

REVISED



**BOARD OF REGENTS
June 21, 2019**

**AREL Lecture Hall
AREL Building – Horns Point
University of Maryland Center for
Environmental Science**

AGENDA FOR PUBLIC SESSION 8:30 A.M.

Call to Order Chair Gooden

Welcome from University of Maryland Center for Environmental Science President Goodwin

Educational Forum – *Greater Washington CoLAB Initiative* Mr. Jason Miller
Greater Washington Partnership

Chancellor’s Report Chancellor Caret

I. Report of Councils

- a. Council of University System Presidents Dr. Perman
- b. Council of University System Staff Ms. Gray
- c. Council of University System Faculty Dr. Evers
- d. University System of Maryland Student Council Mr. Prouty

2. Consent Agenda Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from April 19, 2019 Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from May 17 and 31, 2019 Special Board Meeting for Public and Closed Sessions (action)
 - iii. Approval of meeting minutes from June 11, 2019 Special Board Meeting for Public and Closed Sessions (action)
- b. Committee on Education Policy and Student Life
 - i. Approval of meeting minutes from May 7, 2019 Public Session (action)
 - ii. New Academic Program Proposals (action)
 - I. Bowie State University: Bachelor of Science in Chemistry

2. Towson University: Master of Arts in Dance Education
 3. Towson University: Master of Music in Music Pedagogy
 4. University of Maryland, Baltimore: Master of Science in Cannabis Science and Therapeutics
- iii. USM Policies (action)
 1. Amendments to USM Policy on Faculty Workload and Responsibilities (II-1.25)
 2. Amendments to USM Policy on the Awarding of Honorary Degrees (III-3.00)
 3. Recension of USM Policy on AIDS (VI-I 1.00)
 - iv. Campus Crime Report (information)
 - v. Brainstorm 2019-2020 Meeting Topics (information)
- c. Committee on Organization and Compensation
- i. Approval of minutes from May 15, 2019 and June 12, 2019 Public and Closed Sessions (action)
 - ii. Policy Reviews (action)
 1. Revision to Policy on Institutional Advisory Boards (action)
 2. Revision to Policy on University System of Maryland Student Council (I-3.00)
 - iii. Revision to Policy on Grievances for Nonexempt and Exempt Staff Employees VII- 8.00 (action)
 - iv. BOR Policy Review Annual Report (information)
- d. Committee on Economic Development and Technology Commercialization
- i. Change to USM Policy IV-3.20 – Intellectual Property Based on Report in Response to Resolution to Study USM Institutional Patent Protection (action)
- e. Committee on Finance
- i. Biennial Nonexempt Market Salary Survey Report – Nonexempt Salary Structure Adjustment for FY 2020-2021 (action)
 - ii. Proposed Amendments to Faculty and Staff Parental Leave Policies (action)
 - iii. Proposed Amendments to Faculty and Staff Sick Leave Policies and Contingent Employees Policy, and a new Policy on Sick and Safe Leave for Contingent Category I and Certain Other Employees (action)
 - iv. University of Maryland, Baltimore: Tuition Schedule for New MS Program (action)
 - v. University of Maryland, College Park: Creation of Business Entity to Lease, Improve and Operate Existing Space to Support Biotechnology Research and Workforce Development (action)
 - vi. University of Maryland, Baltimore: Purchase of Steam Services (action)
 - vii. 2019 USM Dashboard Indicators (information)
 - viii. USM Capital Projects: Periodic Status Report (information)
- f. Committee on Audit
- i. Approval of meeting minutes from June 12, 2019 Public and Closed Sessions (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

- a. Committee of the Whole Chair Gooden
 - i. Implementation of AGB Recommendations and Legislative Actions (information)
 - ii. Freedom of Speech and Expression Value Statement and Guidelines (action)
 - iii. USM Policy on Sexual Misconduct (action)
 - iv. Report of Nominating Committee – Election of Officers (action)
 - v. President Search Updates (information)
 - vi. Proposed Dates for 2019-2021 Full Board Meetings (action)
 - vii. Resolutions of Appreciation (action)
 - 1. Regent James Brady
 - 2. Regent Langston Frazier
 - 3. Regent Robert Pevenstein
 - 4. President Maria Thompson
 - viii. Scope of Investigation on the UMCP Adenovirus (information)
 - ix. UMCP Independent Monitoring Group (information)

- b. Committee on Education Policy and Student Life Regent Gourdine
 - i. Cultural Diversity Progress Reports
 - I. Campus Reports (action)

- c. Committee on Audit Regent Fish
 - i. BOR Statement of Intent: Enterprise Risk Management and Crisis Management (action)
 - ii. Senate Bill (SB) 719 – Delegation of Responsibility to the Board of Regents Committee on Audit to Review Financial Disclosure Statements From Chancellors and University Presidents (action)

- d. Committee on Finance Regent Attman
 - i. FY 2020 System Funded Construction Program Request (action)
 - ii. University System of Maryland: 41st Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
 - iii. University System of Maryland: FY 2020 Operating Budget (action)
 - iv. Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes (action)
 - v. Proposed FY 2020 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
 - vi. Towson University: Proposal for Undergraduate Differential Pricing (action)

- e. Committee on Organization and Compensation Regent Rauch
 - i. Chancellor Search Guidelines (action)

5. Reconvene to Closed Session (action)

Chair Gooden



Friday, June 21, 2019
Annual Report to the USM Board of Regents
Chancellor Robert L. Caret
(AS DRAFTED)

Today marks the occasion of my fourth Annual Report to the University System of Maryland (USM) Board of Regents. Once again, I want to begin by stressing what a great honor it is to serve as Chancellor of the USM. I also want to thank the many people who make that possible—from regents, presidents, and leaders throughout the system to faculty, students, and staff—for their commitment to the USM’s mission.

As you will recall, last year’s Annual Report introduced a change in structure and content. The June report still serves as the year-in-review for the USM and its institutions, but it will be in the fall—after all the data have been collected and analyzed—that the annual update on USM’s progress on our strategic plan is provided. Separating these two components makes each report more timely and impactful.

A Year of Transition

I begin with a summary of the leadership changes across the USM this past year.

This year Regents Jim Brady and Bob Pevenstein concluded their service on the Board, with Student Regent Langston Frazier’s tenure finishing at the end of this month. We will have occasion to formally recognize them for their service later this year. In April of this year, the Board of Regents welcomed former Montgomery County Executive Isiah “Ike” Leggett and—on July 1st—will welcome new Student Regent Drew Needham from the University of Maryland Francis King Carey School of Law. And, of course, Linda Gooden began her tenure as Chair of the Board of Regents in November of last year.

The past year also saw leadership transitions at USM institutions. Dr. Charles Wight formally began his tenure as Salisbury University’s (SU) president, taking office on July 1st. I had the honor of taking part in his formal inauguration on April 10, where he outlined his priorities of accessibility and affordability, diversity and inclusion, environmental and fiscal stewardship, community relationships, and student success. The University of Maryland Eastern Shore’s (UMES) new president, Dr. Heidi Anderson, took leadership on September 1 and quickly established access, quality, and opportunity as key areas of focus.

The USM is also engaged in two—soon to be three—leadership searches. Maria Thompson is soon to step down as President of Coppin State University (CSU). The search committee—chaired by Regent Katrina Dennis and co-chaired by Regent Ellen Fish—held its first public forum last month. I want to thank Mickey Burnim—former Bowie State University (BSU) President and former interim president at UMES—who has agreed to serve as interim president at Coppin. In addition, Wallace Loh will be

stepping down as President of the University of Maryland, College Park (UMCP) at the end of the *next* academic year. The search committee, chaired by Regent Gary Attman, held its first series of meetings and on-campus open forum last month. The next president of our flagship campus will be critically important to both the future of the institution and the future of our state. And, as I have opted against seeking an extension to my contract, the Board will soon be establishing a search committee for the next USM Chancellor. Returning to Maryland to lead the USM was a dream come true, but the time is right to explore new options and take on new challenges. Of course, I remain energized and committed as I enter my final year of leadership.

This past year also brought a key leadership change at the USM Office, with Tim McDonough—formerly Vice President for Government and Public Affairs at the Association of Governing Boards of Universities and Colleges (AGB)—joining us as Vice Chancellor for Communications and Marketing. In addition, with David Wise stepping down, we will soon have a new Director of the Maryland Momentum Fund. As you know, we launched the Maryland Momentum Fund two years ago to increase new company creation and commercialization of USM-based research with USM as an equity investor. To date the fund has made six investments with \$1.8 million committed, which has been matched almost three-to-one with \$5 million from co-investors.

