majority-minority geographical areas
- Increased high-touch recruitment (directly at high schools, personal contact between admissions and students/families with questions, small group workshops on the application process)

Faculty, Staff, and Administration

- Broad and intentional advertisement and recruitment (with increased funds to support departments in this effort)
- More robust onboarding and leadership/professional and development to help facilitate retention and promotion
- Website enhancement
- Inclusive search training sessions for staff and faculty
- Faculty and staff affinity groups
- Faculty mentoring programs
- Required use of online faculty search software to improve diversity recruitment efforts
- Administrator review of hiring practices, job descriptions, interview questions, and interview panels to ensure there is diverse representation and to remove barriers to a fair and equitable process

Section 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Diversity dialogue programs
- Curricular offerings and requirements
- Specific majors, minors, and concentrations
- Safe space training/programs
- Civic engagement centers and programming
- Cultural competence curriculum/programming within the residence halls
- Counseling center special attention to the needs of diverse populations
- Chosen name/pronoun projects and policy discussions
- Focus on international students
- Mentoring programs

Faculty, Staff, and Administration

- Training via campus centers for teaching and learning, offices of equity and compliance, and human resources
- Faculty inclusive teaching training opportunities
- Consideration of DEI-related work in tenure and promotion policies; required statements regarding DEI during search processes
- Curricular offerings that promote cultural diversity in the classroom
- Inclusion networks/affinity groups
- DEI-related professional development (topics include: microaggressions, discrimination, unconscious bias, helping students find their voice, inclusive conversations, leading inclusive teams)
- Culturally responsive teacher leadership program

Section 4
A description of emerging populations that are
currently underrepresented in higher education.

Following are the emerging populations identified by each USM institution. Rationales for the identification of these groups and plans to support these students can be found in the institutions' reports.

Bowie State University

Veterans

Coppin State University

Minority women

Frostburg State University

Latinx

Salisbury University

First-generation; LGBTQ+; Pell-eligible; international; undocumented; military connected; and disabled

Towson University

Native American and Indigenous

University of Baltimore

Incarcerated/formerly incarcerated

University of Maryland, Baltimore

Varies by School, but one example is males in nursing

University of Maryland, Baltimore County

International; food insecure; LGBTQ+; and those who are choosing to select their names and pronouns and express their gender identity

University of Maryland, College Park

Populations in need of accommodations, i.e., neurodiverse; transgender

University of Maryland Center for Environmental Science

Native American; Asian, Asian American, or Pacific Islander; physically disabled; neurodiverse; and LGBTQ+

University of Maryland Global Campus

American Indian/Alaskan Native/Indigenous

University of Maryland Eastern Shore

LGBTQ+; first-generation; undocumented; Hispanic; non-traditional; those with mental/physical disabilities; incarcerated/formerly incarcerated

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 (DEI) in all of our policies, practices, and endeavors, and instilling in our 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 our students to be informed and engaged citizens and social change agents in our democracy.

Mid-term and long-term goals can be found in the Strategic Plan at the link above. 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 two times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Provided advice on proposed or existing legislation
- Discussed health equity issues and USM convenings
- Advised on DEI presentation to the Board of Regents
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution.
- Early considerations on the impact of likely SCOTUS decisions on race in college admissions (Students for Fair Admissions v. UNC and Harvard).
- Adjustment to BOR Faculty Awards
- USM DEI-related economic development work
- Maryland Higher Education Commission's DEI Committee Meeting
- Abell/Baltimore City Public Schools and USM Project

Empowering Students to be Agents for Change in Promoting Health Equity: A Reconvening

On April 19, 2023, the Kirwan Center for Academic Innovation hosted USM's second health equity convening, entitled Empowering Students to be Agents of Change in Promoting Health Equity. It serves as a bookend to the first convening that took place in spring 2022. The convenings grew out of a Regents' workgroup (led by EPSL Chair Michelle Gourdine) on health equity and represent opportunities for invited campus teams to come together and work on campus action plans, engage in cross-institutional learning, and grapple with key issues related to making education for health equity pervasive and intentional for students. This convening brought together institutional teams in a facilitated workshop-style event to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event also invited participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.

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

The vision of RISE UPP is to leverage state university systems to diversify STEM faculty utilizing postdoctoral pathways into tenure track faculty positions. The RISE UPP Alliance leverages the inter-institutional frameworks developed by the 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 those models at three Scaling Partner systems: the University of Texas System, the Texas A&M University) System, the University of North Carolina System. RISE UPP will help Scaling Partners act as systems to 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 University System of Maryland will be scaling our model, which previously focused on biomedical scholars, to all STEM disciplines and to additional institutions, we are simultaneously a Core Model Partner and a Scaling Partner. To retain, support, and advance these scholars equitably, the RISE UPP Alliance recognizes that departments, institutions, and systems must also be transformed. Therefore, activities will center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and university system and pathways to conversion.

Participating USM institutions include: Salisbury University, Towson University, University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; and University of Maryland Center for Environmental Science.

Results are promising! Nationally, only 17% of postdocs become tenure track professors. However, this work has yielded 5/10 former postdocs on the tenure track (with 4 of those within USM), 1/10 in the process of converting this year, 3/10 still in fellowship hoping to convert/stay in Maryland, and 1/10 who left for industry.

The Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

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. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

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 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.

Appendix 1:

Universities' Cultural Diversity Plans

Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. See attached for institutions' diversity plan in place during the reporting year (Academic Year 2022-2023).

Enclosures: Education Article §11-406
Diversity and Inclusion Council Membership
USM Institutional Cultural Diversity Progress Reports

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§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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**Diversity and Inclusion Council
Membership List
Spring 2023**

Bowie State University

Adonna Bannister Green, **Director**, Office of Equity Compliance
Amani Jennings, Dean of Students

Coppin State University

Pamela Richardson Wilks, Provost and Vice President for Academic Affairs

Frostburg State University

Traki Taylor, Provost and Vice President for Academic Affairs
Robyn Wynder, Assistant VP for Student Affairs, Diversity, Equity and Inclusion Officer

Salisbury University

Dane Foust, Vice President of Student Affairs and Enrollment Management
Karen Olmstead, Provost and Senior Vice President for Academic Affairs
Vanice Antrum, Director of Multicultural Affairs

Towson University

Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity

University Baltimore

Open Seat

University of Maryland, Baltimore

Diane Forbes Berthoud, Vice President and Chief Diversity Officer

University of Maryland, Baltimore County

Philip Rous, Provost and Senior Vice President for Academic Affairs
Nancy Young, Vice President for Student Affairs

University of Maryland, College Park

Georgina Dodge, Vice President, Office of Diversity and Inclusion
Patricio Korzeniewicz, Professor and Chair, Sociology
Laura Anderson Wright, Associate General Counsel

University of MD Center for Environmental Science

Angela Richmond, Co-Chair: Diversity, Equity, and Inclusion Collaborative

University of Maryland Eastern Shore

Latoya Jenkins, VP for Enrollment Management and Student Experience
Reginald Garcon, Associate VP for Enrollment Management and Student Experience

University of Maryland Global Campus

Blair Hayes, Vice President and Chief Diversity Officer



**Diversity and Inclusion Council
Membership List
Spring 2023**

USM Hagerstown

Open Seat

Universities at Shady Grove

Jeffrey Ash, Chief Diversity, Equity, and Inclusion Officer

University System of Maryland Southern Maryland

Markia Joi Simmonds, Business Manager

Council of University System Faculty

Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

Council of University System Staff

Deniz Erman, Buyer/Merchandiser Specialist, Towson University

USM Student Council

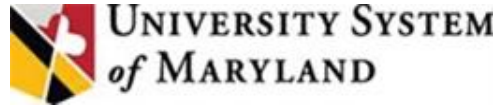
Open Seat

University System of Maryland

Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff

Tim McDonough, Vice Chancellor for Communications and Marketing

Lindsay Ryan, Interim Executive Director of Economic Development



Spring 2023

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: April 10, 2023

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Purpose of Report:

The Institutional Programs of Cultural Diversity Annual Progress 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 I – Summary of Institution's Diversity, Equity and Inclusion Initiatives (DEI)

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of 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's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement outlines objectives to further enhance 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.

Bowie State annual planning and budgeting process includes Cabinet level Mid-Year Evaluation and the Annual Evaluation. Progress on annual divisional and institutional goals and a review of the strategic plan key performance indicators (KPIs) occur during January and June Cabinet retreats. KPIs related to Goal 4 include ethnic/racial student and employee diversity and campus climate survey results. The university anticipates that the next strategic planning development process will include targets for each KPI.

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.

Climate and Cultural Competency Assessment

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. On a regular cycle, OPAA administers the NSSE and 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) recently began to assess 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 former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. 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 EEO plan. 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.

To ensure our diversity programming is effective, rapid data collection was implemented after each diversity event. Simply, putting the QrCode helped participants give feedback regarding services provided. At the same time, the activity director engaged with participants and asked them to raise their hands if the program was useful, and would they recommend the program again. This strategy of data collection fostered intercultural skills while increasing participant feedback.

Development of Formal DEI Plan

Beginning August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU consulted with Emeritus Consulting Group to review its policies and practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. We are now at the 19 month mark of active planning, and possess a working draft that will be circulated to campus between April 2023 and August 2023, when it will be finalized and adopted formally.

At the conclusion of this endeavor, the Task Force will produce a plan to guide the campus in:

- 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

Section II – Efforts to Increase Numerical Representation

Students

In the Southern Region, Hispanic students are projected to have the most significant amount of growth within the high school graduating classes through 2028. Asian/Native Hawaiian/ Pacific Islander students will have the next largest growth. As a result, the university must begin to find ways to attract more students from these two groups to the institution. Additional outreach must be done in these students' communities, and partnerships must be developed to establish pathways. Native/Indigenous American students will be targeted for the first time for the fall 2022 class, and the University hopes to establish a relationship with this population by connecting with College Board. Enrollment of American Indian students increased from 4 students in 2018 to 15 students in 2022; enrolment of Hispanic students increased from 214 in 2018 to 277 in 2022.

As it develops 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.

Administrative Staff and Faculty

Bowie State University collects and analyzes faculty and staff data aligned with EEO requirements to inform DEI initiatives. Employee race, national origin, and gender data are reviewed on an annual basis. Indirect feedback on campus climate is collected through employee satisfaction surveys and exit interviews.

Consistent with its Affirmative Action Plan, the University is committed to attracting pools of diverse candidates to fill vacant positions. The University's recruitment and hiring practices have been to advertise vacant positions internally on the BSU website and externally in various recruitment sources. We have expanded recruitment sources during this targeted period to further meet the diversity and inclusion needs of the University. Exemplar recruitment sources include professional associations, higher education publications, EmployDiversity, Hispanic Today, Women in Business and Industry, Facebook Blue Collar Group, and Black Perspective. We have launched various initiatives to help attract and retain a diverse population of talented faculty and staff members and create a more inclusive workplace environment. Efforts include:

- Enhanced Budget – Rather than leaving it to the discretion of the hiring unit to decide if and how to spend their budgeted funds on recruitment, this year we created a centralized budget (\$100,000) within the Office of Human Resources to ensure that all hiring would have the benefit of broad advertising in effort to develop more diverse applicant pools. The advertising sources are listed on the attached Affirmative Action Advertising Document (AAAD).
- Job Fairs – On February 15, 2023, the new Talent Acquisition Team within the Office of Human Resources participated in a virtual job fair sponsored through the Professional Diversity Network and the National Urban League. The team will attend another job fair in May 2023 and will work toward a University job fair for a targeted populations.
- Website Enhancement – The Office of Human Resources' website is being revamped to better "market" the University as a great place to work with a welcoming environment.
- Onboarding – We are implementing a more robust onboarding process to ensure that we are able to attract and retain the new hires.
- Talent Acquisition – We have increased number of staff members in this area so the University can be much more intentional and aggressive in its inclusive hiring efforts.

Section III – Efforts to Create Positive Interactions and Cultural Awareness

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

Student-Focused Initiatives

BSU Diversity and Inclusion Welcome Reception (NEW) during welcome week, over 200 first year students on August 23, 2022 participated in the Diversity and Inclusion. During this inaugural Enrollment Management and Student Affairs event, 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 Day of Engagement symposium, over 100 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

BSU Inaugural Affirmations Ball (New) This year the Multicultural Programs and Services, LGBTQIA Resource Center, Office of Residence Life, Office of the Dean of Student Affairs, and The Student Center successfully hosted the Inaugural BSU Affirmations Ball: A Wakanda Forever Experience for over 150 students. The purpose of this program is to provide our students the opportunity to redo their High School Prom. Over the last several years a number of traditions were cancelled due to the global pandemic. Equally important, some of our students who did attend prom had to hide an aspect of their social identity and this Affirmations Ball fosters an environment where students can show up as their authentic self. The Affirmations Ball highlighted the importance of loving oneself and the best way to honor the ancestors is starting with uplifting heroes around us daily at BSU. During the Ball 4 student leaders and 4 professional were acknowledged as unsung heroes (Wakanda Style).

BSU Who Am I: Social Identity and Ancestry Pathway (New) In September 2022, 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 50 participants. During the interactive Genealogy Student Opportunities Day, 2 student were selected for a summer 2023 internship, 3 students received academic scholarships, and Ancestry afforded BSU with 300 Ancestry Kits for students can 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 Am I: Middle Passage to Uncovering DNA Ancestry.

BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (ongoing) In October 2022 and March 2023, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and

progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

BSU Diversity Awareness Table Talks (ongoing) In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in February 2023 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

BSU Safe Space Program Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for the LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege. As of March 30, 2023 over 200 BSU community members are Safe Space trained and assist with ongoing LGBT+ programming during the academic year.

BSU Heritage Month Celebrations The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women’s History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month.

Administration-Focused Initiatives

Strategic Plan Objectives:

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.

We achieve these objectives through our academic programming, faculty and staff training and student-centered activities and informational opportunities. We instill a culture of inclusion across the University:

- The Fall 2022 Student Leadership Institute included presentations on Title IX, communication etiquette, student conduct and multicultural services. Over 100 students attended the Institute.
- The Inaugural Diversity and Inclusion reception provided information to faculty, staff and students about services available to assist in fostering a more inclusive environment, and highlighted workshops that intentionally support international, LatinX, and LGBT+ students. This event was free to all attendees.

Faculty Focused Initiatives

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. To further our reach in developing educations that are culturally aware, this innovative program will also be available online beginning Fall 2023. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) again hosted its biannual Faculty Institute, which incorporates internal and external experts who share innovative instructional practices incorporating DEI. For example, a recent workshop, faculty learned from one another by sharing how they practice inclusion and equity in their courses, providing feedback on BSU's Diversity, Equity, and Inclusion Plan; developing recommendations for communicating inclusiveness to our students; and fostering ideas for how they can contribute to equity and inclusion for all at BSU. Faculty also participated in "Equity and Inclusion in Higher Education: Strategies for Teaching" presentation by Rita Kumar and Brenda Refaei for Drake Institute for Teaching and Learning at Ohio State University.

Additionally, the University offers initiatives and events through several campus-based resources, available to faculty, staff and students, focused on cultivating inclusion and offering resolution for conflict:

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

LGBTQIA Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Section IV – Emerging Populations

We are focusing on recruiting and supporting veterans. In addition to training developed to provide information to veterans regarding health care, mental health and other benefits, we plan to develop a database for veterans to store and retrieve bio information for reporting purposes. We indicate in job postings that veterans specifically are encouraged to apply. We are also enhancing our Military Resource Center to provide greater visibility and access to resources for our student veterans.

Section V – Other Initiatives

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the “Bias Check” training series described under “Staff Focused Initiatives”, creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

In addition to its host of awareness programs held throughout the year, we are proud of our annual Women’s event. The BSU Women’s Forum held its 5th anniversary Expo and activities empowering and supporting the professional and personal development of women on the campus and in the community

Appendix I

University's Cultural Diversity Plan

Bowie State University has, for the past 19 months, collaborated with its community to create the Diversity, Equity, Inclusion and Community Engagement Action Plan, a first of its kind for the University. The goal of this plan is to align the actions, programmatic and practical plans of each division with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. The plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan.

As of March 2023, the 23 member task force 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. That information forms the basis of the working draft of the Action Plan completed in March 2023, and which is now circulating campus before its finalization in or about August 2023.

As noted in Section I, Goal 4 of the current Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below:

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).
- 4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.
- 4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as “intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.” As an HBCU, the Bowie State community adopts a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next

strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.

Core Value of Inclusivity (2019)

Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

As noted, we anticipate completion of the University's DEI Plan in the coming months. In the interim, the statements below demonstrate our commitment to diversity, equity, and inclusion.

Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. 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.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to 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.



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the
University System of Maryland Board of Regents

Submitted April 18, 2023



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 18, 2023

INTRODUCTION

Diversity, Equity, and Inclusion 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 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 1,757 undergraduates and 249 graduate students for a total enrollment of 2,006. The institution has a second-year retention rate of 59% and a six-year graduation rate of 22%. The average age of all students is 26, 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, Virginia, and the District of Columbia.

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.”

The Cultural Diversity 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 will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. 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:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**

- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - 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 parameters, 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 officially opened 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.

Description of Metrics and Plan Process for Enhancing Diversity

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 2022 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.

SECTION 2: DESCRIPTION OF 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.
- **Curricular Requirements.** Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may become contributors on a variety of academic issues. Diversity and inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit and then share it during in-class lecture sessions.
- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQ community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and

activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.

- **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.
- **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.

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 62 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 14 master's degrees, 14 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 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.
- **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.
- **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.

SECTION 3 - DESCRIPTION OF EFFORTS TO INCREASE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

Special DEI Committee for the Creation of a Center

The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

SECTION 4: DESCRIPTION OF EMERGING POPULATIONS

The university has noted that an emerging group in which to pay close attention is minority women. 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.

APPENDIX I.

CSU CULTURAL 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.

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 institution 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 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.”

CSU Diversity Implementation Plan – AY 2022-2023

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 will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. 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:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - 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 parameters, 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.

Other strategies, activities, and programs follow:

Strategic Use of Institutional Aid/Tuition Differential

The university received additional need-based institutional aid from the State in FY 23. The strategic use of the aid impacted students enrolled at Coppin State University by allowing them to cancel or decline large student loans, register early for the winter-semester, advancing their degree completion. Also, the funds supported students with transportation, housing, and personal needs. The total dollar amount awarded to 67 new and continuing students to date is \$536,000.00. Any remaining dollars will be used to support student progression-related initiatives at the institution. Consistency with Capital Planning Reporting Coppin State's Capital Planning Department solicits enrollment data from the Institutional Research Department as part of the annual process to complete the annual Space Guidelines Application Program (SGAP) submission. This ensures that the enrollment projections in the SGAP submission are consistent with Coppin State's annual 10-year enrollment projections submitted to the University System of Maryland.

Regional Centers Growth

CSU has an agreement in place with the University System of Maryland (USM) Hagerstown to offer the B.S. in Sport Management and the B.S. in Health Information Management. Plans are in progress to offer additional programs at the Centers. The College of Business has been collaborating with Southern Maryland to offer the B.S. in Data Science, which is currently receiving internal and external approvals from both agencies. Although it is likely the program will be approved during the current academic year, the impact on CSU's enrollment is likely to occur during the spring 2024 and fall 2024 semesters, in part, due to marketing, recruitment, and finalizing administrative procedures.

The collection of strategies, activities, and programs are expected to have a positive impact on enrollment growth over the next ten years as the university anticipates growth will occur across all levels of the student body as investments are made to support students' success. 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 students 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.

Second-Year Retention and Six-Year Graduation Rates

Cohort Year	Cohort Size	Retention Rates			Graduation Rates			Enrolled
		2nd Year (N)	3rd Year (N)	4th Year (N)	4-Years or Less (N)	5-Years or Less (N)	6-Years or Less (N)	7th Year
2016	383	66% (254)	44% (167)	36% (138)	9% (34)	16% (63)	22% (83)	4% (17)
2017	383	63% (242)	47% (180)	39% (149)	9% (36)	20% (77)	.	.
2018	389	70% (272)	50% (195)	38% (148)	10% (39)	.	.	.
2019	428	65% (277)	44% (189)	34% (145)	0% (2)	.	.	.
2020	291	57% (166)	39% (114)	.	.	.	.	.
2021	172	59% (101)	.	.	.	.	.	.
2022	332	.	.	.	.	.	.	.

CSU Office of Institutional Research, April 2023

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

- To achieve for 2022-2023 retention rates of:
- Second Year Retention Goal = 68%
 - 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 = 33%*
(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)

USM 10-Year Enrollment Projections Fall 2022 – Fall 2032

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,006	2,100	2,163	2,271	2,339	2,410	2,482	2,557	2,632	2,711	2,793	787	139.2%
Undergraduate Total	1,757	1,839	1,894	1,989	2,049	2,111	2,174	2,239	2,306	2,375	2,447	690	139.3%
Full-time	1,335	1398	1439	1511	1557	1604	1652	1701	1752	1805	1859	524	139.3%
Part-time	422	441	455	478	492	507	522	538	554	570	588	166	139.3%
Grad./First Prof. Total	249	261	269	282	290	299	308	318	326	336	346	97	139.0%
Full-time	75	79	81	85	87	90	93	96	98	101	104	29	138.7%
Part-time	174	182	188	197	203	209	215	222	228	235	242	68	139.1%
FTDE or FTNE Students	1,332	1,395	1,437	1,508	1,554	1,600	1,648	1,698	1,749	1,801	1,855	523	139.2%

FISCAL YEAR Full-Time Equivalent (FTE)													
	Est.											Change From FY 2023 - FY 2033	
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	1,637	1,713	1,765	1,853	1,908	1,966	2,025	2,085	2,148	2,212	2,279	642	139.2%
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 2023 - FY 2032	
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total New Students (Credit Only)**	877	904	948	978	1,006	1,036	1,067	1,100	1,132	1,166	1,201	324	136.9%
New Graduate Students	77	80	83	86	88	91	94	97	99	102	105	28	136.4%
New First-time, Full-time UG	421	434	455	469	483	498	512	528	544	560	577	156	137.1%
New MDCC Transfer Students UG	233	240	252	260	267	275	284	292	301	310	319	86	136.9%
New Other Transfer Students UG	52	53	56	58	60	61	63	65	67	69	71	19	136.5%
New Other UG Students (Specify)	94	97	102	105	108	111	114	118	121	125	129	35	137.2%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

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 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

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,899	90.39%	385	1,514	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276
Am. Ind. Alaska Native	4	0.10%	2	2	6	0.29%	1	5	7	0.33%	1	6	7	0.35%	2	5
Asian	10	0.20%	0	10	7	0.33%	1	6	8	0.38%	3	5	10	0.50%	3	7
Hisp./Lat.	17	0.40%	8	9	75	3.57%	23	52	52	2.48%	15	37	55	2.74%	17	38
White	90	2.20%	25	65	40	1.90%	21	19	34	1.62%	16	18	24	1.20%	11	13
Nat. Am. Pac. Islander	0	0.00%	0	0	1	0.05%	0	1	2	0.10%	0	2	2	0.10%	0	2
Two or More Races	0	0.00%	0	0	70	3.33%	23	47	55	2.62%	18	37	33	1.65%	15	18
Foreign	0	0.00%	0	0	215	10.23%	64	151	171	8.14%	53	118	185	9.22%	61	124
Not Identified	457	11.30%	139	318	35	1.67%	7	28	52	2.48%	19	33	83	4.14%	26	57
TOTAL	4051	100%	896	3155	2348	112%	525	1823	2101	100%	486	1615	2006	100%	466	1540

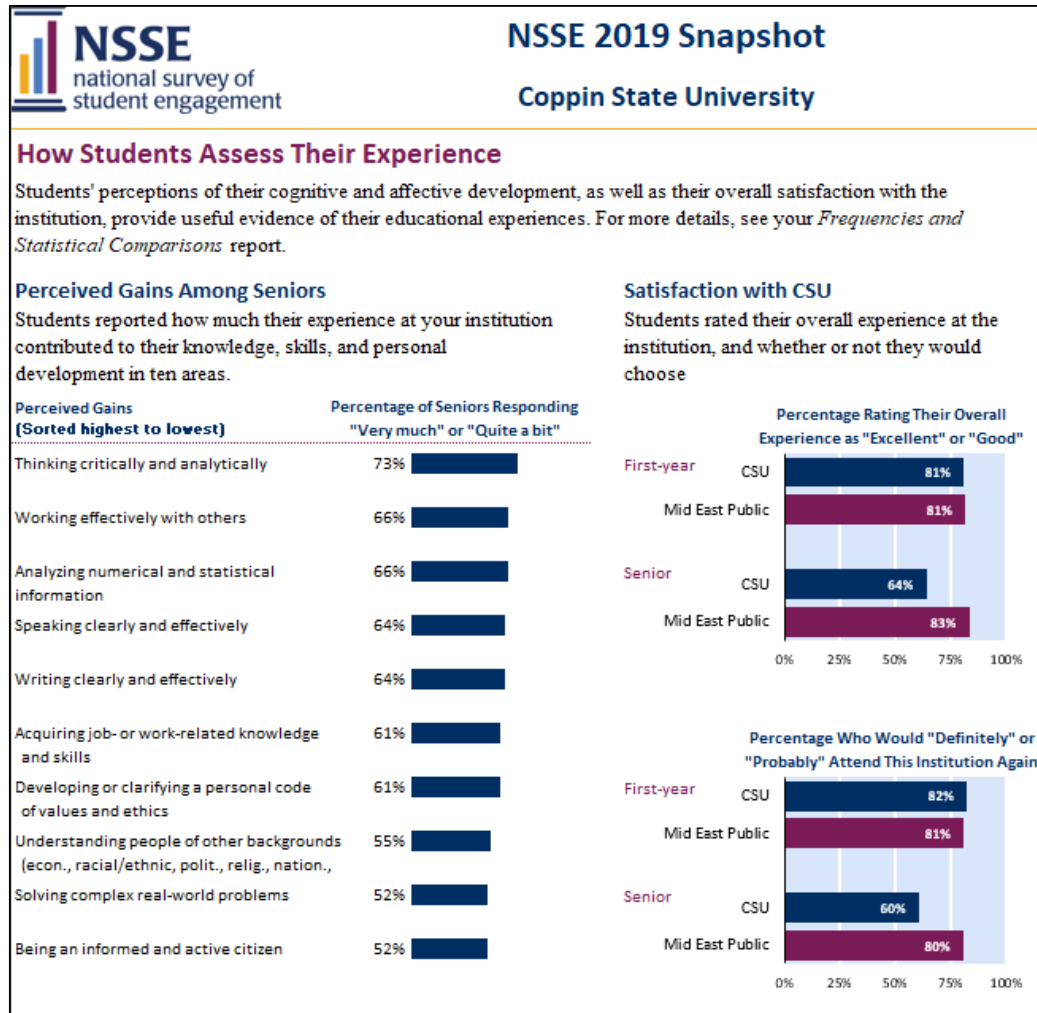
Faculty Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	177	79.73%	60	117	162	72.97%	57	105	162	75.70%	55	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	1	0.45%	0	1	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	17	7.66%	10	7	16	7.48%	10	6
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	3	0
White	20	4%	12	8	32	14.41%	25	7	26	11.71%	19	7	20	9.35%	17	3
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	1.35%	2	1	3	1.40%	2	1
Foreign	0	0%	0	0	10	4.50%	6	4	10	4.50%	5	5	10	4.67%	6	4
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	246	100%	104	142	222	100%	95	127	214	100%	93	121

Staff Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	262	80.86%	90	172	268	82.72%	88	180	250	80.91%	84	166
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	15	4.63%	10	5	16	4.94%	11	5	14	4.53%	8	6
Hisp./Lat.	1	0%	0	1	6	1.85%	4	2	7	2.16%	4	3	8	2.59%	3	5
White	37	12%	27	10	25	7.72%	16	9	26	8.02%	15	11	28	9.06%	18	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	3	0.93%	1	2	1	0.31%	1	0	3	0.97%	1	2
Foreign	0	0%	0	0	7	2.16%	5	2	6	1.85%	4	2	6	1.94%	4	2
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0

National Survey of Student (NSSE) Survey Results



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 2023. 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 March 2021, the committee met 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.



One University. A World of Experiences.

**Cultural Diversity Program
Annual Progress Report 2022-2023
Prepared by the Office for Diversity,
Equity, and Inclusion**

April 2023

Submitted to the:

University System of Maryland

2022-2023
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 10, 2023

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This report follows the University System of Maryland guidelines for the 2022-2023 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
- Section 2: A Description of Efforts to Increase the Numerical Representation of Multiple Traditionally Underrepresented Groups
- Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students
- Section 4: A Description of Emerging Populations that are Currently Underrepresented in Higher Education
- Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

- Appendix 1: Frostburg State University's Cultural Diversity Plan
- Appendix 2: USM Addendum

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

Frostburg State University's Cultural Diversity Plan (see Appendix 1) is currently under review and will be updated by the beginning of AY 2023-2024. As part of this update, the University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan (see below), which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year in an effort to meet these annually reviewed and updated goals by AY 2024-2025.

In AY 2022-2023, the UCDEI formed five work groups, each tasked with addressing one of the goals. Other stakeholders are included in the implementation process, as appropriate. The individual working groups meet as needed to implement their goal, and the full council meets monthly to report on progress and make adjustments, as necessary. The full council holds a retreat in January and August to re-evaluate progress on previously established goals and determine what steps need to be taken to complete any goals that were not achieved by the established due date (i.e., June 30th each academic year). At the end of each academic year, a report on progress is submitted to the university's governing bodies and the President's Executive Cabinet. The end-of-year report is then posted to the UCDEI [webpage](#).

Goal One: Acknowledge the Past and Revisit History to Prevent Future Institutional Racism

Action Priorities:

- Continue research on the Brownsville community, archive findings in the FSU Ort Library, and exhibit them in the Adams Wyche Multicultural Center (AWMC).
 - *Progress:* Students in the Introduction to African American Studies course began conducting researching during the spring 2023 semester, with students from other departments (e.g., English and History) who have been part of the process in previous semesters. UCDEI is also working with some of the Brownsville community descendants to retain a forensic historian.
- Renovate the Brownsville Community Lincoln School building and create the AWMC, which will showcase art that captures the history of the Brownsville community.
 - *Progress:* Interior renovations were completed in the spring of 2023 and exterior renovations will commence in the summer of 2023. A ribbon cutting ceremony is scheduled for May 2023 and the building will be ready for occupancy beginning in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.
- Compile data on the desegregation efforts started in 1969, when Frostburg State University hired Mr. William and Mrs. Atkinson.
 - *Progress:* Students in an African American Studies course began research in the spring of 2023. The project will culminate in the spring of 2025.

- Develop a land acknowledgement statement for the FSU campus, to be submitted to the President's Executive Cabinet for approval in the fall of 2023.

Goal Two: Lift Minoritized Voices

Action Priorities:

- Conduct periodic campus climate surveys and focus groups.
 - *Progress:* A campus climate survey and focus groups were conducted in the fall of 2020. The survey will be re-administered, and focus groups will continue on a periodic basis.
- Identify and publish action plans, based on the results of the 2020 campus climate survey.

Goal Three: Continue to Prevent Racism in the Campus Culture

Action Priorities:

- Review data from existing plans and identify areas in need of improvement.
- Build action steps, based on results of the 2020 campus climate survey.
- Confer with the Office of Human Resources to determine if bias complaints are addressed in the annual employee evaluation process.
- Improve student services by identifying ways to accommodate English as a Second Language (ESL) students and families.
- Provide workshops for faculty and staff addressing topics such as biases, microaggressions, and how to build increasingly inclusive curricula.
 - *Progress:* workshops have been conducted both virtually and in-person for faculty, staff, and students, and will continue to be offered annually.
- Provide additional equity and inclusion leadership training to faculty, students, and staff.
- Provide additional faculty training regarding required accommodations for student with disabilities.

Goal Four: Critically Examine Student Conduct and Discipline Data

Action Priorities:

- Review student conduct and discipline data, highlighting any areas of concern.
- Provide bias training for staff completing student conduct referrals, including appropriateness of reporting to police to raise awareness.
- Create a hate/bias response team.

Goal Five: Diversity and Inclusion in Campus Policing

Action Priorities:

- Encourage alumni to apply for FSU police department positions.
- Encourage additional professional development opportunities.

Goal Six: Devise a Comprehensive Strategy for Commitment to Preventing Racism

Action Priorities:

- Incorporate UCDEI and other DEI initiatives into employee’s daily responsibilities.
- Review and make more specific UCDEI’s mission, vision, and core values.
- Add diversity and inclusion as an action item in the University’s Strategic Plan.
- Further incorporate diversity and inclusion into professional development opportunities.
- Promote the Adams Wyche Multicultural Center as a place for all groups to grow their cultural competence.

Goal Seven: Establish a Black History Resource Center

Action Priorities:

- Develop a plan for sharing and communicating student and staff histories, organizations, and artistic expressions.
- Include A Black History Resource Center in the design of the Adams Wyche Multicultural Center.

Goal Eight: Disaggregate Student Success Data to Improve Minority Student Persistence

Action Priorities:

- Explore the feasibility of hiring an external reviewer to disaggregate student success data in an effort to improve upon minority student retention and graduation rates.

Goal Nine: Engage in Intrusive Outreach to Students of Color

Action Priorities:

- Incorporate intrusive communication/learning initiatives with the campus community into the Adams Wyche Multicultural Center’s mission and goals.
- Develop procedures for reporting, investigating, and responding to hate/bias complaints as part of the Adams Wyche Multicultural Center’s objectives.

Goal Ten: Build a Cultural Commitment to Eliminating Racism

Action Priorities:

- Include diversity and inclusion trainings as part of employees' annual evaluation goals.
 - *Progress:* Completion of required workshops and training were first included in annual evaluations and reflected with merit pay in 2022.
- Demonstrate institutional commitment to and investment in the Adams Wyche Multicultural Center.

Section 2: Description of Efforts to Increase Frostburg State University's Numerical Representation of Traditionally Underrepresented Groups

Students

In the spring of 2022, Frostburg developed a Strategic Enrollment Plan that focuses on efforts to engage campus stakeholders in improving the recruitment of Latino students. Additionally, efforts were made to identify and reduce barriers to admission (e.g., application fees) for underrepresented populations. As part of these efforts, FSU participated in the Common App Direct Admission pilot program.

Administrative staff and faculty

The Office of Human Resources has worked closely with each of the three colleges and various departments/divisions on campus to not only recruit but also retain traditionally underrepresented groups among faculty and staff. One such effort was a collaboration with the College of Business to hold the annual Employee Development and Leadership Series for FY 2023 with a cohort of nine (9) staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/ positions and increasing employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

Section 3: Frostburg State University's Efforts Designed to Create Positive Interaction and Cultural Awareness Among Students, Faculty and Staff on Campus

Faculty and staff training programs

Faculty were encouraged and staff were required to complete *LinkedIn Learning* DEI modules (six for non-supervisory employees and nine for supervisors) covering a variety of topics, including *Leading Inclusive Teams*, *Unconscious Bias*, *Skills for Inclusive Conversations*. Additional training is offered through the Office of Human Resources and the Center for Teaching Excellence throughout the year.

Open to all campus community members, the Office of Diversity, Equity, and Inclusion coordinates the National Coalition Building Institute (NCBI) two-and-a-half day training on *Leadership for Diversity* every two-to-three years. The train-the-trainer session consists of a series of incremental, experiential activities that fine-tune the leadership skills necessary to build inclusive environments and increase cultural competence. Participants also learn the NCBI *Controversial Issue Process*, which

demonstrates how to move hotly contested issues forward by listening to the heartfelt concerns on all sides and reframe the debate in a way that builds bridges and does not divide. The training was last offered in April 2022, with a total of 37 participants and two facilitators. Additionally, the ODEI has worked with the Office of Human Resources to provide workshops and training on inclusive leadership to employee development leadership cohorts (approximately 11 participants).

Curricular initiatives that promote cultural diversity in the classroom

In addition to previously existing initiatives, two new curricular programs were approved in AY 2022-2023: a Social Justice track in the Philosophy major and a Diversity and Leadership upper division certificate in the College of Business' Diversity and Management minor.

Co-curricular programming for students

There continue to be numerous opportunities for students to engage in co-curricular activities and programming that provide positive interaction and cultural awareness for students. During the AY 2022-2023 the annual Leadership Retreat and Social Justice Summit provided opportunities for students to engage with faculty and staff during an intense weekend experience to increase awareness surrounding issues of diversity, equity, and inclusion. Students were encouraged to develop action plans to assist them in being agents of positive change on campus. "Times Talks" - a bi-weekly session involving students, faculty, and staff - examines a selected article from the New York Times and provides participants with the opportunity to engage in dialogue around "hot topics". When participants of diverse points of view share their thinking, it allows all participants to utilize skill sets and engage effectively in difficult conversations in a civil manner that demonstrates respect and appreciation for diversity of thought. These sessions in the fall and spring semesters are led by staff from the Office of Civic Engagement; the Office of Diversity, Equity, and Inclusion; and the executive director of the J. Glenn Beall Jr. Institute for Public Affairs. Between February 2022 and February 2023, 14 in-person and three virtual sessions were offered.

Each winter break, a diverse group of students (including members of the President's Leadership Circle) volunteer to travel and help rebuild a community in need of significant help. Previous examples include trips to Louisiana, Texas, and New Jersey to help with rebuilding efforts following devastating storms. These Alternative Breaks are fully immersive and highly organized service trips for students that allow them to make a direct impact on a community while learning more deeply about the issues surrounding that specific community and the larger world in general.

Section 4: Emerging Populations that are Currently Underrepresented in Higher Education

Beginning in the spring of 2023, FSU developed a Strategic Enrollment Plan that called for the formation of a workgroup focused on recruitment and retention of Latino students. Comprised of faculty, staff, students, and alumni, this workgroup reviews data and identifies short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students (e.g., culturally familiar food options) and has identified alumni volunteers to help with recruitment of families where Spanish is their first language. Most recently, Frostburg experienced year-over-year enrollment increases with first-year Latino student enrollment, with fall 2021 increasing by 10 students and fall 2022 increasing by 6 students. Additionally, for fall 2023, Frostburg has seen a 29% increase in Latino first-year applicants and a 68% increase for Latino transfer applicants.

**Appendix 1:
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			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	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
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <p>Intentionally and effectively market to and recruit underrepresented population through communication channels.</p>	<p>The amount of student data available to provide tailored communication.</p> <p>The number and percent of communications tailored and specialized for underrepresented students.</p> <p>The number and percent of underrepresented students reached by communication.</p> <p>The proportion of underrepresented students compared to the total population.</p>	<p>Throughout the year, we have re-implemented our CRM to improve our communication capabilities. We have integrated all student data components of the application, parent information and financial aid demographic information. This large undertaking will allow us to identify and effectively communication to underrepresented populations. Additionally, communication on gender inclusive housing has been implemented into our communication.</p>	<p>Continue to investigate other avenues and opportunities to ensure that the makeup and size of the first-year class meets the university’s goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets. Seek out partnerships that align with the university’s goals.</p>

<p>Engage campus stakeholders to improve the recruitment of Latino students.</p>	<p>Growth in the number of Latino applicants.</p> <p>Growth in the number of partnerships with community-based organizations (CBO) that support Latino students.</p> <p>Increases in retention of Latino Students</p>	<p>Through the development of the Strategic Enrollment Plan beginning in Spring 22, it called out the formation of a workgroup focused on the recruitment and retention of Latino students. This workgroup is comprised of faculty, staff, students, and alumni. The group is reviewing data and identifying short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students, (like more food choices that culturally familiar), and alumni volunteers to help with recruitment of families where Spanish is their first language. In fall 21, the enrollment of Latino student increase by 10 and in fall 22, the Latino student enrollment increased by 6. FSU experience year over year enrollment increases. Additionally, for fall 23, we have seen a 29% increase in Latino first-year applicants and 68% increase for Latino transfer applicants.</p>	
<p>Identify and reduce barriers to admission for underrepresented populations.</p>	<p>Proportion of minority students who accepted direct admission offer.</p> <p>Number of minority students who enroll after being offered admission.</p>	<p>According to data compiled by CommonApp, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. CommonApp developed a Direct Admission pilot program. Participating in the pilot program allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. While we do not have final enrollment numbers, we anticipate an increase in enrollment of underrepresented students. Of the students who accepted the direct admission offer, 81.7% are in a racial minority.</p>	

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</p> <p>Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.</p>	<p>The number of established partnerships/MOUs</p>	<p>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.</p> <p>Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>The Student Support Services (SSS) program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are:</p> <p>45/47= 96% for the entire group 31/33= 94% for the minority subgroup, and 27/29= 93% for the African American subgroup.</p> <p>The SSS program included 78 first-time full-time students in the fall 2015 cohort. Six-year graduation rates are:</p> <p>57/78 = 73% for the entire group 44/63 = 70% for the minority subgroup and 38/54 = 70 for the African American subgroup.</p>	

<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>Review data to understand the barriers underrepresented transfer students face specific to Frostburg.</p> <p>Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.</p>	<p>The number of transfer students applied to FSU from minority groups.</p>	<p>Fall 22 saw a decline in racial minority students who applied to the university ultimately resulting in lower enrollment. However, fall 23 has more minority applicants currently than total for fall 22.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>
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FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	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
<p>Strategies are numbered followed by their Action Priorities.</p> <p>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.</p> <p>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.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>During spring 2022, the Center for Academic Advising and Retention (CAAR) advisors piloted the Academic Pathways Program (APP I) for first-year students on academic probation. The program consisted 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. Of the 90 students in APP I, 43 completed the semester in compliance (satisfied program requirements, while 47 were non-compliant). Compliant students earned a mean GPA of 2.252, while non-compliant students earned a 1.08. Compliant students completed almost 12 credits in the spring, while non-compliant students only completed four. While this program did not lead to a reduction in first-year students dismissed for poor performance, we posted a five-year high retention rate for first-year students on academic probation. We retained 54% of the Fall 2021 cohort of probation- as compared to retaining only 45% of the Fall 2020 cohort of probation students.</p>	<p>Continue to expand dual advising model.</p>

<p>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.</p>		<p>FSU is in the second year of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study. Students are assigned both a CAAR University Advisor as well as a Faculty Mentor from within an academic department. Following fall registration appointments, over 20% of the first-year class completed a survey with responses on a five-point Likert scale, with 5 indicating the highest level of agreement. Results: <i>My University Advisor treated me with respect: 4.98. My University Advisor listened to my concerns and questions: 4.97. My questions and concerns were addressed by my University Advisor.</i></p> <p>FSU launched EAB's navigate student success platform in August 2022. Our Academic Alert System shifted from the Beacon platform that did not allow for efficient notetaking, data collection, etc. All students with an alert now receive a tailored email with call-to-action directives and campus support resources. Some alerts, more serious in nature, rise to the level of a case. Opened cases are assigned to Faculty Mentors and University Advisors and include excessive absences and classroom behavioral concerns. University Advisors also monitor the accumulation of alerts by students and intervene accordingly. During Fall 2022 semester, 368 alerts were submitted and 144 rose to the level of a case. University Advisors make three attempts to reach out via text and email to students with cases for face-to-face meetings.</p>	<p>Improve faculty utilization of the Academic Alert System.</p>
<p>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.</p>	<p>SSS staff members use Student Access, a database designed specifically for TRIO Student Support Services 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.</p>	<ul style="list-style-type: none"> • In 2021-2022, SSS served 194 minority students: <ul style="list-style-type: none"> ○ 179/194 (92%) persisted to the next academic year ○ 176/194 (91%) were in good academic standing • In 2021-2022, SSS served 255 first-generation college students: <ul style="list-style-type: none"> ○ 235/255 (92%) persisted to the next academic year ○ 236/255 (93%) were in good academic standing 	

<p>TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and have success 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 advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS 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 must be first-generation students.</p>	<p>Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments to goals where necessary. 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 report of all SSS participants who receive a midterm warning each semester, which is then used 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’ section 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.</p>		
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FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	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
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <p>Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>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.</p> <p>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University's workforce consisted of 876 full and part-time employees (324 faculty; 552 staff members).</p> <p>Females are employed at a rate of 53.10% (465) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 30.08% (up from 12%). The University's workforce is comprised of Black/African American 6.70 (59- up from 40). White employees represented 87.20% (764) of the University's workforce.</p> <p>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 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p>	<p>Continuous recruitment, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>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.</p>

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			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	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
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom. • co-curricular programming for students. 			
<p>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.</p> <p>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.</p>	<p>FSU's <i>Office for Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p>	<ul style="list-style-type: none"> • The Annual FSU Social Justice Summit was held during the fall 2022 semester. 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. 	<p>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.</p>

		<p>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.</p> <ul style="list-style-type: none"> • In 2022-2023 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 2022-2023 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 for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2022-2023 Progress: The renovation of the interior of the building has been completed and the next step is exterior renovation. 	<p>Beginning fall 2023, this requirement will be extended to transfer students.</p>
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		<p>The building will be in full use by 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 by the end of the 2022-2023 academic year. 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 by March 31, 2022; completion was reflected in annual evaluations and considered in merit pay.</p> <ul style="list-style-type: none"> • A <i>#Bobcats Against Bias</i> campaign was held spring ’22 which included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. Thirty-one (31) students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A draft of a hate/bias incident policy and procedure was established in spring 2022. The university council, provost and senior DEI officer worked throughout the fall 2022- spring 2023 year to identify and make needed adjustments to the policy and procedure. 	
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<p>Continue the work of the University Council on Diversity, Equity, and Inclusion.</p>	<p>FSU <i>University Council on Diversity, Equity, and Inclusion (UCDEI)</i> – 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.</p>		<p>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.</p>
<p>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.</p>	<p><i>Office of Gender Equity</i> 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.</p>	<p>FSU established the <i>Office of Gender Equity</i> 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:</p> <ul style="list-style-type: none"> • 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 <i>Campus Climate Survey</i>. 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. 	<p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>

<p>Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
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<p>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.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>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%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male. The 2021 McNair recruitment session drew five interested students.</p> <p>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.</p> <p>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.</p>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p> <p>Maintain inclusion of DEI in re-envisioned GEP.</p>
<p>Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p><i>Identity and Difference</i> category in the <i>GEP</i> 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 <i>Appreciation of Cultural Identities</i> 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.</p> <p>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.</p>	<p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>

		<p>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 underrepresented groups globally.</p> <p>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. <i>The Foreign Languages and Literature program</i> (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.</p> <p><i>Two new curricular programs were brought online in AY 2022-2023:</i></p> <ul style="list-style-type: none">• Social Justice Track in the Philosophy Major• Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor	
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FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	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
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students. <p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty</p> <p>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).</p>	<p><i>The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.</i></p> <p><i>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.</i></p>	<p>The CIE currently has an Economics/ Finance program in which 353 students were enrolled February 2022-February 2023. FSU now has an agreement with HUTB for a Graphic Arts program which we have currently recruited 114 students. The plan is for these students to begin taking classes with our FSU professors, in China, starting later in 2023.</p>	

<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p> <p>Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.</p>	
<p>Organize and implement recruitment activities for students to study abroad.</p> <p>Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs.</p> <p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p>	<p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020:</p> <ul style="list-style-type: none"> • 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. <p>During the 2022 academic year, six FSU students participated in study abroad programs. This was an increase of participants compared to the previous year of zero, due to the pandemic. FSU allowed students to start traveling overseas again during the Fall 2021 semester. We anticipate continued growth in the coming year.</p> <p>The CIE engaged in the following recruitment activities in 2022- Conducted classroom visits/ Hosted bi-annual study abroad and international fairs/ Planned bi-weekly information sessions with prospective and former study abroad students/ Organized information tables in the Lane University Center/ Provided presentations to multiple Greek organizations/ Promoted study abroad at admissions open house events/ Provided multiple presentations in various residence halls.</p>	

<p>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.</p>	<p>The presence of faculty-led study abroad opportunities for students.</p> <p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>Although our faculty-led trips were canceled the previous year, we are gaining more interest from faculty members to take students overseas. The CIE collaborated with four professors in 2022 to organize trips that will take place in 2024-2025.</p> <p>The students in the President’s Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the campus leadership. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.</p>	<p>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.</p>
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A summary of the institution's plan to improve cultural diversity

Salisbury University is committed to increasing the cultural diversity of our campus community. In her State of the University Address, Dr. Carolyn Ringer Lepre spoke about the university's plan to "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." She also announced that SU will be creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging.

Climate Study: A university-wide assessment of learning, living and working at Salisbury University was conducted to understand the current climate that exists at SU. This campus climate study provided the opportunity for members of the campus community to describe their personal experiences and observations and offer suggestions for change to help enhance the campus climate at SU.

Expanded Staff in the Office of Diversity and Inclusion (ODI): This fall Vanice Antrum was hired as the Director of Multicultural Affairs and Robert Chin as the Program Administrative Specialist. Additionally, SU announced its intention to hire a Vice President of Diversity, Equity and Inclusion in 2023.

Inclusive Excellence Strategic Plan: The development of the plan is in progress and will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups

The ODI is in the search process for a Coordinator of Student Diversity Recruitment & Retention. The primary role of the coordinator will be to "Develop and implement strategic marketing and programming, with a cultural lens, to support the recruitment and retention of undergraduate students from diverse backgrounds."

Through the efforts of the ODI's Powerful Connections, Disability Resource Center's DRC STARS, College Assistance Migrant Program (CAMP), and TRiO Bridge Programs, the university has multiple opportunities to provide undergraduate students with transitional support resources that focus on the intersections of their identities. In the past, these programs have operated individually, but this upcoming academic year, the four programs will host some joint activities to allow students to engage with other diverse students at the institution. The goal is to build intersectional relationships across the programs' cohorts.

Next year, SU plans to implement a new special housing concept titled IDEAA (Inclusion, Discovery, Equity, Allyship & Advocacy). Students interested in learning from and engaging in programs and dialogue focused on complex issues centered in equity, justice, and inclusion are invited to sign up to live in the IDEAA Special Interest Housing Community. As a resident of this community, students will have the opportunity to explore various aspects of their own identities, the intersections of those identities, as well as help to shape the conversation on Equity and Inclusion at SU.

Directors of the Office of Diversity and Inclusion and the Disability Resource Center facilitated informational sessions at the University's Admitted Student Day events to provide families with a better understanding of the offices and programs in place to ensure that students have an inclusive experience at Salisbury University.

The Fulton School of Liberal Arts, Enrollment Management, the Office of Diversity and Inclusion, the College Assistance Migrant Program, TRiO Student Support Services, and the Organization of Latin American Students have developed a partnership to discuss how we can increase the enrollment and engagement of Latinx students at Salisbury University. This committee is representative of the multiple aspects of the Latinx student experience at SU and meets regularly to discuss ways that we might better reach the increasing Latinx population on the Delmarva Peninsula. Some of this work includes sponsoring the Culture Fest and Festival Latino during Latinx heritage month as well as attendance at events hosted by the community that provide resources to the Delmarva Latinx community.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences. RISE UPP A \$10 million grant has been funded by the National Science Foundation (NSF) to replicate the high-impact initiative, AGEP PROMISE Academy, nationally. The Alliance will assist the University of Texas System, Texas A&M University System, and University of North Carolina System in creating programs similar to AGEP PROMISE Academy.

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Faculty & Staff

- Salisbury University has developed a comprehensive plan to support diversification of the faculty and equity in faculty careers. In addition, the Office of the Provost has revised the Faculty Handbook to a more user-friendly format available online.
- A faculty workgroup examined expectations and rewards for faculty DEI work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in teaching.
- The ODI recently launched the ODI Faculty Fellows. The Fellows will work in partnership with the staff in ODI to ideate solutions that will lead to a more inclusive campus environment.
- In-Person Training Pilot: The ODI has a pilot group of faculty and staff members to participate in a soft launch of an in-person training series titled, *Every Person, All Day, Every Day: Diversity and Inclusion Initiatives*. This training will be based around passages from the book, Everyday Bias: Identifying and Navigating Unconscious Judgements. The series is comprised of 5 training modules that we will go through over a 5-week period. Participants will then provide feedback to ODI in preparation for a campus-wide rollout.

- MOSAIC: The Mosaic Mentoring Program provides support to new faculty with the goal of retaining and supporting the success of all faculty. Mentors are from a diverse group of individuals with ‘different ranks, ages, genders, races, skills and experiences.’
- College of Health and Human Services – Justice, Equity, Diversity, and Inclusion Committee: This year, the committee provided the Intercultural Development Inventory (IDI) for faculty and staff in the CHHS. As a part of this initiative, faculty and staff completed the IDI and had individual and group reflection with a trained consultant. The consultant also visited Salisbury in the Spring semester for an in person professional development session. At the completion of this semester, over 30% of the faculty and staff in the CHHS will have completed the inventory and personal or group debrief of their results.
- Several SU faculty presented at or attended the 7th Annual Culturally Responsive Teaching & Learning Conference.
- Salisbury University is an institutional member of the National Center for Faculty Development & Diversity (NCFDD) and scores of faculty have taken advantage of available resources.
- More than 50% of new tenure-track faculty hires starting at SU last fall were from historically underrepresented or racial minority groups (some of these were international faculty as well).
- Center for the Advancement of Faculty Excellence (CAFE) was launched to support faculty success and inclusion. Programming for inclusive pedagogy and universal design have been emphasized.
- At least two representatives from the university will be attending the National Conference on Race and Ethnicity
- All SU schools and colleges have established faculty and/or student advisory groups on Diversity & Inclusion.
- Althea Pennerman (Early & Elementary Education) and colleagues at Coppin State U. won a \$4.1M award from the U.S. Department of Education for their Pathways to the Professions program which aims to increase teacher diversity and student success in high-need urban and rural schools across Maryland.
- Jill Caviglia-Harris (Dept. of Economics & Finance and Dept. of Environmental Studies) won the 2022 Diversity, Equity, and Inclusion Award from the Agricultural & Applied Economics Association’s (AAEA) Committee of Women in Agricultural Economics. Jill also won the Association of Environmental & Resource Economics’ (AERE) 2022 Distinguished Service Award for her leadership of the AERE Scholars Program. Both of these awards celebrate her sustained and significant contributions to mentor and supporting a more diverse and inclusive field of economics.
- Yuki Okubo (Dept. of Psychology) who was awarded the 2022 Distinguished Mentor Award from the American Psychological Association’s Society for the Psychology of Women, Section V (Psychology of Asian Pacific American Women).
- Student Affairs created *Social Justice Award* that recognizes a Student Affairs staff member, department, or group who has engaged in activities outside the framework of their regular responsibilities to help create and foster a Salisbury community that is equitable and inclusive.

Students

- The Accelerated Mentoring Program (AMP): AMP is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio. The program targets People of Color and/or from traditionally underrepresented backgrounds.
- The School of Social Work's Comunidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at SU. Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.
- Henson Belonging Study: In mid-November 2022, 270 Henson students participated in a Qualtrics survey with four measures (24 items with 5-level Likert-scale). A student's sense of belonging is an important predictor of engagement, success, and retention in STEM programs. The goal of this survey was to measure student sense of belonging in the Henson STEM community, to find out what has fostered a sense of belonging, and to find out what can be improved.

Cross Population Engagement

- Civic Reflection Program: Through our Institute for Public Affairs and Civic Engagement, Salisbury is working to build and support a network of student facilitators trained in civic reflection. As a group-oriented conversation approach, it can have a profound impact on how people talk across difference, providing a deeper understanding of one's own choices and values, and a forum to better understand the diverse perspectives of others. These reflections include participants from all aspects of the campus community and are an embedded experience for all new SU students as a part of the New Student Orientation.
- General Education Model Update: SU's new General Education model is well underway with a plan to launch in Fall 2024. The new model includes a required course in DEI-related content (as well as Civic Engagement and Environmental Sustainability) (For details on Student Learning Outcomes please see Appendix 2).
- Annual Anti-Racism Summit: SU strives to be a leader in addressing structural oppression and institutional racism in many organizations and communities. The Anti-Racism Summit is part of a broader institutional effort to be intentional about talking about racism and its effects on SU and organizational systems in general. The annual summit hosted in the Spring semester usually includes guest presenters, panel discussions, topical sessions, etc.
- Justice and Equity Forum: The Justice and Equity forum highlights research, teaching, community engagement and campus initiatives focused on issues of power, justice and equity in work and the world. Participants engage in roundtable conversations about university and community initiatives that address justice and equity across schools, disciplines, campuses and the broader Eastern Shore region. Presentations range from approaches to teaching and learning, to community engagement initiatives, to research projects in the fields of education, social work, health and human services, and more. This is a partnership between Salisbury University and the University of Maryland Eastern Shore.

- Cultural Diversity Inclusion Consortium Committee: The purpose of the committee is to assist campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University’s diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement.
- Academic Program Expansion
 - Disabilities Studies Minor: SU’s disability studies minor is built into a campus-wide effort to increase awareness of disability as diversity and create an inclusive campus culture. As the number of students with disabilities at SU increases, it is important that our curriculum helps undergraduate students understand disability issues and culture. The disability studies minor fosters conversation about disability identity and acceptance with a variety of courses that aim to de-stigmatize disability and disease, illness and impairment, including those that are considered “invisible.”
 - Asian Studies Minor: SU’s Asian studies minor has many learning opportunities for students to experience other cultures firsthand. Students have the option to learn foreign languages such as Japanese and Korean, as well as take study abroad courses. SU has many partner institutions where students may choose to spend a full semester and take courses toward their minor.
 - Africana Studies Track (Interdisciplinary Studies B.A.) and Minor: The programs promote understanding, appreciation and advancement of Africana people and culture and reflect the rich history, art, politics, innovation, environment and so much more about diverse people of African heritage on the continent of Africa and in the Caribbean, North America, Latin America, Europe, Asia and around the world.
- Summer outreach programming consisted of a total of 18 Summer Enrichment Academies (SEAs). Instruction was provided by 36 faculty and staff in from across campus and the Ward Museum along with certified teachers from Wicomico County Public Schools, Worcester County Public Schools, and Indian River School District in Delaware. Program facilitation and coordination was led by Wynnette Curtis, Program Coordinator for Diversity Initiatives in the Seidel School of Education along with a team of 11 teacher candidates who supported instruction as Teaching Assistants. More than 300 children were served (46% low-income/FARM eligible; 20% migrant youth)
- SU has begun our 2025 Middle States Commission on Higher Education (MSCHE) self-study process. We are taking a priorities-based approach to show evidence of compliance with the seven Standards for Accreditation as set forth by the MSCHE. To achieve this goal, a dedicated working group has been established to focus specifically on SU's second strategic goal, which is to create a more inclusive and supportive campus community. The working group comprises faculty, staff, students, and community members who have extensive experience and expertise in diversity, equity, and inclusion. The group will conduct a thorough review of SU's policies, practices, and programs, with a particular focus on identifying areas where improvements can be made to create a more inclusive and equitable environment.

A description of emerging populations that are currently underrepresented in higher education

First Generation Students

A subgroup of the Enrollment Action Team was created to determine who our first-generation students are and how SU may be better able to support their needs and remove barriers to success. (For more details please see Appendix 2).

Students with Disabilities

To support students taking classes in the evening, the DRC included after-hours proctoring. Thus far in the 2022-2023 academic year, the Disability Resource Center (DRC) has served **669** students with disabilities (undergraduate and graduate).

- **Disability Resource Center (DRC)** - The DRC is responsible for ensuring equal access to Salisbury University's programs and services for self-identified students with disabilities. To this end, the DRC provides guidance, reasonable accommodations/modifications, auxiliary aids, self-advocacy support, academic skill-building, and linkages to on and off campus resources. The DRC also provides accommodations and access to resources/services to students with temporary conditions.
- **DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success)** - DRC S.T.A.R.S. embraces disability as a dimension of diversity and represents the University's commitment to fostering an inclusive environment through the appreciation and respect of all differences. The program is designed to provide incoming students with disabilities with the information, resources, and DRC services necessary to ensure a seamless transition to Salisbury University.
- **Delta Alpha Pi** is an academic honor society founded to recognize high-achieving individuals with disabilities who are attending colleges and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities.

LGBTQ+ Faculty, Staff, and Students

- A Preferred Name Policy has been drafted and is currently under review.
- Lambda Society: Lambda is open to the SU queer community of faculty, staff, graduate students, and their ALLIES.
- The LGBTQ+ Alliance is a registered student organization whose mission is to promote the rights of gay, lesbian, bisexual and transgender people in the community. One of the goals of the LGBTQ+ Alliance is to provide a safe and supportive environment for LGBTQ+ people and their friends and families. Through the organization, members passionately try to make campus and its surrounding community aware of current issues surrounding LGBTQ+ people.
- Gender and Sexuality Studies Minor: Students in this minor will explore how gender and sexuality roles and expectations have been produced and shaped by social institutions such as politics, religion, family, media, medicine, education and art.
- LGBTQIA+ Resource Center: This safe space is maintained and occupied by the LGBTQ+ Alliance to invite any and all identities as well as their allies to gather as a community, participate in educational activities, organize special events, or just network as a way to support each other and promote a more open and accepting society.
- Gender Inclusive Housing: Salisbury University offers Gender Inclusive Housing as an on-campus living option available to our students who wish to belong to a community not

restricted by gender identity or gender expression. This option will be open to all interested students based upon availability. This option is not a requirement for any student.

Pell Eligible Students

- **Affordable Course Marking Initiative:** SU is continuously working to increase access to affordable and high-quality education for all students. Thanks in part to a \$20,000 institutional grant received through the Kirwan Center and the Maryland Open-Source Textbook (M.O.S.T.) initiative, a Community of Engagement (stakeholders across the university) have been focused on expanding the use of Open Educational Resources (OER) and open pedagogy, which have been shown to increase the engagement, success, and retention of underrepresented students. SU has also implemented a course marking designation for students to be able to search for courses that use free or affordable course resources.
- **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.

International Students

Salisbury University is interested in expanding our international student and study abroad enrollments as COVID restrictions are continuing to be lifted.

Undocumented Students

SU hosted special events such as a Financial Aid Information for Undocumented/DACA students & their families

Military Connected Students

SU has a Veteran's Lounge and was recognized by the Military Times as among the Best for Vets Colleges in 2022



GOAL

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.

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 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.

2022-2023 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University



Submitted April 10,2023

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Institutional Programs of Cultural Diversity Annual Progress Report – Towson University

1. A summary of the institution's plan to improve cultural diversity.

Creating a more diverse and inclusive campus is a priority for 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. 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.

The Committee on Institutional Effectiveness is responsible for the annual monitoring and report to the shared governance bodies of the achievement and progress for 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.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

STUDENTS

Towson University Admissions actively recruits all students from Maryland, Pennsylvania, Virginia, West Virginia, Delaware, New York, New Jersey, and the District of Columbia. Our entire admissions office is trained on inclusive recruitment, in contrast to specifying one or two specialized multicultural recruiters, like some institutions. We prioritize attending programming that promotes college access for underrepresented students, including college fairs hosted by National Hispanic College Fairs, Inc, Alpha Phi Alpha Fraternity, Inc, the CollegeBound Foundation, and other Community Based Organizations that serve these students.

We also 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. Additional initiatives to specifically recruit Hispanic/Latine students include providing information sessions and marketing materials in Spanish and conducting in-person information sessions in select areas of Maryland with high numbers of Hispanic/Latine students.

Towson University recently announced its membership in the American Talent Initiative (ATI), an alliance of more than 130 four-year institutions united in a shared goal of enrolling, supporting, and graduating 50,000 additional talented, lower-income students across high-graduation-rate colleges and universities by 2025. ATI's work to increase access and success is more important than ever, especially amid a pandemic that disproportionately impacts talented students from lower-income and communities of color.

The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors. The program also provides a series of college readiness workshops. Local underrepresented students are provided opportunities through the College Readiness Outreach Program to build a solid plan around how to matriculate successfully through high school then college. TU college students volunteer to facilitate individual or group sessions sharing their experiences, encouraging academic persistence, and helping students rethink what success means for them. We have expanded our reach through a monthly virtual series to include high schools from the state of Maryland with focus on Baltimore City, Baltimore County, Prince Georges County and Montgomery County.

Sleeping Bag Weekend is a free opportunity for students who have already been admitted to Towson University, yet have not committed, to experience campus life. During Sleeping Bag Weekend, admitted students have the opportunity to: shadow, connect, and attend classes with current TU students; stay overnight in the SAGE residential learning community; tour campus and the Towson community; attend and participate in campus events; and attend **TU4U**, an information fair of campus resources.

ADMINISTRATIVE STAFF

Over the past 5+ years, the Office of Human Resources (OHR) has implemented a variety of initiatives designed to recruit underrepresented staff. With the inception of a new applicant tracking system, the OHR has faster access to demographic data, and implemented a step in the selection process to ensure that the selected interview pool is representative of the overall qualified applicant pool. The new system also has made it easier for candidates to apply to TU, and seek and apply to multiple positions, further diversifying our applicant pools. In addition, the OHR uses the affirmative action plan to identify specific job groups with significantly less diversity than the reasonable recruitment area for that job group.

The OHR uses the "source" information from candidate submissions to determine the sources that produce the most diverse applicant pools, as well as those that reach underrepresented groups. That allows the OHR to conduct more targeted ad placement when searching for candidates. The OHR has also expanded their use of LinkedIn to further promote open positions and find passive job seekers. Finally, the OHR continues to engage with multiple workforce development programs in the Greater Baltimore area. Our most successful partnership to date, Humanim, has produced over a dozen hires in temporary and permanent positions across the TU campus, including positions in the President's Office, Provost's Office, academic departments, and the OHR.

FACULTY

The Faculty Mentoring @ TU Framework was designed to intentionally build diversity, equity, and inclusion in all components of the framework. It features four levels of faculty mentorship—at the department level, the college level, the university level, and at the informal level. Within each component, the framework outlines potential mentorship opportunities for faculty to engage in, and while all of them are infused with a commitment to diversity as a prerequisite for their deployment, at the university level, the framework specifically names a faculty mentoring program designed for underrepresented faculty. We have plans to continue to build this aspect of the program in the upcoming year, as we grow our faculty mentoring program offerings overall. Additionally, the faculty mentor training, designed for all faculty interested in mentoring others in any capacity, features a module specifically around diversity, equity, and inclusion, and focuses on helping mentors understand the importance of considering identity and power in all mentoring relationships. Additionally, the ongoing Faculty Mentoring Community of Practice provides a space where faculty can and do engage around DEI issues as they relate to faculty mentoring, retention, and promotion.

The Inclusion Advocate (IA) program was established in 2020 and implemented in 2021. IAs are TU tenured faculty and permanent status librarians who are trained as search and selection process advisors. Their preparation includes a 16-hour Seminar and on-going education addressing current research and best practices about implicit bias, diversity, representation, and the ever-changing legal landscape in hiring, inclusive employment principles, and practical strategies for each stage of the search process. IAs are consistently on the cutting edge of effective advocacy of de-biasing the search process. IAs have a 2-year commitment and are assigned to serve on faculty search committees across all colleges. There have been 47 trained to date (1 -2 trainings per year).

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

FACULTY AND STAFF CULTURAL TRAINING PROGRAMS

Within the Office of Inclusion & Institutional Equity, staff in the Center for Student Diversity partner with the DEIJ Education team to deliver workshops across campus. There has been an increase in requests for unconscious bias, microaggressions and how to interrupt them, as well as more in-depth discussions of Gender Diversity Allyship, with topics ranging from *“How to Support Gender Diverse Students as Educators”* to *“How to Support Sexual and Gender Minorities in (on campus) Housing.”*

Dialogue@TU, supported collaboratively between the Office of the Provost and the Office of Inclusion & Institutional Equity, continues to serve as valuable professional development for faculty and staff.

The Office of Inclusion and Institutional Equity (OIIE) conducts an overview of its services and resources, as well as a review of the basic tenets of DEI. These sessions are 1.5 hours or less and held twice a month during the OHR sponsored orientation. OIIE has included a representative from one of the affinity groups to share a 5-minute overview of their specific group which has increased interest in the seven faculty and staff affinity groups. Additionally, to increase awareness and reiterate the importance of the concepts of DEI as well as recognize obstacles that potentially impede a bias free search. Recognizing and disrupting biases in the search and interview process are discussed. OIIE has conducted training with supervisory staff in the Career Center, Administration & Finance, OTS, and Auxiliary Services with

more scheduled throughout the academic year. A pre-search committee training was conducted specifically for TU Police which included a TU non-affiliate search committee member.

The Inclusive Teaching Collective (ITC) is a unique learning community for faculty members who consider perspectives on what it means to engage with culturally sensitive and affirming practices for the benefit of students in our classrooms. Faculty participants complete a self-assessment, attend face-to-face and virtual sessions, identify individual goals, and develop faculty partnerships for learning and support. Students are invited to speak to the collective so that students' needs are centered in the process.

Fix Your Climate is a learning session developed for all campus units to address microaggressions and bullying in the workplace. A significant number of reports filed with the Office of Institutional Equity and Compliance resulted in instances of work conduct that did not rise to the level of discrimination or discriminatory harassment but were harmful yet the same. OIIE is attempting to proactively address workplace conduct in order to interrupt harmful behaviors and to reduce the number of "unactionable" complaints reported.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

The Diversity and Inclusion Faculty Fellows (DIFF) program began in 2016 and provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, create scholarly knowledge that supports equity, access, and inclusion or identify strategies to enhance institutional practices. These Fellows attend monthly workshops throughout the academic year, implement their newly developed diversity initiative by the Spring semester, showcase their project at TU Educators summit or other approved event, participate in DIFF networking and informal mentorship, and act as a resource for the Office of the Provost, as available.

Open Educational Resources (OER): FACET collaborated with a faculty member to win an institutional grant from the Maryland Open-Source Textbook (M.O.S.T.) initiative to support OER development. A significant component of this grant-funded program involves development of culturally responsive pedagogies that will enhance student success.

Trauma-informed learning environments (TILE) workshop: FACET led an effort to support faculty in creating a curriculum for the new trauma-informed learning environments (TILE) workshop. The major goal of this initiative is to provide support for all students such that barriers to success are removed. This evidence-based program is built upon the consistent research-supported finding that people with disabilities often experience a heightened level of trauma, as do students from historically marginalized populations. By providing tools to faculty to apply to their syllabi, course assignments, and classroom spaces, the workshop will result in a more supportive platform for student success.

Accessibility: FACET incorporates into all its teaching/learning supports evidence-based practice relating to accessibility. Faculty who attend department-level or individual workshops as well as those who complete the mandated process for online teaching eligibility are provided with guidance and support for ensuring accessibility in their courses.