I would also like to note that once again, thanks to our team in Annapolis, the USM enjoyed a productive legislative session, particularly in terms of our budgets. USM's operating budget totaling \$1.49 billion in state support is an increase of \$100 million—or 7 percent—over the FY 2019 revised budget. The budget will allow the USM to limit our tuition increase for in-state, undergraduate students to a modest 2 percent; funds year two of the USM's Workforce Development Initiative; covers operating expenses for new USM facilities; continues the implementation of SB 1052—the University of Maryland Strategic Partnership Act of 2016—and includes a 3 percent COLA. The Capital Budget provides \$178 million for academic and research facilities across the USM, including numerous STEM facilities that fuel innovation and advance economic development.

The legislature, with the support of the USM, also approved some significant changes to the composition and operation of the Board of Regents. There will be additional members, with the Secretary of Commerce added as an ex officio member, a second student regent, and new members appointed by legislative leaders. There is also a requirement that there be expertise in finance, diversity and workplace inclusion, and higher education administration represented on the board. There are also requirements for video streaming of meetings, enhanced financial disclosure, and more. All of this is in alignment with the priorities of good governance and increased transparency that Linda Gooden established immediately after being named chair at the Board of Regents retreat. In order to further advance those goals, the USM engaged AGB to conduct a comprehensive board review. An implementation plan is being developed to more effectively align our work with national best practices.

Led by the William E. Kirwan Center for Academic Innovation, the USM continued its national leadership in the academic innovation movement. Nine USM institutions participated in the Badging Essential Skills for Transitions (BEST) initiative to more clearly communicate graduates' career-ready skills to employers. We have surpassed 350,000 enrollments in courses and programs offered through EdX/USMx, a level of success made possible by the support of the University of Maryland, University College. The Center's Maryland Open Source Textbook (M.O.S.T.) initiative to make learning materials more affordable to students continued to expand.

On a more somber note, Don Langenberg—who led the University System of Maryland from 1990 to 2002—passed away earlier this year. As Chancellor, Don instilled an ethos that featured authority delegated to the individual campuses, a high degree of accountability, and a commitment to the best principles of shared governance, which today stands as the very foundation of USM’s success. His leadership was impactful and he will be missed.

A Year of Outstanding Institutional Achievement

In this next section of the report, I’d like to share with you just a few of the many outstanding *institutional* achievements from the past year.

I begin with our hosts today, the **University of Maryland Center for Environmental Science (UMCES)** and President Peter Goodwin. Last Fall, Peter chose to use the occasion of his investiture to host a day-long environmental summit focusing on “The Grand Challenges in the Environment” as well as the future of UMCES. The months since have underscored UMCES commitment to global challenges:

- Earlier this year the National Institute of Environmental Health Sciences awarded a \$5.75 million grant to establish a Center for Oceans and Human Health and Climate Change Interactions to study the effects of ocean health-related illness and the interactions from climate change. The Center will be headquartered at the University of South Carolina and involve more than 20 researchers from five colleges and universities, including UMCES.
- Last month The National Oceanic and Atmospheric Administration (NOAA) named UMCES part of a new Cooperative Institute for the North Atlantic Region (CINAR), a group of research and educational institutions along the East Coast that will carry out innovative, multidisciplinary research to help inform decisions for sustainable and beneficial management of the Northeast continental shelf ecosystem.
- Closer to home, UMCES researchers conducted the first comprehensive population assessment of the Chesapeake Bay’s oyster stock in 135 years and UMCES popular DolphinWatch app engages the public in tracking dolphins in the Chesapeake Bay.
- Earlier this month, in support of UMCES’s active and innovative Sea Grant Program, NOAA also provided \$1.24 million in federal funding.
- And UMCES faculty continue to take on scientific leadership positions, with Jackie Grebmeier being named a Fellow of the American Association for the Advancement of Science, Fredrika Moser elected president of the national Sea Grant Association, and Chesapeake Biological Laboratory Director Tom Miller appointed to the National Academies of Science.

Bowie State University (BSU) also won some significant environmental accolades earlier this year as the U.S. Green Building Council awarded BSU’s new Center for Natural Sciences, Mathematics, and Nursing, its highest award of Platinum LEED certification. In addition, last fall Bowie received a three-year, \$400,000 grant from the National Science Foundation (NSF) to infuse data analytics into the curriculum for a broad range of disciplines. This initiative will lead to the development of possibly Maryland’s first undergraduate certificate program in data science analytics. And, in impressive presidential leadership news, President Aminta Breaux was appointed to the President’s Board of Advisors on the White House Initiative on Historically Black Colleges and Universities and was also named one of the ten "Most Dominant HBCU Leaders" of 2019 by the HBCU Campaign Fund. The list includes chancellors and presidents of HBCUs who are influential leaders that are in the process of moving their institutions forward.

University of Baltimore (UB) President Kurt Schmoke also received some noteworthy recognition as he received the Lifetime Achievement Award from the Baltimore District Council of the Urban Land Institute and was named to *The Baltimore Sun's* Business and Civic Hall of Fame. UB's Center for Drug Policy and Enforcement continues to work on the front lines of the opioid epidemic, managing numerous state and federal grants to assist community-based initiatives, promote collaboration among law enforcement and public health agencies, and gather and analyze data to better support public health and safety efforts. UB also expanded its academic offerings, launching a Master's in Cybersecurity Management, adding risk management and insurance courses to its specializations at the Merrick School of Business, and offering a new Graduate Certificate in Government Financial Management. And UB's leadership in our B-Power initiative has been very impactful. With college readiness courses and dual enrollment programs being offered in over 20 middle and high schools across Baltimore, B-Power impacted more than 1,000 city students in 2018 alone and has been growing throughout 2019.

Late last year, **Salisbury University (SU)** cut the ribbon on its new Center for Equity, Justice, and Inclusion, serving historically marginalized populations and nurturing a more robust sense of identity and community. Earlier this year, SU became the new home for the national Center for Civic Reflection and is the first university in the U.S. to incorporate civic reflection into its new student orientation program. Last year SU received three NSF grants totaling nearly \$600,000 and earlier this year received \$1.2 million from the NSF in support of scholarships to help produce more middle and high school teachers in science and mathematics. *The Chronicle of Higher Education* named Salisbury one of the nation's best colleges at enrolling and graduating women in computer science. Among public institutions, SU was ranked No. 1 for having the highest percentage of female recipients of bachelor's degrees in computer science. That is news worth celebrating. And with the addition of a 129-acre Regional Institution Strategic Enterprise (RISE) Zone and the relocation of SU's Eastern Shore Regional GIS Cooperative (ESRGC) to downtown Salisbury last fall, the university underscored its commitment to strengthening community relations.

Frostburg State University (FSU) was also active in efforts to enhance local partnerships with the College of Business' new Center for Regional Engagement and Economic Development (CREED) providing access to business expertise for local businesses, nonprofits, and governments in the tri-state area. By partnering through CREED, organizations in Maryland, Pennsylvania and West Virginia can access faculty expertise in information management, skills training, leadership training, management development training, research and consulting services, and more. FSU also instituted a number of upgrades and renovations to athletic facilities and joined the Mountain East athletic conference as it prepares to finalize the move from NCAA Division III to Division II. Starting this Fall, FSU will begin offering a combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training. This program—the only one of its kind in the state of Maryland—can be completed in just five years. And last month, after years of planning, fundraising, and construction, the Agnita M. Stine Schreiber Health Sciences Center formally opened at the **University System of Maryland at Hagerstown (USMH)**. The center will house a master's degree in physician assistant program offered by Frostburg.

And with a new student housing building nearly ready, USMH is enhancing offerings and capacity in other areas as well, including expanded simulation labs for the Towson University (TU) nursing program, expanding Salisbury's Social Work program and adding its Community Health program; and launching the Hospitality and Tourism Management program from the **University of Maryland Eastern Shore (UMES)**.

UMES's well-regarded Hospitality and Tourism Management program is making additional news as well. Next month the University will become the nation's first historically black institution to launch a MOOC, or Massively Open Online Course, on the edX platform. The course—"Introduction to Hospitality and Tourism Industry"—is taking place as part of the USM's Kirwan Center partnership with the edX. Last year UMES alum Richard Warren was named Maryland's Teacher of the Year. An eighth-grade science teacher in Somerset County, Richard is actually a three-time UMES alum, holding a B.S in science, M.A in teaching, and Ed.D in educational leadership from that institution. Looking forward, I am pleased to note that construction of a new building for the UMES School of Pharmacy and Health Professions is slated to begin this fall, triggered by a \$10 million allocation from the 2019 Maryland General Assembly.

Last Fall **Towson University (TU)** became just one of four institutions in the world to receive Accreditation Board for Engineering and Technology (ABET) accreditation under the cybersecurity criteria. TU joined the U.S. Naval Academy, U.S. Air Force Academy, and Southeast Missouri State University in earning this prestigious ABET Cybersecurity Accreditation. Also last fall, Towson introduced a new, accelerated dual-degree track allowing students to earn bachelor's and master's degrees in supply chain management in as little as five years. Last month the program earned designation as a Department of Homeland Security STEM program in formal recognition of the emphasis the program places on statistics and analytics. Earlier this month, Towson was named a National Security Agency (NSA) Center of Academic Excellence (CAE) in cyber operations, making it one of just 20 institutions in the nation to earn the designation. In addition, the TU's newly established Department of Communication Studies—restructured from the 20-year-old Department of Mass Communication and Communication Studies—was expanded to include classes at TU in Northeast Maryland. And last month Towson was recognized by the American Marketing Association's Baltimore Chapter with the 2019 "Best Rebrand Campaign of the Year."

The **University of Maryland, Baltimore's (UMB)** Health Sciences Research Facility III—which was dedicated last fall—is not only the biggest building in the USM, its workmanship and high sustainability standards recently earned it a coveted Gold LEED Award from the U.S. Green Building Council earlier this year. Also at UMB, the Institute for Genome Sciences (IGS) was awarded \$17.5 million from the National Institute of Allergy and Infectious Diseases to fund the IGS Genome Center for Infectious Diseases for another five years. UMB's Institute of Human Virology (IHV) was chosen to lead a \$12 million National Institutes of Health (NIH) effort to assist people with opioid use disorder (OUD). And UMB continues to build upon its impressive community service efforts as well. The Promise Heights initiative received a five-year, \$30 million grant from the U.S. Department of Education to expand programming focused on improving the lives of children and families in the West Baltimore neighborhood of Upton/Druid Heights. The CURE Scholars, UMB's pipeline program to mentor West Baltimore students with an interest in STEM and guide them into future health and research careers, completed its fourth cohort of scholars and received a 5-year, \$1.2 million Science Education Partnership Award (SEPA) grant to expand into 9th and 10th grades. UMB also added to its national leadership portfolio as Claire Fraser, director of the Institute for Genome Sciences at the University of Maryland School of Medicine, now serves as president of the American Association for the Advancement of Science (AAAS).

Coppin State University (CSU) has formed a new collaboration with Johns Hopkins University and Morgan State University to cultivate a diverse group of highly trained biomedical researchers. The \$2.5 million grant will fund ASPIRE (Academic Success via Postdoctoral Independence in Research and Education), an intensive training program that bridges engineering, medicine, and biology for

translational research that addresses challenges related to human health. The goal is to provide new professional development opportunities for postdoctoral scholars. As we work to more effectively leverage USM resources to improve educational outcomes for Baltimore City students, Coppin will be vital in strengthening these new Baltimore-centric pathways through our B-Power initiative. Finally, the state of Maryland has expanded the Cyber Warrior Diversity Program. Bowie, UMES, and Baltimore City Community College will join Coppin and Morgan State University in this effort to train students in computer networking and cybersecurity with the goal of increasing the number of people from underrepresented groups who earn Computer Technology Industry Association certifications.

This past year the **University of Maryland, Baltimore County's (UMBC)** strength in cybersecurity continued to grow as well: UMBC received \$5 million in NSF support for cybersecurity education and research; five UMBC students won the Maryland Cyber Challenge, which tested students' skills through a series of real-world cybersecurity scenarios; and UMBC joined universities in Japan and the UK in launching a cybersecurity collaboration focused on critical infrastructures, including IT, public transit, and financial services. UMBC also launched a Center for Democracy and Civic Life, to help develop the knowledge, skills, and resourcefulness necessary to work across differences, address challenges together, and build thriving civic communities. UMBC recently celebrated the 30th anniversary of the Meyerhoff Scholars Program. Hundreds of alumni took part and honored Mr. Meyerhoff through a \$500,000 group gift to the program, matching the initial gift that created it and helped put UMBC on the forefront of efforts to increase diversity in STEM fields. And just last month, UMBC launched its Translational Life Science Technology B.S. program at the **Universities at Shady Grove (USG)**.

Also at USG, we are preparing for the grand opening of the new Biomedical Sciences and Engineering (BSE) Education Facility later this fall with a ribbon-cutting and a STEM industry expo. As USG prepares for the opening of the new, state-of-the-art facility, it also prepares to welcome several degree programs, including: a master's program in Applied Health Physiology from Salisbury University, a master's degrees in Technical Management, Data Science, and Biotechnology, from UMBC; and a bachelor's degree in Information Science from the **University of Maryland, College Park (UMCP)**.

UMCP attracted impressive external funding throughout this past year. NOAA awarded \$175 million in funding to support a collaborative research effort to better understand Earth's atmosphere and systems. UMCP is also part of a multi-institutional team funded by a \$14.4 million federal grant to produce a language processing system that can unlock information that has previously been unsearchable, returning results in English even if the content is only available in a lesser-known language. And with a nearly \$4 million NSF grant, UMCP will lead a first-of-its-kind nationwide pre-college course on engineering principles and design. UMCP also celebrated the opening of the Brendan Iribe Center for Computer Science and Engineering, the Capital One Tech Incubator, the launch—in partnership with UMB—of the Robert E. Fischell Institute for Biomedical Devices, and broke ground on the A. Fernandez IDEA Factory to add to UMCP's innovation infrastructure. In leadership news, Darryll Pines, dean of the Clark School of Engineering, has been elected to the 2019 Class of the National Academy of Engineering. And, in a first-ever advancement in human medicine and aviation technology, a UMCP unmanned aircraft delivered a donor kidney to surgeons at the University of Maryland Medical Center (UMMC) in Baltimore for successful transplantation.

The University of Maryland Unmanned Aircraft System Test Site is, of course, a major research component at the USM's newest regional higher education center. This past spring, the **University System of Maryland at Southern Maryland (USMSM)**—previously known as the Southern Maryland Higher Education Center—formally joined the USM.

Another big change will soon arrive as Governor Hogan signed legislation changing the name of **University of Maryland University College (UMUC)** to University of Maryland Global Campus, effective July 1. The new name better communicates the university's status as a respected state institution with global reach. This past spring, UMUC commemorated its 70th anniversary in Europe at its graduation in Germany in May. Earlier this month, UMUC hosted the 7th International Big Data and Analytics Education Conference, welcoming faculty and students from seven nations, as well as industry experts in artificial intelligence and machine learning. And last year, student teams representing UMUC's master's in Data Analytics program took 1st and 3rd place at the 2018 Watson Analytics Global Competition.

Finally, on institutional highlights, I want to reiterate that USM institutions continue to be incredibly well-regarded nationally. While many are highlighted throughout *The Wall Street Journal/Times Higher Education* and the *U.S. News & World Report* rankings of undergraduate, graduate, and online programs, the USM excels just as strongly in rankings that are based on a combination of educational quality, affordability, and alumni success. *Forbes Magazine's* "America's Top Colleges," *MONEY Magazine's* "Best Value Colleges," *Kiplinger's Personal Finance* 2018 Best College Value rankings, the *Princeton Review's* "Colleges That Pay You Back," and other "value" rankings put the entire USM in an overwhelmingly favorable light. We should all take great pride in, and continue to build upon, this national recognition of our institutions' success.

A Successful Year for The System

We should also remember that this has been a very successful year for the *USM as a system*:

- The USM received **bipartisan** support in Annapolis.
- The USM maintained its outstanding bond rating.
- Our institutions are bigger, more diverse and inclusive than ever before.
- We continue to keep tuition affordable as we strive to improve quality.
- The USM continues to be an R&D powerhouse.
- USM's research parks and incubators continue to expand, both in size and impact.
- The USM is helping to launch—and invest in—new startup companies.
- We continue to advance both STEM efforts and important workforce development initiatives.
- And the USM is graduating well-educated, highly-skilled students, prepared to be leaders in their fields and communities.

The future of *Maryland* is directly tied to the success of the USM. From cementing Maryland's leadership in cybersecurity or building on our strengths in health-science and bio-science, to advancing the state socially and culturally, the USM is the lynchpin to Maryland's future.

A Year of Remembrance and a Focus on Safety and Health

I close my report with one final item that must be addressed. It's been a year since the death of student-athlete Jordan McNair and just over half a year since adenovirus claimed the life of freshman Olivia Pargol. These tragic deaths are still with us. The entire USM community shares the heartbreak and understands the devastation felt by the families of these two students. We cannot erase these deaths, and we must not forget them. We must work to give them meaning, to make sure nothing like this can happen again, to honor the memory and the lives of these students. And I believe that is what we are doing.