New Faculty Institute: FACET provides a year of professional development support to all new full-time faculty on issues that relate to faculty and student success. Prominent among the topics covered during these experiences is the importance of supporting international students and faculty, students with disabilities, and students and faculty from historically marginalized populations.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

Within the Center for Student Diversity, the Coordinator for the Asian Pacific Islander, Middle Eastern and Desi American (APIMEDA) Student Development Program engaged in a cross-campus collaboration in developing a dialogue on *“Anti-Asian Hate”*.

The **Welcome APIMEDA**, brings students, faculty, and staff from the APIMEDA community together to meet and greet each other at the commencement of the academic year. The event provides an opportunity for APIMEDA students to find visibility on campus while engaging with games, music, ethnic food, and giveaways. The **Welcome Jummah** welcomes the Muslim community on campus with lunch after the Friday prayer and is used as an opportunity to engage in inter-faith learning by welcoming the campus community to attend the Jummah (prayers) as observers.

The Sexuality & Gender Diversity Student Development Program celebrates **National Coming Out Day**. This event celebrates and recognizes LGBTQ+ individuals who are in the various stages of coming out. The space is filled with fun, relaxing activities as well as support resources and staff. Furthermore, **The Women in Leadership Conference** brought female identifying persons together and to have discussions around various topics that impact women. This year's theme was Defining Womanhood.

The African American Student Development Program's **Sitting at the Elders' Feet** event took students, faculty, and staff on a historical journey with Towson University Elders. Using oral traditions of generational sharing, the TU community learned of the history and experiences of TU Black Alumni, explored current realities, and discussed ways to continue to move forward.

The Latine/x Student Development Program hosts a monthly Comunidad or gathering to create a space that celebrates, honors, and engages students in discussion on aspects of the Latine/x community. Recent topics such as **“Latine/x History and Culture through Art,”** and **“Stories of My Immigrant, 1st Generation and Latine Activist Life”** were explored and the partnerships with academic departments allowed for aspects of the culture and topics relevant to the Latine/x community to be discussed beyond students who hold the Latine/x identity.

Students Achieve Goals through Education (SAGE) program is a peer mentoring program that fosters academic achievement, personal development, and campus-wide involvement among new students from diverse backgrounds. There are currently a diverse group of 84 upper-class mentors and an average of 500 students who opt into the program.

The SAGE Learning Community offers first-generation, first year college student peer-to-peer mentorship while living amongst their mentors. through Housing and Residence Life. The SAGE program's original mission continues and has expanded to include any entering freshman who wishes to participate. The SAGE programs participants (mentees) are assigned a peer mentor. The mentors and mentees participate in various activities to support academic excellence, budget management and

decision-making skills, and personal development. Participants also expand their knowledge of diverse cultural groups, career development strategies, and participate in networking opportunities. New students in the Learning Community move in six days early for a specialized Pre-Orientation that provides the opportunity to interact with campus partners, learn about and experience campus resources, build community, and culminate their six-day experience on the last day in the form of a presentation. There are 56 students in the community which includes their assigned mentors.

Generation One

Offered in collaboration with the Student Success Programs and Counseling Center, Generation One is a program providing first generation college students attending TU with tailored mentoring and guidance to foster both academic and personal accomplishment. Generation One connects students who share similar experiences to share strategies to deal with difficult situations and provide encouragement during challenging and rewarding times.

H.E.R. (Honesty. Encouragement. Respect)

HER is a space for students who identify as women of color to come together and have genuine conversations about all things related to being a woman of color. Students, Faculty, Staff, and alumni who hold this identity are invited to participate with the understanding that all formal titles are discouraged to allow students to space as we encourage them to be their authentic self, in an open environment, while respecting each other and themselves. While we really like to have a good time and build relationships and connections that may not happen randomly; we also recognize the importance of providing this welcoming space. Students, faculty, and staff are welcomed, and any meeting can be someone's first meeting.

Man 2 Man

A peer program geared toward men of color at Towson University. This support group serves as a confidential space for male-identified students of color to develop a better understanding of themselves and other in the context of gender, race, culture, and social pressure. Meetings explore how the experience of masculinity shapes how we think, feel, and relate to others, as areas of growth, strength, and unity are discussed.

4. A description of emerging populations that are currently underrepresented in higher education.

OIIE has increased its commitment over the past year in developing additional resources that increases the authentic sense of belonging for members of the TU community who identify as Native American or Indigenous. While developing guidance for the appropriate use of Indigenous Land Acknowledgements, we partnered with local organizations and institutions in conducting oral histories with Elders from local tribes. We also have increased our outreach and engagement with Native/Indigenous TU students with the goal of developing dedicated support through our Center for Student Diversity.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Appendix 1: A copy of the diversity plan currently in place at your institution; [*A More Inclusive TU: Advancing Equity and Diversity \(2020–25\)*](#).

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore
Date Submitted: April 14, 2023
Point of Contact: Catherine Andersen, Interim Provost (candersen@ubalt.edu) or
Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu)

Section I: 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 2021 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.

A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth.
- Organizing a Pride Parade.
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating.

- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

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.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate 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 program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
- promoting safe zone /brave zone trainings for students, faculty, and staff.
- enhancing all our disability related programming to raise awareness and enhance inclusion.
- partnering across the university to promote the use of automatic captioning in all our online events.
- The Women’s Initiative for Leadership Development program.
- inclusion of pronouns and chosen names in Campus Groups platform; the learning management system, Sakai, now also has this option.

Section 2

THE UNIVERSITY’S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB’s student body over the past 10 years (fall 2012 to fall 2022). The percentage of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 53.9% to 64%, with African American students now representing near half (48.5%) of the undergraduate student body. At the graduate level, a similar 10 percentage point gain was realized, increasing from 35.1% to 45.5%. Hiring and maintaining a diverse workforce is an objective where the University makes steady progress. Since 2016 the University has increased in percentage of underrepresented tenure and tenure-track faculty from 12.6% to 15.0%.

Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland’s public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstance with a Student Diversity Index of 49.5, well ahead of the University System of Maryland average at 33.5%. UB serves the working-age population of Baltimore and University System of Maryland geographical area.

African American/Black enrollment has increase slightly from 48.0% in Fall 2020 to 48.5% in Fall 2022. The percentage of Hispanic students has shown remarkable growth between Fall 2020 and Fall 2022, from 8.1% to 9.7% at the undergraduate level and from 6.9% to 8.1% at the graduate level. Additionally, the percentage of students identifying as two or more races has increased to 5.3% in Fall 2022 from 4.6% in Fall 2020, making it the third largest racial group.

Hispanic staff diversity has also grown, rising from 3.8% in Fall 2020 to 40.5% in Fall 2022. And the underrepresented racial group has grown from 39.6% to 40.5% during that same timeframe.

National data indicate that only 12.9% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Fall 2018 IPEDS HR survey). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

At the University of Baltimore, 15% of tenured/tenure track (T/TT) faculty are from underrepresented groups. The percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw

a significant increase from 12.3% in 2012 to the 19%-20% range since 2020. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The university has made concerted efforts to increase the diversity of the pools in all its searches, especially administrative. Most recently, in the search for a Provost, 60% of the campus finalists (3 of 5) were members of underrepresented groups. Unfortunately, two of those three candidates accepted positions as provost and chancellor prior to the commencement of the search. The search for the Dean of Business has likewise attracted a highly diverse and talented field of applicants and finalists.

Section 3

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. I'm delighted to inform you that the university is continuing to expand cultural diversity programs and is serving more and more students, faculty and staff each year. Staffing assignments were made in AY22-23 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

- 1) Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT). CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate.

Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module.

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.

The Office of Human Resources supports all campus constituencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions. The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees can strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes.

- 2) **The College of Arts and Sciences:** The college has offered several courses over the past year that deal with cultural diversity. For example:

CMAT 320: Argumentation, Debate, and Society explores differences born of diverse experiences. We ran this course for 22 students in spring' 22. It included piloting a new debate format geared toward building understanding and included a partnership with an organization (Braver Angels) seeking to work against political polarization.

IDIS 497: capstone students are building projects that address pressing challenges in our community, including lack of affordable housing, the employability of formerly incarcerated individuals, and veterans suffering from PTSD.

HIST 316: Black Europe, students learned about the early roots of multicultural Europe. Readings and

research provided the opportunity to engage with the lives of black Europeans from the Middle Ages to the present.

HIST 328/IDIS 301: Modern Korea, students experienced Korean culture by attending a Korean art exhibition and/or performance.

HIST 101.LC2 and HIST 101 WEB (asynchronous class), students conducted semester-long research examining a particular artifact from a culture different from their own.

The College of Public Affairs: Dr. Lyles on April 5 offered the Rosenberg Dialogues with the topic “Confronting Inequities in Healthcare through Innovation and Entrepreneurship.” Dean Hartley launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are “positive societal impact.”

- 3) **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 HBIs to take the LSAT and enter and succeed in law school.

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. In 2022-2023, the College sought to implement and advance its Diversity and Inclusion Plan in an intentional way through the following activities:

Facilitated its "Voices of Public Service" speaker series to profile prominent speakers with diverse backgrounds committed to public service.

Hosted the 2023 annual Conference of Minority Public Administrators (COMPA) under the director of an MPA faculty member, Dr. Kelechi Uzochukwu, the current president of COMPA. The conference featured CNN's Van Jones as a keynote speaker.

Hosted and facilitated several public forums, including the Rosenberg Dialogue Series and CELTT workshops, focused on confronting inequities and underrepresentation.

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 FY23, 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 Arts and Sciences hosted a History Guest Speaker Event—The Civil Rights and Black Power Movements in Global Context on March 8, 2023.

The Merrick School of Business is working to establish 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's** Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a city neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to \$1M to proceed with the project.

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.

Through **Student Success and Support Services**, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate several Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

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.

Section 4

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.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

The School of Law: has elevated the current role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, not only was 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. Faculty, staff, and students participate in these discussions. 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).

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 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.

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
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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 a new 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 for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- 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

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.

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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.

1. SUMMARY OF UMB’S PLAN TO IMPROVE CULTURAL DIVERSITY

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](#) and the [UMB 2022-2026 Strategic Plan](#). Two of 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) is used to store all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reporting for each school or unit. There are currently eighty-eight strategic goals in SPIMS that include equity, inclusion, diversity, or social justice. Progress of goals are submitted to and evaluated bi-annually by Institutional Effectiveness, Strategic Planning, and Assessment (IESPA).

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recently recognized by both 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), Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. The policy requires a diversity

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statement submission for upper-level management, leadership, and specialized positions, which will assist search committees to identify candidates who could potentially advance diversity, equity, and inclusion at UMB. Another example is the recent development of an institutional data dashboard that maps and tracks 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 provides deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

Progress is also being achieved through planning and assessment efforts such as the creation of UMB's first-ever diversity strategic plan (DSP), beginning in Fall 2022. This plan will serve as a roadmap and framework to advance DEI at UMB. The committee has adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. The committee extensively reviewed surveys, climate studies, the UMB strategic plan and core values, university-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. The review uncovered major themes to guide this work, categorized as Climate/Experience; Recruitment/Retention; Professional Development/Career Advancement; and Education, Scholarship, and Service. The Committee is leading listening sessions by positional and personal identities, supplemented by an interactive website through the platform Konveio for the UMB community to provide input. Feedback from these sources will be reviewed by the Committee and considered in the creation of the DSP. The Committee's goal is to finalize the DSP by Fall 2023.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, and the creation of the Contributions to Diversity Statement policy are all important steps towards 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 is considering rolling back affirmative action in college admissions, coupled with organizational cultural challenges, impact our progress and ongoing work.

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2. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

UNIVERSITY-WIDE:

- The interactive online Institutional Data Dashboard and data reports tailored to individual schools, as well as key programs that enhance diversity across our various populations (See Appendix 6).
- HRS prepares a yearly Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas we need to emphasize (See Appendix 5).
- DEI leadership at the campus level and designated DEI leadership at each of the schools that provide learning opportunities for students, faculty, and staff (See Appendix 3).

2.A. Initiatives designed to recruit and retain traditionally underrepresented students.

- The Office of Admissions in the University of Maryland School of Dentistry (SOD) recruits underrepresented students locally by engaging the pre-health advising offices of Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, and Hampton University.
- The SOD has active student affinity groups: the Student National Dental Association is an award-winning organization that supports Black dental students, while the Student Hispanic Dental Association supports Hispanic dental students.
- The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with various strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020.
- The SOM's retention efforts include, but are not limited to, unconscious bias, allyship and social determinants of health education incorporated into the medical education curriculum for all students; and unconscious bias education required for all SOM faculty. The SOM appointed an Assistant Dean for Student Diversity and Inclusion who engages and advises the Student Diversity Council; and there are multiple active student affinity groups.
- The School of Social Work (SSW) EDI office developed a Book Lending Program that provides free, easily accessible textbooks and other materials to SSW students.
- The Graduate School promoted syllabus focused on Equity and Justice and collaborated with Faculty Center for Teaching and Learning (FCLT) on Inclusive Pedagogy professional

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development. Co-curricular student programming includes a weekly professional development newsletter offering a wide array of JEDI (Justice, Equity, Diversity, and Inclusion) topics and monthly meetings addressing social identities.

- At the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), UMB provided opportunities that catered to students interested in continuing their education pathways into graduate school. The Graduate School provided academic opportunities for those interested (See Appendix 5).

2.B. Initiatives designed to recruit and retain traditionally underrepresented faculty.

- The Faculty of Color Network was launched in the Fall of 2022 with goals including strengthening overall faculty diversity and development and supporting the recruitment, retention, and overall success of faculty from underrepresented groups (See Appendix 2).
- In 2022, OEDI cosponsored with the schools eleven faculty from underrepresented groups, to participate in the National Center for Faculty Development and Diversity's (NCFDD) twelve-week on-line Faculty Success Program.
- The SOM Diversity Advisory Council developed the SOM Equitable Faculty Search Guidelines, recommending diverse gender, racial, and ethnic representation on and requiring implicit bias training for search committees; regulating broad strategic posting and advertisement of available positions to enhance diversity of the applicant pool; and mandating consistent evaluation metrics for candidates. In addition, the University of Maryland School of Medicine was one of only 5 academic medical institutions in the country to be awarded the prestigious NIH (National Institutes of Health) FIRST Award, which provides funding to recruit a diverse cohort of underrepresented early career faculty to the SOM.
- Faculty retention efforts at the SOM include multiple invited DEI-focused lectures open to all faculty and staff and the appointment of an Associate Dean for Faculty Diversity and Inclusion (See Appendix 4).
- SSW expanded the Faculty Annual review to include a section specifically on DEI Efforts.
- The University of Maryland School of Pharmacy (SOP) developed the first diversity plan for M-CERSI Competitive renewal to increase participation of Black and Hispanic faculty who are underrepresented in regulatory science as principal investigators.

2.B. Initiatives designed to recruit and retain traditionally underrepresented staff.

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- Recruitment efforts for traditionally underrepresented staff such as veterans, women, minorities, and disabled people includes HR (Human Resources) regularly attending job fairs such as the Maryland National Guard, Baltimore Port Alliance Hiring & Career Expo, the Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), and communicating open UMB positions to the Maryland Workforce Exchange to various Departments of Labor and Rehabilitation (DOL and DOR) and DOR constituents. Other HRS efforts include the monthly Workforce Wednesday, a career-focused open house at the Community Engagement Center (CEC) where community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and understanding job descriptions; and Project Search, a model in workforce and career development for adults and students with disabilities (See Appendix 5).
- The SOP integrated Commitment to Diversity Statements into position descriptions and postings.

3. *INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS*

3.A. Curricular initiatives that promote cultural diversity in the classroom.

- The Intercultural Center, under UMB Student Affairs, provides cultural heritage month events, intergroup dialogue opportunities, training and development experiences (e.g., poverty simulation), identity-based advisory boards (e.g., students who are parents/caregivers), a podcast, as well as additional resources and programming. The Intercultural Center regularly collaborates with student organizations, staff, faculty, and community groups to offer initiatives such as Portraits of East Baltimore’s Reservation, First-Generation Celebration Week, Black Professionals on the Rise, and Transgender Empowerment & Advocacy Week (See Appendix 3).
- UMB received the 2022-2023 First-gen Forward Designation (See Appendix 3)
- The School of Dentistry (SOD), regularly communicates through announcements and social media posts about UMB recognition week information and programming specific to all cultural diversity programming, resourcing, etc. Some examples include [Safe Space Training](#); [Intercultural Center Events, Programming, and Resourcing](#); [Black History Month Programming, Events, and Resourcing](#).

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- The [Learning Institute](#) sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offers online and in-person experiences designed to foster the professional development of the UMB community regarding a variety of DEI topics, for which they can earn a digital badge or micro-credential (See Appendix 3).
- Co-curricular programming at University of Maryland Francis King Carey School of Law (SOL) includes orientation training to help SOL students develop cultural competency.
- Co-curricular programming for students in the SOM includes access to multiple student-run organizations that support cultural diversity and identity. Many of these affinity groups provide programming that addresses elements of social support, workforce diversity, social justice, and inclusion (See Appendix 3).
- [MSW \(Master of Social Work\) Leading for Equity, Anti-Racism, and Diversity](#) is offered through the Leading for Equity, Anti-Racism, and Diversity (LEAD) Institute at SSW.
- The SOP developed and integrated new antiracism and anti-oppression terminal performance outcomes for the PharmD Curriculum.

3.B. Faculty Training Programs

- The Faculty Center for Teaching and Learning (FCTL) co-sponsored twenty-three faculty members who participated in [Lumen Circles](#); centered 7 inclusive teaching topics in their podcast; launched ALLY, a Blackboard tool that monitors the accessibility of online course documents, and supported the development of curriculum in the following new programs which are grounded in cultural diversity frameworks (See Appendix 4).
- The SSW Monthly 1-hour virtual learning communities focuses on social identities and thriving in the graduate school and a weekly newsletter offering professional development on a wide array of JEDI topics.
- Annual SOD faculty and staff retreat has focused on cultural training.
- SOL host faculty gatherings focused on ways to infuse cultural competency throughout the curriculum. A recently formed reading group focuses on understanding how to view the first-year curriculum through a critical race theory lens.
- SOP piloted the first Implicit Bias Training for faculty on the PharmD Admissions Committee December 2022.

3.B. Staff Training Programs

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- HRS provides many staff training opportunities including career development consultations and the Cultural Proficiency module, offered three times per year; and Diversity related content (See Appendix 5).
- The SOM has multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff.
- Cultural Competence is integrated into the [Emerging Leaders](#) Program.
- The EDI Office in SSW offers training and coaching series designed to increase participant's understanding of their own bias, systemic oppression, and making change through concrete action steps.
- Administration and Finance (A&F) hired an Executive Director of Diversity in 2022. The Executive Director's focus for the *first year is creating and rolling out a holistic organizational DEI approach (See Appendix 5).*

4. CURRENT EMERGING POPULATIONS UNDERREPRESENTED IN HIGHER EDUCATION

Underrepresented populations vary in higher education depending on discipline. For example, males, not traditionally categorized as underrepresented, are underrepresented in Nursing education and profession. Black, Hispanic and Latinx, Native American, Asian, Pacific Islander, and people of two or more races, people with disabilities, women, people from lower socioeconomics, and people from the LGBTQ+ community are underrepresented in higher education as students, faculty, staff, and leadership.

5. OTHER INITIATIVES THAT ARE CENTRAL TO THE CULTURAL DIVERSITY PLAN

A new Diversity Advisory Council (DAC) model was implemented in Spring of 2023. The purpose of the new DAC is to advise and provide comprehensive feedback to the UMB VP/CDO on University goals, initiatives, and other priorities to advance diversity, equity, inclusion, justice, anti-racism, and anti-oppression at UMB.

OEDI launched a DEI focused innovations grant in 2023 for innovation projects and initiatives that advance Belonging (Be) and Justice, Equity, Diversity, and Inclusion (JEDI) at UMB with a particular focus on UMB's Strategic Plan University Culture, Engagement, and Belonging theme. (See Appendix 2).

**APPENDIX
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Appendix 1: University’s Cultural Diversity Plan

UMB (University of Maryland, Baltimore) [2022-2026 Strategic Plan](https://www.umaryland.edu/about-umb/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 (Diversity Equity and Inclusion) (Diversity Equity and Inclusion), and social justice efforts. This plan is the foundation for developing UMB’s first-ever 2023-2027 Diversity Strategic Plan (DSP).

<https://www.umaryland.edu/about-umb/strategic-plan/>



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Spring 2023 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
Date Submitted: April 10, 2023
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SECTION 1

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education (USDE) designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement.

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.

As part of its self-evaluation process, UMBC learned by disaggregating data that it has achieved an undergraduate population representing the diversity found in Maryland. As of fall 2022, 61.2% of UMBC's undergraduates are minorities, mirroring the state of Maryland's population per the 2020 Census count of 53% non-white, reflecting a minority enrollment considerably higher than the average of UMBC's peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC exceeds its FY 2025 enrollment target of 20% undergraduate African American students.

Disaggregated data showed UMBC must continue to support and improve the graduation rates of Black male transfer undergraduate students. The **Black Student Success Initiative**, a focus of UMBC's participation in the **University Innovation Alliance** (UIA) discussed in Section Two, continues the university's mission to understand and improve the experience of this student population. Upcoming initiatives planned to yield change are presented in Appendix 2.

SECTION TWO

Students

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 (FGN):** FGN collaborates with the Office of Academic and Pre-Professional Advising to provide pre-enrollment resources and outreach, and with the Office of

Academic Engagement and Transition Programs support for participation in UMBC's Summer Bridge Program. Planned programming recognizes first-generation students' accomplishments and provides community support as they progress toward graduation.

- **Educational Talent Search:** This federally Funded TRIO program provides exposure to postsecondary education options to low-income, first-generation Baltimore County Public School System middle and high school students to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions.
- **Upward Bound Program:** This program helps develop and enhance the skills of students enrolled in Baltimore City and Baltimore County public school systems through academic and cultural enrichment activities, motivating these students to enroll and graduate from college. To ensure students' complete development, participation in program activities is mandatory.
- **Upward Bound Math and Science (UBMS):** This program strengthens participating students' academic skills, helping them develop their potential to excel in math and science and encouraging them to pursue postsecondary degrees in STEM fields and careers. UBMS serves Baltimore County and Baltimore City students who demonstrate academic potential and commitment to obtaining a four-year college degree.
- **The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program:** The McNair Scholars Program provides research, mentoring, and other scholarly activities that prepare students from diverse backgrounds with demonstrated academic potential for graduate education. The program aims to increase the attainment of doctoral degrees by underrepresented students.
- **The Louis Stokes Alliances for Minority Participation Program (LSAMP):** LSAMP focuses on increasing the number of STEM bachelor's and graduate degrees awarded to historically underrepresented populations to help diversify the STEM workforce. UMBC's LSAMP program includes summer and academic year research programs, graduate school and professional development workshops, on-campus advising, and national and international conference travel and participation.
- **EMPOWER:** Empower is an Off-Campus Student Services (OCSS) cohort-based program for transfer students who self-identify as women and femmes of color. It provides transfer students a place to connect to other transfer students and UMBC resources and to attend social or career-focused events.
- **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program:** This 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.

Other UAA-offered programs and services include **Returning Women Student Scholars** through the **Women's Center**, which provides scholarship funding and events. 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.

Enrollment Management (EM) provides additional services and 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 under-represented (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.

FinancialSmarts: EM also offers UMBC FinancialSmarts, a literacy program that gives students the tools to make informed and effective financial decisions. FinancialSmarts prepares students to manage their budgets, bank accounts, assets, and debt as they master their academic pursuits.

Finish Line: EM has re-recruited hundreds of students who left UMBC before earning their degrees via the Finish Line. Since its 2020 launch, over 200 Finish Line students have earned their degrees. The average age of a Finish Line enrolled student is 31, and the average number of previously earned credits is 115.

The Black Student Success Initiative: As part of its work with the University Innovation Alliance (UIA), UMBC established its Black Student Success Initiative (BSSI) team in 2021 and analyzed institutional data to understand barriers to success. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S. by focusing on eliminating disparities in educational outcomes based on race and ethnicity, income, first-generation college student status, gender, and geography. UMBC's BSSI Spring 2023 grant application, which will be followed by a series of focus group discussions to better understand the Black student experience, is planned to increase the academic success of enrolled Black male STEM transfer students. Appendix 2 provides additional information related to this effort.

Meyerhoff Scholars Program continues to increase the representation of minorities in science and engineering. Program components include recruitment, financial aid, a summer bridge experience, study groups, advising and counseling, tutoring, summer research internships, individually paired mentors, faculty and administrative involvement and support, and family involvement. This program evaluates its success by tracking the STEM Ph.D. or M.D./Ph.D. graduate programs in which alums enroll and degrees earned. Success is also assessed by comparing graduate enrollment and degrees earned against those students who declined the Meyerhoff Scholars Program to attend another university.

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 receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities. Participating in an extended research project throughout the academic year is critical to development.

Graduate Research Training Initiative for Student Enhancement (G-RISE): UMBC's College of Natural and Mathematical Sciences has been awarded \$5.6 million over five years from the National Institutes of Health to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). The program 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 undergraduate students who identify as women majoring in computer science, information systems, business technology administration (with a technical focus), and engineering or a related program. CWIT also supports K-12 girls through programs encouraging their interest in and identification with computing and engineering.

Administrative Staff

The Department of Human Resources (HR) offers Inclusive Search training sessions and additional diversity-related programs, including programming that addresses Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR will roll out a session on Inclusive Leadership this summer through a Justice, Equity, Diversity, and Inclusion partnership with the University of Baltimore.

Building Bridges Across Maryland Program is an application-based program that fosters professional leadership development, collaboration, and idea sharing between six regional colleges and universities and UMBC, to which administrative staff can apply.

The Personal Leadership and Project Management Program immerses participants in an evidenced-based systems view of leadership and applies concepts and practices from neuroscience, organizational and behavioral science, project management, and business innovation to individual, group, and project work.

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.

Student Affairs Inclusive Hiring Process: The Division of Student Affairs developed and implemented a Student Affairs Inclusive Hiring Process, including a toolkit offering tips, recommendations, and divisional expectations around mitigating bias and diverse recruitment. Appendix 2 provides additional information on the Division of Student Affairs' diversity action plan processes.

Faculty

Interfolio Faculty Search is an online faculty search software whose required use improves diversity recruitment efforts. The software receives applications, allows UMBC to monitor applicant pool diversity throughout an active search's lifecycle, and increases transparency.

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, and Women in Science and Engineering.

The Fellowship for Faculty Diversity supports scholars, artists, and creative practitioners committed to diversity, equity, inclusion, and access in the academy, preparing them for possible tenure track appointments at UMBC. Launched in 2011, the program has supported 20 scholars. Eleven former fellows are now UMBC faculty. Of the 20 fellows hosted since 2011, 19 are faculty in higher education.

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 program converted all four former fellows to tenure-track faculty positions at UMBC.

On-Ramps Program was launched in 2015 to accelerate the career progression of associate professors to full professors. UMBC hosted 12 associate professors, six of whom are now full professors. UMBC adapted the program to support assistant and associate professors whose research careers have been impacted by the COVID-19 pandemic with 2-years of targeted research support. In 2022, UMBC awarded seven faculty with On-Ramps funding.

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, provide funding for professional development opportunities that will assist in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from sponsored development opportunities 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.

RISE UPP Alliance: UMBC expanded its work boosting academic diversity to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The RISE UPP Alliance 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.

SECTION 3

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.

The Inclusion Council, composed of students, staff, faculty, and alums working with the campus community, provides advice and guidance to the **Office of Equity and Inclusion (OEI)** from various perspectives. Members act as OEI ambassadors across campus, and Inclusion Council meetings provide a venue for discussing equity issues. UMBC's **Retriever Courage** initiative is now a part of the Inclusion Council's work, which is also advised by the Retriever Courage Faculty/Staff Advisory Committee.

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. Initiatives include "**Social Justice Dialogues**," a seminar on teaching techniques to engage in constructive conversations across differences. Programming examples include **SistaCare**, a self-care and community-building group open to Black/Africana women and femmes, regardless of gender expression, and **The Multicultural Leadership Experience**, which provides a space for students who identify with underrepresented or marginalized backgrounds to discover their capacity to lead.

UMBC hosts three cultural centers: **The Pride Center**, **The Mosaic: Center for Cultural Diversity**, and **The Gathering Space for Spiritual Well-Being**. All offer training and programs focused on identity and belonging. To create an inclusive and equitable environment for all, i3b offers three "zone" training - **FaithZone**, **SafeZone**, and **DreamZone** - focused on building awareness, knowledge, and allyship behaviors.

The Office of Health Promotion collaborates with departments to implement culturally responsive and identity-based **Community Conversations** focused on stigma reduction and behavior change around mental health and well-being within marginalized communities.

The Office of Off-Campus Student Service (OCSS) provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. With a focus on responding to the needs of Black male transfers, **TEAM** is a cohort-based program focused on academic success from a culturally responsive lens.

The Center for Democracy and Civic Life's Dinner with Friends brings students, faculty, staff, and alums together for small-group conversations about issues affecting UMBC's campus community on enacting equity and justice, mental health and well-being, creating community, and inclusion with respect to religion, belief, and spirituality and other topics.

The Office of Residential Life engages with all residential students through a curriculum that focuses on developing cultural competence, interacting across differences, and engaging in restorative practices.

SECTION 4

UMBC's Chosen Name Initiative allows students to select the first, middle, and last names and pronouns they wish to use for community purposes. The initiative furthers a culture of inclusivity, creates a supportive learning environment that embraces people as they choose to identify, and lets students specify their gender identity and LGBTQ+ affiliation. Students and alums can update their UMBC records anytime with their social identifiers.

The Center for Global Engagement (CGE) helps to bring the world to UMBC and share UMBC with the world. In Spring 2023, more than 2,200 international students from 105 countries enrolled at UMBC. CGE facilitates training and cultural exchange programs for international high school students and professionals. CGE also works to help students access international education experiences, such as study abroad. CGE has worked closely with campus and community partners to support asylees, refugees, and other displaced individuals resettled in Maryland.

The Retriever Essentials Program is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. It includes a campus food pantry, food distribution zones for pre-packed bags of groceries, and a save-a-swipe meal swipe donation/distribution program. Over 38,000 pounds of food were distributed in fall 2022.

SECTION 5

DEIA in the Promotion and Tenure Process: Other initiatives central to the cultural diversity plan include UMBC's recognition of DEIA efforts in the promotion and tenure process. After a review of UMBC's existing procedures and policies and those of its peer institutions and USM, at the recommendation of the Inclusion Council and other stakeholders, changes expressing UMBC's commitment to inclusive excellence that recognize and reward the DEIA efforts of faculty at all levels were made to the Faculty Handbook.

1. Section 6.2, "UMBC Criteria for Faculty Appointment and Promotion," was amended to state that UMBC is committed to creating an inclusive culture and DEIA work is recognized and reviewed in research, teaching, and service.
2. Section 6.3.4.1, "Report of Department Chair," requires the Chair to affirm that the review process recognized work presented in the candidate's dossier contributing to DEIA in research, teaching, and service.
3. Section 6.10, "Departmental Guidelines for Promotion and Tenure," was moved to Section 6.4, edited to align with recent changes made elsewhere in the policy, and included these revisions:
 - A preamble reminding departments to create and periodically review promotion and tenure guidelines encouraging and rewarding work that aligns with UMBC's mission and values.
 - The inclusion of a directive in the Teaching and Service categories for departments to include documentation of formal and informal mentorships and other activities that would otherwise be invisible.
 - The revisions to departmental P&T policies will be reviewed and approved at the college level and by the Provost's office.

Faculty Annual Report: To help faculty track and receive recognition for their DEIA activities in their faculty annual reports and self-assessments, UMBC modified the faculty annual report so that faculty can record these activities. UMBC also created a new Mentoring section enabling faculty to document this important service to the community and to flag mentoring with a DEIA component. These modifications, which will be periodically reassessed to improve data collection, were planned to encourage faculty to think about the additional ways in which DEIA efforts can inform research, service, and teaching.

Appendix 1: UMBC Cultural Diversity Plan

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.

2019 Diversity Plan-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.

2019 Diversity Plan-UMBC

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.

2019 Diversity Plan-UMBC

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.

2019 Diversity Plan-UMBC

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)

2019 Diversity Plan-UMBC

- 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

2019 Diversity Plan-UMBC

- 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)

2019 Diversity Plan-UMBC

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

2019 Diversity Plan-UMBC

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)

2019 Diversity Plan-UMBC

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.



UNIVERSITY OF
MARYLAND

2022 Institutional Programs of Cultural Diversity Report

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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 determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging.

This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community. All new faculty, staff and students participate in the TerrapinSTRONG onboarding course, as well as TerrapinSTRONG onboarding initiatives within their division/college/school. The program creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. TerrapinSTRONG provides information about resources in bias incident reporting, counseling services and additional resources for BIPOC. While the program was created for incoming faculty, staff and students, all faculty and staff were given the opportunity to complete the onboarding course. Since its rollout in 2020, 81% of UMD faculty and staff have completed TerrapinSTRONG. Over the past year, additional elements have been added to the program, including workshops focused on Design for Belonging. Sections of TerrapinSTRONG also acknowledge the exclusionary issues in our shared community history and bring marginalized voices to the table, clearly communicating our commitment to be a welcoming and safe environment as well as the importance of taking care of our community.

Care requires healing, and the University of Maryland has been working to recognize our past and acknowledge the role our university has played throughout its history in denying access and full participation. This important work is the central topic of inquiry for The 1856 Project, UMD's chapter in the international consortium of Universities Studying Slavery. While investigating the history and legacies of human bondage at UMD, the Project also celebrates trailblazers and brings to light the deeds of unsung heroes who left impacts on Maryland. The 1856 Project provides support in examining and understanding the relationship between the University of Maryland and historically Black communities in Prince George's County, including Lakeland, North Brentwood, Rossville and Muirkirk, while creating scholarly activities and outreach and engagement opportunities for faculty, staff, students and other community stakeholders for examining Black histories around slavery and segregation and its familial ties to UMD.

At the University of Maryland, recognition of the past is actualized not just through research and discovery but also through the physical geography of the campus. During the academic years of 2021-2023, the Heritage Community opened with the dedication of two new residence halls, Pyong-Chen Hall and Johnson-Whittle Hall, celebrating diverse trailblazers on the UMD campus. Pyong Su was the first Korean student to receive a degree from any American college or university in 1891, and Chunjen Constant Chen was the first Chinese student to enroll at the Maryland Agricultural College in 1915. Elaine Johnson Coates was the first African American female to graduate with a degree in education in 1959, and Hiram Whittle was the first African American male to be admitted to our

university in 1951. They will forever be symbols of opportunity and progress whose resolve and determination to succeed against all odds serve as an inspiration to all Terps. In addition, the new dining hall adjacent to the Heritage Community is named Yahentamitsi, which means “a place to go to eat” in the Algonquian language spoken by the Piscataway, who are indigenous to Maryland.