Reforms are being implemented systemwide in ALL intercollegiate athletic programs, with the UMCP Athletics Department introducing significant changes. I know the Board remains committed to working with UMCP and other USM institutions to ensure that the broader recommendations of the independent commission are adopted, promptly implemented, and closely monitored, leading to environments more supportive of student-athletes in Maryland.

Likewise, I instructed every USM institution to review its policies, processes, and communications related to incidents of infectious diseases and environmental hazards to ensure best practices in responding to these matters. I also issued a directive that USM continue to dedicate funding to residence hall health and safety going forward. Governor Hogan has charged the Board with undertaking a formal investigation into this matter and we are moving forward with a thorough, independent, and transparent investigation.

The health, wellness and safety of our students, faculty and staff must remain our number one priority. Every aspect of the teaching, research and service mission of our system and institutions flows from providing an open, safe and healthy learning environment. I know I speak for the Board, the Presidents, and the entire USM “family” when I pledge our commitment to a real and meaningful focus on these areas of concerns and primacy.

Madame Chair . . . this concludes my report. I would be happy to respond to any questions the Regents may have.

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COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
May 6, 2019

Meeting Notes

The Council of University System Presidents met on May 6th with Chancellor Caret and USM senior staff.

Board of Regents Chair Linda Gooden attended the meeting to speak about the recently completed AGB report. She noted that she is on a listening tour to hear from stakeholders and to obtain a better understanding of how things currently work and what can be improved. She also outlined the next steps for the Board.

Mr. Hogan provided a brief legislative update that included the election of a new Speaker of the House of Delegates, Adrienne Jones. Ms. Herbst gave information on the operating budget, addressing the \$10M cut to base. She also gave an overview of the capital budget and reminded the presidents of the Capital Budget Workshop on May 21st.

AAG Bainbridge discussed Boards of Visitors and public ethics laws. Mr. Sadowski provided a summary of the conversations at the recent dinner regarding Amazon HQ2 and led a discussion of how the USM can leverage its close proximity. He also outlined current sponsorships and where the USM may be able to do systemwide memberships to save money for the university system office and the institutions.

President Perman discussed CUSP leadership rotation. He agreed to serve as Chair for another year and the Council will explore the idea of choosing a Vice Chair who will become Chair the following year. Chancellor Caret gave an update on potential administrative leave for July 5th, and it was decided that each campus would decide for itself whether to grant that leave.

Mr. Mosca spoke to the group about anonymous complaints and guidance for how to handle them. Ms. Skolnik presented the Biennial Review of Non-Exempt Salary Structures. Ms. Herbst presented the most recent version of the statement on collaboration in business practices, noting that it will go to the Finance Committee then the full board in June. She also provided an overview of proposed changes to the Policy on Institutional Boards to include language regarding commission costs.

Ms. Skolnik presented proposed changes to sick and safe leave and parental leave policies, as well as the Policy on Grievances.



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
June 4, 2019

Meeting Notes

The Council of University System Presidents met on June 4th with Chancellor Caret and USM senior staff.

Chancellor Caret and President Perman started the meeting by noting that it was President Thompson's last CUSP meeting. Chancellor Caret also introduced the new Vice Chancellor for Communications and Marketing, Tim McDonough.

Chancellor Caret and Dr. Shapiro briefed the presidents on the B-Power MOU with the National Association of Secondary Principals, which aims to bring training to city middle and high schools for guidance counselors, resources for parents, etc.

The Chancellor provided an update on the "Regent Experts" proposed in the AGB report. A Regent will be assigned to be an expert on each campus to learn more about it and be able to provide information when that institution comes up in board and committee meetings.

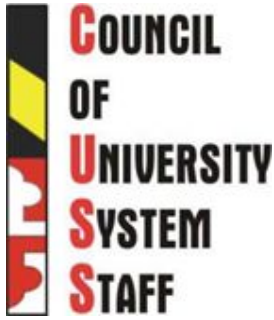
AAG Bainbridge provided an update on prior conversations about institutional Boards of Visitors and ethics laws. Chancellor Caret asked the presidents to look at their admissions policies and make sure they understand and are comfortable with current processes. Ms. Herbst reminded the presidents that when there is an investigation, the costs are the responsibility of the institution being investigated.

Dr. Boughman discussed proposed changes to the Policy on the University System of Maryland Student Council that says the council will recommend two students for consideration on the search committee for presidential searches. Ms. Herbst provided information related to the ICA Workgroup, including HB 876, which requires institutions to provide an avenue to raise concerns about athletics programs, and she noted that the board will discuss the role and structure of the workgroup.

Dr. Shapiro, along with Dean Mullen from TU and Provost Abenyiga from BSU, discussed the Educator Workforce Report. This report, prepared by a workgroup made up of representatives from USM institutions, other higher education institutions, and school systems, outlines the shortage of teachers across the state, as well as recommendations to address this issue.

Chancellor Caret asked the presidents to review their policies related to infectious diseases and environmental hazards and provide information to the system office about how their institutions

would respond to an issue that may arise. Mr. Sadowski provided information on sponsorship opportunities with the Department of Commerce, Junior Achievement, and the Maryland Environmental Service Business Conference. President Perman asked for nominations from each president for a CUSP Vice Chair, to be voted on at the next meeting.



Report from the Council of University System Staff
Board of Regents Meeting Report
June 21, 2019

Since our last meeting, CUSS has met at Bowie State University on May 14, 2019. We were welcomed by Dr. Artie Lee Travis, Vice President for Student Affairs. Dr. Travis talked about Bowie State University being selected as one of the safest campuses. Graduation will be held on campus again for the first time since 2011. They also received re-accreditation for the Nursing and Business programs. Our guest speaker for this meeting was Andy Clark, Assistant Vice Chancellor for Government Relations for the USM. Andy gave a recap of the legislative session, discussed the composition of the legislature and reported on the retiree prescription plan legislation. Andy also stressed the importance of USM Advocacy Day.

As we move into the final months of this year, below is a brief re-cap of the accomplishments of the council to date. First, we kicked off our year in August with guest speaker Marvin Pyles, VP of Administration and Finance at Salisbury University with a presentation on Salary Compression and all the complex issues surrounding the topic. Second, the council completed its second Shared Governance Survey. I would like to thank the Presidents and Chancellor for their comments on the survey and hope that this will assist in building shared governance on each individual campus. Third, we completed a Best Practices Survey regarding shared governance practices from around the system. Items from this survey are being shared in the quarterly newsletter. Fourth, the Council has submitted ten finalist for the BOR Staff Awards for approval by the board. Finally, CUSS is in the middle of nominations and elections for the executive board. Nominations will close at the June meeting and a vote for positions will occur at that meeting as well. The new CUSS Executive Committee will begin their term at the August 2019 meeting.

Bowie State University
14000 Jericho Park Road
Bowie, MD 20715

Coppin State College
2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University
101 Braddock Road
Frostburg, MD 21532

Salisbury University
1101 Camden Avenue
Salisbury, MD 21801

Towson University
8000 York Road
Towson, MD 21204

University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

University of Maryland, Baltimore
520 West Lombard Street
Baltimore, MD 21202

**University of Maryland
Baltimore County**
1000 Hilltop Circle
Baltimore, MD 21250

**University of Maryland Center
For Environmental Science**
P.O. Box 775
Cambridge, Md. 21613

**University of Maryland
College Park**
College Park, MD 20742

**University of Maryland
Eastern Shore**
Princess Anne, MD 21853

**University of Maryland
University College**
3501 University Boulevard East
Adelphi, MD 20783

**University System of
Maryland Office**
3300 Metzgerott Road
Adelphi, MD 20783-169

Committee Updates For April & May:
Benefits & Compensation Committee

1. Ombudsman discussion – how are campuses implementing or are they planning to implement, how is it funded, who do they report to, etc? The committee will be reaching out to campus to find the answers to these questions.
2. Discussed UMUC's separation policy and procedure.
3. Appreciative of the 3% COLA, but wondering when there will be an opportunity for Merit increases.

Board of Regents Awards & Recognition Committee

1. BOR award nomination packets grading has been completed. The committee is has forward results to the chair to present to the Board of Regents for approval.
2. Looking at revisions for next year now that the current process is complete.
3. Discussion regarding packet review and rubric.

Legislative & Policy Committee

1. Putting together a template for Advocacy Day for the next chair to follow.

Communications and Marketing Committee

1. Discussed potential for a 20 second video describing impact and accomplishments of CUSS for website.
2. Completed four newsletters this year.

CUSS 2019/2020 meeting dates:

August 13, 2019	Salisbury University
September 24, 2019	University of Maryland, Baltimore County
October 22, 2019	Frostburg State University
November 19, 2019	Tentative Joint Meeting at UMUC
December 10, 2019	USM Office
January 21, 2020	University of Maryland, Baltimore
February 19, 2020	Tentative Advocacy Day in Annapolis
March 24, 2020	Coppin State University
April 21, 2020	Towson University
May 12, 2020	Bowie State University
June 23, 2020	University of Maryland Eastern Shore
July 21, 2020	University of Maryland Center for Environmental Science

I also want to take this opportunity to thank the amazing staff representing each of the 12 institutions on the Staff Council. Without their collaborative work and dedication to the council, we would not be able to accomplish all the work we have this year. I would also like to thank the Board, the Chancellor and the 12 USM Presidents for your support and for providing an approachable, engaging and challenging atmosphere which allows us to continue to effectively function as a shared governance group.

Respectfully submitted,



Lisa G. Gray
CUSS Chair



COUNCIL of UNIVERSITY
SYSTEM FACULTY

**Report by the
Council of University Faculty (CUSF) Chair
to the USM Board of Regents
Friday, June 21, 2019**

Though the academic year has drawn to a close, much has happened since CUSF's last report to the USM Board of Regents (BOR) in April. CUSF continued to work hard on numerous topics of concern to faculty throughout the system (two of the larger initiatives are listed below) and passed a number of resolutions as well. Meanwhile, CUSF's Executive Committee went through some reconfiguration as a result of both annual elections and unexpected departures.

Academic Integrity

The long-running investigation by the CUSF Education Policy Committee into practically all facets of academic integrity continues. Elizabeth Brunn, University of Maryland University College, has successfully guided this effort from the start and has received valuable support from the USM Kirwan Center for Academic Innovation. The attached Interim Report provides a comprehensive overview of actions already taken as a result of this initiative. As the committee looks to the future, their focus will be twofold. First, the committee will examine existing BOR policy related to academic integrity and scholarly work, with the intent of recommending changes and updates to the policy where appropriate. Second, the committee continues to highlight not only the importance of academic integrity but also its ever-changing landscape. As a result, along with the Kirwan Center, the committee will continue its outreach activities to the individual institutions in order to increase awareness.

Faculty Evaluation

The examination of student evaluations of faculty teaching by the CUSF Faculty Concerns Committee resulted in a series of resolutions that were passed by CUSF. Ryan King-White, Towson University, chaired the committee which concluded that student evaluations are but one (albeit very important) measure of teaching effectiveness. The committee also concluded that student evaluation data are subject to misinterpretation. The attached Interim Report provides an overview of these findings (a comprehensive

supplemental document breaking down the findings into greater detail is available upon request). The resolutions stemming from this work are as follows:

1. Whereas current measures are somewhat improperly entitled Student Evaluations of Teaching, CUSF resolves that the language be changed to Student Perception Surveys.
2. Whereas students are currently asked to measure faculty performance on a number of points that they are not properly trained to assess, CUSF resolves that students only be asked questions on things that they can validly assess, such as respect, timeliness, punctuality, feedback, use of class time (e.g. did the course cover what is stated in the syllabus; did the course help them meet learning objectives outlined in the syllabus), and engagement between student and faculty.
3. Whereas results from properly constructed survey items should be both meaningful and actionable, the application of improper analyses to these results is problematic. CUSF resolves that methodologies used to summarize survey data be reviewed to avoid arithmetically incorrect scores.
4. Whereas student evaluations are inappropriately relied upon as a primary measure of evaluating teaching, CUSF resolves that the evaluation of teaching on campus must be based upon other data sources in addition to student surveys. These sources may include, but are not limited to: (a) peer observation (pedagogy) and evaluation (content); (b) self-evaluation surveys; (c) alumni surveys; (d) teaching awards; (e) evidence of professional development related to teaching inside and outside the institution; (f) autobiographical narrative; (g) periodic reviews of representative syllabi and confidential representative student classwork; and (h) evidence of research related to pedagogy in a faculty members field of study
5. Whereas student reporting on teaching currently appears to provide an “air of objectivity” in evaluating teaching performance, CUSF resolves that increased awareness measures of bias be made available, such that university members acknowledge inherent limitations and potential predispositions of student responses.

Executive Committee

The 2018-2019 CUSF Executive Committee members were:

Chair, Patricia Westerman, Bowie State University
Vice-Chair, Philip Evers, University of Maryland College Park
Secretary, Elizabeth Brunn, University of Maryland University College
At-Large, Karen Clark, University of Maryland Baltimore
At-Large, Nagaraj Neerchal, University of Maryland Baltimore County

On May 24, 2019, Patricia Westerman resigned her position as Chair due to her newly announced appointment as Assistant Provost for the Faculty Academic Center of

Excellence at Towson University. Consequently, the Vice-Chair has filled in on an interim basis until the new officer slate takes over in August. The 2019-2020 CUSF Executive Committee will consist of:

Chair, Robert Kauffman, Frostburg State University
Vice-Chair, Elizabeth Brunn, University of Maryland University College
Secretary, Karen Clark, University of Maryland Baltimore
At-Large, Philip Evers, University of Maryland College Park
At-Large, open

An open seat currently exists as one newly elected officer was not re-elected from the home campus; along with the departure of Patricia Westerman who had been re-elected for a second term as chair, this resulted in two special elections in late May 2019 which left a vacancy. The opening will be filled at the September 2019 meeting.

Chancellor Search Committee

On the topic of openings, during its May 16, 2019 meeting, CUSF was informed of the Chancellor's decision not to seek a contract extension. In response to this announcement, CUSF passed the following resolution regarding the upcoming search committee:

1. As CUSF members tend to be highly knowledgeable about higher education trends and are representatives of the faculty across the System, and as CUSF and the Board of Regents have worked hard over recent years to collaborate on important goals, we respectfully request that the Board of Regents consider adding a CUSF member as a member of the search committee for the new Chancellor of the USM.

2019-2020 Agenda

The incoming Executive Committee has established an ambitious agenda for the 2019-2020 academic year. Numerous tasks have been categorized into five general goals. The five goals (not arranged in any particular order) are shown below:

Goal #1: increase communications and advocacy with its constituents.

This involves tasks ranging from Annapolis Day to the CUSF newsletter, a possible column in the Faculty Voice, and social media platforms.

Goal #2: strengthen shared governance with the USM institutions.

This includes such tasks as updating the shared governance survey process and pursuing interprofessional/interdisciplinary activities.

Goal #3: advise and work with USM on major policy initiatives.

Pending final approval of the proposed workload policy, a review of the Appointment, Rank, and Tenure policy may be in order.

Goal #4: advocate for faculty welfare.

In addition to the Academic Integrity and Faculty Evaluation initiatives discussed above, the recommendation process for the Regent's Award and CUSF's continuing speaker series on the changing scope of faculty and education are examples.

Goal 5: strengthen CUSF's organizational structure and increase its visibility.

This runs the gamut from council membership and membership apportionment through orientation and mentoring to CUSF elections and MHEC Faculty Advisory Council recommendations.

As can be seen, CUSF was very active during the 2018-2019 academic year, and a large share of the credit goes to the chair, Patricia Westerman, for her steady leadership. The 2019-2020 academic year looks to be no less engaged, and the incoming chair, Robert Kauffman, a long-time representative and past-chair of CUSF, will undoubtedly maintain the productive pace. CUSF will continue to provide a forum for faculty voice to the Board of Regents and a means of information dissemination from the Board to the faculty.

On behalf not only of the CUSF members but of all USM faculty, thanks for your leadership and support.

Sincerely,



Dr. Philip T. Evers
Interim Chair, Council of University System Faculty
Associate Professor of Supply Chain Management
Robert H. Smith School of Business
University of Maryland College Park
301-405-7164
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COUNCIL of UNIVERSITY
SYSTEM FACULTY

**Council of University System Faculty (CUSF)
An Interim Report to the USM BOR
On the Academic Integrity Initiative**

May 16, 2019

The following interim report summarizes CUSF’s activities regarding its Academic Integrity initiative since its inception in Spring of 2017. This report is divided into the following sections:

- The first section will provide a history of the CUSF action plan and its results.
- The second section summarizes the goals for CUSF’s Academic Initiative and action plan as currently envisioned by the Education policy committee for the 2019-2020 academic year.