Recognition of the physical origins of our university is also observed through the campus land acknowledgement, which recognizes and respects that the Piscataway People are the traditional stewards of the lands where we work, live and learn. The official University of Maryland Land Acknowledgement was created by a working group of students, faculty and staff who collaborated closely with Native and Indigenous Elders. The Land Acknowledgement may be displayed or read aloud at campus events and is available for all units across campus to deploy.

The above description of initiatives that have come to fruition over the past year is important to gaining an understanding of the campus climate at UMD, which is an essential, if not the central, component to improving cultural diversity. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

University of Maryland, College Park

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Recruiting and retaining a diverse student body is a top priority for the university. In October, the university announced the launch of the Terrapin Commitment, a \$20 million annual investment for need-based financial aid for Maryland students. The program will begin in January 2023 and ensures that tuition and fees are fully covered for Pell-eligible, in-state students who are enrolled full time and have unmet financial need. This will dramatically reduce the financial barriers to obtaining a higher education for low-income Marylanders.

The university continues to take advantage of our geographical location by implementing and enhancing efforts and programs that build strong partnerships with Prince George's County and Washington, D.C., specifically to recruit Black students. While the Office of Undergraduate Admissions (OUA) is not allowed to establish numeric enrollment goals by race, it is our clear intention to improve the recruitment, admission and enrollment of diverse students from our home county. While there is much work to be done, the previous and current efforts have begun to have an impressive impact. From the fall of 2017 to the fall of 2021, the number of Black/African American freshmen admitted for the fall semester has increased by 40%. While we are encouraged by this increase, the number of students who have chosen to enroll has not followed a similar increase and the number of enrolled Black/African American students has increased although not on the same scale as admits during the same time period. As a result, OUA continues to focus its efforts on improving the yield rate among the students who have been successfully recruited and admitted to the university. As we await the Supreme Court ruling on affirmative action and its potential impact, we continue with several recruitment approaches that are already in place, modifying and enhancing a number of efforts to target outreach efforts in Prince George's County in preparation for the court ruling against consideration of race in admissions. For example:

- Now A Terp Mixer for Admitted Students: Evening reception at The Hotel designed to encourage freshman enrollment for African American and Latinx Prince George's County residents.

- Enrollment defense efforts: Personalized outreach efforts designed to address student questions or rectify any outstanding issues that may be hindering enrollment for county residents.
- College Access Conference: While not restricted to Prince George's County, this day-long college application workshop for rising high school seniors will return to an in-person event (subject to COVID restrictions) targeting African American, Latinx and Native American Maryland residents and will have enhanced outreach efforts for Prince George's County residents
- College application workshops, held at the request of school counselors throughout the county
- College readiness summer boot camps, held at the request of the PGCPs Office of College Readiness and Student Services
- Essay writing workshops, held at the request of the PGCPs Office of College Readiness and Student Services
- High school visits (held virtually and in person throughout the county)
- Maryland Ascent Program, helps first-generation students from Baltimore schools navigate the complex world of college admission

We are particularly proud of the National Science Foundation rating of UMD as #8 for the production of Black or African American undergraduates who later achieve doctoral degrees. We are strengthening our efforts to increase the number of Black Ph.D. students, including initiatives led by the Office of Graduate Diversity and Inclusion to recruit and support students from underrepresented populations; the new President's Fellowship, for which 40 award offers were made this spring (23 to Black students); and a program to match college/department enhancements to students from underrepresented groups.

Creating an inclusive environment for students continues with the ongoing development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The new DICE (Diversity & Inclusion in Computing Education) Lounge is a community space on the first floor of the Brendan Iribe Center for Computing Science and Engineering for students in computing to meet, study, and connect. In addition, the Department of Fraternity and Sorority Life has launched the Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space. These new culturally centered spaces will join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which continue providing support and resources for diverse students. The Office of Multi-Ethnic Student Education (OMSE) celebrated its 50th anniversary of providing wraparound academic support services for diverse undergraduate students.

Increasing the diversity and well-being of all staff is a top priority in our strategic plan and one that we are pursuing actively. Our strategic plan boldly commits to making new and sustained investments in our people and communities. Specifically, we aim to lead the nation in living our commitment to equity, diversity and inclusion; to become a connected, coordinated and effective community of care that supports success and well-being; and to align evaluations, rewards and incentives with our goals and values.

To that end, the university now subsidizes employee memberships to Care@Work (Care.com), which provides referrals and care-related content. Finding care for a loved one is one of the most important decisions families make and Care@Work, a flexible platform available via computer or phone, connects families and caregivers. It provides families the tools to help make more informed hiring decisions, wherever care needs arise. Employees are able to post a job and browse through active caregivers on the site, utilize the Safety Center, receive newsletters filled with tips and advice, and access the wealth of care-related content in the online Community. They also have access to view full profiles and reviews,

contact caregivers, purchase background checks, arrange for subsidized backup care, and apply for tuition discounts at participating child care centers. This strategic investment in employees' ability to care for their families aids with retention, particularly in light of care-related challenges that exist in the wake of the pandemic. It also signals to our staff that we understand the importance of their lives outside of work, which are an integral part of who they are on campus.

Over the past year, the university focused on collecting data from staff to discern their perceptions of the current state of their workplace and what kinds of investments would make their work life better. Input was collected through a pulse survey, campus conversations and idea booths set up at staff appreciation events. The information from both quantitative and qualitative prompts provided key findings for meeting staff needs. Among the highlights, we learned that our staff are interested in creating more opportunities for career advancement, developing more ways to recognize staff contributions, and designing more opportunities for staff and supervisors to learn and grow professionally. Additionally, we found that our staff want us to continue to advocate for competitive pay and quality of benefits, continue flexible work options, and ensure diverse perspectives and identities are welcomed at work. We are moving forward immediately on these findings, creating a work group to explore career pathways, staff innovation awards, new and expanded supervisor training and, in conjunction with USM, a comprehensive compensation analysis.

We have clearly communicated to all departments that increasing diversity among our faculty is a priority and have developed financial incentives to enable us to compete with other universities. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, and we will continue to seek out and make offers to underrepresented faculty. The university has recently hired three new deans who bring diversity to our academic leadership.

The University of Maryland launched the FAMILE (Faculty Advancement at Maryland for Inclusive Learning and Excellence) faculty diversity hiring initiative in March 2021. Through FAMILE, the University will invest \$40 million over 10 years to diversify its tenured and tenure track faculty. To date, 23 faculty members (14 assistant professors, 9 tenured) from underrepresented populations have been hired through the FAMILE initiative. In particular, the number of tenured/tenure track faculty who identify as Black/African American has increased from 77 in Fall 2021 to 89 in Fall 2022, for an increase of 13.5%. Since Fall 2015, the number of tenured/tenure track faculty who identify as Black/African American has increased from 72, for an increase of 19.1%. Of 26 underrepresented postdocs, 3 converted to TTK and 4 converted to PTK.

To enhance the capacity of departments, colleges and campus committees to reduce bias and enhance equity in the academic work environment, the ADVANCE Program, in collaboration with the Office of Diversity and Inclusion and the Office of Faculty Affairs, launched an Equity Coaches program. Equity Coaches are faculty and administrators who are well-versed in the literature on bias in the academic work environment and the strategies for mitigating it, as well as in best practices for facilitating equity-based conversations. They will serve as facilitators of a range of ADVANCE workshops related to equity in faculty evaluation and inclusive faculty hiring, among other content areas. Coaches have a proven track of engagement on diversity, equity and inclusion issues in their own unit and/or professional associations; openness to engaging with campus constituents; good communication skills; and the ability to problem-solve quickly. They receive intensive training/coaching from ADVANCE/ODI related to bias awareness/reduction, evidence-based best practices and group facilitation. After completing the training, each coach is asked to facilitate 3-4 workshops in pairs depending on availability, campus interest and skill. We anticipate that Equity Administrators, Diversity Officers, former/current

ADVANCE professors, and others involved in campus DEI activities may be particularly well-suited for this role. In addition, we hope that faculty and administrators who serve as Equity Coaches may be well-suited for serving in campus leadership roles, including as Equity Administrators or Diversity Officers, in the future.

Every college, school and administrative division on campus has a Diversity Officer and an Equity Administrator who meet regularly with their respective groups, convened by the VP for Diversity and Inclusion, in order to share best practices and coordinate campuswide initiatives. The Diversity Officers work with the units' diversity committees and provide guidance to unit leadership for the development of DEI initiatives and programs and retention strategies. The Equity Administrators ensure that the unit's hiring processes align with the university's Search and Selection Equity Guidelines.

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Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Multiple cultural training programs for faculty and staff are offered across campus, including required implicit bias training for departments that wish to obtain funding through the FAMILIE hiring program for faculty. FAMILIE funding also requires the creation of a mentoring plan for faculty hired through the program. In addition to hiring, retention is also an important area of focus, and effective and fair evaluation practices and procedures are important for retention, advancement and overall job satisfaction; yet, as in other areas of decision-making, social and cognitive bias can often impact how we evaluate faculty and staff. Evidence-based training for effective evaluation of faculty for promotion includes bias awareness and strategies to ensure fair and transparent evaluation.

On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement, a process that will take several years to implement. We are increasing the number of practicum-style courses that focus on navigating diverse social environments, which offer instruction in communication, conflict resolution, teamwork and coalition-building skills essential for constructive civic engagement. Students are also required to complete a course focused on understanding structures of racism and inequality, which will include fact-based, nuanced discussions of systemic and structural racism throughout history and across the world.

The Office of Multicultural Involvement and Community Advocacy (MICA) coordinates cross-campus efforts to celebrate the rich diversity of cultures on our campus. For each heritage month, MICA produces a calendar of events that pulls together both campuswide and unit-specific efforts. For example, the Black History Month calendar for February included ceremonial celebrations, invited speakers, career and leadership workshops, film screenings, artistic performances, reading and open mic events, and more. In addition, there are hundreds of student organizations on campus, many of which focus on the cultural heritage or interests of student members. These organizations host and sponsor numerous events throughout the year ranging from socials that allow cultural groups to gather and celebrate significant occasions to educational forums that enable everyone in the community to learn more about different countries or cultures. These events provide both formal and more casual ways for students, staff and faculty to interact while learning and having fun.

Even as we create community, we know that the pandemics and other societal events impact our populations in sometimes detrimental ways. The national increase in mental health issues, particularly

among students, has been experienced on all campuses, and ours is no exception. At UMD, the Counseling Center supports the personal, social and academic success of all students and is particularly cognizant of the specific needs of diverse populations. As a result, new counselors are added to staff with intentionality, keeping diversity considerations central to hiring decisions. The staff at the center are diverse in terms of ethnic backgrounds, cultural backgrounds, sexual identities, gender identities, neurodiversities and other aspects of diversity. Diversity considerations will continue to be central as the Counseling Center conducts searches for additional psychologists as the need for staff increases.

On May 16, 2022, the University of Maryland hosted a dedication ceremony for the new Lt. Richard W. Collins III Plaza, which honors the life and legacy of a Bowie State University student who was killed on our campus in an act of hate in 2017. Hundreds of university community members gathered alongside social justice activists, community leaders, government officials and members and friends of the Collins family to remember Lt. Collins and advance important discussions on social justice and equity for all. In addition, a partnership with Bowie State University and the Lt. Richard W. Collins III Foundation, the Social Justice Alliance (SJA), honors the memory and legacy of 1st Lt. Richard Collins III through joint programming including an annual symposium and other events. Information regarding scholarships honoring Lt. Collins is available through the SJA as well as UMD, BSU, and MHEC. Information regarding the murder of Lt. Collins has also been incorporated into TerrapinSTRONG onboarding to ensure that we acknowledge and confront all aspects of our history.

Positive interactions on campus depend upon relationships, and both local and national events have damaged trust between police forces and the populations they serve. In response to Black student issues with policing, a Task Force on Public Safety and Community Policing Report was appointed and produced a comprehensive report in November 2021. Based on the recommendations from the report, in 2022 a Campus Safety Advisory Council was formed that includes membership from students, staff, faculty and the city of College Park. The Council ensures that the task force's recommendations are being acted upon in order to help us move toward more collaborative and trusting partnerships between our public safety officials and the university community.

University of Maryland, College Park

Section 4: A description of emerging populations that are currently underrepresented in higher education

While there have always been students, staff and faculty with disabilities on our campus, we are seeing growing numbers of accommodation requests across all constituencies. In particular, neurodivergent learners are becoming more common at universities and colleges across the country, including ours, and the lack of understanding and the application of the label of "disability" to those who think differently is typical and not always welcome. It will require a major cultural shift for society to recognize and celebrate neurological differences as normal, natural variations in human genomes. Until the needs of all types of learners can be met, accommodations must be made to ensure access. Even as we work to increase staffing to meet the growing need for accommodations, we are preparing our institutions to welcome diverse learners through educational opportunities such as providing resources for Universal Design for Learning.

Legislation and attacks against trans communities across the country has increased over the past year. We recognize that while the brunt of anti-trans legislation is not happening in Maryland, our students, faculty, staff and UMD community are still impacted. The LGBTQ+ Equity Center believes that community

building and peer-to-peer support are the most effective ways to help trans students, faculty, and staff feel seen and protected. They center trans visibility in all of their programs and initiatives. In addition to providing advocacy and mentoring, over the past year the LGBTQ+ Equity Center has launched the following programs and initiatives to increase trans visibility and support:

- Trans Healing Space, both through virtual resources and in person
- Trans Terps Project, an ongoing initiative to educate the campus on trans-centered topics
- The LGBTQ+ Equity Center collaborated with the School of Public Health to use data from their “Sexual and Gender Minority Stress Amid the COVID-19 Pandemic: Implications for LGBTQ Young Persons’ Mental Health and Well-Being” report to inform and provide relevant queer- and trans-centered care and programs in the height of the COVID-19 pandemic and beyond

Moving forward, the LGBTQ+ Equity Center plans to increase trans-centered programs and initiatives and revitalize the Trans Terps initiative while continuing to provide advocacy and mentorship to students, faculty and staff who need to navigate trans issues and policies at UMD.

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Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

While Jewish students are not underrepresented at UMD, comprising approximately 30% of the undergraduate student population, the rise of antisemitism that is happening nationally is also occurring on our campus through vandalism and other acts of hate and bias. As a result, the Office of Diversity and Inclusion produced a series of webinars on Jewish identity and antisemitism to educate the campus community about the diverse facets of Jewish identity and beliefs as well as the historical origins and impacts of antisemitism. We plan to continue and expand on these offerings as well as pursuing other avenues to ensure that our Jewish community feels safe on campus.

Every year, our students speak out against the university’s relationship with Maryland Correctional Enterprises (MCE) for purchasing furniture. This is a complicated and nuanced issue not determined by UMD but by the state of Maryland. We will invite informed speakers and experts to offer our community a collective understanding about the prison system and how it interacts with Maryland higher education and began that effort with our Grand Challenges of our Time Presidential Distinguished Forum with Reginald Dwayne Betts '09, a critically acclaimed writer, public speaker and advocate for incarcerated people. We want to ensure that students and other members of our community are educated about the issue and able to benefit from diverse perspectives.

One of the four foundational pillars of Fearlessly Forward, the new strategic plan, is that we take on humanity’s grand challenges. To that end, faculty researches applied competitively for three institutional grants of up to \$1M per year for three years. While all three of the recently announced grantees pursue projects that will benefit underserved populations, the Maryland Initiative for Literacy and Equity will have direct impact on our state and our university. For adults and children living in marginalized communities, full literacy comes with barriers. The project aims to close opportunity gaps that have contributed to longstanding societal inequities, and we look forward to its positive impact on our communities.

University of Maryland, College Park

Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good, The University of Maryland Strategic Plan presents a bold reimagining of what our university must be to uphold and expand our mission of service to humanity.

Please visit <https://president.umd.edu/articles/fearlessly-forward> to view the University's Strategic Plan, which centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles.

**Spring 2023
Institutional Programs of Cultural Diversity Report**

DUE: Friday, April 14, 2023

Institution: University of Maryland Center for Environmental Science (UMCES)

Date Submitted: April 14, 2023

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.

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal, Board Of Regents-approved Cultural Diversity Plan. We have begun the process of developing one, and intend to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

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. Activities include adoption of more inclusive and equitable hiring practices, developing partnerships with other universities likely to increase the number of under-represented student applications, offering more courses about diversity in STEM, participating in undergraduate internship programs focused on increasing under-represented participation in STEM research, joining USM-wide Postdoc to Faculty efforts to attract under-represented PhD graduates into the professoriate, and working to make UMCES an inclusive, equitable, and inviting place to work so that new under-represented colleagues will want to stay.

Hiring and Employment Practices - When posting open positions, UMCES has begun paying the upcharge for the diversity boost offered by certain sites (e.g., Chronicle of Higher Education). Additionally, UMCES has added verbiage to job ads stressing the compensation and excellent benefits offered, and begun developing core working hours in an effort to appeal to working parents as well as improve work-life balance for our employees. Across all campuses, UMCES is continuing efforts to increase collegiality, and improve institutional transparency and communication.

Administrative Staff - In order to increase the diversity of employment applicants, UMCES reached out to the University of Maryland Baltimore County (UMBC) for implicit bias and strategic recruitment training. This training was attended by members of the search committee for a Vice President for Administration and Finance position which went on to hire a diverse candidate. A small team of UMCES administrators also produced UMCES-specific guidance for faculty searches, based on the UMBC STRIDE program. The UMCES Assistant Vice President for Human Resources has plans to update existing guidance to incorporate these lessons for all UMCES searches.

Current Students - UMCES and UMD submitted a joint enhancement request to the USM in July 2019 to support the USM-wide Marine Estuarine and Environmental Sciences (MEES) Program and to enhance and expand in-service and pre-service training to STEM teachers. The enhancement request was partially funded beginning in FY2021, dropping the teacher training component but keeping the recruitment funds. The intent of these funds is to recruit high performing students to MEES, in particular students from underrepresented backgrounds. The funds also add support for the administration of MEES. To date, most of the funds have been used to recruit high-quality graduate students, including several from under-represented groups in STEM. These students have matriculated at all MEES campuses, with a plurality coming to UMCES and UMD.

Additionally, within the MEES Program, in spring 2022, three of our UMCES faculty members instructed the MEES course, “Advancing Diversity Equity and Inclusion in Environmental Science”. As a group, the students created and submitted a white paper to the MEES Director that proposed changes that the MEES program could make that would increase Diversity, Equity, and Inclusion.

UMCES has recently partnered with Frostburg State University (FSU) to offer a joint Masters of Environmental Management (MEM) program. FSU is a majority-minority institution. This will be offered as an accelerated pathway for baccalaureate students at FSU to reduce burden and increase benefits for learners (e.g., lessening debt load, reducing time to degree, and providing a skills-driven degree). In this way, the joint MEM will grow a pipeline of diverse employees for the regional environmental workforce. This program will have its first cohort matriculate in Fall 2023.

The UMCES Institute for Marine and Environmental Technology (IMET), our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the National Oceanic and Atmospheric Agency (NOAA)-supported Living Marine Resources Cooperative Science Center (LMRCSC) grant awarded to the University of Maryland Eastern Shore, in which IMET is a partner. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET, Horn Point Laboratory (HPL), and Chesapeake Biological Laboratory (CBL).

Future Students - The MEES Program no longer requires students to submit GRE scores. Students who have taken the GRE and would like to have their scores included in their application may choose to submit them, however, GRE scores are not considered as a criteria for admission into the program.

Pipeline Initiatives - In August of 2022, UMCES and Maryland Sea Grant hosted the NSF Eddie Bernice Johnson SEAS Islands Alliance Bridge program for interactive field work, a cruise on the *R/V Rachel Carson*, and professional networking and development experiences with UMCES Chesapeake Biological Laboratory faculty, staff, and students. The eight SEAS Bridge students participated from Guam, Puerto Rico, and the U.S. Virgin Islands. The SEAS Islands Alliance seeks to broaden participation in Ocean and Marine Science fields through culturally responsive programming that spans from pre-college experiences through to workforce placement. The research goals are focused on understanding the ways that identity and sense of belonging for islanders contribute to participation in STEM pathways in

these fields. Since 2020, the SEAS program has worked with 272 participants across the islands, with ~100 of these in Puerto Rico.

Our HPL and CBL Units host Maryland Sea Grant (MDSG) NSF-funded Research Experiences for Undergraduates (REU) interns each summer. This program affords undergraduates the opportunity to develop research skills while working closely with scientists at those laboratories. The MDSG REU Program encourages students from colleges and universities where research opportunities are limited and from groups unrepresented in marine and coastal science to apply.

The UMCES IMET summer internship program encourages undergraduate students from underserved communities who have an interest in marine and environmental sciences to apply. IMET has over twenty years of experience mentoring a diverse cohort of undergraduate interns in this program. We are proud of our over 200 internship alumni, many of whom have gone on to earn an M.S. or Ph.D.

UMCES Appalachian Laboratory (AL) developed and implemented an internship program focused on providing research and professional development opportunities to undergraduates from underrepresented groups in western Maryland; this effort was highly successful in summer 2022 and we are in the process of recruiting a new cohort of students for summer 2023.

The UMCES CBL unit is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

UMCES faculty routinely collaborate with Historically Black Colleges & Universities (HBCUs) within the state of Maryland. One pending submission with Coppin State University aims to address the issue of distrust in science by engaging Black middle and high school students in STEM. Not only is this an excellent pipeline initiative for the geosciences, any efforts to alleviate distrust in science among traditionally underrepresented groups can have very real health consequences, as seen throughout the Covid pandemic. Science helped to create this mistrust so what better way to address it than head-on?

Faculty - While UMCES has long sought to diversify its faculty, this has been an elusive goal, especially for persons of color. UMCES is making progress with respect to its male/female faculty balance (currently 65% M and 35% F), though there is still considerable room for improvement. UMCES also has an acceptable representation of AAPI Faculty (9%). Still, UMCES currently has no Black faculty, though our student body and overall employment profiles are somewhat higher in Black representation. However, UMCES has now joined the [NSF RISE UPP INCLUDES Alliance](#) Postdoc to Faculty program based at UMBC. This program, initially focused on Biomedical Sciences, expanded its scope in its recent renewal. UMCES is in the process of identifying funds to support our first candidate in the program, who will be based at our IMET facility in Baltimore. The program provides help with attracting and identifying potential applicants and with providing group support for participants, which have been limiting factors for previous UMCES efforts. We are very hopeful that this effort will improve our diversity outcomes at the faculty level.

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

When UMCES first established its Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020, the group immediately recognized two fundamental truths about DEI at UMCES. First, increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy, was a long-term commitment that was vitally important but might take time to achieve. Second, UMCES clearly was dealing with a less than optimal current work climate that needed immediate attention and might respond more readily to near-term efforts. The DEIC also recognized that an inclusive, equitable, and welcoming work climate is critical for retaining under-represented minorities after they are recruited to UMCES. To that end, the UMCES DEIC began addressing issues such as micro-aggression and implicit bias immediately, while at the same time seeking external help for professional work climate assessment. Two candidate assessment providers were identified in mid-2021 and began their assessment efforts in late 2021. Their assessments were completed by mid-2022 with final report preparation completed in early 2023.

On March 27, 2023, UMCES Administrative Council (AC), UMCES Diversity, Equity, and Inclusion members, and several additional UMCES personnel attended an all-day work climate retreat at the Frederick Douglass-Isaac Myers Maritime Park located in Baltimore's Inner Harbor. Facilitated by DEI expert and co-chair of the Maryland Commission on Climate Change, Charmaine Brown, this retreat was held to develop strategies for improving UMCES institutional climate based on information received from UMCES institutional climate assessments. The attendees voted for their top three concerns from the issues identified in the assessments: Conflict Resolution (selected by 87% of those present), Retaliation (80%), and Identity-Based Harassment (54%). Working groups will be formed at the next Administrative Council meeting (May 2024) to develop concrete plans for moving UMCES forward in these areas.

Concern over UMCES Administrative Structure received 42% of the vote and will be revisited with the next UMCES president. When meeting with Chancellor Perman in February to discuss the presidential transition, the UMCES community stressed the importance of finding a leader who would continue President Goodwin's legacy of enhancing DEI at UMCES.

UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) also has been working to establish an Ombuds program that will serve faculty, students, and staff. Adapted from a program at the Virginia Institute of Marine Science (VIMS), this program will consist of unpaid volunteers from UMCES faculty and staff (with the possibility of adding student volunteers in the future), all of whom have undergone the official, multi-day training offered by the International Ombuds Association. The volunteer ombuds will help employees and students navigate interpersonal situations that while thorny do not rise to the formal grievance level, as well as provide guidance on those situations that do. We selected the program model as a way to provide necessary services within UMCES budgetary constraints. Contract negotiations with a professional ombuds consultant are currently ongoing. These negotiations have been prolonged by UMCES lack of Internal Counsel, although we hope to have remaining issues resolved within the next several weeks.

UMCES updated its field safety documentation to include DEI considerations and hosted an all-UMCES field safety training, focused on the emotional and psychological safety of participants in field work. Work continues on this initiative, as additional guidance and a best-practices literature library is under consideration. This work began prior to the NSF requirement for a Plan for a Safe and Inclusive research experience and has been helpful in meeting the agency mandate.

In 2022 UMCES continued its implementation of the Statement of Mutual Expectations between graduate students and their advisors. This is a written document that outlines the expectations of both parties in key areas of their relationship. It is not a formal contract, but rather is meant to ensure that a graduate student and their advisor have a clear understanding of what to expect from each other with the goal of fostering a positive and communicative relationship between advisor and student. The Graduate Student Council felt strongly that this document should be mandatory for all students and their advisors as an essential element in their support and success in graduate school. The Education Office is working toward this goal.

Units are working toward reestablishing a sense of community and improving communication to all. For example, AL established a new lounge area to encourage more informal social gatherings and began holding monthly AL town halls to keep all AL employees updated and engaged.

The core UMCES DEIC holds several all-UMCES meetings throughout the year. These open meetings are used to provide an opportunity for institution-wide discussion as well as to inform the UMCES community on specific DEI topics. Some of the topics covered include a history of Asian American and Pacific Islander (AAPI) hate in America, personal pronouns, and microaggressions in academia. In addition to the UMCES-wide DEIC, UMCES units have established their own DEI groups to address campus-specific concerns and to continue conversations of interest to their specific community. Some of the unit DEI topics include the civil rights movement as experienced in Cambridge, establishment of core hours for the unit/lab, and researching misconduct procedures.

CBL's Chapter of the American Association of University Women meets regularly with activities ranging from screening relevant movies to engaging in discussions surrounding women in science and the workplace. One AAUW project consisted of working with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found [at this link](#).

The Horn Point Laboratory chapter of the Society for Women in Marine Science provides a framework for discussion, networking, and mentoring young marine scientists. They continue leading collaboration efforts within the community and connecting with the next generation of scholars.

An HPL student Langenberg Legacy Fellow and his staff mentor worked to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systematically disenfranchised young scholars. The pair worked to connect BAAM participants to Horn Point's campus by expanding and augmenting the existing community garden space. On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. The 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.

4. A description of emerging populations that are currently underrepresented in higher education.

Historically, underrepresented populations have been predominantly understood as people of color (primarily Black and Hispanic/Latino) and women. While these groups are far from having achieved parity in higher education, the understanding of underrepresented populations in higher education is evolving. Native American, AAPI, physically disabled, neurodiverse, and LGBTQ+ populations are seen as emerging underrepresented populations requiring additional research and consideration.

One of the DEIC initiatives under discussion is conducting land research for our campuses. We would like to know the history of the Native American peoples originally dwelling on what are now our campuses, as well as whether any of the land supported a slave-owning property in the past. This information would then be used to develop any necessary land and slavery acknowledgment statements for our campuses.

Events during the pandemic reminded us that the AAPI populations also struggle with very ugly and violent racism. The tendency to lump all AAPI persons into a single unit rather than recognize the multiple cultures under the umbrella term as well as the myth of the model minority (i.e., “Asian Americans achieve universal and unparalleled academic and occupational success” [Museus and Kiang, 2009, p.6]) have resulted in a dearth of data on how AAPI persons are faring in higher education. (See also the book *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success* in the references below.)

Disability advocates are encouraging a move from the medical model of responding to disability (i.e., focusing on physical access to facilities and technology) to a social model (i.e., focusing on the “environmental, economic and cultural barriers to full social acceptance and inclusion” [Leake and Stodden, 2014, p. 404]).

Neurodiversity, a term which includes “dyspraxia, dyslexia, attention deficit hyperactivity disorder, dyscalculia, autistic spectrum... Tourette syndrome” (Clouder et al, 2020, p.757), Downs Syndrome, epilepsy, and chronic mental health issues such as depression, anxiety, bipolar disorder, and obsessive-compulsive disorder, is also gaining attention in higher education research. Research recognizes that neurodiverse students disproportionately suffer from anxiety, depression, and a feeling of otherness that can derail an advanced education before it has a true chance to start (Clouder et al, 2020). Faculty, students and staff with invisible disabilities face the additional hurdle of needing to “prove” their condition to oftentimes skeptical professors, supervisors, etc. The additional burden of potentially being seen as feigning the issue to receive special treatment adds to the stress faced by being neurodiverse in the first place. Institutions of higher education are tasked with finding ways to support these members of their communities often without additional resources or adequate training. This issue will undoubtedly continue to grow, as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act have encouraged mainstream education for neurodiverse students, and many parents and special education teachers rightly encourage higher education as a goal (Leake & Stodden, 2014).

There is additional research around the intersectionality of identity and how that can complicate one’s sense of belonging. For example, a woman with attention deficit-hyperactivity disorder who’s in a same-sex relationship has multiple layers of otherness. Each of those layers alone - gender, neurodiversity,

and LGBTQ+ - could impede her sense of belonging in higher education. Together they complicate matters exponentially (Cech, 2022).

Although not emerging populations per se, there are ongoing disparities with LGBTQ+ and women-identifying students within higher education. The LGBTQ+ population is facing recently emboldened displays of animosity and discrimination. As of April 10, 2023, “[the American Civil Liberties Union (ACLU)] is tracking over 450 anti-LGBTQ+ bills in the US” (aclu.org). Women are still underrepresented in leadership, as well as in tenured and tenure-track positions (aauw.org). The Supreme Court’s decision to overturn *Roe vs. Wade* is restricting reproductive and gynecological care for women nationwide, which not only impacts students but could pose additional issues for tenure-track female faculty.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

We have developed a plan to evaluate all current UMCES policies through a DEI lens and to determine if any new policies are needed. The goal is to complete our initial review within the next five years (20% per year), and then to revisit all policies on a rolling schedule. Reviewing each policy every five years (or more frequently as required by circumstances and/or legal amendments) will enable UMCES to make more proactive changes and updates. It also provides a natural opportunity to periodically present each policy to the UMCES community, increasing not only awareness but compliance.

References:

AAUW.org

ACLU.org

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Cech, E.A. (2022). The intersectional privilege of white able-bodied heterosexual men in STEM. *Science Advances*, 8(24), eabo 1558. DOI:10.1126/sciadv.abo1558.

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Appendix 1: UMCES Cultural Diversity Plan

In development



UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional Narratives

- 1. 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. 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, 2024**

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the *Driving Change Self-Study*: The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM."

While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: *Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders* into the University Strategic Plan as part of the *Vision 2030, From Excellence to Preeminence* from the University System of Maryland.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of

UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The initial plan in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone ensuring that UMES comes into full compliance by the July 1, 2024 deadline.

2. Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

Significant efforts have been made by UMES to increase the numerical representation of traditionally underrepresented groups with students, staff, and faculty. A selected sample includes:

- Students:
 - Summer Bridge Program
 - Hispanic Student Initiative
 - Transfer Student Initiative
 - International Student Initiative
 - Non-Traditional Student Initiative

- Administrative staff and faculty:
 - To increase representation to traditionally unrepresented groups, the Human Resource Office (HRO) encourages departments to advertise in a wide arrange of areas that will potentially create diversity in the pool of applications. The HRO only advises since payments for advertisements is incurred by the individual departments. Even in the advisory role, the HRO provides input to recruit a diverse applicant pool. To further promote a diverse pool of applicants, the HRO encourages department heads to network advertisements at conferences, professional associations meetings, etc. In the past, the HRO has attended Career Fairs which has been rebounding slowly since the pandemic.
 - The HRO staff will be available to attend the fairs to continue to promote employee diversity (faculty and staff).
 - Because the UMES campus is very diverse, the HRO optimizes the opportunity to promote continued diversity by alerting all on campus

departments to open positions and placing them on bulletin boards and providing electronic access to the same. The bulletin boards capture the attention of campus visitors as well as employees (including those without much technical savvy) and enables networking between colleagues.

- The sites listed below are used for advertisement/recruitment to attract a diverse applicant pool:
 - UMES Employment Website – Across US and Internationally
 - Diverse Issues in Higher Education
 - BCALA – Black Caucus of the American Library Association
 - 1890 Land Grant Institutions
 - Latino HigherEd.com
 - InFacultyJobs
 - Academic Careers Online
 - HigherEd Jobs
 - Chronicle of Higher Education
 - LinkedIn
 - Global Hospitality Educator, Inc.
 - Computing Research Association
 - American Publishing, LLC
 - AACP (American Association of Colleges of Pharmacy)
 - APS – American Pharmaceutical Sciences
 - APPA Facilities Management Magazine
 - AACSB International

3. Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures. The OIE and in collaboration with campus partners in Academic/Student Affairs provides robust training programs designed for faculty, staff, and students both in and out of the classroom. Selected examples can be found below:

- **Faculty and staff cultural training programs:**

- **Safe Colleges**: The University has contracted with SafeColleges to develop, create, and generate learning content/training for faculty, staff, and students. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc. each designed to education the campus community (*OIE offered program*).
- **LGBTQIA+ Safe Zone**: This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments (*OIE offered program*).
- **Fostering a Diverse and Inclusive Environment: The WHY and HOW**: This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace (*OIE offered program*).
- **Individuals with Disabilities: Creating an Accommodating and Inclusive Environment**: The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors (*OIE offered program*).
- **Unconscious Bias – Fundamentals of Equal Opportunity**: This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives (*OIE offered program*).
- **Fundamentals of Equal Opportunity**: This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to

identify discrimination, harassment, and retaliation in a professional or academic environment (*OIE offered program*).

- **Intercultural Competency: Beyond the Basics**: Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere (*OIE offered program*).
 - **Microaggression: Recognizing and Challenging a Subtle Form of Bias**: Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members (*OIE offered program*).
 - **Religious Diversity: Challenging Assumptions to Advance Inclusion**: Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus (*OIE offered program*).
- **Curricular initiatives that promote cultural diversity in the classroom:**
 - Cultural awareness events were held with small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.
 - Frequent research briefs regarding cultural diversity shared with faculty, via Academic Affairs.
 - Frequent academic programming by departments, addressing cultural diversity within their disciplines (specific plans for each School are being developed).
- **Co-curricular programming for students:**
 - Ongoing events and programs are scheduled throughout the year at UMES to promote an atmosphere of inclusivity. For instance, every Tuesday at 11am – the Lavender Circle group meets. This is a safe

and affirming place for students navigating issues related to sexual and/or gender exploration and acceptance.