Section 1: Actions Taken

In Spring of 2017, CUSF identified academic integrity as an action plan item for the 2017-2018 CUSF calendar year. The following chart outlines the history

Actions Fall 2017	Actions Spring 2018	Actions Fall 2018	Actions Spring 2019
<p>CUSF Chair/ Ed Policy Committee Commentaries October awareness commentaries* from CUSF Chair brought reaction from BOR requesting USM to present a panel discussion in December 2017.</p> <p>*Commentaries listed below table</p>	<p>CUSF final commentary presented. 1801.1: Academic Integrity Panel Follow Up (January 2018)</p> <p>USM determined that a convening would be useful and appointed the Kirwan Center to work with CUSF to provide it.</p>	<p>CUSF and USM/Kirwan Center postponed the convening to the Spring of 2019 to provide time to increase awareness of the issue among USM institutions.</p>	<p>Webinar for all teams attending the convening in March - featured same format and awareness talking points from November Joint Council Meeting and same panel members and moderator.</p>
<p>CUSF Presentation by</p>	<p>Full CUSF meeting with</p>	<p>November</p>	<p>March 26th Convening -</p>

<p>Ed Policy Committee November Presentation designed to create faculty awareness Ed Policy member listed below</p>	<p>Kirwan Center Director to determine the convening purpose and topics</p>	<p>CUSF Ed Policy Committee presented a panel discussion at the Joint Council Meeting to kick off the discussions around the institutions.</p>	<p>CUSF and Kirwan Center</p>
<p>BOR Panel Discussion The primary purpose of the panel discussion was to bring to the Board's attention the issue of academic integrity and what the institutions were doing to address this issue.</p>	<p>Ed Policy Committee would continue researching integrity issues and present the findings to CUSF members to heighten faculty awareness.</p>		
<p>Action Outcomes Fall 2017</p>	<p>Action Outcomes Spring 2018</p>	<p>Action Outcomes Fall 2018</p>	<p>Action Outcomes Spring 2019</p>
<p>1) CUSF tasked to lead the institutions and USM to address the issues raised by the panel. 2) CUSF Ed Policy Committee tasked with how to lead the approach 3) Kirwan Center on behalf of the USM worked with CUSF to help create strong academic integrity in the classroom</p>	<p>1) CUSF Ed Policy committee developed talking points and topics for raising faculty awareness. 2) USM and CUSF would host a convening in Fall 2018</p>	<p>Panel Discussion 1) Brought the topic to university communities. 2) Survey of participants revealed that they had not been aware of the pervasiveness of the problem. 3) Survey confirms need for change in all member universities. 4) all attendees said the information presented needed to be brought to the institutions for further conversation.</p>	<p>Outcomes Discussed Below</p>

Academic Integrity Convening. Co-sponsored by CUSF and the USM Kirwan Center for Academic Innovation, a Convening was conducted at the Maritime Conference Center in Linthicum Heights on Tuesday, March 26, 2019. The title of the Convening was: “**Reframing Academic Integrity: Creating a Shared Institutional Approach.**” USM institutions assembled teams of five to six team members, including senior academic administrators, CUSF representatives, faculty governance representatives or other faculty thought leader(s), student government/organization leader(s), student affairs staff members associated with conduct processes, and learning design/teaching and learning center representative(s). The objectives of the convening were:

- To create teams that would address academic integrity on the individual system campuses by beginning the conversation on the need for change and to start identifying the people who can make real cultural change.
- To identify ways that the Kirwan center can help faculty create learning experiences which will engage and encourage academic integrity.
- To have the teams understand the need to make this a true university conversation, not just faculty and students.
- To identify the role technology is playing and will continue to play in the learning process.
- To help the teams understand the process behind creating a culture of academic integrity on their campuses.

Outcomes of the Convening include the following:

- The current academic integrity systems on most USM campuses are predicated on the assumption that faculty and students are the stakeholders responsible for its success. This assumption, while historic, is proving insufficient to handle the rising technological challenges to learning with integrity.
- For USM institutions to transition successfully to integrity-based cultures each will need to ramp up resources significantly to effectively combat the disruptive influences that Third-party interlopers (big-business, paper mills, tutoring services, etc.) are having on authentic learning. The scale upon which these resources are needed will obligate USM and its collective institutions to work together to meet this challenge.
- Establishing an academic integrity philosophy and institutional culture that is integrated into academic policies, processes, and procedures is mandatory for holding students, faculty, and institutions across USM to standards of excellence.
- Faculty and students should engage in classroom conversations on the need for ethical learning.
- The Kirwan Center offered to support faculty in teacher training, learning design, assessment creation, and the use of technology in the classroom for the purpose of helping faculty to create and complete assignments that encourage academic honesty.
- Institutions should be responsible, with the help of shared governance groups, for creating conversations among the students, faculty and administrators on identifying what constitutes academic integrity and misconduct, and the processes and procedures of enforcement as part of the efforts to promote institutional cultures of integrity. This could include training for faculty and students.

- USM and or its institutions should consider joining the International Center on Academic Integrity (ICAI).
- CUSF, will seek to find opportunities to support faculty like shared practices discussions among campuses and Senate Chairs. The opportunities could include policy development as well as faculty and/or student training on the issues.
- The USM should become more involved in combating the threats presented by outside digital intruders. Among other things it should develop cyber protection, and possible legal interventions.
- The Kirwan Center and CUSF should continue to work with System schools to help enhance the process of developing a culture of academic integrity which works for each institution. The Convening is not the end but a converging point in the process. Each campus is expected to provide to the conveners (CUSF and the Kirwan Center) an initial action plan in the next several weeks. Campuses will be reminded via email to the campus lead about their obligations under the plan, and follow-up phone conversations with each campus will commence in June 2019 to discuss the status of the items
- The Kirwan Center, CUSF and USM should create a plan of action to advance the work of the institutional teams in the 2019-2020 academic year.

Section 2: CUSF Ed Policy Committee Action Plan 2019-2020

Item 1- Presentation of two revised versions of BOR Policy III 1.0 and 1.1 in Early Spring 2019.

Presentation of new BOR policy recommendations in the form of changes to BOR III- 1.0 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity and the creation of guidelines for implementation as additional provisions to existing BOR III-1.1 Policy to Misconduct in Scholarly Work.

Current work to be completed in Fall 2019 focuses on BOR III- 1.0 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity. Additions and revision topics under discussion currently include

- 1) The addition of USM to the rights and responsibilities stakeholder list to provide systemwide support in addressing the corporate interests working to undermine intellectual honesty and the ability for USM schools to create a culture of integrity in their institutions; and to offer faculty, students and institutions in classroom design, teaching techniques and class material development which will help to promote academic honesty and a strong learning environment for students; and
- 2) The need for shared governance action to keep all parties committed to the changes now and in the future.
- 3) Greater institutional involvement beyond the administration of enforcement.
- 4) Establishment of community expectations for the establishment of a culture of integrity.

New policy work for Fall 2019 will include the creation of guidelines for implementation as additional provisions to existing BOR III-1.1 Policy to Misconduct in Scholarly Work. This policy would be new or an addition to existing 1.1 policy.

- 1) Revision of current potential academic infractions
- 2) Application of provisions to classroom examinations, assignments and projects as well as formal scholarly work and research.

Action Plan Item 2- Continued work with System Councils, BOR and Kirwan Center for Academic Innovation

Entering the 2019-2020 academic year, the unified effort of the Councils, System, the BOR and the Kirwan Center for Academic Innovation needs to continue. Each group can and should continue to play a valuable complementary role in addressing the changing academic integrity landscape. CUSF will continue to take leading role in this work. Specific tasks MAY include the following.

- The campus conversations need to continue. Increasing awareness and changing the culture toward academic integrity is still needed. CUSF needs to do follow-up activities with the campus teams. These can include the recommendations presented in the section on the Convening.
- Working with the campuses and in conjunction with CUSF, the Kirwan Center for Academic Innovation will help develop curriculum and educational materials that will foster academic integrity.
- A second panel discussion updating the BOR may be appropriate. Along with providing an update of activities, it might include a focus on strengthening BOR policy.
- There may be a need for System and the BOR to take an increased role in addressing the changed landscape of academic integrity, particularly the impact of companies that are seeking to undermine academic integrity. With the Convening completed, CUSF can focus on working with the constituent groups to develop recommended BOR policy changes. Accompanying the policy changes, campus guidelines can be developed next year.