- The Center for International Education is committed to promoting and recruiting students to partake in study abroad programs internships, and critical language study. This immersion experience is to broaden students' appreciation, understanding, and inclusion of other groups.
- The University hosted the political and cultural and literary human rights activist Kevin Powell for Black History Month. Powell has authored 18 books and is launching an organization focusing on voter education and voter empowerment which will showcase a website of blogs from contributors of diverse backgrounds. The title of his talk to the UMES campus was "History is a People's Memory: Celebrating Ourselves, Celebrating Diversity."
- The Center for International Education along with the School of Education, Social Sciences and the Arts began a monthly speaker series of African American ambassadors to inform students about careers in foreign service in an effort to expose them to the diverse cultural enrichment such careers offer.
- The University hosted Ambassador Charles Ray who had a 30-year career in Foreign Service. During this time, he was posted in China, Thailand, Sierra Leone, Vietnam, and was U. S. Ambassador to both Cambodia and Zimbabwe. Ambassador Ray informed our students about his various cultural experiences in these countries over the years and encouraged them to consider a career in the U. S. Foreign Service.
- The University hosted Ambassador Pamela Spratlan who also served for 30 years in the U. S. Department of State. She was ambassador to Kyrgyzstan and Uzbekistan and also served in various positions in Guatemala, Paris and Moscow. She presented to students stories of her time in these countries, highlighting their culture and politics and connections with the United States. She especially noted the challenges of how being both a woman and an African American affected her career. Of particular interest was her keen insight on the current conflict in the Ukraine. She speaks, Russian, French and Spanish.
- Academic, Professional, and Multicultural Organizations: UMES MANRRS Chapter, Pre-Vet Club, Horticulture Club, Food and Agricultural Sciences Club, Human Ecology Club, Biology Club.
- Involvement in Student Government on campus.
- Volunteering Opportunities through student clubs/organizations

- Mentoring: undergraduate and graduate research education and training through student clubs/organizations.
- The students are provided opportunities to present their work at professional/scientific meetings where they network with others (MANNRS, various Academic clubs such pre-Vet, Food and Ag sciences club, Horticulture club, etc.).

4. Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

UMES effectively recruits a racially diverse student body, in large part due to its HBCU status; its gender diversity (defined as male and female) is largely balanced as well, though we need to make room for broadened definitions of gender diversity (LBGTQIA+). Also, our Pell-eligible levels tell us that we are effective in recruiting first-generation students, but less so from families with more financial resources.

In addition to LBGTQIA+ populations, additional emerging student populations at UMES included (but are not limited to):

- Undocumented Students
- Hispanic Students
- Non-Traditional Students
- Students with Mental/Physical Disabilities
- Incarcerated Students

5. Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

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.

This past February 2023, one of UMES' staff members attended a conference hosted by EAB in Washington, DC whereby one of the presenters shared information on the following: An Enrollment Leader's Guide to Diversity Strategy: Steps You Can Take Right Now to Start Identifying, Engaging, and Enrolling More Underrepresented Students. UMES is strategically making concerted efforts to learn about new trends regarding underrepresented groups so that we can conduct an analysis of our existing practices and policies to determine where adjustments may be needed.

Revised: April 2023



2021-2025 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Revised: April 2023

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 2022-2023). This should be the plan approved by the institution's Board on or before July 1, 2022. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2022. 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 Update to the UMES Cultural Diversity Plan

Implementation strategy and a timeline for meeting goals within the plan.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The interim plan noted here in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone tied into the current creation of the University Strategic Plan ensuring that UMES comes into full compliance by the July 1, 2024 deadline. The institution has created a committee composed of various professionals to assist with implementing the goals, including creating the specific strategies and monitoring them. Committee composition includes personnel from the Office of Institutional Equity and Compliance, Division of Academic Affairs, Division of Enrollment Management and Student Experience, Division of Administration and Finance, staff, and students.

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.

Revised: April 2023

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.”

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.

Diversity Goals

- **Core Principle/Goal #1:** Improve the diversity of the UMES campus community.
- **Core Principle/Goal #2:** Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.
- **Core Principle/Goal #3:** Enhance students’ diversity related educational opportunities and experiences to ensure that all students graduate with

Revised: April 2023

knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- **Core Principle/Goal #4:** Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

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.

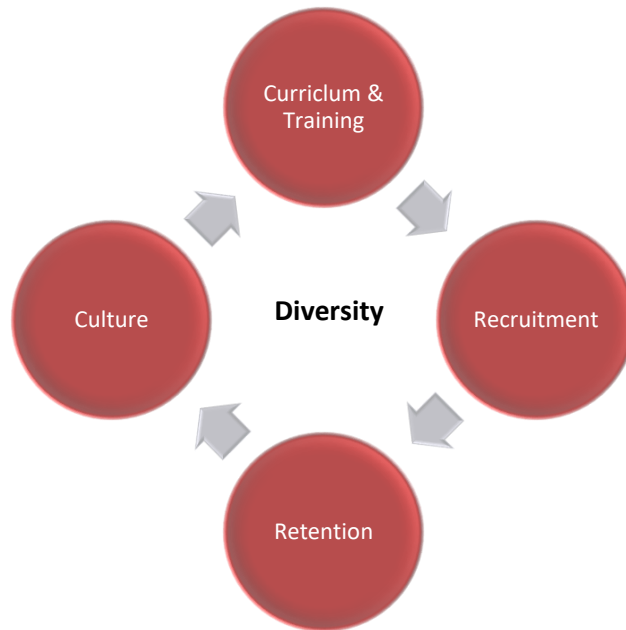
Revised: April 2023

**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

Interim Plan for 2020-2021 (Phase 1)

Strategic Diversity Goals:

The broad goals and framework are structured around four core diversity principles that have been central to developing a sustainable institutional frame work and set of initiatives focused on cultural diversity.



**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

Interim Plan for 2021-2025 (Phase 2)

Core Principle/Goal #1: Improve the diversity of the UMES campus community.

- **Objective 1: Improve the diversity of the faculty across all academic departments.**
 - Strategy 1: Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.
 - Strategy 2: Evaluate and improve practices that support the success and retention of diverse faculty.
 - Strategy 3: Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 2: Improve the diversity of staff at all levels of the institution.**
 - Strategy 1: Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (support and administrative).
 - Strategy 2: Evaluate and improve practices that support the success and retention of a diverse staff.
 - Strategy 3: Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 3: Improve the diversity of the undergraduate and graduate student body.**
 - Strategy 1: Continue targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.
 - Strategy 2: Increase proportion of the underrepresented (non-African American American) students from other identities.
 - Strategy 3: Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success from groups that have been historically under-represented in higher education (or at UMES) – LGBTQ students, international students, students with disabilities.

Core Principle/Goal #2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.

- **Objective 1: Increase UMES employees' capacity to create and support an inclusive and diverse campus community.**
 - Strategy 1: Develop orientation sessions that prepare all members of the UMES community to understand and to participate in the University's diversity efforts.
 - Include a session on diversity and inclusion at UMES in new faculty/staff orientations.
 - Develop and deliver a coordinated introduction to diversity and inclusion as an institutional and educational value for first year and transfer student orientation.
 - Strategy 2: Provide educational opportunities to enhance institutional capacity to undertake effective diversity and inclusion work.
 - Develop and conduct quarterly diversity and inclusion educational forums for all faculty and staff.
 - Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental approach to student diversity efforts.
 - Strategy 3: Identify, assess, and enhance support services and campus wide competency for working with persons with disabilities.
 - Evaluate context, provide and assess ADA training.
 - Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.
 - Assess campus wide signage relevant to persons with disabilities.
 - Develop a streamlined approach to foster collaborative efforts to support ADA compliance.
 - Develop enhancement plan for the Office of Student Accessibility Services.

- **Objective 2: Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.**
 - Strategy 1: Support existing organizations and offices that provide diversity related education, support, and services.
 - Develop incentives for student organizations that engage with diversity and inclusion in meaningful ways.
 - Monitor and respond to demands on offices that provide diversity-related education, support, and services.
 - Strategy 2: Establish institution wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, and research.

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- Establish an annual “President’s Diversity Award” to recognize faculty/staff/departments that contribute to UMES’ diversity efforts.
- **Objective 3: Increase and improve UMES’ diversity related messaging (web, print, spoken).**
 - Strategy 1: Enhance diversity’s web and print presence.
 - Strategy 2: Enhance materials (print, electronic) highlighting support services offered to students/persons with disabilities and/or identify under other areas of protected class (e.g. gender, sexual orientation, veteran status).
 - Strategy 3: Develop brand identity for diversity messaging.
- **Objective 4: Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility.**
 - Strategy 1: Assess climate every two years (students, faculty, and staff)
 - Strategy 2: Assess diversity efforts and performance; departments and offices report progress to Office of Institutional Equity and Compliance
 - Use consistent, meaningful assessment criteria for diversity in staff reviews.
 - Identify and assess policies, programs, and activities aimed at improving campus climate.
 - Strategy 3: Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

Core Principle/Goal #3: Enhance students’ diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- **Objective 1: Develop a systemic process for reviewing, assessing diversity and inclusion focus in the curriculum and co-curriculum.**
 - Strategy 1: Track progress and contributions of academic departments’ focus on diversity and student learning by creating specific metrics for progress.
 - Strategy 2: Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (curricular transformation, inclusive pedagogy/assignments, mentoring and advising).

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- Strategy 3: Work with individual departments to create discipline-specific initiatives for infusing diversity and inclusion within faculty, students, curricula, and staff interactions, materials, and pedagogy.
- **Objective 2: Enhance diversity education, experiences, and support for students.**
 - Strategy 1: Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses.
 - Strategy 2: Inventory, evaluate, enhance, and develop diversity focused student learning opportunities inside and outside the classroom.

Core Principle/Goal #4: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

- **Objective 1: Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.**
 - Strategy 1: Track and assess diversity progress revealed by national student surveys (e.g. NSSE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.
 - Strategy 2: Include a focus on diversity and inclusion in all offices' annual reports.
 - Strategy 3: Develop internal database of efforts by college, division, and department, program, or office.
 - Strategy 4: Enhance the place and weight of diversity related work in faculty evaluation processes and staff merit.
- **Objective 2: Establish and/or strengthen University structures that support diversity.**
 - Strategy 1: Establish and manage centralized budget for diversity efforts/initiatives tied to this plan.
 - Strategy 2: Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.
 - Strategy 3: Establish and develop a Diversity Council/team.
 - Strategy 4: Create a specific strategic goal that addresses diversity and inclusion in new (2022-30) strategic plan.

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- **Objective 3: Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.**
 - Strategy 1: Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement.
 - Strategy 2: Develop a strategic response team and response plans for bias related incidents.
 - Strategy 3: Include a focus on diversity when building and strengthening university partnerships – alumni, business, community and government – to enhance diversity initiatives.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education. Multiple diversity strategic plans were reviewed from various colleges and universities. Common core principles and goals were utilized in the updated plan.



Office of Diversity and Equity

**Cultural Diversity Report
University of Maryland Global Campus (UMGC)
April 14, 2023**

Institutional narrative

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. Please indicate where progress has been achieved and areas where continued improvement is needed.

UMGC Diversity Mission Statement

"At the University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions."

In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. To accomplish this goal, each department would 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 are accomplished.

The plan was based on the following priorities and goals:

- 1) Student Life, Support, and Advocacy
 - a. Providing a culturally relevant and student-focused curriculum
 - i. The academic schools will review curricula across departments to integrate education related to cultural competence, race, and society
 - ii. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom
 - b. Removing barriers to education and career success
 - i. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty
 - ii. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness
- 2) Workplace, Classroom, and Community Inclusivity
 - a. Advisory councils and community feedback



Office of Diversity and Equity

- i. The university will create a diversity advisory council comprised of individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, inclusion, and university culture
 - ii. The university will create a faculty diversity advisory council to engage faculty in discussion related to the management of the classroom
 - b. Workplace equity and awareness
 - i. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC Community in critical discussions of race, culture, and belonging
 - ii. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics
 - iii. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures
- 3) Recruitment, Retention, and Development of Diverse Faculty and Staff
 - a. Workforce Demographics
 - i. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments
 - ii. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement
 - b. Professional growth and advancement
 - i. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training
 - ii. The Office of Human Resource will connect diversity competencies and values to performance reviews and expectations
 - iii. The Multicultural Training Team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change
- 4) Outreach and Community Engagement
 - a. External community connectivity
 - i. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education
 - ii. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university
 - b. Strategic collaborations and support
 - i. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve



Office of Diversity and Equity

- ii. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations

These priorities are the guiding principles for diversity, equity, and inclusion efforts across the university. While they may change and evolve based on university, community, and societal needs, it is believed that these priorities will be at the core of our efforts into 2024. The past year has led to progress across the plans in the following areas:

Student Life Support and Advocacy

- Multi-language Student Support Resources
- Diversity, Equity, and Inclusion Open Education Resources (offered through Library Services)
- Student Mental Health Resources (offered through TogetherWell)
- Latino Student Support Working Group within Student Affairs
- LGBTQ+ Student Group

Workplace, Classroom, and community Inclusivity

- Minority Serving Institution (MSI) designation by the US Department of Education
- Launch of Academic Affairs DEI Committee
- Staff and Faculty Diversity Advisory Councils launched January 2023
- Hosted DEI Themed 2022 Fall Faculty Conference
- Syllabus updates with Accommodations and DEI Information
- Updated EEO and Title IX Policies
- Inclusion Networks
 - Women at UMGC
 - Black, Indigenous, People of Color at UMGC
 - Expatriates living abroad at UMGC

Recruitment, Retention, and Development of Diverse Faculty and Staff

- Updated Job Descriptions with dual-language preferences for student facing roles
- Ongoing DEI Executive Recruiting Initiative
- Updating Org Development Programming and Performance Management Process

Outreach and Community Engagement

- Developed UMGC foreign language fluency database to better engage with surrounding communities
- Conducted Spring 2023 Engagement Survey (via Glint)
- Excelencia in Education Strategic Partnerships
- DEI Community Newsletter (bi-monthly)



Office of Diversity and Equity

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

UMGC enrolls the largest number of underrepresented students in the University System of Maryland, and its student body is 28.3% Black. Fifty-three percent are students of color, and more than half are also the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically under-represented minority groups, which led to the university receiving the Minority Serving Institution (MSI) Designation. This designation was a recognition of the students that we serve, however efforts continue in order to expand representation for Latino, Indigenous, and Asian students. 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 FY2022 identified as Black.

To further the outreach efforts and to enhance the student resources for Latino students across the university, the Student Affairs Team launched the Latino Student Working Group. The Latino Student Working Group examines 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 Student 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. Alongside other universities across the country, the network allows the university to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

Across UMGc there are 46% of Staff and 32% of Faculty that identify as being part of an under-represented minority group. 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.

Another critical data point for Diversity, Equity, and Inclusion efforts is the annual Affirmative Action plan. This 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 the university seeks to improve hiring and career opportunities for job seekers across the state.

For over a decade, the university has been a member of the Capital Region Minority Supplier Development Council (CRMSDC). This council works with minority entrepreneurs across the DC Metropolitan Area to ensure their growth, development, and visibility across the business community. As part of this effort, last summer(2022) the university partnered with CRMSDC to launch the first MBE



Office of Diversity and Equity

Academy which brought together minority entrepreneurs across the region to participate in an intensive 6-week program to enhance their enterprises through targeted sessions with faculty from the UMGC business school and corporate leaders that are part of the CRMSDC network. The second cohort for the MBE Academy is currently in development and efforts are underway to scale this beyond the DC Metropolitan area.

The Diversity and Equity Office and the Analytics Office are working collaboratively to track the student journey and demographic trends. The Student Journey includes seven key steps; 1) Attracting the Student 2) Student Inquiry, 3) Student Application, 4) Start, 5) Learner Success, 6) Re-Enrollment, and ultimately 7) Completion. Special attention is being paid to steps 5-7 to ensure that the areas where under-represented students often stall or stop-out are considered. Through each step of the student journey the demographic dashboard will examine how minority students are being impacted. For further transparency, the demographic dashboards will be made available to the UMGC Community to ensure that the community is working with the same understanding and information to effect positive change.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

UMGC works to ensure that the awareness of the rich perspectives, cultures, and experiences of the UMGC Community are connected to the values of diversity and respect that are integral parts of the Diversity and Equity Office Mission. These efforts include presentations by leading experts, documentaries, panel discussions, and facilitated discussions to explore the thoughts, perspectives, and feelings that the UMGC Community may be experiencing.

Heritage Month Celebrations are at the heart of our efforts to recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGC Community. During monthly events, UMGC's Diversity and Equity Office invites speakers to address the community and host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These heritage groups and cultures are further celebrated through the distribution of the diversity poster series that includes monthly posters that are shared across the university. The Diversity and Equity Office has also continued the Diversity Dialogue Series which is designed to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions are facilitated by the Chief Diversity Officer and the only ask is that individuals come prepared to be vulnerable and visible during the conversations. Topics that have been explored include empathy vs sympathy; allyship; race at work; privilege; and belongingness.

Inclusion Networks(similar to employee resource groups) have been developed and are continuing to expand to include additional opportunities for staff/faculty to join groups that recognize the various diverse cultural groups that comprise the UMGC Community. The initial network was the Women Who Network to bring together women across UMGC for professional development, sharing of ideas,



Office of Diversity and Equity

supporting one another, and building their network. Since then the Black Indigenous People of Color (BIPOC) group has started along with the Expatriates group. The Expatriates Group is designed to support those UMGC staff and faculty that may be working overseas across Asia and Europe.

Similar to the Inclusion Networks, Student Affairs is working with students to develop interest-based student groups. The first interest-based group that was developed was the LGBTQ+ club. This will serve as the model going forward for future groups which may include military spouses, Latino students, etc.

To further provide channels for staff, faculty, and students to communicate with leadership, collaborate with one another, and contribute to the strategic direction of the university, Diversity Advisory Councils have been established. Each constituent group (faculty, staff, and students) has an established council comprised of 25-40 individuals that serve on a rotational basis. Every nine (9) months council members will rotate to ensure that new voices continue to be brought into the council and that different perspectives are always contributing to the discussion. The Student Council will consist of a quarterly open house between students and the Chief Diversity Officer to share their experiences, perspectives, and concerns.

The University also partnered with Glint to conduct an Engagement Survey to measure employee satisfaction and engagement across the university. This survey served as a key measure of how the UMGC staff and faculty experience the university. Further, the survey allows 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. Diversity, equity, and inclusion items were also included in the survey to gather specific information related to how the UMGC Community is experiencing the culture of diversity and inclusivity.

In order to share information about ongoing DEI activities, strategies, and programs the Diversity and Equity Office launched university-wide diversity newsletter. This newsletter contains a message from the CDO, upcoming dates and activities, tools and resources, and a dedicated space to share stories from the UMGC community.

Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

Currently the American Indian/Alaska Native/Indigenous student population in the undergraduate school is 0.5% and the graduate school is 0.5%. 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. Further, plans are underway to establish an Inclusion Network for Native American/Indigenous Staff/Faculty across UMGC. These networks of individuals will be positioned to support one another and may provide greater insight into how we can better serve this population of students.



Office of Diversity and Equity

The recent MSI Designation has also positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The Institutional Advancement Team is working collaboratively with the Diversity and Equity Team to identify the appropriate opportunities that will be used to support advancements in these areas.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

As part of the University System of Maryland and a Minority Serving Institution, UMGC operates under the expectation that best practices should be shared and can be gathered through collaborative partnerships with Predominantly Black Institutions and HBCUS across the State of Maryland and the United States. To that end, recent partnerships with have been established with the 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 also 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 under-represented as well as students that are from lower income communities and households.

There are currently more than 53,000 servicemembers, veterans, and military spouses and families currently enrolled at UMGC. To support them along throughout their educational careers the Global Military Operations Team at UMGC has developed a number of innovative programs and initiatives. Some of these include the Green Zone Training, expansive Veterans Day recognitions and celebrations, on-site student support services on military bases across the globe, and faculty who travel around the world to teach servicemembers where they are.



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

Office of Diversity and Equity

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 2022-2023).



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

THE DIVERSITY, EQUITY, AND INCLUSION **STRATEGIC PLAN** 2021–2023



DIVERSITY IN ACTION

Initiatives for Change and Opportunities for Growth

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STATEMENT FROM THE PRESIDENT



At University of Maryland Global Campus (UMGC), diversity lies at the foundation of all that we do. We recognize that learning happens in different ways for different individuals, and every day we seek to bring the right experience to the right student at the right time and in the right way.

This embrace of diversity also represents a primary institutional strength and competitive advantage. It encourages a culture that is agile, creative, open-minded, and resilient.

Now, we seek to broaden and strengthen our commitment to diversity, equity, and inclusion across every facet of our institution, guided by this Diversity and Equity Strategic Plan.

It is designed to serve as a roadmap and also as the beginning of a broader conversation that will invite and introduce voices and viewpoints from increasingly rich and diverse populations at every level of our organization.

We are truly stronger together, and we are best equipped to navigate a world marked by increasingly complex challenges when we embrace and leverage the strengths and viewpoints of every stakeholder.

I thank you for your commitment to an institution that expands opportunities for every learner, and for your willingness to embrace our similarities and differences alike. I look forward to working with you as we seek always to change lives and strengthen communities here in Maryland, across the country, and around the world.

A handwritten signature in black ink, appearing to read "Gregory Fowler". The signature is fluid and cursive, with a long horizontal line extending to the right.

Gregory Fowler, PhD
President
University of Maryland Global Campus

STATEMENT FROM THE CHIEF DIVERSITY OFFICER



We are at a critical moment in the history of our university, during which we have the opportunity to not only change the diversity, equity, and inclusion (DEI) landscape for our students, faculty, and staff, but we can also set the standard for DEI efforts throughout higher education. This opportunity is not solely due to the work of the dedicated Diversity and Equity team, but it is also attributable to the talent and commitment of the UMGC community.

The foundation that we have built over the years has positioned us well to execute a plan that includes the members of our community and seeks to improve the situations for all individuals who have previously been underrepresented in higher education and in communities across the world. The plan that follows is a call to action. Taking the next step forward will require that all members of the community be committed to embedding these strategic efforts in their day-to-day work and interactions with one another.

From the beginning, our mission has been to meet students where they are and to expand global access to education. This expanded access is critical to closing financial and career gaps that so many underrepresented groups face. As we continue to reach out to the broader communities to best determine how to meet their needs, we will be better from hearing their voices and learning from their experiences.

I believe that we will look back on this plan and the work that follows as a key part of the future success of UMGC.

A handwritten signature in black ink that reads "Blair Hayes". The signature is fluid and cursive, with the first name "Blair" being larger and more prominent than the last name "Hayes".

Blair H. Hayes, PhD
Vice President, Chief Diversity Officer, and Ombudsman
University of Maryland Global Campus

UMGC DIVERSITY AT A GLANCE

INTRODUCTION AND BACKGROUND

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion among the students, faculty, and staff of UMG. Every day we drive UMG's commitment to fostering diverse and inclusive working and learning environments.

This strategic plan celebrates differences in race, gender, sexual orientation, religion, military experience, etc. that have been part of UMG since it was founded in 1947. In fact, UMG was enrolling minority students in integrated classrooms on military bases long before the Supreme Court declared segregation unconstitutional in 1954.



DIVERSITY PLANNING AND STRATEGIC ALIGNMENT

We at UMG have long understood that the cultural diversity of students, faculty, and staff is integral to a strong institutional foundation. Our core value of diversity states, "Each individual brings value to our efforts and results," and our commitment to diversity, inclusion, and equity will shape this institution as we continue to lead in higher education and work to educate the next generation of learners. Our unique approach to education and learning positions us to offer opportunities to students and their families that can change the trajectory of lives for generations to come.

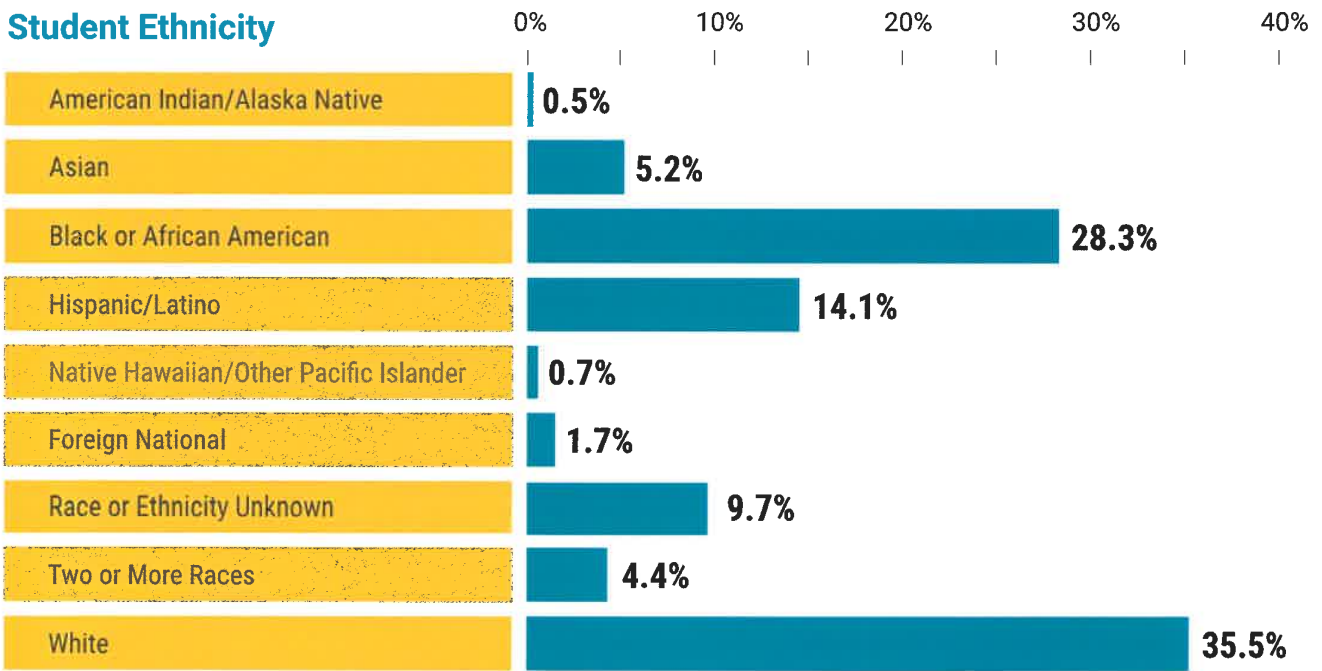
This plan is designed to strategically align diversity with initiatives, processes, and programmatic plans across the university while simultaneously supporting, expanding on, and aligning with work currently underway in key functional areas.

ULTIMATELY, THIS PLAN WILL POSITION UMG TO

- Become a leading advocate for improved learning environments for communities and cultures worldwide
- Adopt a vision that combines attention to previously underrepresented groups with aspirations for creating a more globally inclusive environment
- Apply a comprehensive accountability system for diversity initiatives that offers transparency for individuals and groups
- Establish additional oversights and feedback channels by increasing engagement with students, faculty, and staff
- Expand guidelines and frameworks that ensure that all programs are intentional and include performance metrics
- Build the workforce of the future, focused on inclusive excellence and cultural intelligence

CURRENT STATE OF DIVERSITY

UMGC benefits from a student body consisting of the largest population of underrepresented students within the entire University System of Maryland. The UMGC student body comprises individuals from all backgrounds, cultures, and life experiences. These students come together to learn and share the rich and varied perspectives they bring to the classroom.



Student Facts at a Glance

48% underrepresented minorities

18% speakers of English as a second or foreign language

NEARLY 50% "first-in-family" college students

Supporting this collection of diverse students is a workforce that is diverse and varied. UMGC faculty and staff reflect the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations.

DIVERSITY, EQUITY, AND INCLUSION GOALS AND STRATEGIC PRIORITIES

THE DIVERSITY AND EQUITY STRATEGIC PLAN FOCUSES ON FOUR KEY STRATEGIC PRIORITIES:

▶ Student Life, Support, and Advocacy

▶ Workplace, Classroom, and Community Inclusivity

▶ Recruitment, Retention, and Development of Diverse Faculty and Staff

▶ Outreach and Community Engagement

These priorities are in response to many factors, including the changing landscape in higher education, the changing face and expectations of students, the global reach of online education, and expanding opportunities for educational and career growth.

STUDENT LIFE, SUPPORT, AND ADVOCACY

One of UMGC's core values is "Students First." This is at the heart of the UMGC mission and is key to our continued growth and success. Through various units, the university will integrate diversity, equity, and inclusion efforts into programs across UMGC to reach students across the globe.

The strategic initiatives that the university will undertake as part of our efforts toward being truly student-centric include the following:

1. **Providing a culturally relevant and student-focused curriculum**
 - a. The academic schools will review curriculum across departments to integrate education related to cultural competence, race, and society.
 - b. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom.
2. **Removing barriers to education and career success**
 - a. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty.
 - b. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness.

WORKPLACE, CLASSROOM, AND COMMUNITY INCLUSIVITY

The commitment to diversity and inclusion begins with a clear vision and strategy but must be felt in the workplace and classroom where staff, faculty, and students experience UMGC. Whether physically proximal to one another or in a virtual space, individuals can use skills, tools, and resources to further champion diversity within their spheres.

Achieving workplace, classroom, and community inclusivity requires engagement across all sectors of the UMGC community and will be accomplished through the following:

1. Advisory councils and community feedback

- a. The university will create a diversity advisory council that comprises individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, and inclusion and university culture.
- b. The university will create a faculty diversity advisory council to engage faculty in discussions related to the management of the classroom environment and the faculty experience.

2. Workplace equity and awareness

- a. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC community in critical discussions of race, culture, and belonging.
- b. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics.
- c. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures.



EXPANDING ACCESS
THROUGH UNIVERSITY
SUPPORT

118

Employee accommodations
made since June 2020

624

Students accommodated
as of October 2021

RECRUITMENT, RETENTION, AND DEVELOPMENT OF DIVERSE FACULTY AND STAFF

To ensure that UMGC is meeting the current needs of our diverse workforce and is equipped for the workforce of the future, it is imperative that the talent pipeline of staff and faculty be equitable and free of systemic barriers. Maintaining an equitable talent pipeline involves practices that ensure that the selection process for staff and faculty at all levels is open to a diverse group of candidates. In addition, it requires that the UMGC culture be welcoming while also offering developmental resources and access to opportunities that lead to career advancement.

By attending to the following areas in the recruitment, retention, and development of diverse faculty and staff, UMGC will build and nurture a workforce that reflects the communities in which students, faculty, and staff live and work.

1. Workforce demographics

- a. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments.
- b. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement.

2. Professional growth and advancement

- a. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training.
- b. The Office of Human Resources will connect diversity competencies and values to performance reviews and expectations.
- c. The Multicultural Training team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change.





OUTREACH AND COMMUNITY ENGAGEMENT

While we continue to build engagement and strengthen our internal community, we must also engage with communities outside our walls to build better connections and support their educational goals and pursuits. As we reach out and open our arms to communities that have not always had access to or been included in higher education, we will be better equipped to build systems, curricula, and structures that meet their needs.

We must be active members of the communities around us to meet their needs and respond to issues that they may face. We will accomplish the necessary outreach and community engagement through the following:

1. External community connectivity

- a. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education.
- b. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university.

2. Strategic collaborations and support

- a. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve.
- b. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations.

COMMUNITY CONVERSATIONS

The UMGC community has engaged in discussions about

- Using gender pronouns
- Avoiding microaggressions
- Practicing inclusive behaviors
- Understanding privilege

CONCLUSION AND NEXT STEPS



IMPLEMENTATION AND UMGC COMMUNITY ADOPTION AND BUY-IN

This plan represents the strategic direction and guiding principles for diversity, equity, and inclusion efforts across the university. As the world continues to change and evolve, we will update and adapt this plan to ensure that it aligns with the role we play in changing lives and influencing the global education landscape. It will remain accessible via the online portal, and we will continue to host forums and opportunities for all members of the community to engage with us to share resources, suggestions, and recommendations. The inclusion networks and forthcoming faculty, staff, and student diversity boards will be beneficial to ensure that the voice of the community continues to be heard and shared.

FUTURE-FOCUSED EXPECTATIONS

Our future is shaped by the foundation that has been laid over the past 75 years. And while we are proud of how far we have come, we must continue to make strides if we want UMGC to become the university that we aspire to create. Our future will be made better by the many faces, voices, experiences, and perspectives of the people who are working and learning alongside one another around the world.

PROGRESS TRACKING AND COMMUNITY UPDATES

Successfully implementing this plan will require tracking and continued reflection to ensure that we are meeting our goals and strategic objectives. Through dashboards, key performance indicators (KPIs), and effective project tracking, we will measure and celebrate success while looking for areas that require additional attention. Because the entire UMGC community is on this journey together, transparency will be key, allowing the community to celebrate our collective achievements while also encouraging accountability. With that in mind, we will provide updates to the community through focused discussions, leadership presentations, and other university communications.

DIVERSITY, EQUITY, AND INCLUSION MISSION STATEMENT

University of Maryland Global Campus (UMGC) seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. Therefore, the university promotes understanding of and mutual respect for all members of the community. The university provides an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions.

The Office of Diversity and Equity exemplifies UMGC's commitment to providing resources that promote access, equality, and inclusiveness to all members of its community.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Regional Higher Education Centers as Innovation Hubs

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11 2023

SUMMARY: USG 2.0 centers on building the capacity for innovation to serve the fluid student of today and tomorrow -- students who need to flow in and out of jobs and education, rather than pursue a degree in two or four years; who direct their educational experience toward personalized career opportunities, while stacking and banking credentials and experience into degrees; who want choices to study virtually, in person, and in applied experiential settings; and students for whom an institutional ranking and record of degree completion may be less relevant than the support they receive to achieve meaningful employment related to their areas of study. This is fundamentally about a new model of higher education that is pathway focused, centered in career readiness, and built through a new partnership between academic partners and employers to deliver on meaningful employment and career/business success--lifelong learning.

The presentation will focus on how the Universities at Shady Grove is building this effort, and to socialize the idea of USG being designated (as some point) by the regents, and perhaps the legislature, as a hub to do this innovative work with our academic and workforce partners. Our challenge is how to catalyze the opportunity of 9 (and hopefully 12) institutions working together in one campus to transform and scale opportunities for the fluid students of today and tomorrow.

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 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Update: PreK-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY:

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.

Previously this year, we have presented deep dives into two areas of P-20 work:

- November 15, 2022: Maryland Center for Computing Education (MCCE)
- March 14, 2023: Civic Engagement and Civic Education.

We focus on three other P-20 areas in this update:

- Student Access and Success: Report on the NEXUS research, supported by the Abell Foundation and private philanthropist, Ms. Mary-Ragan (MR) Macgill.
- Teacher Education: Overview of teacher education and reports from USM campuses programs and projects addressing the teacher shortage.
- P-20 Policy engagement: Maryland Longitudinal Data System (MLDS) and the Accountability and Implementation Board (AIB: *Blueprint* Implementation Board) and the 2023 legislative session.

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 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

Student Access and Success:

Project NEXUS: Nurturing Excellence for Undergraduate Success

USM's Vision 2030 commits us to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions. In service of these objectives USM received external support to focus on access and success of Baltimore City's high school graduates who are admitted and enrolled in USM institutions.

Abell Foundation Grant, Project NEXUS (Nurturing Excellence for Undergraduate Success). With a \$136,000 grant from the Abell Foundation, we were able to do a deep dive into the experiences of Baltimore City students enrolled in USM institutions. This grant helped open doors into the Baltimore City Schools that we have used to great advantage. We brought researchers from UMD to work on both qualitative and quantitative studies to help us understand what we were doing right, and where we could be doing better.