Contributors to Various Action Items Referenced in the Table

CUSF Chair/Commentaries

Dr. Robert Kauffman, Chair, Council of University System Faculty

1710.1: Academic Dishonesty in the Digital Age (October 2017)

1711.1: A Potpourri on Academic Integrity (November 2017)

1712.1: Academic Integrity and the Silent Conspiracy (December 2017)

1712.2: Academic Integrity – A Blueprint (December 2017)

November CUSF Presentation Members and

Fall-Spring 2017-18 CUSF Ed Policy Committee Members

**Chair: Elizabeth Brunn, MS, JD Program Chair of Management Studies and Collegiate Faculty
UMUC**

Sabrina Fu MS, Collegiate Faculty, UMUC

Ronna Schrum, Dr. Nursing Faculty, FSU
Mary Crowley-Farrell MS, Collegiate Faculty, UMUC
Julie Simon, Professor Director, B.A. Digital Communication, UB

December BOR Panel Members

Representing the BOR Panel:

Dr. MJ Bishop, Director, Kirwan Center for Academic Innovation;
Dr. Andrea Goodwin, Director, Office of Student Conduct—UMCP;
Dr. Douglas Harrison, Associate Dean Graduate School—UMUC;
Dr. Robert Kauffman, Chair, Council of University System Faculty- FSU;
Dr. Darlene Smith, Executive Vice President and Provost— UB;
Mr. Caden Fabbi, President, University System of Maryland Student Council

Fall-Spring 2018-2019 CUSF Ed Policy Members

Chair: Elizabeth Brunn, MS, JD Program Chair of Management Studies and Collegiate Faculty UMUC

Mary Crowley-Farrell MS, Collegiate Faculty Communications, UMUC, Julie Simon Professor Director, B.A. Digital Communication, UB, Dr. Erica Covington Assistant Professor CSU, Marcia Shofner, Ph.D. Assistant Director, Biological Sciences Program UMCP, Ellen Shaefer-Saliens Assistant Professor of Social Work SU, Jennifer Jewell, Ph.D. Program Chair of Graduate Studies in Social Work SU, John Lombardi, Ph.D. Professor of Mass Communication FSU, Robert Kauffman, Ph.D. Professor, Parks and Recreation Management , FSU

November Joint Council Panel:

Elizabeth K. Brunn, MS. JD Collegiate Faculty and Program Chair for Management Studies, UMUC and CUSF Secretary and Ed Policy Chair
Langston O. Frazier, Student Regent Salisbury University
Kevin Joseph Senior Director, Business Intelligence Division of Information Technology UMBC
Dr. Robert Kauffman, Professor, Parks and Recreation Management. FSU
Mark Freeman Price, Vice Chair of CUSS UMUC Academic Specialist
Dr. Alison Goodrich, Collegiate Faculty and Program Chair, Criminal Justice UMUC
James Bond, J.D. Assistant Director Office of Student Conduct UMCP
Annie Rappoport, Graduate Student, Studying the Ethics of Academic Integrity UMCP

March 26th Convening

MJ Bishop, Dr. MJ Bishop, Associate Vice Chancellor and Director, William E. Kirwan Center for Academic Innovation
Nancy O'Neil, MA, M.Ed Associate Director, William E. Kirwan Center for Academic Innovation
Dr. Patricia Westerman, Professor Clinical Psychology, CUSF Chair, -BSU
Elizabeth K. Brunn, MS Ed, JD Collegiate Faculty and Program Chair for Management Studies, UMUC and CUSF Secretary and Ed Policy Chair
Dr. Douglas Harrison, Associate Dean Graduate School, Kenote Speake—UMUC;
Dr. Alison Goodrich, Collegiate Faculty and Program Chair, Criminal Justice UMUC
James Bond, J.D. Assistant Director Office of Student Conduct UMCP
Annie Rappoport, Graduate Student, Studying the Ethics of Academic Integrity UMCP
CUSF Ed Policy Committee Members (2018-2019 referenced above)



COUNCIL of UNIVERSITY SYSTEM FACULTY

Council of University System Faculty (CUSF) An Interim Report to the USM BOR On the Student Evaluation of Faculty Teaching Initiative

May 16, 2019

CUSF Review of Teaching Evaluation Practices – University System of Maryland

In 2014-2015, Elizabeth Barre, Rice University, conducted a review of research on Student Evaluations of Teaching (SETs). Her work resulted in the publication of an oft-cited blog post (2015a), screencast (2015b), and follow-up blog post that traced the further conclusions that had been drawn based upon SET research (2018). Barre discovered that, all too often, SET research was being mischaracterized in the popular press to sensationalize findings regarding bias, validity, and reliability. As John Oliver so vociferously outlined on his television show *Last Week Tonight* (2016), this practice by the popular press often serves to obfuscate the complex and careful research that has been conducted in the academy. What Barre argued is that studies on SETs are multifaceted and contradictory, but that she ultimately advocates for the use of these measures if careful administration and readings of SETs are utilized¹.

Current University of Maryland College Park Initiative

A committee of the University of Maryland College Park Senate is currently concluding a thorough review of the existing course evaluation system used at that campus. Working from the

¹ In our supplemental document we outline a number of concerns, weaknesses and strengths driven by Barre's research.

presumably self-evident premise that providing a forum for learning is paramount at USM institutions, an argument can be made that student satisfaction is not equivalent to student learning, and that student satisfaction evaluation and student learning evaluation are two different things entirely. Research suggests that student learning can be influenced by factors like prior knowledge, individual differences and instructor effectiveness. Currently, student surveys are trying to measure learning without accounting for satisfaction. The best source of data to measure each of these goals varies. Content experts are the best data sources for devising evaluations of course content, whereas teaching experts are the best data sources for creating evaluations of pedagogy. Likewise, learning assessments best measure the satisfaction of learning objectives, and instructor self-reflections can provide evidence of longitudinal improvement efforts. And the best sources of data relating to the learning experience are students. Table 1 demonstrates these measures:

Table 1 - Sources of data mapped to suggested course evaluation purposes

	Summative	Formative	Informative	Outcome
Content experts	X	X		
Teaching experts		X		
Learning assessments				X
Self-reflection	X	X		
Students	X	X	X	

Three of the most significant recommendations currently being proposed by the committee to the College Park Senate are: 1.) Results from the individual survey items should

not be averaged to derive an overall teaching score; 2.) Items should focus on assessing baseline and best practices; and 3.) Results from most of the survey items should be made available to both administrators and students. With regard to the averaging of individual survey items, there is no objective basis for using the mean survey responses as a measure of teaching effectiveness. The items should indeed be viewed as individually important; aggregating these results leads to misinterpretation. Moreover, the items themselves should reflect either baseline expectations that all instructors should meet (such as timely feedback and clear grading expectations) or aspirational expectations that all instructors should seek to achieve (such as cognitive engagement/rigor and scaffolding).

CUSF Resolutions for Teaching Evaluations at USM Institutions

In review, the CUSF Faculty Concerns Committee has evaluated the USM Policies for faculty performance in the classroom, specifically BOR II-1.20 Policy on Evaluation of Performance of Faculty and ART II-1.00 Policy on Appointment Rank and Tenure of Faculty. We have found that neither policy talks about student evaluations, and, as such, the committee would like the following to be considered for inclusion into the policies and/or at campuses in the USM:

1. Whereas current measures are somewhat improperly entitled Student Evaluations of Teaching, CUSF resolves that the language be changed to Student Perception Surveys.
2. Whereas students are currently asked to measure faculty performance on a number of points that they are not properly trained to assess, CUSF resolves that students only be asked questions on things that they can validly assess, such as respect, timeliness, punctuality, feedback, use of class time (e.g. did the course cover what is stated in the syllabus; did the course help them meet learning objectives outlined in the syllabus), and engagement between student and faculty.
3. Whereas results from properly constructed survey items should be both meaningful and actionable, the application of improper analyses to these results is problematic. CUSF resolves that methodologies used to summarize survey data be reviewed to avoid arithmetically incorrect scores.
4. Whereas student evaluations are inappropriately relied upon as a primary measure of evaluating teaching, CUSF resolves that the evaluation of teaching on campus must be based

upon other data sources in addition to student surveys. These sources may include, but are not limited to: (a) peer observation (pedagogy) and evaluation (content); (b) self-evaluation surveys; (c) alumni surveys; (d) teaching awards; (e) evidence of professional development related to teaching inside and outside the institution; (f) autobiographical narrative; (g) periodic reviews of representative syllabi and confidential representative student classwork; and (h) evidence of research related to pedagogy in a faculty members field of study

5. Whereas student reporting on teaching currently appears to provide an “air of objectivity” in evaluating teaching performance, CUSF resolves that increased awareness measures of bias be made available, such that university members acknowledge inherent limitations and potential predispositions of student responses.