Quantitative Study: Dr. Jing Liu, University of Maryland, College Park

The research team for the quantitative strand in Project NEXUS was led by Dr. Jing Liu, Assistant Professor at University of Maryland, College Park. The quantitative component of the research project sought to answer the following research questions:

1. Compared to their peers from other Maryland school districts, how were high school graduates from historically underrepresented (e.g., low-income, minoritized, BCPSS students) groups who were enrolled at Maryland four-year institutions academically prepared for college? What did their performance in college look like?
2. What college readiness indicators of academic preparation best predict students' college persistence and completion both for all high school graduates from Maryland and for those from historically underrepresented groups specifically?
3. After controlling for demographic backgrounds and key college readiness indicators, how do college persistence and graduation rates differ across Maryland four-year institutions both for all high school graduates from Maryland and for those from BCPSS specifically?

The total analytic sample consisted of all students who graduated from a Maryland public high school and subsequently enrolled in a Maryland 4-year institution of higher education between the academic years 2013 and 2020 ($N = 137,960$). Key measures of academic preparedness were final high school GPA (standardized), SAT scores (standardized), and the number of AP or IB courses that students took in high school. The outcome measures for postsecondary success were second-year persistence and six-year graduation rates.

Analyses included exploratory univariate analyses examining institutional differences of college readiness indicators and postsecondary outcomes across race/ethnicity, free-reduced price lunch eligibility, and comparing students from BCPSS to students from other LSSs (RQ1); nested regression analyses using a combination of descriptive and inferential statistics to analyze the relationship between our two outcomes (RQ2); and a value-added model to improve on the raw

comparison of different institutions, in which the model captures the part of variation for students' college persistence or completion in postsecondary institution that is not explained by student demographics or academic preparation (RQ3). While rigorous VAMs may be used to measure causal impacts of schools or teachers, e.g., in the field of economics of education, our model cannot control for students' selection into different postsecondary institutions and so should not be interpreted as an institution's causal contribution to student postsecondary success.

From the analyses, we found that students from BCPSS enrolling in USM institutions tended to be less academically prepared (in terms of SAT scores and high school GPAs) than their peers on the whole, a finding that is consistent with underrepresented students, broadly. However, we also found that BCPSS students varied widely in their academic preparation, university to university. These academic indicators mattered because we found that GPA and AP/IB courses in high school were predictive of success in college. Finally, using the value-added model (VAM), we analyzed which universities had the highest rates of second-year retention and six-year graduation for their BCPSS students—that is, which universities were the most successful in promoting success.

Table 1 shows the raw comparison of USM institutions by difference in postsecondary outcome measures of success for BCPSS graduates, while Table 2 shows the results of the VAM analyses.

Table 1. Difference in Postsecondary Outcomes – BCPSS

Institution	2 nd Year Persistence		6-Year Graduation	
	non-BCPSS mean	BCPSS difference	non-BCPSS mean	BCPSS difference
Bowie State University	0.747*** (0.006)	-0.124*** (0.019)	0.518*** (0.01)	0.096*** (0.037)
Coppin State University	0.664*** (0.014)	-0.190*** (0.02)	0.406*** (0.02)	- 0.161*** (0.031)
Frostburg State University	0.839*** (0.005)	-0.092*** (0.021)	0.679*** (0.008)	-0.043 (0.038)
Salisbury University	0.899*** (0.003)	-0.117*** (0.041)	0.807*** (0.005)	-0.097 (0.071)
Towson University	0.937*** (0.002)	-0.058*** (0.011)	0.773*** (0.004)	- 0.149*** (0.027)
University of Baltimore	0.887*** (0.01)	-0.051*** (0.016)	0.522*** (0.017)	- 0.097*** (0.032)
University of Maryland - Baltimore	-- --	-- --	0.811*** (0.023)	0.189 (0.393)
University of Maryland - Baltimore County	0.918*** (0.002)	-0.071*** (0.018)	0.763*** (0.005)	- 0.130*** (0.035)

University of Maryland - College Park	0.982***	-0.050***	0.883***	- 0.058***
	(0.001)	(0.007)	(0.002)	(0.022)
University of Maryland - Eastern Shore	0.729***	-0.036	0.534***	-0.033
	(0.008)	(0.022)	(0.011)	(0.031)
University of Maryland - Global Campus	0.693***	-0.335***	0.242***	- 0.182***
	(0.006)	(0.035)	(0.007)	(0.04)

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 2. Institution Value Added

Institution	2 nd Year Persistence		6-Year Graduation	
	Full Sample	BCPSS	Full Sample	BCPSS
Bowie State University	.852***	.765***	.343***	.278***
	(.012)	(.029)	(.025)	(.057)
Coppin State University	.744***	.625***	.17***	.019
	(.015)	(.027)	(.028)	(.049)
Frostburg State University	.917***	.877***	.44***	.308***
	(.01)	(.032)	(.022)	(.06)
Salisbury University	.974***	.878***	.53***	.365**
	(.011)	(.059)	(.024)	(.116)
Towson University	.996***	.945***	.543***	.387***
	(.011)	(.024)	(.024)	(.056)
University of Baltimore	.988***	.956***	.313***	.183***
	(.014)	(.026)	(.029)	(.053)
University of Maryland - Baltimore	1.025***	.95***	.343***	.278***
	(.011)	(.056)	(.025)	(.057)
University of Maryland - Baltimore County	.965***	.878***	.551***	.373***
	(.011)	(.03)	(.024)	(.06)
University of Maryland - College Park	1.009***	.953***	.619***	.455***
	(.011)	(.023)	(.023)	(.056)
University of Maryland - Eastern Shore	.86***	.814***	.319***	.226***
	(.013)	(.03)	(.026)	(.056)
University of Maryland - Global Campus	.796***	.52***	.064*	-.015
	(.012)	(.044)	(.026)	(.051)
* $p < .05$, ** $p < .01$, *** $p < .001$				

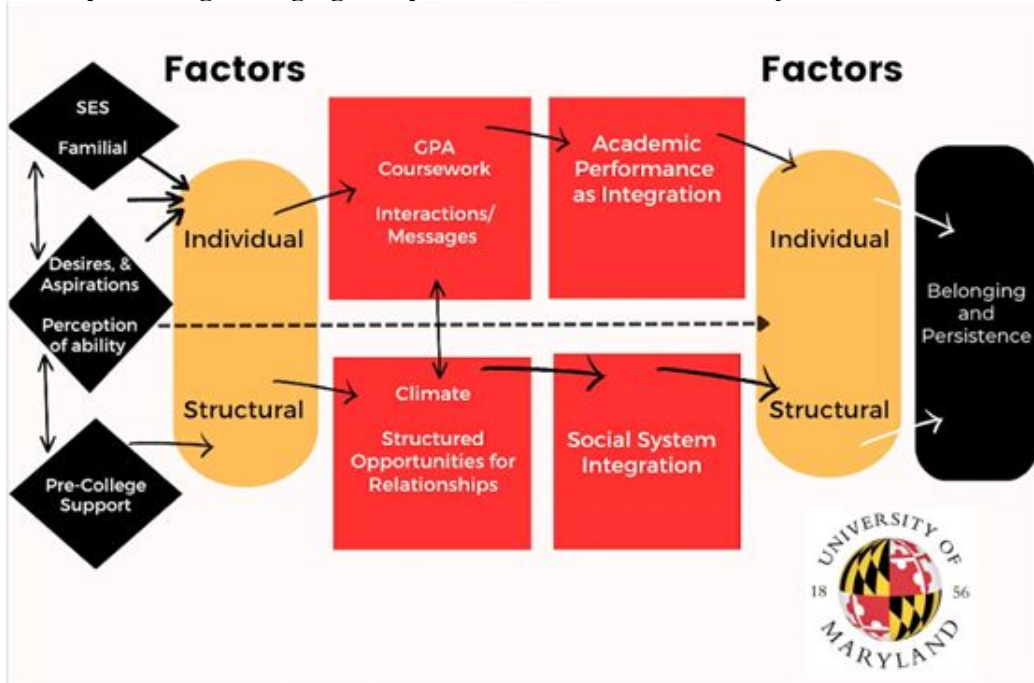
Qualitative Study: Dr. Sophia Rodriguez, University of Maryland, College Park

The qualitative research component provided “on-the-ground” insights into the student experience. The qualitative research team, led by Dr. Sophia Rodriguez, Associate Professor at University of Maryland, College Park, conducted an instrumental case study of student belonging and persistence in higher education. The case study sought to answer the following research questions:

1. How do graduates from Baltimore City schools who now attend University of Maryland system schools perceive their educational access to college?
 - a. What are the factors that shape Baltimore City School graduates’ access to college?
2. How do these young people talk about their current college experience and the factors that help them remain in college and compel them to stay?
 - a. To what extent do college personnel and staff play a role in supporting these students?

Data collection consisted of semi-structured interviews with 13 students enrolled in or recently graduated from five USM institutions, augmented by interviews with six staff members at five USM institutions. Data were analyzed via inductive and deductive codes with respect to the study’s conceptual influences, namely, factors that impact students’ experience of persistence and belonging in college: retention and individual level factors, organizational attributes and characteristics, culture and climate, and relationships, institutional agents, and belonging.

Conceptualizing belonging and persistence for Baltimore City Public School Graduates



The researchers found that structural factors in both secondary and postsecondary contexts impacted access to postsecondary opportunities, and coupled with individual perceptions and aspirations, made it difficult for BCPSS students to feel a sense of belonging at college. Overall, students reported a lack of supports and structured opportunities to connect and build long-lasting networks for opportunity and mobility. A sense of belonging is critical to student persistence, especially for students from underrepresented groups. Findings are graphically represented in the figure above.

Study of current campus-level interventions

A third component of this research was supported by a private grant from an independent philanthropist, Ms. Mary-Ragan (MR) Macgill. MR Macgill is especially interested in improving college opportunities for Baltimore City students. She provided us with an additional \$36,000 that was used to support summer and fall orientation activities for Baltimore students on some campuses and to survey our USM institutions for examples of best practices in providing evidence-based supports to Baltimore City Students. The report's findings are so valuable that we have linked the full report to this agenda item. This study revealed that every one of our USM institutions is providing important auxiliary support, but it is also equally clear that there is much to be learned, shared, assessed, and improved. The major recommendations from this study are listed in the table below.

What We Learned	What We Plan to Do
<i>USM institutions need a data collection system that provides more immediate information on current students</i>	USM will work with campus leaders from institutional research offices and/or registrars to collect timely data on incoming students from BCPSS to effectively track this student population early in their first year of college and beyond. We will explore collecting data connecting the different support programs throughout students' trajectory to determine what combination of services might have the greatest impact on different student group's college persistence and success.
<i>Students benefit socially and academically from quality peer mentorship opportunities</i>	USM will share our research with provosts, VPSAs, registrars, advisors, etc. to encourage USM institutions to create new or enhance existing peer mentoring programs, aligned with best practices.
<i>Students need opportunities to express their Voices to the institution to enhance their sense of Belonging</i>	USM will help institutions incorporate and connect events and initiatives where students are successfully engaged, feel connected to their institutions, have an opportunity to provide feedback on the kinds of events they find valuable, and identify additional opportunities where they can actively participate in the planning and/or execution of an event.
<i>Students need more connections to institutions through Personalized</i>	Continue to identify effective modes of communication within their institutions in order to establish trust, and

<p><i>and Proactive Communication Methods</i></p>	<p>increase responsiveness and engagement between faculty leaders, peer mentors, and their BCPSS students. Explore the best means of connecting students to the services they need at the right time.</p>
<p><i>USM Institutions need to connect student success and persistence to institutional goals & benchmarks with a focus on Baltimore City students. USM should offer opportunities to continually share best practices.</i></p>	<p>USM will facilitate active and consistent collaboration and sharing across USM institutions to learn more about services, resources, programs, and events implemented across USM to support BCPSS students’ success in college. Identify new ways for the USM System Office to support and enhance the institutions’ collective efforts to recruit, retain, and graduate more underrepresented students.</p>

Teacher Education

Summary of State-wide Collaborations and Campus Programs and Projects Addressing Teacher Shortages

Maryland Education Deans Council. As important as teacher education has always been to the mission of USM, it is emerging as an even more critical priority in the face of accelerating, increasing teacher shortages in Maryland and in the U.S. Covid intensified the pressure on teachers, principals, counselors, and professional school personnel. All the public schools in Maryland are suffering from severe teacher shortages. Maryland typically hires almost half of our teachers from out of state, but even those sources are drying up, leaving the schools desperate for qualified educators and instructors.

The USM P-20 office convenes and staffs the Maryland Education Deans Council and the AAT Oversight Council—the two state-wide affinity groups that have direct responsibility for addressing both teacher quality and the teacher shortage. This year, the Education Deans Council faced a major policy challenge in the form of new regulations governing the Maryland Educator Program Approval process. Working closely with the education deans in the state (USM, MICUA, MSU, SMC) and MHEC, USM’s P-20 office coordinated the approach to State Board Meeting testimony and coordinated the higher education public comment on the proposed regulations recommending additional consultation before final regulations are published. That effort was successful. The revised draft of these important regulations will be published in the coming months for comment.

The P-20 office also led the summer JCR (Joint Chairs Report) report writing addressing teacher apprenticeships and involved all the teacher education programs in the state in that work. That report became the foundation of proposed legislation during the 2023 legislative session.

The AAT Oversight Council plays an important role in priming the pump for teachers and serves as a role model for “Transfer with Success” policy. The Oversight Council is composed of community college and four-year education deans, STEM and content area faculty, and provosts.

Community colleges and four-year universities work through transfer issues in the AAT Council and address the implications of the changing state policies on teacher education. The P-20 office convenes and staffs the AAT Oversight Council, which is co-chaired by a four-year provost (public and private universities alternate leadership) and a community college VP for Academic Affairs (this year's chairs are Carl Goodman, Provost-BSU and Clay Railey, VP-PGCC).

This year, the council continues to work on the importance of dual-enrollment in high school; grow-your-own programs, which recruit paraprofessionals; and transfer pathways. The AAT Council convened a study group to re-examine the secondary AAT pathways which require transfer of majors in addition to education courses. The Council frequently draws on data and analyses from the Maryland Longitudinal Data System (MLDS) for these kinds of decisions.

Below is a report of this year's highlights from each of the USM teacher preparation programs.

Bowie State University

- Bowie State University College of Education (COE) received the Leads Grant to be a vendor in May 2023. This makes the COE eligible to be selected as a vendor for Public School Systems for using their part of the \$150 million awarded by MSDE to provide Professional Development to improve teacher impact in schools. BSU is working with three counties so far; April 2022
- Bowie State University COE received the Augustus Hawkins Grant Strengthen Teachers of Color Pipeline and Address Teacher Shortage. Only 12 colleges received this grant in the nation. Bowie was the only HBCU who received the grant. Fall 2022 Amount: \$ 1.5 million
- Bowie State University COE received a US Department of Education grant to train early childhood educators in special education. The Early Childhood Development Institute (EDCI) grant specifically was to training undergraduate teachers who are racially or linguistically different to be early childhood/Special Education teachers; Fall 2022 \$ 1.2 million
- Bowie State University COE received a US Department of Education grant to train master's degree seeking students in special education and culturally and linguistically diverse student populations--The Special Education Institute for Educators (SEIE); Fall 2022 \$ 1.2 million
- Bowie State University COE received a US Department of Education grant to train doctoral students in education leadership as school and district leaders to meet the demands of high needs students with disabilities in diverse and inclusive urban setting--Culturally, Responsive and Effective, Dynamic Instruction for Black Learners and Educators (CREDIBLE); Fall 2022 \$ 1.2 million
- Bowie State University received a National Science Foundation (NSF) grant to increase the teacher pipeline for students of color, Black male teachers. Fall 2022, Amount: \$ 4 million.
- Bowie State University recently receive a grant to prepare more school counselors to work with mental health issues in the public school. Spring 2023, \$5 million dollar grant

Special interventions:

- Center for Black Male Educators Mentoring and Research
- CLT Program- Preparing Paraprofessionals to be fully licensed teachers

- Emergency Triage Workshops to Assist Students with Praxis II
- Preparing Educational Leaders to be culturally aware and responsive- to assist with retention

Coppin State University

- Center for Inclusive Excellence \$1.8 million award: CSU, in partnership with University of Maryland Eastern Shore, is one of the first two institutions received the award under the Center of Educational Excellence for Black Teachers (CEEET) program at the USDoED (Huang, 2022-2025). CSU received the top score in the nation-wide competition with high-tech, high-touch, and high-impact strategies specially designed to support aspiring teachers of diverse backgrounds. In celebration of Black History Month, the project was spotlighted by the USDoED in 2022 for the vision and strategies of building a national model for teacher diversity and student success.
- Pathways to Professions \$3.7 million award: Building upon intensive research and extensive field knowledge, the P2P received the top score in the fierce national competition and was awarded the TQP grant once again by the USDoED (Huang, 2022-2027). The P2P signature innovations of *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.

Frostburg State University

Frostburg State University is receiving \$1,250,000 through direct federal funding earmarked in the December federal spending bill signed into law by President Joe Biden. The funding, secured through Sens. Chris Van Hollen and Ben Cardin (both D-MD) and Rep. David Trone (D-MD), provides \$750,000 for the FSU Regional Science Center and \$500,000 for the FSU Maryland Accelerates Program, a one-year intensive master's degree program integrated with a teacher residency placement. In addition, Frostburg was awarded a \$719,000 Maryland Leads grant to provide a master's degree program for new Washington County teachers.

Maryland Accelerates is a one-year intensive master's degree program, integrated with a teacher residency component. By matching participants with mentor teachers at participating local schools, the program allows future teachers to develop relationships in the community and encourages retention of teachers in the area, while also supporting staffing needs at the schools. The backbone of the Maryland Accelerates project is the "MegaCommunity"—the educational institutions, government and business leaders, and faculty that oversee the project, providing vision, planning, program alignment, and more. Having everyone around the table creates a region-wide "educational infrastructure" supporting the development of effective, culturally competent teachers.

Maryland Accelerates features a unique "earn while you learn" opportunity, providing a \$30,000 annual living stipend to the teacher-residents during their first year allowing them to dedicate their time to their studies and residency assignments.

Since its launch in 2019, 35 students have been enrolled in three cohorts, representing public schools in Garrett, Washington, and Frederick counties. Earlier this year, it was announced that new federal funds will help expand the program for additional cohorts and allow FSU to engage with other school systems for teacher resident placement.

Salisbury University

Grant Awards – Total: \$3,212,673

- 2023 Maryland Rebuilds Initiative grant [\$2,487,943] – focused on upskilling Instructional Assistants to become certified classroom teachers
- 2022 Maryland Family Network: Growing Opportunities in Family Child Care (GOFCC) planning grant [\$75,000] and implementation grant [\$300,000]
- 2022 US Department of Education: College Assistance Migrant Program [\$424,643] – recruitment of first-generation students with migrant/minority backgrounds
- 2022 Christopher and Dana Reeve Foundation: Inclusion of Wheelchair Sports into Physical Education and Intramural Sports Programs [\$25,000]
- 2022 Maryland Family Network: Expansion of Eastern Shore Child Care Resource Center [\$68,865]
- 2022 Maryland State Department of Education: Child Care Career and Professional Development Fund [\$128,223]

Initiatives

- Partnership with Eastern Shore of Maryland Educational Consortium (ESMEC) for Grow Your Own initiatives through Maryland LEADs
- Be an Education Major for a Day – hosting high school students on campus for a day to learn more about the teaching profession
- Teacher Academy of Maryland – host 8-10 TAM programs on campus each year
- Women Who RISE partnership with Pocomoke High School to recruit women of color into the teaching profession

Towson University

PI	Department	Title	Agency	Amount
LeAnne Christenson	Early Childhood Education	Using Robotics and Scratch Jr to Cultivate Young Children's Creative Minds: Putting Theory into Action by Early Childhood Education Candidates	Maryland Center for Computing Education	10,000
Nicole Vasanth	Early Childhood Education	Project RISE: Respective, Inclusivity, Support and Equity	MSDE	180,915
Ocie Watson-Thompson	Early Childhood Education	Child Care Career and Professional Development Fund Grant	MSDE	78,122
Zachary Price	Early Childhood Education	Educare Implementation Fund	University of Maryland-College Park	27,742

Carla Finkelstein	Instructional Leadership & Professional Development	Fund for Educational Excellence Award	Fund for Educational Excellence	595,000
Mahnaz Moallem	Instructional Leadership & Professional Development	MCCE Summer Workshop Summer 2022	Maryland Center for Computing Education	9,800
Mahnaz Moallem	Instructional Leadership & Professional Development	An Alternative Pathway to Preparing PK-8 Preservice Teachers to Teach Computational Thinking and Computer Science	Maryland Center for Computing Education	49,940
Mahnaz Moallem	Instructional Leadership & Professional Development	Using Robotics and Scratch Jr to Cultivate Young Children's Creative Minds: Professional Development for Early Education Teacher Education Candidates and Early Education Teachers	Maryland Center for Computing Education	9,999
Qijie Wah Cai	Instructional Leadership & Professional Development	TU-COE-Robotics Program 2022	Maryland State Department of Education	11,200
Chelsea McClure	Secondary & Middle School Education	Teacher Academy of Maryland Computational Thinking and Technology Professional Learning Experience	Maryland Center for Computing Education	10,000
Kandace Hoppin	Special Education	ECSE Access: Creating Accessible Degree Pathways for the Maryland Child Care Workforce	MSDE	1,126,027
Laila Richman	Special Education	Student Leadership and Career Development Opportunities for students in education focused career and technical education programs of study	Maryland State Department of Education	50,000
Laila Richman	Special Education	The Maryland Leads Partner Program 2022	Maryland State Department of Education	32,545
Laila Richman	Special Education	MSDE CTE	MSDE	59,991
Rachel Billman	Special Education	InSpECTing Skills	Maryland Center for Computing Education	9,961

Specific initiatives related to address the teacher shortage:

- In Howard County, TU COE is working with school system employees who have their AAT to offer coursework in the evenings and during the summer so that they may complete their bachelor's degree and certification in special education within three years.
- Through a Teacher Collaborative Grant (Project LEAP), TU COE is working with Howard County to develop a Grow-Your-Own program beginning in the Teacher Academy of Maryland program that moves them through the AAT and to the BS while attending or being employed by the district.
- TU COE has programs with Montgomery County and Howard County to help paraeducators with bachelor's degrees obtain an MAT degree. Courses are offered in the evening on-site and are direct billed to the district at a reduced tuition rate.
- TU COE hosts an annual TU Teacher Scholars Summer Institute for juniors and seniors in high school interested in teaching. Recruitment efforts for the Institute specifically focus on TAM programs with high numbers of underrepresented students, although all high school students are welcome. Students earn one college credit at no cost for participating in the week-long Institute.
- TU COE is partnering with We Will All Rise to develop recruitment strategies for TAM teachers focused on helping them engage underrepresented students in TAM and EdRising programs.
- TU COE was recently awarded two MSDE grants focused on developing the early childhood/childcare workforce.
- TU COE hired two African American male recruiters, who are also helping with retention through support meetings.
- TU COE has been engaging in recruitment through churches and community organizations.
- TU COE is the state affiliate for both TAM and EdRising, working with high school teachers across the state to engage high school students in the profession.
- TU COE is offering courses to conditional teachers in partner districts to help them meet certification requirements.
- TU COE offers TAM scholarships to students who completed the TAM program (\$1000 per year).

University of Maryland Baltimore County

- UMBC is supporting partner districts but working with our PDS partner schools to create opportunities for on-the-job internships that include the intern working as the teacher of record but also receiving direct mentoring support. Our model has been to have the intern hired as a long-term sub for half the day and to spend the other half of the day with a mentor teacher. To fill one position, we have two interns that share one position.
- UMBC has MOUs for two cohorts, both programs have articulated agreements for direct billing reducing the out-of-pocket cost to students.
 - One called Baltimore Teacher in Practice (BTIP), in this program conditionally hired teachers complete their certification at UMBC, course sequences are altered for students in this program and the internship year the intern has support from a Sherman Scholars Coach who also serves as their supervisor allowing them to visit and interact more frequently with the the intern.
 - The other cohort is the MCPS TESOL Cohort. In this cohort MCPS employees seek an MAT in TESOL. When possible, UMBC works with MCPS to keep them in paid

employment as long as possible during their internship. In some cases the intern is able to complete their internship in their job (TESOL paras), in others, UMBC works with the school to develop a creative plan to keep the intern in their position for Phase 1 and then the intern takes approved MCPS leave to complete Phase 2.

- UMBC is recruiting teachers from it's own campus hosting bi-yearly "Teacher Weeks" where staff are stationed and central locations around campus to pass out information and gather names of students interested in teaching to set them up for advising.
- UMBC participates in Teacher Academy Program conferences in our partner districts.
- UMBC actively recruits on a regular basis at local community colleges and has dedicated staff members to advise undergrads coming from the community college and MATs programs.

University of Maryland College Park

Training and Instructional Grants

Funder: National Writing Project

Amount: \$104,068

Project: *Restoring We The People: Connecting Maryland Classrooms to the Reginald F. Lewis Museum of Maryland African American History and Culture*

PI: Drs. Margaret Peterson and Elizabeth Singleton

Funder: Prince George's County Board of Education

Amount: \$1,497,276

Project: *PGCPS/UMD Improvement Science Collaborative: Learning Recovery NIC Project*

PI: Drs. Segun Eubanks and Jean Snell/ Center for Educational Innovation and Improvement (CEii)

Funder: U.S. Department of Education

Amount: \$6,435,763

Project: *UMD School Improvement Leadership Academy*

PI: Drs. Segun Eubanks and Jean Snell/ Center for Educational Innovation and Improvement (CEii)

Funder: Maryland Sea Grant College (Prime: NOAA)

Amount: \$11,905

Project: *Establishing Environmental Literacy in Preservice Teacher Education through University and Sea Grant Collaborations*

PI: Drs. Amy Green and Angela Stoltz

Research Grants

(NOTE: the first grant listed (Walkoe & Weintrop) focuses on teacher preparation, the other grants are or have components of professional development)

Funder: University System of Maryland

Amount: \$49,990

Project: *Designing a Computer Science Pre-service Teacher Methods Course for Maryland*

PI: Drs. Janet Walkoe and David Weintrop

Funder: Dubai Cares
Amount: \$16,604
Project: *Promising Partnership Models for Education in Emergencies: A Global-Local Analysis*
PI: Dr. Zeena Zakharia

Funder: National Science Foundation
Amount: \$855,768
Project: *Collaborative Research: Harmonizing Scratch Encore: Empowering Educators to Create Customized Culturally-Responsive Computing Materials*
PI: Dr. David Weintrop

Funder: National Science Foundation
Amount: \$1,414,091
Project: *Collaborative Research: Scaffolding middle and high school students' scientific evaluations of sources and alternative claims in Earth and environmental sciences*
PI: Drs. Doug Lombardi and Sarah McGrew

Funder: Maryland State Department of Education
Amount: \$4,004,648
Project: *Children Study their World (CSW) AND Children Explore their World (CEW) Curricula and Coaching (Years 3 & 4)*
PI: Dr. Christy Tirrell-Corbin/Center for Early Childhood Education and Intervention (CECEI)

Funder: The Learning Agency
Amount: \$249,978
Project: *M-Powering Teachers: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback*
PI: Dr. Jing Liu

Initiatives to Address Teacher Shortage:

- *UMD Middle College Teacher Preparation* is a “grow your own” pathway created to increase diversity in the teaching workforce, reduce teacher turnover rates, and prepare teachers to fill critical positions in local communities and the State of Maryland. In collaborative partnership between University of Maryland, Prince George’s Community College, and Prince George’s County School District (PGCPS), this initiative creates opportunities for high school students attending the PGCPS Academy of Health Sciences @ PGCC to earn a high school diploma and Associate of Arts degree in Teaching (AAT) at the same time, which then allows them to continue their education by obtaining a Bachelor of Science (B.S.) from the University of Maryland, College Park (UMD) within two years or more in one of three areas: Middle School Education with an Area of Concentration in Mathematics and Science; a Bachelor of Science in Early Childhood and Early Childhood Special Education; or a Bachelor of Science in Special Education (Elementary/Middle Special Education). For the College of Education, these students are considered *UMD Middle College Academic Partnership Pathway Scholars*. During their time at UMD, the students complete their

academic studies and pre-service preparation. The goal is that after graduation from UMD, the completers return to their local school district as certified teachers hired to teach.

- *The Terrapin Teachers (TT) Initiative*, a secondary STEM, grades 4-12 certification pathway, contributes to addressing the STEM teacher shortage in Maryland by recruiting and preparing teachers skilled in student-centered and inquiry teaching approaches. In 2019, TT received an NSF award, “ "Engaging Community Colleges in Recruitment of Secondary STEM Teachers Through Early Field Experiences." The project is a collaborative effort between the University of Maryland and two community colleges, Montgomery Community College and Prince Georges’ Community College. TT developed a low-cost (\$35) asynchronous introductory course - Step 1, Inquiry Approach to Teaching STEM. The course is designed to recruit prospective middle and high school science and math teachers. The project intends to offer asynchronous courses incorporating early teaching experiences to encourage and recruit state-wide a diverse pool of students (undergraduates, non-instructional staff, e.g., paraeducators and, career changers) who might otherwise not consider STEM teaching.
- *The Creative Initiatives in Teacher Education (CITE) graduate program* recruits MCPS supporting services employees with bachelor’s degrees who are interested in teaching along with any conditionally hired elementary teachers. We host monthly information sessions with MCPS to recruit interested candidates. The 2-year program begins each Spring semester.
- *Elementary/Middle Special Education Teacher Certification (EDSP Program in Counseling, Higher Education, and Special Education Department)*
 - EDSP faculty are in their third year of implementing the *Strengthening the Special Educator Pipeline Through Innovative Induction Year Support Maryland Elevates Grant: Access, Equity, Progress in Special Education*. The program provides coaching and professional development to UMD grads and other beginning special education teachers in their induction years of teaching in local school systems. The grant is funded through the Maryland State Department of Education Office of Early Intervention and Special Education Services. This year’s grant was in partnership with PGCPS and supports 20 beginning special education teachers with utilizing evidence-based practices.
 - The program has increased its initiatives in community college recruitment and on-campus presentations as part of the admission support. Special Education faculty (EDSP) meet with local community college students, present to majors throughout the university, and communicate with administrators to facilitate the recruitment process of diverse teacher candidates.
 - The program, in partnership with Student Services and Recruitment, has been awarded a *Community Partner Collaborative Project with Frostburg State University Educational Leadership doctoral program*. A team of five consultants will be addressing the following objectives during Summer 2023: 1) Develop a resource outlining evidence-based or recommended best practices to support transfer students, including strategies at the university, college, and specific program level based on a

review of the research and analysis of existing university programs with high retention and graduation rates. 2) Identify existing UMD university, College of Education, and special education program-level supports for community college transfer students. 3) Identify strengths and areas of need based on previous and current College of Education transfer student experiences. 4) Identify current community college Associate of Arts Degree in Elementary/Special Education student concerns about transitioning to a four-year university. 5) Make recommendations for future college and program support of transfer students. The team includes experts in community college transfer and admissions, undergraduate recruitment, public school elementary education, university disability support services, and undergraduate advising.

- The Combined Masters Program in Special Education supports recent graduates with certification by obtaining a Masters Degree. The content supports them as they prepare for initial teaching or engage in their first year of induction year practice.
 - An EDSP program faculty member conducted a narrative inquiry study *Looking Back and Moving Forward: Special Education Teachers' Preparation and Induction Training Experiences*, to learn more about EDSP 2019 - 2020 program graduates' experiences in their transition to their induction years.
 - An EDSP program faculty member is conducting an exploratory multiple case study with special education teacher preparation program graduates who are first-year public school special education teachers in Maryland. The study will include an analysis of their experiences learning high-leverage practices in teacher preparation programs and their transfer of learning with school system induction and professional development support in their first year of teaching. These studies will support our program's understanding of teachers' perspectives on the quality of their preparation, induction support, and the impact on retention in special education.
 - The Student Council for Exceptional Children (CEC) chapter, with representatives from EC/ECSE and EL/MID special education and co-advised by faculty in HDQM and CHSE is supporting special education teacher candidate recruitment efforts at Maryland Day by sharing the excitement and importance of being a special educator with local community members.
- Elementary Education programs:
 - Elementary has an MSDE Collaborative Teaching Grant pending which includes paid teaching internships for teacher candidates and support for our graduates in the induction year.
 - The elementary program hosts employment recruitment events with AACPS, HCPSS, MCPS and PGCPs to employ our graduates locally.
 - The elementary program partners with Maryland Mentor Corps to host early field experiences for students enrolled in TLPL 479. While many Maryland Mentor Corps students already apply to the program, the partnership also serves as a means of

recruitment exposing other Maryland Mentor Corps volunteers to the elementary program with interest in teaching.

- Secondary and K-12 programs, in collaboration with the UMD College of Education Assessment Office and our county partners, have been hosting county employment recruitment events for MCPS, PGCPSS, AACPS and HCPSS for our UMD sophomores and juniors to help them gain experience in the field prior to the internship (i.e., substituting, serving as a paraprofessional, cafeteria workers, recess aide, tutoring, camp counselor, etc.). This fills a need for our county partners as these positions are open, and it also helps our teacher candidates gain valuable experience in the field.

University of Maryland Eastern Shore

The UMES High School Teacher University is in its second year with participation with two counties.

- Targets rising juniors- senior high school students.
- Strengthen Dual Enrollment and Direct Billing MOUs.
- Offer stipend assistance for Praxis testing.
- Intrusive Advisement strategies are employed.
- Offer a teacher education resource room.

University of Maryland Global Campus

Approved as a LEADS partner to address Grow Your Own and Recruitment and Retention Initiatives.

Highlights:

- Training district-level mentors to use video-based feedback to support early career teachers.
- Tuition/fees for students to pursue MAT in Secondary Education.
- Launching substitute teacher cohort to support the recruitment, training of substitutes.
- Provide career advising and facilitate enrollment into educator preparation programs.

Specific initiatives to address the teacher shortage:

This year, the focus of UMGC's efforts regarding the teacher shortage, has been to strengthen partnership across the state- with other IHEs and local districts. We are expanding our direct bill agreements with local districts. In collaboration with Coppin State University, we are launching a Substitute Teacher Academy to recruit, train, and coach substitute teachers across the state of Maryland and provide academic/career advising to increase the teacher education pipeline.

P-20 Policy Engagement:

Maryland Longitudinal Data System (MLDS); Accountability and Implementation Board (AIB: Blueprint Implementation Board); 2023 Legislative Session

The P-20 office engages with state offices and organizations on a regular basis, and provides policy briefs and written and oral testimony on topics related to a broad range of education issues.

Maryland Longitudinal Data System (MLDS)

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, has served as the Chancellor's representative on the MLDS Governing Board since 2010, when MLDS was established by the Maryland General Assembly.

Education and workforce data on each individual student in the State is contained in the MLDS data warehouse. The MLDS Center manages and analyzes these data to determine how students are performing and to what extent they are prepared for higher education and the workforce.

MLDS has been and will continue to be one of the most important agencies within the State government that serves the education and workforce cabinets—MSDE, MHEC, DLLR (Department of Labor, Licensing and Regulation) and DJS (Department of Juvenile Services). The Governing Board approves research projects that have been vetted through the Research Policy Board of MLDS, and reviews and sets research priorities, as well as access privileges to the MLDS databases. MLDS is an increasingly important and powerful tool in Maryland's toolbox to address equity, access, inclusion, and workforce development. MLDS has been written into the *Blueprint* as the primary source of analytics for *Blueprint* implementation and accountability.

USM was a founding partner when MLDS was established. The P-20 office has continued to represent the chancellor and USM. In fact, there are also three additional USM staff who represent USM. Chad Muntz and Dewayne Morgan regularly attend the MLDS Research and Policy Advisory Board (RPB) monthly meetings. In addition to attending the RPB meetings, Dr. Megean Garvin is also a member of the MLDS Research Branch.

P-20-related research projects included in this year's MLDS roster include:

- Project NEXUS: Nurturing Excellence for Undergraduate Success
Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, University System of Maryland and Dr. Jing Liu, Research Branch Member and Assistant Professor at UMCP, proposed a project funded by the Abell Foundation. The project as a whole comprises three main areas of investigation: (1) To what extent are undergraduate students from historically underrepresented groups who are enrolled at Maryland public 4-year institutions prepared for college? How well do they perform in college? (2) What support programs and services are available to historically underrepresented students at their institutions? (3) How do these students perceive and experience supports and challenges at their institutions?

- Researching Early Access to Computing and Higher Education (REACH): Understanding CS pathways with a focus on Black women Project
Dr. Megean Garvin will work with colleagues from the University of Texas at Austin to investigate the relationship between students' computing experiences in K-12 and higher education within a framework to assess equity across multiple aspects of education. Using statewide education data, the project will conduct a longitudinal analysis that examines students and their computing experiences across years, from 6th grade to college. This analysis will help identify which K-12 course taking patterns lead to more participation in computing in higher education and how these relationships differ for distinct groups of students with a specific focus on black women. This project will help determine which barriers persist within computing education pathways and can inform state education policy to improve equity.
- Computing Education and Certification Outcomes
Dr. Megean Garvin collaborated with Certiport, Microsoft, to load into MLDS the industry computing certification data for Marylanders from 13 years old through adult from 2013 until today and five additional years. This study will provide the state with the ability to examine when students and teachers achieve industry credentials, what additional education precedes and follows the credential attainment, and how the credential impacts education and workforce outcomes.
- Participation in Computing Education Courses and Post-graduation Outcomes of MD Public HS Students (Dashboards)
Dr. Megean Garvin works with MLDS to annually update the computing education dashboards which provide data from K-12 through higher education and workforce. The dashboards also provide data aggregated at the state, school system, and high school level.
- CCR Research Proposal The Blueprint for Maryland's Future (see Ed. Art. § 7-205.1, Annotated Code of Maryland) requires each student to be assessed, no later than the 10th grade, to determine whether the student is college and career ready, which is defined by the Blueprint as meeting a standard in English, mathematics, and science that enables the student to be successful in entry level credit bearing courses or postsecondary education training at a State community college. MSDE has established an interim standard, that was approved by the State Board of Education, for determining whether a student is college and career ready. MSDE, in consultation with AIB, is required to contract with a public or private entity to conduct an empirical study of the CCR standard adopted by the State Board to determine whether that standard adequately meets the CCR standard in the Blueprint. The empirical study must be reported on or before September 1, 2023 and must include the results of its study and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent applicable, comparable postsecondary institutions in top performing systems. Some, but not all, of the study will require access to MLDS data. Attached is the external research application submitted by the team of researchers from the American Institutes for Research (AIR) The organization was selected by MSDE through a competitive RFP to conduct this study.

Blueprint Accountability and Implementation Board

P-20 office serves as the point-of-contact for the AIB with our USM institutions, and the broader teacher education community. We disseminate information related to public hearings and open meetings, as well as provide nominations for the various advisory committees that are being organized by the AIB to inform their work on *Blueprint* implementation. This year, Dr. Megean Garvin, member of the USMO P-20 Staff was appointed to serve on the AIB Outcomes Advisory Workgroup.

2023 General Assembly

The P-20 office coordinates the state's higher education response to bills and proposed legislation related to teacher education, teacher apprenticeships and college and career readiness. This past summer, P-20 office staffed the JCR report on teacher apprenticeships. This year we submitted testimony on two bills, one of which became law. The Maryland Educator Shortage Reduction Act of 2023 (HB1219) was signed into law on April 11, 2023. It is a strong law that provides scholarship support for individuals who want to pursue teaching careers, internship support for students at qualifying institutions. This law also requires MSDE to report on progress being made toward teacher recruitment goals in every program.



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**University System of Maryland
System Office**

**First Fall Enrollment, Belonging, and Retention of
Baltimore City Public School Students**

Final Report

April 2023

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The USM System Office: Supporting Campus First Fall Enrollment, Belonging, and Retention for Baltimore of City Public School Students

Executive Summary

The University System of Maryland (USM) is one of the largest and most diverse public higher education systems in the nation, with 12 institutions serving more than 163,000 students; historically underrepresented minorities comprise 51% of the USM enrollment.

The demographic shifts of the state's population are changing the profiles of USM students. As the population growth slows, there will be fewer high school graduates and a smaller pool of traditional students enrolling in college immediately after college. Minorities and student groups that have been historically underrepresented in postsecondary education will become a larger proportion of Maryland and the USM populations. The new generation of students will bring a different set of challenges and expectations to their college experience.

The 12 institutions of the University System of Maryland are distinct in terms of student population, size and geographic location, areas of specialty, and mission. Importantly, the USM can meet the wide range of college goals, aspirations, and needs of the increasingly diverse population.

The *USM Strategic Plan Vision 2030: From Excellence to Preeminence* sets the direction for the system over the next 10 years. A major priority and goal for the system is to substantially increase the numbers of underrepresented and minority students who earn a college degree; and provide the supports needed to give all students the opportunity to succeed.

The USM Project for Baltimore City Public School Students

In July 2022, the USM System Office identified an opportunity to support its institutions in efforts to improve the college experience of students from the Baltimore City Public School System (BCPSS) who were enrolled or who expressed intent to enroll at the USM in the first fall following high school graduation. The project focused on the campus activities and programs offered during the summer transition from high school to college and through the first-year of university life.

The purpose of the project was to help prevent summer melt and encourage BCPSS students to complete enrollment and attend a USM university in fall 2022. Institutions would create new fall welcome events or enhance existing programs to give BCPSS students a greater sense of belonging to the campus community and confidence that their college experience would be positive. The project format and content would be tailored specifically to BCPSS students and the context of each campus. The System Office would provide project management and planning support and stipends for food and refreshments.

The project was led from the System Office by Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education and was supported by Mary-Ragan (MR) Macgill, a philanthropist and native of Baltimore City.

Focus on Baltimore City and Baltimore City Public School System

The project focused on students from the Baltimore City Public School System for important reasons: The prosperity and renewal of Baltimore City, the largest city in Maryland with a population of 585,00, is essential to the future success of Maryland; and the health and vitality of

Baltimore City depends upon a high quality, equitable public school system. The Baltimore City Public School System is one of the largest in the state and has a student profile that is predominantly low-income, majority Black (73%) and Hispanic (17%), and likely to be first in their family to attend college..

The USM plays a crucial role and has an outsized responsibility for the future of Baltimore City Public School Students and Baltimore City.

- Baltimore City relies on the USM to provide a stable pipeline of knowledge, ideas, entrepreneurship, and skilled residents to fuel the development of its economy and workforce. The City's renewal will benefit from a greater number of college graduates who reside and reinvest in Baltimore City.
- Two-thirds of high school graduates from the Baltimore City Public School System (66%) who enroll in 4-year colleges or universities in the first fall following graduation enroll at the USM. In 2022, BCPSS graduates enrolled in 11 USM universities.

The University System of Maryland has a long history of collaboration with Baltimore City and City Schools and strong partnerships with foundations and NGOs that work in Baltimore City public schools and community.

Project Participants

Six USM institutions participated in the project:

- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Maryland Baltimore County
- University of Maryland Eastern Shore

Campus Projects

Coppin State University

CSU focused the project on strengthening peer mentorship training curricula for the Summer Academic Success Academy and Our House first-year mentoring community. These programs support first-year students who test into a remedial course and are identified as at risk during admissions. Forty percent of these students are from BCPSS. The programs strengthen college-readiness and build social skills. Our House is piloting a new mentoring training program, Eduology Peer Mentor Certification. If successful, it will be extended to the SASA program.

Frostburg State University

The FSU project launched a new program, Baltimore City Champions, specifically designed for BCPSS students. The vision is to build a year-long program that will be an integral part to the college experience for all BCPSS students at FSU. FSU kicked off the BC Champions program with a fall event created solely for BCPSS: FSU staff, faculty, student organization leaders, peer mentors, and alumni talked with students about programs and experiences in a highly interactive and informal format. The outreach campaign used many different modes of communication to reach students; Residence staff and peer-mentors were tapped to hand deliver invitations. Feedback was collected via surveys of those students who attended and those who did not. FSU is engaging campus teams and NGO partners for future Baltimore City Champions activities.

Salisbury University

Salisbury University's project increased the university's focus on first year BCPSS students. SU staff and faculty are taking a more intentional approach to building campus-wide relationships with BCPSS students throughout the year. In late fall, SU hosted a new orientation event, Charmed City Seagulls, specifically for BCPSS students. BCPSS students will be personally invited and encouraged to join the many first-year programs, like Powerful Connections, that build community and a sense of belonging for students from diverse backgrounds.

Towson University

TU is a nationally recognized leader in inclusive excellence. TU shared information about its programs to reach and build relationships with BCPSS students including CORP that connects TU peer mentors with 9th grade high school students, and the first-year SAGE living-learning community. TU is one of a select group of public universities that has eliminated its racial achievement gaps.

University of Maryland Baltimore County

The UMBC team met several times in late fall to plan its approach to the project. The team identified several programs for first-year students that could be leveraged and tailored to BCPSS, including summer bridge programs, pre-orientation advising, living-learning communities, and peer mentorship.

University of Maryland Eastern Shore

UMES is one of several USM campuses that partnered with the CollegeBound College Completion Program (CCP), a multi-year support network of campus liaisons, adult mentors, peer mentors, and CollegeBound staff dedicated to guiding City Schools graduates through college. During the project, UMES hosted a virtual welcome event for CCP students and follow-ed up with 1:1 meetings.

Recommendations

Recommendation 1: Inventory and map programs across student experience and college journey; identify data needs and accessibility; track BCPSS cohort and student subgroup participation in programs, and progress to degree; determine impact of program(s) on student retention and success; create System Office committee to guide collection, use and sharing of data.

Recommendation 2: Review the USM mentorship models serving the BCPSS cohort and underrepresented students; Pilot new mentorship models, strengthen peer-mentor training, and create a System Office Mentoring Advisory Council.

Recommendation 3: Adopt a systemic, structured approach to cultivate a greater sense of belonging to campus life for BCPSS and underrepresented students of diverse backgrounds.

Recommendation 4: Experiment with communications channels and involve students in the strategy. Use personalized, proactive and mixed methods of communications to build relationships and engage students from BCPSS and underrepresented communities.

Recommendation 5: System Office to regularly convene and provide opportunities for institutions to collaborate, share ideas, experiences, data, and solutions about programs serving BCPSS cohort and underrepresented students.

The USM System Office: Supporting Campus First Fall Enrollment, Belonging, and Retention for Baltimore City Public School Students

Introduction

The University System of Maryland (USM) is one of the largest and most diverse public higher education systems in the nation, with 12 institutions serving more than 163,000 students; historically underrepresented minorities comprise 51% of the USM enrollment.

The demographic shifts of the state's population are changing the profiles of USM students. As the population growth slows, there will be fewer high school graduates and a smaller pool of traditional students enrolling in college immediately after college. There will be greater numbers of non-traditional students, age 25 and older, who attend college while working and balancing family obligations that require greater flexibility in scheduling. Minority and student groups that have been historically underrepresented in postsecondary education will become a larger proportion of Maryland and the USM populations. This new generation of learners will have a different set of needs and greater challenges due to life circumstances and their backgrounds that the USM must address for all students to have the opportunity to succeed.

The 12 institutions of the University System of Maryland are distinct in terms of student population, size and geographic location, areas of specialty, and mission. The USM includes leading research institutions, historically black colleges and universities (HBCUs), comprehensive regional universities, small urban universities, and the largest distance learning university serving working adults. The USM offers expansive access to affordable, quality education; more than 1,400 academic programs; different learning environments; and distinctive cultures. Importantly, the USM institutions can meet the wide range of college goals, aspirations, and needs of the increasingly diverse population of new learners.

USM Commitment to Excellence, Diversity and Equity

The USM Strategic Plan *Vision 2030: From Excellence to Preeminence* sets the direction for the system over the next 10 years. Recognizing the growing diversity of Maryland and the USM student body, *Vision 2030* calls for the system and each institution to increase the numbers of underrepresented and minority students who earn a college degree; and provide the support needed to give all students the opportunity to succeed.

The University System of Maryland has a strong commitment to equity within its institutions and the communities and a core belief that higher education serves the public good, with the power to revitalize and strengthen the prosperity of the state and its cities and improve the quality of life for Maryland residents.

The USM System Office Project

In July 2022, the USM System Office identified an opportunity to support its institutions in efforts to improve the college experience of students from the Baltimore City Public School System (BCPSS) who were enrolled or who expressed intent to enroll at the USM in the first fall following high school graduation. The project focused on the campus activities and programs offered during the summer transition from high school to college and through the first-year of university life.

The purpose of the project was to help prevent summer melt and encourage BCPSS students to complete enrollment and attend a USM university in fall 2022. Institutions would create new fall welcome events or enhance existing programs to give BCPSS students a greater sense of belonging to the campus community and confidence that their college experience would be positive. The project format and content would be tailored specifically to BCPSS students and the context of each campus. The System Office would provide project management and planning support and stipends for food and refreshments.

The project was led from the System Office by Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education and was supported by Mary-Ragan (MR) Macgill, a philanthropist and native of Baltimore City. The System Office staff for the project included Dewayne Morgan, Senior Director of Education, Outreach and Pipeline Development, and Karen Feagin, Graduate Assistant, P-20

The University System of Maryland engaged edBridge Partners to manage the project and support USM campus teams and to gather information about existing academic and non-academic programs that support BCPSS and underrepresented students at the USM. Special attention was given to understanding peer-mentoring programs.

Additional guidance and support for the project were provided by the Abell Foundation and the CollegeBound Foundation, two organizations that focus exclusively on Baltimore City students with deep commitments to expanding educational opportunities and college success.

- The Abell Foundation is dedicated to improving the quality of life in Baltimore by addressing systemic economic, social, and environmental challenges. The Abell Foundation has a strong commitment to the Baltimore City public education system and the nonprofit partners that support its schools and students. The Abell Education Program has a portfolio of projects and partnerships focused on academic achievement, high quality teachers and leaders, innovative models of instruction, family and community engagement, and successful transitions between high school and post-secondary and career opportunities. Coppin State University's *Our House* mentoring community, a project participant, received its initial funding from the Abell Foundation.
- The CollegeBound Foundation focuses exclusively on Baltimore City public schools and students, providing on-site full-time college advisors, delivering need-based funding through "Last Dollar Grants," and administering an annual scholarship portfolio. The CollegeBound College Completion Program (CCP) is a multi-year support network composed of campus liaisons, adult mentors, peer mentors, and CollegeBound staff who are dedicated to guiding Baltimore City public school graduates through college. CollegeBound CCP is engaged with several USM institutions. University of Maryland Eastern Shore, a project participant, is one of several USM institutions supported by CollegeBound's CPP program.

Focus on Baltimore City and BCPSS: Serving Students, Schools, Communities and the Greater Good

The project focused on students from the Baltimore City Public School System for important reasons: Baltimore City is the largest city in the state with a population of 585,000 residents. The prosperity and renewal of Baltimore City is essential to the future success of Maryland; and the health and vitality of Baltimore City depends upon a high quality, equitable public school system.

The University System of Maryland is in a position to positively impact both the City and its students: Baltimore City relies on higher education providing a stable pipeline of knowledge, ideas, entrepreneurship, and skilled residents to fuel the development of its economy and workforce. The City's renewal will benefit from a greater number of college graduates who will reside and reinvest in Baltimore City. The vast majority of graduates from BCPSS attend the University System of Maryland. Further, the USM has strong partnerships with organizations that also work within and serve the Baltimore City public schools and community.

Baltimore City Context

Baltimore City is a minority majority city with a population that is 63% Black, 27% White, 5% Hispanic, and 2% Asian. Baltimore City has a poverty rate of 23%, which is the highest in Maryland, and is more than twice the state's average rate of poverty. Thirty-five percent of children under age 18 live below the poverty line.

Baltimore has a relatively affluent metropolitan area, a thriving port, leadership in higher education and healthcare, and a downtown area that offers employment opportunities. However, not all residents benefit from the city's strengths.

The wide gaps in important social indicators and economic outcomes reflect the city's history of structural racism and segregation. The unemployment rate is three times higher among the city's communities of color (Black 14%, Latino 7%) compared to White neighborhoods (4%). There are large racial disparities in the percentage of Baltimore City adults ages 25 and older who have graduated from college: Only 15% of Black adults have earned a bachelor's degree or higher compared to 52% of White adults.

Challenges related to Baltimore City's poor economic, health, infrastructure, and safety conditions; disruptions from social upheavals, political divisiveness; and the lingering effects of the COVID pandemic have had a profound impact on the quality and outcomes of the Baltimore City Public School System (BCPSS).

Baltimore City Public School System Outcomes

The economic factors and the context in which Baltimore City public schools operate have a large impact on the educational outcomes of BCPSS students:

- The BCPSS student profile is predominantly low-income, majority Black (73%) and Hispanic (17%), and likely to be first in their family to attend college. BCPSS has the lowest four-year high school graduation rate (69%) in Maryland.
- Performance on state assessments (MCAP) are among the lowest in the state: BCPSS average proficiency level in Math is 7% and the average proficiency in Reading is 16%.
- Scores for math and reading on the National Assessment of Educational Progress are below the scores of 24 of the 25 other large urban school districts across the country.
- BCPSS graduates are among the least academically prepared for the rigors of college coursework: the college remediation rate for BCPSS students is 64%, the highest of all school districts in Maryland.
- Sixty-nine percent of BCPSS high school seniors completed at least one college application. The average number of applications per student is 3.4.
- Fifty-one percent of BCPSS high school seniors completed the FAFSA.
- Of those students who were accepted to college, 37% had not enrolled by the first fall following high school graduation. This phenomenon is referred to as "summer melt".

Research indicates that students who enroll immediately after high school are more likely to persist and complete a degree than those who postpone college.

- Twenty-seven percent of BCPSS graduates enroll in 4-year colleges in the first fall following graduation, 14% enroll in 2-year colleges. For the last 5 years (2016-2020), a larger percentage of BCPSS graduates enrolled in 4-year vs 2-year colleges.
- The 4-year college degree completion rate for BCPSS students (class of 2014) was 53%; the state's average 4-year college completion rate for all students is 70%; and the national average is 63%.

The USM Role and Responsibility for Future Success of BCPSS Students and Baltimore City

Most graduates from BCPSS choose to attend a University System of Maryland institution. The USM plays a crucial role and has an outsized responsibility for the future of Baltimore City Public School Students and the greater good of Baltimore City.

Two-thirds of high school graduates from BCPSS (66%) who enroll in 4-year colleges or universities in the first fall following graduation enroll at the USM. In 2022, BCPSS graduates enrolled in 11 USM universities, a testament to the cohort's different postsecondary interests, strengths, needs and aspirations.

BCPSS Students % of Total Undergraduate Enrollment¹

Bowie State University	7%
Coppin State University	48%
Frostburg State University	6%
Salisbury University	2%
Towson University	4%
University of Baltimore	40%
University of Maryland Global Campus	6%
University of Maryland Baltimore	6%
University of Maryland Baltimore County	8%
University of Maryland College Park	2%
University of Maryland Eastern Shore	13%

While BCPSS students may share many common demographic characteristics and seem homogeneous in terms of race, economic status and first- generation college status, they are diverse in terms of individual strengths, interests, and goals. USM has institutions that can meet every student's needs. Each institution will offer the types of programs and tailor best practices in ways best suited to their students.

¹ Source: <https://www.usmd.edu/IRIS/>

The USM has a long history of collaboration and partnerships with Baltimore City and the public school system. Every USM institution and the System Office have programs and services that reach across Baltimore City and support the communities and schools at many levels.

Literature and Research Review and System-Wide Scan

Research and Literature Review: Summer Melt, Belonging, and Mentorship

edBridge conducted a review of literature and research that focused on minority, low-income and first-generation students in the following areas: Summer melt, retention, college completion, the student experience, student success programs, mentorship models, advising, college transition supports and summer bridge programs, cultural responsiveness, and sense of belonging. The research included both academic and applied studies, quantitative and survey research, qualitative research, and case studies. edBridge reviewed reports and data analyses focused on the University System of Maryland and on Baltimore City and the Baltimore City Public School System. A list of references is provided in Appendix A.

The review provided context for discussions and project planning with the USM campus leads and teams participating in the project; and could be useful to help guide the USM long-term strategies for increasing enrollment, retention, and degree completion rates for underrepresented groups.

The following provides a summary of the review findings for summer melt, a sense of belonging, and mentoring programs that were of special interest for this project.

Summer Melt

Summer melt is the term used to describe the phenomenon of students who apply and are accepted to college, demonstrate an intent to enroll, often paying their deposit, but do not enroll in college the fall immediately following their high school graduation. Nationally, summer melt is 10-20%. (U.S. Department of Education.) Summer melt is highest for students from low-income backgrounds, first generation college students, and students in large urban districts— the characteristics of most BCPS students. The summer melt rate for Baltimore City Public School System high school graduates in the class of 2020 is 37%.

The summer before college is a crucial time when many students lose the high school support system that guided them through the college application process; others may lack support from peers who are not attending college; and many feel conflicted about going to college when they have family obligations. Students and families can become easily overwhelmed by the complex processes and multiple deadlines involved with enrollment and financial aid. They may be unsure of how they will fit their work schedules with class schedules. Many students lack confidence in their ability to meet the expectations of college and rigors of academic coursework; a feeling that they do not belong or are not a fit for college causes many students not to enroll in first fall or remain in college after their first year. For first-generation college students and underrepresented minorities the lack of support in any of these areas can be daunting enough to postpone or cancel college plans.

Baltimore City Public School students are particularly vulnerable to the conditions that contribute to summer melt. These have little bearing on whether these students want to go to college, but rather on whether they have access to the resources and guidance needed to navigate the processes and the confidence and comfort of feeling they belong and will be able to succeed in college. Most USM institutions have programs or services in place to address issues related to summer melt.

However, for this project we could not evaluate how the project could help decrease summer melt because timely data were not available to identify the students from BCPSS who were admitted for the immediate fall but had not completed the enrollment process and were at risk for summer melt.

The Importance of a Sense of Belonging

The transition to college is a major life milestone for most students. Research shows that college students who feel that they belong at their institutions do better academically, earning higher grades, and are more likely to persist, engage, and complete a college degree. Underrepresented minority, low-income, and first generation college students are more likely to experience a lower sense of belonging and increased doubts about their ability to succeed in college. A sense of belonging is defined as feeling accepted, valued, included, and encouraged by others (teachers and peers) in the classroom and on campus; of feeling oneself to be an important part of the life and activity of the class.

Students who actively engage in campus life in and out of the classroom are those who are happiest with their college experience, least likely to transfer and more likely to graduate. Identifying engagement activities that are associated with a high sense of belonging — such as living-learning communities, developing relationships with faculty, peer mentoring, activities among students from different backgrounds, career relevant experiences, student organizations and community engagement—and strive to ensure that more students can have those kinds of experiences.

A strong sense of belonging is increasingly seen as a key part of a positive college experience and student success. The National Survey of Student Engagement (NSSE) added questions about belonging to its annual survey in 2020. For USM institutions that participate in NSSE, analyzing and sharing the NSSE results system-wide can provide useful information about the overall level of belonging among students and, when disaggregated, can offer insights about differences between subgroups.

Mentoring Programs

Peer-to-peer mentoring in higher education, where experienced students provide guidance and support to new students to enable them to navigate through their college education, is regarded as an effective intervention to ensure the success and retention of students. Effective mentoring relationships between students and mentors are the central elements of undergraduate research programs and important drivers of student success.

Studies show that students who have a mentor are 14% more likely to stay in college and 13% more likely to graduate college after four years. (The National Bureau of Economic Research.) Mentoring by college faculty has a positive impact on students' persistence and academic achievement in college and helps prepare them to be successful in professional careers. Minority college students who had mentors are twice as likely to persist and have higher GPAs compared to minority students who did not have mentors. Students who had peer mentors felt significantly more integrated and connected to their college after the first semester.

Internal Scan of USM Websites and Materials

edBridge conducted a scan of the websites and materials of the select USM institutions to determine the availability of campus services, programs, and supports offered in the summer transition from high school to college; fall enrollment, and through the first year of university life. We focused on the activities and services that specifically target students from BCPSS and that support minority, low-income, and first-generation students. We looked at the programs' ease of access, communication, mandatory and optional participation, alignment to best practices, and connections

across campus resources. See [USM Summer Programs for First Year & Transitioning Students; USM First Year Experience Programs for New Freshmen](#).

Every USM institution offers a combination of programs, services, and support for new students during the summer transition and the first-year experience. On average, USM campuses provide six different activities to support incoming students. The projects offered by the USM align to best practices to increase enrollment, retention, and completion of underrepresented students.

- Summer bridge programs to improve college-readiness.
- Navigation advisors and resources for enrollment and financial aid process
- Orientation events for students and families
- Living-learning communities and freshman seminars
- Writing labs and tutoring centers
- Peer, faculty, and professional mentorship
- Academic advising and early alerts
- Student activities and organizations that engage students of diverse backgrounds
- Civic and community engagement opportunities
- Offices of Diversity, Equity and Inclusion

USM system and institution communications and outreach to students clearly, consistently and strongly positions the USM as providing inclusive environments that value diversity, creating a sense of community for all students, and offering opportunities and support to ensure students have a positive experience, meet their learning goals and succeed. Importantly, website communications direct students to the many activities and programs on campus that demonstrate this commitment to equity and diversity. These messages and activities are welcoming and reassuring to prospective and current students of the USM.

The USM institutions use many mentoring models with different mentor-mentee relationships and purposes. Every campus has a peer mentorship component in first-year programs and initiatives. A summary is provided in Appendix B.

The System Office Project Participants

At the direction of the System Office, edBridge Partners reached out to contacts within the student services and academic affairs areas of nine USM institutions to present the project concept and determine interest in campus participation. Despite full schedules and short notice, the campus contacts were generous with their time, open to the project, and considered their capacity to execute on its goals.

Six campuses participated in the project:

- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Maryland Baltimore County
- University of Maryland Eastern Shore

Learning About Campus Programs

In addition to planning the project, each campus team provided important information about the types and purpose of current initiatives, data use, methods of communication, challenges and opportunities. What we learned:

- Every campus has robust programs and services in place to support underrepresented students who are new to the USM. The programs span students' summer transition to college, first fall enrollment, and first-year of university life.
- Most programs involve collaboration and cooperation from cross-departmental teams. The departments involved included Student Affairs, Student Success, Enrollment, Academic Affairs, Advising, and Diversity, Equity & Inclusion Offices.
- With the exception of Towson, the campuses did not have targeted first-year outreach or programs specifically for students from the Baltimore City Public School System; however, students from BCPSS have access to all campus activities provided to underrepresented, low-income, and first-generation students, provided they meet program criteria.
- Most campuses did not have ease and access to timely and actionable data about the BCPSS cohort, and other student subgroups. Data connecting the student participation and the impact of support programs and resources across the different areas of the college and throughout the college trajectory are not student are not widely available. System-wide data and information is also not available. The project teams all felt the ability to have these data and track students across programs would be very helpful and improve their ability to make adjustments to best serve BVCPS and underrepresented students.
- A wide range of communication modes are used to connect and engage with students, and remind them about critical deadlines, tasks, and events: A combination of email, group chat, texts, calendar invites, websites, phone calls and face-to-face meetings were used. Many campuses noted that policies were in place to limit texting directly to students so that texts regarding emergencies would break through. All felt it was difficult to get consistent responses from students due to their many obligations and full schedules; and the high volume of communications directed to them from many campus sources.
- The campuses valued connections across programs and institutions and felt the System Office could have an important role in facilitating those connections.

The USM Campus Projects**Coppin State University**

Coppin State University (CSU) is a comprehensive historically black institution (HBI) located in urban northwestern area Baltimore City. CSU enrolls 2,006 students of which 1,757 (86%) are undergraduates. The CSU student population is 80% Black, more than 70% first-generation and low-income students, and 77% female. Almost half (48%) of CSU enrollment comes from Baltimore City. Throughout the University, there are program-specific efforts designed to recruit and retain a diversity of staff and faculty: Seventy-seven percent of the CSU faculty and 83% of staff are from minority groups that are traditionally underrepresented in higher education.

Coppin State University is a community-centered university and responds to the needs of Baltimore residents. As an anchor institution, Coppin actively involves its students, faculty, and staff in civic life and community service and encourages students to stay connected and work with the schools and students in their home communities.

Coppin has a mission of accessibility and strives to provide educational access to Baltimore residents of all ages who wish to improve their economic and social condition. To this end, CSU has variable admissions criteria and provisionally accepts students who show potential to succeed but do not meet all admissions requirements or test into the university. Incoming first-time full-time students are not always adequately prepared for the rigors of college coursework and are at-risk of not making it through to earn a degree. Coppin has low first-year retention rates and college completion rates. This is due, in part, to the academic preparation and college-readiness levels of freshman students, admissions policies, and the university's strong sense of social responsibility and commitment to the community.

Coppin State University Project

With 48% of the Coppin State University undergraduates coming from Baltimore City, CSU does not separate out or specifically target this cohort. However, a large number of BCPSS students applying to CSU are not college-ready or prepared academically for college coursework. Without additional support, they would be at risk for not enrolling in the first fall, failing to complete the first-year, and/or not re-enrolling the following year. BCPSS students make up 40% of students identified during admissions as at risk and conditionally accepted to CSU with the understanding that they will address skill gaps prior to fall enrollment. Coppin State University project leads focused this project on at-risk students.

It is mandatory that all conditionally admitted students attend CSU's summer bridge residential program Summer Academic Success Academy (SASA) and the first-year community mentoring program Our House. SASA and Our House are connected, with SASA scheduled in July-August before fall enrollment and Our House beginning in fall and continuing throughout the first-year. Both build college-readiness skills, provide academic support and advising, offer social development and networking opportunities and mentorship, and connect students to campus resources. Peer mentors are introduced to students during SASA in the summer and continue to serve as mentors in Our House communities throughout the first year. Peer mentorship is a major component of the two programs.

SASA was launched in 2010 to address low completion rates. Our House was piloted with a grant from the Abell Foundation in 2014 and now serves more than 115 students each year. Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. The program's results indicate a substantially higher freshmen to sophomore retention rate and academic achievement when compared to students who do not take part in the program.

After reviewing its programs, CSU focused this project on strengthening the training curricula provided to Our House peer mentors. Of special interest was building professionalism and soft skills like active listening. Our House requested and adopted one of the mentorship training programs recommended by edBridge, the Eduology Peer Mentor Certification training. This 8-hour certification course was provided to peer mentors in February 2023, and will be available to them for a total of 6 months. The success of that training within the Our House Program will determine whether it will also be incorporated into training for SASA summer bridge program peer leaders who work with the largest percentage of Baltimore City Public School students.

In addition to mentorship training, edBridge and Coppin have initiated conversations around the development of a more elaborate speaker's bureau for its students to engage in, and the planning of

a peer mentorship event for Our House peer mentors that will provide professional development centered on building leadership skills.

Frostburg State University

Frostburg State University (FSU) is a comprehensive regional university that serves the educational needs of Western Maryland. It serves as the center of cultural and civic life and economic growth for the region's surrounding communities. FSU is a small, student-centered institution of 4,068 students of which 3,264 students are undergraduates. The student population of FSU is 56% White, 22% Black, 9% Foreign, 5% Hispanic, 2% Asian, and 5% Other. Students from Baltimore City Public Schools are 6% of the total FSU undergraduate enrollment.

Frostburg State University is actively building the diversity of its student population and fosters a sense of belonging among all students. To that end, FSU requires all first year students and sophomores to live on campus to strengthen community, meet new friends, and take part in social activities that will enrich the college experience.

Frostburg State University Project

Affirming the university's commitment to diversity, FSU has made the BCPSS project a priority. Frostburg State University used this project to plan and launch the Baltimore City Champions, a new, year-long program focused on BCPSS students. The vision for Baltimore City Champions is to become a signature program and an integral part of the college experience for all BCPSS students that is valued as a trusted source of information, connections, and support for the cohort. The long-term goal is for the program to boost recruitment, enrollment, and retention for BCPSS students to rates similar to those of the TRIO and ECHOSTARS programs.

The project was led by FSU Student Affairs. A cross-departmental team was formed to plan the first event of Baltimore City Champions which used the model format provided by edBridge that incorporated several effective practices to cultivate a sense of belonging for underrepresented students. The project's welcome event was held in the late fall. The event brought together newly enrolled BCPSS students with faculty, alumni, peer mentors, and leaders from student-led organizations in a highly participatory format that offered opportunities for information sharing, Q&A, and fellowship. The format borrowed from "speed dating" so interactions could be fast paced and all participants could engage with students in a very personal and personable manner. Food and campus swag bags were provided.

Multiple methods of communication and outreach were used to invite BCPSS students including email, text, calendar invites that could be shared, and personalized invitations hand delivered through peer mentors and resident services personnel. The communications followed best practices and were welcoming, friendly, and inviting in tone. Turnout was lower than hoped for but the event format and interactions with students in attendance were successful. It was encouraging that the students who attended the welcome event came to another event recommended by the Baltimore City Champions team.

The project team would like to find ways to expand and leverage the role of peer mentors in Baltimore City Champions.

The project will be refined and built using a continuous improvement model. Surveys were given to both students who attended and those who did not attend the event to inform future activities of the Baltimore City Champions.

City Schools Persists, a division of the BCPSS College and Career Readiness Office, contacted FSU project lead Dr. Jeff Graham, Associate Vice President Student Affairs, to discuss future collaboration and support for Baltimore City Champions. City School Persists supports City Schools students and graduates ages 18-24 in navigating and finding success in post-secondary pathways such as college, job training programs, the military, and workforce. Persists staff heard about the FSO project at its Persistence Summit. Future partners both on and off campus will be cultivated to strategically build and enhance the program.

The Baltimore City Champions team appreciated the System Office's support and the opportunity to brainstorm with the edBridge team on ways to develop the program. The team valued the opportunity to contact and share ideas and experiences with colleagues on other USM campuses.

Salisbury University

Salisbury University (SU) is a mid-sized regional institution with an enrollment of 7,123 students, of which 6,400 are undergraduates. SU is situated in a suburban area on Maryland's Eastern Shore. The student body is 69% White, 13% Black, 6% Hispanic, and 3% Asian. Students from BCPSS are 2% of SU's undergraduate enrollment. SU is actively encouraging and making efforts to have greater diversity in its student population. The university has a commitment to create and foster an environment that values diversity and inclusion while encouraging an appreciation and respect for differences.

Research shows that college students who feel they belong at their institutions do better academically, earning higher grades, and are more likely to persist, engage, and complete a college degree. Underrepresented minority, low-income, and first-generation college students experience a lower sense of belonging and have more doubts about their ability to succeed in college.

Salisbury University directly positions the campus as one where every student is valued where "every single student feels a sense of belonging". Communications from the Office of Diversity & Inclusion and Resident Life emphasize the strong and inclusive community on campus, reassuring underrepresented minorities that they will be welcomed and heard: A stated goal for SU is to ensure every student's identity is seen, honored, included and celebrated on campus. The University has a two-year residency requirement for all freshmen and sophomore students, which supports inclusion and builds community.

A Community You Want to Belong To

At Salisbury University you'll meet students, faculty, and staff representing the full range of the human experience — and because we're such a tight-knit community, you'll get to know each other before you know it! As you walk around campus you'll see familiar faces and connect with friends. You'll meet students, faculty and staff with whom you'll form meaningful connections which will help you learn more about yourself, others and the world around you. —Salisbury University

Salisbury University Project

SU formed a cross-departmental team that planned ways to host a fall event and to build a more comprehensive approach to engage and retain students from BCPSS in the first year and beyond.

While not specifically targeting students from BCPSS, there are many programs and first-year activities across SU for underrepresented students. Through this project, Salisbury University plans to connect with BCPSS students with greater intentionality, proactively reaching out and inviting the BCPSS cohort to events, and encouraging engagement and leadership. Staff and faculty from across the university will continue to contact BCPSS students during the year to build relationships and trust.

To identify and learn more about its BCPSS students, the team leveraged the SU mandatory, pre-matriculation survey administered by academic affairs to all incoming students. Completing the survey is a requisite to enrollment. The survey responses are used to help create the first semester course schedules for all incoming students.

The project team hosted a new November event, Charmed City Seagulls, that was created specifically for BCPSS freshmen and aligned with the Gull Start-Up and First Flight mandatory orientations for new students. At the event SU students and Baltimore City alumni shared their experiences and tips for the transition to college with new students from BCPSS.

The following are examples of SU programs that will engage BCPSS students:

- Powerful Connections is a pre-orientation program that offers activities for first-year and new students of diverse backgrounds to successfully transition to university life. The program provides connections to upper-class students through peer mentoring, and opportunities for friendships and fellowship with peers. In future, the program will reach out directly to engage BCPSS students and increase their sense of belonging to the SU community.
- Gull Start-Up and First Flight are mandatory orientation programs for all new students that are connected and held in June and August. January Orientation applies to all new students enrolling in spring. Orientations cover academic expectations and information related to majors and course enrollment. New students meet staff, academic advisors and orientation leaders. In-person orientation events are complemented by self-paced online modules about life at the university, academic advising, money matters and additional resources and required training.

In 2023 SU will continue to reach out and plan targeted outreach and events to build the connections and trust of Baltimore City students.

Towson University

Towson University (TU) is an important anchor institution for the greater Baltimore region. TU offers more than 110 academic programs, advances research, and creates opportunities for the public good. Towson is a mid-size university located in a suburb of Baltimore City. TU has a total enrollment of 19,793; the undergraduate population is 16,861. The university's demographics of its largest racial/ethnic are 46% White, 28% Black or African American, 9% Hispanic, and 6% Asian. Students from BCPSS accounted for 4% of Towson's undergraduate student body. Towson university is a nationally recognized leader in inclusive excellence and has eliminated the university's achievement gap based on race/ethnicity.

TU did not participate in the project but shared information about its successful efforts to proactively reach out to BCPSS early (before they enroll in college) and to create programs designed specifically to meet the needs of first-year BCPSS students. Examples:

- The Students Achieve Goals through Education (SAGE) program is part of Towson University’s cultural diversity and student retention plan. TU proactively reaches out to BCPSS students to join the SAGE living-learning community. SAGE residents have access to dedicated tutoring and academic advising, peer mentors living within the community, relationships with faculty, staff and peers, and various campus services throughout the academic year that creates a connected sense of community.
- The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors and provides a series of college readiness workshops.

University of Maryland, Baltimore County (UMBC)

The University of Maryland, Baltimore County (UMBC) is a leading public research (RI) university that is recognized for excellence in several areas. Innovation, Teaching, and Diversity; top ten in the U.S. for economic and social impact; highly ranked engineering and computer science undergraduate programs; and several of the nation’s top STEM graduate programs. UMBC is first in the nation in producing Black graduates who go on to earn Ph.D. degrees in natural sciences and engineering, and M.D./Ph.D. degrees.

UMBC 2022 enrollment is 13,991; minority enrollment is 52%. The undergraduate student population is 10,625; students from BCPSS represent 8% of undergraduate enrollment. The UMBC student population is diverse: 31% White, 20% Black/African American, 19% Asian, 8% Hispanic, 16% Foreign and 6% Unknown or Multicultural.

University of Maryland Baltimore County Project

The BCPSS project team met several times in the late fall to plan its approach to the project. UMBC identified several UMBC programs and events for new students that are held in the summer, fall, and throughout the first-year that would benefit students from BCPSS. The team is determining the best way to tailor some of the events listed below to increase recruitment, enrollment, and retention of students from BCPSS in their first-year.

- Pre-Orientation Golden Ticket Advising Program
- First-Year Student Orientation Welcome Week
- Dawg Days Jump Start Summer and Winter Bridge Programs
- Participants earn academic credit(s), learn about campus resources, and connect with faculty/staff and other new students.
- First Year Experience-Introduction to Honors University
- Introduction to Honors University (IHU) courses for first-year students at UMBC. IHU are added onto introductory courses to improve academic and life skills and the successful transition to college: Writing, test taking, and time management.
- The Discovery Scholars living-learning community for students includes faculty and staff engagement, majors and career exploration, and tips for college success.
- The INDS Peer Mentoring Program junior or senior level peer mentors.

University of Maryland, Eastern Shore (UMES)

The University of Maryland Eastern Shore (UMES) is a small historically black institution located in a suburban community in a rural setting, and is primarily a residential campus. UMES has a total enrollment of 2,518 students, where 1,933 students make up the undergraduate population. UMES

demographics are 55% Black, 14% White, 4% Hispanic, 16% Foreign and 7% Multicultural. BCPSS students account for 13% of the undergraduate enrollment.

University of Maryland Eastern Shore Project

UMES is served by the CollegeBound Completion Program, a support network composed of campus liaisons, adult mentors, peer mentors, and CollegeBound staff dedicated to guiding BCPSS graduates through college. During the project timeline CollegeBound organized a virtual welcome event for its Completion Scholars that highlighted information about campus services, such as tutoring resources, and on the first year college experience. The Liaison engaged students in 1:1 in-person follow-up to gather feedback on the event and answer any open questions students had regarding their transition into college. CPP has many more support activities that fell outside the project.

Recommendations

Recommendation 1: Data

Inventory and map programs across student experience and college journey for a holistic view of services that support BCPSS and underrepresented students; identify data needs and accessibility; track BCPSS cohort and student subgroup participation in programs and ; create System Office committee to guide collection, use, and sharing of data.

- Conduct an inventory of student success and academic support programs that target Baltimore City Public School Students or underrepresented students by institution; Map programs to student experience and the different points of the college trajectory from the transition to college through degree completion to provide a holistic view of campus supports and where there are commonalities and gaps.
- Work with Institutional Research to identify data needs and uses; develop a data framework that highlights key indicators used to effectively track this student population from pre-college, transition to college, through the first-year experience and beyond, and identify interventions at each point as needed.
- Determine impact and effectiveness of programs or combinations of programs on academic achievement and measures of success for different student sub-groups.
- Determine the best representation of data, types of dashboards, timeliness of reports to be actionable across programs and institutions.
- Create a System Office committee to share data policy, identify needs, and create and pilot effective data systems across institutions to best understand and serve BCPSS cohort and underrepresented students.

Recommendation 2: Mentorship

Review mentoring models and pilot new mentoring programs on USM campuses. Strengthen peer-mentor training; and create a System Office Mentoring Advisory Council.

- *Mentorship Pilot*
Every college or university’s peer-mentoring program is unique so that it can best meet the needs of the particular mix of students on campus. However, there are some commonalities—skills, knowledge, and mindset—that successful mentors need to acquire

to effectively guide other students. Effective peer mentorship programs consider both the needs of a particular institution and the skills and habits that all peer mentors require in order to succeed.

Pilot new models of mentorship programs on 2-3 campuses to evaluate effectiveness and potential for replication across the system.

- *Mentor Training*
Studies have examined the conditions under which mentoring is most effective and identified factors influencing mentor-mentee relationships. Training of mentors has been found to be critical to the success of students and mentoring programs. Institutions and the system evaluate different training models and recommend training programs to strengthen mentor skills and effectiveness.
- *Create a System Office Mentorship Advisory Council*
Create a System Office Mentorship Advisory Council to share data, information, and practices across institutions; recommend training models that can be implemented or accessed by USM institutions; advise on trends and developments in the mentoring field that can benefit or can be applied to USM support of BCPSS students, underrepresented minorities, low-income, and first-generation students; and review data sharing and information policies. Advisory Council members include representatives from: The System Office, student services and academic affairs, NGO and foundation leaders, students and peer mentors, USM institutional researchers, experts in the field.

Recommendation 3: Belonging

Adopt a systemic, structured approach to cultivate a greater sense of belonging and encourage connections between students, faculty, and the campus community for BCPSS and underrepresented students. Review results of the National Survey of Student Engagement (NSSE) which added questions pertaining to students' sense of belonging on campus; disaggregate data for insights about differences by student subpopulation.

Recommendation 4: Communications

Experiment with channels of communications to increase reach and engagement of BCPSS and underrepresented students; use personalized, proactive and mixed methods of communications to build relationships and engage students from BCPSS and underrepresented communities.

A willingness to experiment with new channels of communication, and inviting students into discussions of those strategies, can help institutions better understand students and increase responsiveness and engagement between faculty leaders, peer mentors, and their BCPSS and underrepresented students. Explore the best means of connecting students to the services they need at the right time. Investigate use of cohort-specific phone app.

Recommendation 5: System Led Convening and Collaboration

The System Office to regularly convene teams and provide opportunities to collaborate and share learning, ideas, data, and experiences.

The campus project teams were very appreciative of the USM System Office support to strengthen their activities. They valued the opportunities to share learning, ideas, data, and experiences with colleagues about serving the BCPSS cohort and underrepresented students. The campus teams expressed interest in the System Office continuing to convene the teams across institutions for regular collaboration and conversations with institutions about their work.

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Appendix B

Review of USM Mentoring Models, Roles and Programs

The USM institutions use mentoring programs extensively. This document provides examples of the mentorship programs offered across the University System of Maryland. This is only a small selection of mentoring in several institutions to illustrate the wide range of models, relationships and objectives for the USM mentoring programs.

Bowie State University: Black Male Faculty Mentors for Black Male College and High School Students Interested in the Teaching Professions

The Center for Research and Mentoring of Black Male Students and Teachers is part of the Center for Black Males at Bowie State University and is dedicated to building the pipeline of Black or African American male students who enter teaching professions; currently just 2% of teachers in U.S. public schools are Black males. The Center has several initiatives. Mentorship is a key component of the Center's programs:

The Scholar Fellows program is a mentoring, networking, and professional development platform for undergraduate, masters, and doctoral scholars interested in teaching, mentoring, and research; and in developing Black male teachers. Scholar Fellows receive mentoring from Black college professors, educational leaders and alumni committed to supporting their academic, career, and professional development.

Fellows will participate in or lead mentoring programs for Black male students or prospective teachers; in turn, Fellows who have interest in earning a master's or doctoral degrees are provided with mentorship and educational support and guidance.

The Black Male Teachers College is a program for Black male 8th grade students and high school students in grades 9-12 who are interested in or plan to become a teacher or want to learn more about the profession. The students are mentored by Black college professors, BSU college students, and Black male teachers and leaders. Mentors share knowledge and experiences, and explore with mentees what it is like to be a Black male college student, education major, and teacher. The students meet, interact, and network with other Black male students and Black male teachers and leaders throughout Maryland and the U.S.

The BSU *Black Male Educators and Leaders Alliance* is a partnership with the *Bowie State University National Alumni Association*. The Alliance regularly engages Black male educators and leaders that are alumni to provide organic networking and mentoring for BSU students. A directory of Bowie Black male educators and leaders alumni available to support organic networking, mentoring activities, and recognition for BSU students.

Coppin State University: Peer Mentors for First-Year At Risk Students
Summer Academic Success Academy and *Our House Community Mentoring* programs offer continuous peer mentorship for first-time full-time students who are academically at risk. Mentorship begins during the summer bridge program and continues with the same cohort of students into the first-year. Junior and senior students mentor groups of freshman students in their community. Mentors provide academic and non-academic guidance, emotional support and information about the college experience; They plan workshops and speakers with the students and co-design activities to build fellowship between mentees. Mentors are trained and receive stipends for their efforts.

Frostburg State University: *A Team Approach Pairs University Advisors and Faculty Mentors to Support Student Success*

Frostburg State University adopted a new advising model that takes a team approach to student success: Each first-year undergraduate student will have a full-time professional University Advisor as well as a Faculty Mentor from their major to help them adjust to college life. The new model allows faculty to serve more as mentors focusing on student professional development; and university advisors can supplement the faculty mentor role to help students navigate many of the daily logistics of college life including course scheduling, academic and personal development.

The FSU new model is the result of a three-year national study on improving student advising: FSU was one of 12 schools in the nation selected to participate in the charter cohort of this project led by NACADA and the Gardner Institute.

Salisbury University: *Peer Mentors Connect with New Students of Diverse Backgrounds to Support Transition to University Life*

Salisbury University's *Powerful Connections* Pre-Semester Experience connects incoming students of diverse backgrounds with upperclassmen who serve as peer mentors. Peer mentors help new students successfully transition to university life, feel welcome in a campus environment that values diversity, and gain confidence in their ability to succeed academically and take on leadership roles on campus.

Towson University: *Mentorships Empower Women in Business; Support First-Generation and First-Year Students in Living Community*

The *MentHER* program combines networking and mentorship for women to support the growth, education, and empowerment of female college and high school students in the Baltimore area. Professional business women serve as mentors to female students in TU's College of Business & Economics, who in turn mentor high school students within Baltimore. Guided discussions on issues facing women are addressed throughout the program in the 1:1 mentoring sessions, workshops, and presentations. *MentHer* is supported by a grant through the National Mentor Resource Center, and uses evidence-based practices for mentorship programming. *MentHER* empowers women through its mentoring relationships and program content on financial literacy, career planning, and life and workplace skills.

The *Students Achieve Goals through Education* (SAGE) program is one component of Towson University's cultural diversity and student retention plan. The SAGE Learning Community offers first-generation and first year college student mentees peer-to-peer mentorship.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Programs 5-Year Enrollment Reviews, Fall 2018 – Fall 2022

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: As part of the ongoing review process of academic programs, the attached data have been updated with the Fall 2022 enrollments of programs continuing in the five-year review period. The information provides the Committee with the actual enrollments in new programs approved since Fall 2018, as well as the projections submitted with the initial proposal. It is important to note that not all programs are implemented in the year they are approved. Depending on the approval dates from the Board of Regents and MHEC, recruitment and admission to the program may not begin until the next academic year. In addition, admission to (and so enrollment in) an undergraduate program may not occur until the students have completed the required lower-division General Education or core courses, with the result that enrollments are reported two or even three years after initial approval. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provide an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR'S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn
Ellen Herbst

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**NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2018 – FALL 2022**

New academic program enrollments are reviewed annually for a period of five years. The Fall 2018 – Fall 2022 review comprises enrollment data for seventy-four (74) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

The projected enrollments are taken from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments.

Programs that began reviews in Fall 2018, Fall 2019, and Fall 2020 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, with Fall 2021 and Fall 2022 starts, have varying degrees of actual enrollments as they progress through the first and second years of implementation. It is not unusual for programs to begin enrolling in the academic year following approval. Undergraduate programs may begin but not have enrollments recorded until the point when students can declare the major after early core requirements are completed. Also, these enrollment figures capture only students' primary major.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs.

Number of Degrees Offered in the New Programs

Degrees	No. of Degrees
Bachelor's	35
Bachelor's / Master's	3
Master's	30
Master's / Doctorate	0
Doctorate	6
Total	74

New Program Enrollment Review Fall 2018 - Fall 2022

Of the ten programs in Table 1 reviewed during Fall 2018 to Fall 2022, five achieved actual enrollments that significantly outperformed projections. The TU MS in Transformational Education Leadership had no initial projections, but it has robust enrollment that has grown nearly 100 percent over the past three years. The TU doctorate in Post-Professional Occupational Therapy is slightly under projections, but the entry-level Ph.D. in that field has enrollment nearly 50 percent higher than anticipated. Similarly, the UMGC Ph.D. in Business Administration is around 50 percent of projections, while the DBA continues to exceed projections by 50 percent. The TU Actuarial Science and Predictive Analytics requires a GRE and so experienced some pandemic limitations. The UMB MS in Health and Social Innovation had a deferred launch and has changed its name to Social Entrepreneurship. Additional footnotes about the Fall 2018 - Fall 2022 programs reviewed follow Table 1.

The Table 1 new programs have completed the 5-year enrollment review period and will now move forward to further intervals of enrollment and program performance reviews.

Table 1

New Program Enrollment Review Fall 2018 - Fall 2022

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES [1]	MMS	6/22/2018	0	0	25	25	25	50	25	50	25	50
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY [2]	PHD	2/9/2018	0	0	40	19	40	36	40	62	40	58
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY [3]	PHD	2/9/2018	25	4	25	20	25	18	25	15	25	19
TU	179900	ACTUARIAL SCIENCE & PREDICTIVE ANALYTICS [4]	MS	6/22/2018	5	0	10	5	15	8	15	6	25	8
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP [5]	MS	6/22/2018	n/a	0	n/a	82	n/a	160	n/a	160	n/a	154
UMB	121411	HEALTH AND SOCIAL INNOVATION [6]	MS	12/15/2017	14	0	20	6	24	8	24	12	24	9
UMGC	050101	BUSINESS ADMINISTRATION [7]	PHD	6/22/2018	0	0	55	110	112	102	168	92	179	101
UMGC	050631	ACQUISITION AND CONTRACT MANAGEMENT [8]	MS	10/20/2017	50	0	103	0	113	0	123	0	133	161
UMGC	079901	CYBER OPERATIONS	MS	10/20/2017	50	0	103	0	113	58	123	146	133	191
UMGC	050630	STRATEGIC COMMUNICATIONS	MS	10/20/2017	25	0	53	0	63	73	73	254	83	160

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The implementation date for the FSU Physician Assistant Studies program was Summer 2019. The program is at capacity at this time; when the program completes its provisional accreditation phase, it will be expanded.
- [2] The TU Ph.D. in Entry Level Occupational Therapy delivery of its final courses prompted a delay in launching the program and offered time for faculty resources distribution for the desired program approach.
- [3] The title of the proposed program as submitted to MHEC was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate.
- [4] The TU M.S. in Actuarial Science and Predictive Analytics requires the GRE, and the pandemic challenged GRE testing for students that affected admissions, including two deferrals.
- [5] No projected enrollment numbers were provided for TU's Transformational Educational Leadership program. The program is a new instructional program within existing resources.
- [6] The M.S. in Health and Social Innovation launched in Fall 2019 and had a late start in marketing and recruitment.
- [7] The UMGC DBA in Business Administration actual enrollments continue to exceed the projected enrollments by 50%.
- [8] UMGC Acquisition and Contract Management, Cyber Operations, and Strategic Communications launched Fall 2021.

Updated: April 2023 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2019 - Fall 2023

Of the nineteen (19) Table 2 programs reviewed for Fall 2019 to Fall 2023, six have met enrollment projections or are within one student of doing so. The UMB MS in Medical Cannabis Science and Therapeutics has outperformed projections by more than eighteenfold, and the UMCP MS in Applied Economics has ten times the projected enrollment. The UMCP BA in Policy, Politics and Economics has an actual enrollment thirty percent over projections, as does the UMB BS/MS in Accelerated Health Science/Physician Assistant. Two programs that have not met projections had deferred starts during Covid and have recently changed their names: the UMCP BS in Embedded Systems and Internet of Things at Shady Grove is now the BS in Cyber-Physical Systems Engineering; the UBalt MS in Cybersecurity Management is changing to MS in Cybersecurity Leadership. The educator preparation programs at TU and UMBC have not yet met projections but have enrollments. The UMCP BS in Human Development has significant additional double majors that are not recorded here. Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 2.

Table 2

New Program Enrollment Review Fall 2019 - Fall 2023

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	190500	Chemistry [1]	BS	6/21/2019	13	0	25	6	38	7	50	14	63	
FSU	083505	Exercise and Sports Science / Athletic Training	BS / MS	2/22/2019	10	41	10	12	10	1	10	0	10	
FSU	083506	Athletic Training [2]	MS	2/22/2019	2	0	23	0	35	9	38	14	41	
TU	100801	Dance Education [3]	MA	6/21/2019	10	0	20	0	20	6	20	10	10	
TU	100402	Music Pedagogy [4]	MM	6/21/2019	3	0	3	2	4	3	4	2	5	
TU	081100	Gifted and Creative Education [5]	M.Ed	2/22/2019	10	0	20	17	30	19	30	19	30	
UBalt	079900	Cybersecurity Management [6]	MS	12/14/2018	10	0	30	2	40	2	45	3	55	
UMB	129960	Accelerated Health Science / Health Science with AOC in Physician Assistant [7]	BS / MS	12/14/2018	73	117	111	111	76	113	76	104	76	
UMB	121301	Clinical Dental Hygiene Leader [8]	BS / MS	12/14/2018	4	0	10	0	12	9	12	11	12	
UMB	019900	Medical Cannabis Science and Therapeutics [9]	MS	6/21/2019	26	148	37	384	42	451	21	395	53	
UMB	129903	Health Professions Education [10]	PhD	2/22/2019	6	0	12	11	18	18	18	19	18	
UMBC	080400	Middle Grades STEM Education	BS	2/22/2019	15	0	34	0	49	2	60	3	65	
UMCP	150902	Philosophy, Politics, and Economics [11]	BA	2/22/2019	25	3	50	56	90	106	110	142	110	
UMCP	079900	Embedded Systems and Internet of Things [12]	BS	2/22/2019	25	0	50	6	100	10	125	7	150	
UMCP	200900	Human Development [13]	BS	2/22/2019	40	0	80	22	125	38	125	66	125	
UMCP	042500	Neuroscience [14]	BS	2/22/2019	155	0	360	94	520	203	520	285	520	
UMCP	220401	Applied Economics [15]	MS	4/19/2019	15	2	15	122	15	167	15	149	15	
UMCP	220601	Geospatial Information Sciences [16]	MS	4/19/2019	40	46	40	73	40	100	40	89	40	
UMCP	220602	Geospatial Intelligence [17]	MS	4/19/2019	20	10	26	24	37	29	45	37	45	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The BSU B.S. in Chemistry began in spring 2020 and is expected to meet projected enrollment.
- [2] With the new accreditation requirements, the stand-alone BS in Athletic Training is being taught out, so the numbers are intended to decline. The FSU B.S. Exercise and Sports Science has been around 21 years and has enrollment of 173; 20 are in the Athletic Training concentration. The 4+1 program takes those in the concentration to the MS in Athletic Training. Enrollment reporting statewide does not capture concentrations. The FSU M.S. in Athletic Training first cohort was to begin June 2021.
- [3] The TU M.A. in Dance Education was approved by MHEC in June 2019, secured accreditor approval in Sept. 2020, and opened for admissions in November 2020 to commence in spring 2021.
- [4] The TU M.M. in Music Pedagogy opened for admissions in February 2020 to commence fall 2020.
- [5] The TU M.Ed. in Gifted and Creative Education opened for admissions in spring 2019 to commence in spring 2020.
- [6] The UB M.S. in Cybersecurity Management launched later than anticipated because of initial program director turnover and further program developments

- resulting in new out-year projections of 30.
- [7] UMB the BS/MS Accelerated Health Science/AOC in Physician Assistant begins in Fall of 2020 at AACC. Enrollment in the PA program was 78 students in Fall 2019. (Without the MHEC-generated HEGIS Code, USM could not track enrollment.)
 - [8] UMB the BS/MS Clinical Dental Hygiene Leader program begins in Fall 2020 and is expected to meet projected enrollment.
 - [9] UMB the MS Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments and will continue to do so into the foreseeable future.
 - [10] UMB the PhD Health Professions Education began Fall 2020 and is expected to meet projected enrollment.
 - [11] UMCP BA in Philosophy, Politics, and Economics: The Fall 2019 primary major count was 3, Count of all majors is 6 (includes double majors). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
 - [12] The UMCP B.S. in Embedded Systems started fall 2020 at Shady Grove with a challenging start due to COVID.
 - [13] The UMCP B.S. in Human Development started fall 2020.
 - [14] The UMCP B.S. in Neuroscience started fall 2020 and is experiencing the continued student transition to this new program from the oversubscribed Neurobiology track and Psychology in two colleges.
 - [15] UMCP MS in Applied Economics: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC-approved HEGIS Code.
 - [16] UMCP MS in Geospatial Information Sciences: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 46 as noted. The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
 - [17] UMCP MS in Geospatial Intelligence: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 18. The enrollment count in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

Updated: April 2023 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2020 – Fall 2024

As illustrated in Table 3, the Fall 2020 to Fall 2024 enrollments review shows that all fifteen programs that have launched in this period have enrollment, and one at UMB has deferred launch. The programs that have met enrollment projections are the BSU M.Ed. in Culturally Responsive Teacher Leadership, the SU BA in Outdoor Education Leadership, and the UBalt BA in Legal Studies, which has achieved nearly 350% of projections. Four additional programs achieved enrollment at more than 50% of projections. Most programs (n=13 of 16) did not launch in Fall 2020 or year 1, and three did not yet launch in Fall 2021. Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 3.

Table 3

New Program Enrollment Review Fall 2020 - Fall 2024

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership [1]	M.Ed	6/19/2020	7	0	12	23	20	19	25		30	
FSU	099900	Life-Cycle Facilities Management [2]	B.S.	6/19/2020	10	0	15	3	20	5	25		30	
SU	490200	Integrated Science [3]	B.S.	6/19/2020	17	0	21	3	26	11	30		36	
SU	170101	Data Science	B.S.	9/20/2019	17	9	21	13	26	20	30		36	
SU	082800	Outdoor Education Leadership	B.A.	9/20/2019	17	13	18	12	24	30	25		30	
UBalt	210510	Cyber Forensics [4]	B.S.	6/19/2020	21	0	25	13	33	21	37		39	
UBalt	149903	Legal Studies [5]	B.A.	11/22/2019	9	16	16	57	20	69	25		32	
TU	083505	Athletic Training [6]	M.S.	6/19/2020	10	0	25	10	35	24	40		40	
UMB	121404	Global Health	M.S.	6/19/2020	10	0	24	4	33	13	37		40	
UMB	121412	Vulnerability and Violence Reduction [7]	M.S.	6/19/2020	12	0	15	0	18	0	21		21	
UMCP	070400	Immersive Media Design [8]	B.A./B.S.	11/22/2019	55	0	110	4	270	15	320		320	
UMCP	151000	Religions of the Ancient Middle East [9]	B.A.	11/22/2019	6	0	16	0	21	1	31		41	
UMCP	051100	Real Estate and the Built Environment [10]	B.A.	2/21/2020	55	0	110	0	270	5	270		270	
UMCP	090500	Biocomputational Engineering [11]	B.S.	5/1/2020	20	0	40	5	70	11	80		80	
UMCP	221000	International Relations [12]	M.A.	5/1/2020	10	0	30	14	40	26	40		40	
UMCP	220701	Applied Political Analytics [13]	M.S.	5/1/2020	10	0	25	7	35	15	45		50	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The BSU M.Ed. in Culturally Responsive Teacher Leadership began in fall 2021 and is expected to meet projected enrollment.
- [2] The FSU B.S. in Life-Cycle Facilities Management was approved by MHEC in summer 2020 with anticipated enrollment in fall 2021. A program name change is underway to enhance marketing.
- [3] The SU B.S. in Integrated Science was approved July, 2020 during pandemic making it difficult to recruit for Fall 2020 and in spring 2021, four (4) students are enrolled in the program.
- [4] The UBalt B.S. in Cyber Forensics program was approved in summer 2020 and launched in 2021.
- [5] The UBalt B.A. in Legal Studies program exceeded enrollment projections.
- [6] The TU M.S. in Athletic Training was approved in July 2020 and will begin accepting admission in summer 2021.
- [7] The UMB MS in Vulnerability and Violence Reduction deferred launch to fall 2024 to review graduate division affiliation for greatest impact.
- [8] The UMCP B.A./B.S. in Immersive Media Design anticipates a fall 2021 start.
- [9] The UMCP B.A. in Religions of Ancient Middle East had a fall 2021 start.

- [10] The UMCP B.A. in Real Estate Development program delayed start during the pandemic and was securing funding; it began enrolling in Fall 2022.
- [11] The UMCP B.S. in Biocomputational Engineering anticipates a fall 2021 start at Shady Grove only.
- [12] The UMCP M.A. in International Relations: program is operating as a “4+1” BA/MA program only. Students admitted in Fall 2020 are in the 4th year of BA and thus not counted yet in the MA program.
- [13] The UMCP M.S. in Applied Political Analytics anticipates fall 2021 start for 1st cohort of MS students. The program is intended to be both a stand-alone MS program and “4+1” BS/MS program.

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New Program Enrollment Review Fall 2021 - Fall 2025

Table 4 reflects that 13 of the 14 new programs enrolled students in the second year of approval. Three programs met or exceeded enrollment projections: the UMES BA in Digital Media Arts, the UMES BS in Sport Management, and the UMGC BS in Data Science, which exceeded projections by more than 400 percent. Moreover, prior to the third year of approval, the benchmark year, a significant number of the programs in this review period are demonstrating progress toward achieving projected enrollments. Additional footnotes about the Fall 2021 - Fall 2025 programs reviewed follow Table 4.

Table 4

New Program Enrollment Review Fall 2021 - Fall 2025

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science	B.S.	6/17/2021	15	0	31	2	47		63		84	
CSU	041400	Applied Molecular Biology and Biochemistry	M.S.	9/18/2020	5	2	10	1	15		22		27	
CSU	091500	Polymers and Materials Sciences	M.S.	9/18/2020	4	2	7	5	12		18		24	
CSU	120101	Health Information Management	M.S.	6/17/2021	15	0	22	1	30		42		51	
UMB	129903	Health Professions Education	M.S.	2/19/2021	6	0	10	6	15		20		26	
UMB	220100	Diversity Equity and Inclusion Leadership	M.S.	4/16/2021	9	0	14	11	20		24		24	
UMB	120101	Palliative Care	PhD	6/17/2021	15	12	45	22	60		60		15	
UMCP	079901	Social Data Science	B.S.	6/17/2021	50	0	100	25	400		800		1200	
UMCP/USG	011200	Fermentation Science[1]	B.S.	6/17/2021	12	0	23	0	46		52		58	
UMCP	010101	Extension Education	M.Ed	4/16/2021	10	0	20	6	20		20		20	
UMES	060501	Digital Media Studies[2]	B.A.	9/18/2021	20	16	25	32	30		40		50	
UMES	083503	Sport Management	B.S.	2/19/2021	15	0	27	31	38		48		48	
UMGC	070211	Cloud Computing Systems	B.S.	4/16/2021	50	0	75	0	100		125		125	
UMGC	070301	Data Science	B.S.	4/16/2021	50	0	75	335	100		125		125	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMCP BS in Fermentation Science is to launch in Fall 2023.

[2] The UMES Digital Media Studies B.S. is listed as "Digital Media Arts" in the State program taxonomy and needs to be amended.

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New Program Enrollment Review Fall 2022 - Fall 2026

Most recently approved are the sixteen (16) programs illustrated in Table 5. The programs in this enrollment review period were approved in AY 2021– 2022. Most of the programs for the Fall 2022 – Fall 2026 review period plan to enroll students in fall 2023. One program enrolled students in year one (Fall 2022), the FSU BS in Interdisciplinary Studies. Additional footnotes about the Fall 2022-Fall 2026 programs reviewed follow Table 5.

Table 5

New Program Enrollment Review Fall 2022 - Fall 2026

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2022		Fall 2023		Fall 2024		Fall 2025		Fall 2026	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	070221	Cyber Operations Engineering	B.S.	5/10/2022	9	0	13		19		29		39	
BSU	170220	Data Science	B.S.	5/10/2022	11	0	21		31		41		51	
BSU	150900	Philosophy, Politics, and Economics	B.S.	5/10/2022	5	0	8		11		14		17	
BSU	070121	Software Engineering	B.S.	5/10/2022	11	0	16		21		31		41	
BSU	4160000	Applied Biotechnology and Molecular Biology	M.S.	5/10/2022	9	0	18		18		27		27	
BSU	079900	Internet of Things and Internet Technology	M.S.	5/10/2022	10	0	12		14		16		18	
CSU	082700	Teacher Leadership	M.Ed.	5/10/2022	5	0	12		19		24		36	
FSU	229921	Multidisciplinary Studies	B.S.	5/10/2022	16	3	20		25		28		32	
FSU	120300	Nursing	B.S.	5/10/2022	30	0	60		60		60		60	
FSU	120323	Licensed Practical Nurse/Nursing[2]	B.S.	5/10/2022	40	0	80		80		80		80	
SU	121201	Health Science	B.S.	5/10/2022	8	0	18		30		44		52	
TU	120100	Fitness and Wellness Leadership	B.S.	5/10/2022	80	0	150		230		320		420	
TU	083301	Computer and Mathematical Sciences	B.S.	9/14/2021	11	0	16		21		24		25	
UMB	120123	Clinical Informatics	M.S.	9/14/2021	9	0	20		25		30		30	
UMCP	070202	Technology and Information Design[1]	B.A.	9/14/2021		0								
UMCP	050101	Business Administration	PhD	11/8/2021	17	0	34		51		51		51	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMCP Technology and Information Design B.A. does not have projections in the program proposal.

[2] The FSU Licensed Practical Nurse/Nursing B.S. is distinguished from its counterpart program as an online, part-time program.

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SUMMARY

The Fall 2018 to Fall 2022 New Program 5-Year Enrollment Review Report indicates that half of the programs are achieving enrollments exceeding projections by at least 33%, while a sixth has strong enrollments though it had no projections. The programs in Table 1 representing the 5-year review period of Fall 2018 – Fall 2022 are concluding the new programs 5-year enrollment review with solid enrollments to address the workforce demands in those fields.

In addition, the programs in Tables 2 and 3 have a range of enrollment achievements with the majority demonstrating 50 percent or more of their projected enrollment. Tables 4 and 5 illustrate the most recently approved programs. Table 4 demonstrates that those programs show enrollment in the second year of approval.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2023-2024 EPSL Agenda Brainstorming

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: The annual agenda for the committee on Education Policy and Student Life 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): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn 301-445-1992

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