References

- Barre, E. (2015a). Do student evaluations of teaching really get an F?. Retrieved May 14, 2019 from <http://www.elizabethbarre.com/blog/studentevaluations>
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- Barre, E. (2018). Research on student ratings continues to evolve. We should too. Retrieved May 14, 2019 from <https://cte.rice.edu/blogarchive/2018/2/20/studentratingsupdate>
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USMSC Report to USM Board of Regents

June 21, 2019

The FY18-19 USMSC met for the last time on May 12, 2019 at the University of Maryland, Baltimore. We were happy to have the Director of Student Development and Leadership at UMB, Cyndi Rice, deliver brief remarks about UMB developments and the importance of shared governance on campus.

At this final meeting, we elected the new USMSC leadership. Benjamin Forrest, an undergraduate student from Frostburg State University, was elected President and Alex Rittle, a graduate student at UMBC, was elected Vice President of Graduate Affairs. The office of Vice President of Undergraduate Affairs remains vacant. The President will run an election at the first meeting of the FY19-20 USMSC to fill this vacancy.

The USMSC remains interested in the final plan to include a second student regent on the Board of Regents in compliance with the new law concerning the Board of Regents structure. As always, the USMSC Executive Board is able and willing to provide feedback on this plan, should it be requested.

The Executive Board has authored—and continues to review—documents summarizing the FY18-19 position on various issues and ideas that were brought to the USMSC this year. These documents will serve as a basis of continuity and bring the new leadership up-to-speed quickly next year.

Of particular note in these documents are the developments in (1) collective bargaining, (2) mental health, (3) VA In-State Tuition, (4) graduate assistant inclusion in MD COLAs, (5) assessment of late fees for graduate assistants, (6) Title IX compliance, (7) the role of students in the setting of mandatory fees, (8) and the role of shared governance in administrator search committees.

As members of the USMSC represent the student leadership from across the USM, we would like to respectfully request that the Board of Regents include a member of the USMSC or a USMSC nominee as a member of the search committee for the new Chancellor of the USM. The USMSC, Chancellor, and Board of Regents have worked hard over recent years to collaborate on important goals, and we are always seeking out new opportunities to advocate for the important voice of the students in and in matters of the USM.

A handwritten signature in black ink, appearing to read 'Roy Prouty'.

Roy Prouty
2018-2019 USMSC President

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University System of Maryland Board of Regents
University of Maryland, Baltimore
April 19, 2019

Minutes of the Public Session

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:51 a.m. on Friday, April 19, 2019 at the University of Maryland, Baltimore. Those in attendance were: Chair Gooden; Regents Attman, Dennis, Frazier, Gossett, Gourdine, Johnson, Leggett, Neall, Pevenstein, Pope, Rauch, and Wallace; Presidents Anderson, Breaux, Goodwin, Hrabowski, Loh, Miyares, Nowaczyk, Perman, Schatzel, Schmoke, Thompson, and Wight; Chancellor Caret, Vice Chancellors Boughman, Herbst, Hogan, Raley, and Sadowski; Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden recognized the BOR Faculty Awards Recipients.

Welcome from the University of Maryland, Baltimore (UMB). President Jay Perman welcomed the regents and presidents and highlighted accomplishments of UMB.

Educational Forum:

- a. USM Board Governance Assessment. Rick Legon, Terry MacTaggart, and Kevin Reilly from AGB presented the report of their review of USM Board Governance. The report included recommendations for the board.
- b. State Ethics Law. Katherine Thompson from the State Ethic Commission provided a presentation about Maryland's Public Ethics Law and how it applies to the board.

Chancellor's Report. Chancellor Caret started by thanking the University of Maryland, Baltimore and President Perman for hosting. He highlighted other accomplishments across the USM and provided an update on our regional higher education centers. He gave an overview of the operating and capital budgets, as well as legislation from the recently concluded General Assembly session. He closed by acknowledging the passing of Speaker Mike Busch.

I. Report of Councils

- a. Council of University System Presidents. Dr. Perman presented the report. CUSP met on March 4th and discussed such topics as the presidential searches at UMCP and CSU, the AGB review, handling of anonymous complaints, USM at Southern Maryland, and campuses collaborating on business practices involving IT. The Council also met on April 1st and covered topics including the legislative session, the

- budget, strategic use of financial aid, GWP's report on tech credentialing, and several policy reviews.
- b. University System of Maryland Student Council. Mr. Prouty had to leave early. No report was presented, but the report is available online.
 - c. Council of University System Staff. Ms. Gray presented the report. CUSS met on March 26th at CSU. Topics discussed included online benefit portal concerns, nominations for the Board of Regents awards, retiree prescription coverage, and meeting dates for the upcoming year.
 - d. Council of University System Faculty. Dr. Westerman presented the report. CUSF and the executive committee met in March and covered topics including academic integrity, faculty evaluations, legislative outreach, and the shared governance survey. Elections were held and Trish Westerman will be Chair for the next year.
2. Consent Agenda. The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any items; therefore, Chair Gooden moved, and Regent Pope seconded the motion to accept the consent agenda; it was unanimously approved. The items included were:
- a. Committee of the Whole
 - i. Approval of meeting minutes from February 22, 2019 Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from March 5, 2019 Special Board Meeting for Public and Closed Sessions (action)
 - iii. Approval of meeting minutes from March 19, 2019 Special Board Meeting for Public and Closed Sessions (action)
 - b. Committee on Education Policy & Student Life
 - i. Approval of meeting minutes from March 5, 2019 Public Session (action)
 - ii. New Academic Program Proposals (action)
 1. University of Maryland, College Park: Master of Science in Applied Economics
 2. University of Maryland, College Park: Master of Science in Geospatial Information Sciences
 3. University of Maryland, College Park: Master of Science in Geospatial Intelligence
 - iii. Proposals of New Academic Titles and Ranks (action)
 1. University of Maryland, Baltimore
 2. University of Maryland, Baltimore County
 - iv. Proposed USM Student Council Constitutional Amendments (action)
 - v. Update: Civic Education and Civic Engagement Efforts (information)
 - vi. Update: USM P-20 Initiatives (information)
 - c. Committee on Finance
 - i. Approval of meeting minutes from December 7, 2019 Public and Closed Sessions (action)

- ii. Approval of meeting minutes from March 27, 2019 Public and Closed Sessions (action)
 - iii. University System of Maryland: Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
 - iv. University of Maryland, Baltimore: Dental Student Clinics Management Contract (action)
 - v. University of Maryland Eastern Shore: Dining Services Contract Renewal (action)
 - vi. Frostburg State University: Dining Services Contract Renewal (action)
 - vii. University of Maryland, College Park: Sale and Ground Lease of Land to Gilbane Development Company to Develop Graduate Student Housing, Townhomes, and Access Roadways (action)
 - viii. University of Maryland, College Park: Increase in Project Budget Authorization for Improvements and Approval of MEDCO Financing at Calvert Road Child Care Facility (action)
 - ix. University of Maryland, College Park: Proposed Joint Development of City Hall Block (information)
 - x. University of Maryland, Baltimore: Replacement of Sanitary Drain Piping and Associated Systems on Two Floors in Bressler Research Building (action)
- d. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from March 27, 2019 Public Session (action)
 - e. Committee on Audit
 - i. Approval of meeting minutes from March 27, 2019 Public and Closed Sessions (action)
 - ii. Policy Revision – VIII-7.20: Policy on External Audits (action)
 - f. Committee on Organization and Compensation
 - i. Approval of meeting minutes from April 9, 2019 Public and Closed Sessions (action)
3. Review of Items Removed from Consent Agenda
4. Committee Reports
- a. Committee of the Whole
 - i. University System of Maryland: Fiscal Year 2020 Schedule of Tuition and Mandatory Fees. Regent Attman presented the proposed schedule of tuition and mandatory fees for approval by the Board. (Regent Attman moved and Regent Wallaced seconded the motion; unanimously approved.)
 - ii. Statements of Intent. Ms. Herbst presented statements of intent for both policies to express the language and values the Board would like to see included in the draft revisions to each policy.

1. Policy on Grievances for Nonexempt and Exempt State Employees. (Chair Gooden moved and Regent Pope seconded the motion; unanimously approved.)
 2. Policy on Approval of Commission Costs. (Regent Attman moved and Regent Frazier seconded the motion; unanimously approved.)
 - iii. Legislative Session Report. Mr. Hogan provided an update on the legislative session, highlighting the various bills that passed that affected the USM.
 - b. Committee on Finance
 - i. USM Enrollment Projections: 2020-2029. Regent Attman presented the enrollment projections. (Regent Attman moved and Regent Johnson seconded the motion; unanimously approved.)
 - ii. University System of Maryland: Self-Support Charges and Fees for FY 2020. Regent Attman presented the self-support charges and fees for FY 2020 to the Board for approval. (Regent Attman moved and Regent Johnson seconded the motion; unanimously approved.)
5. Reconvene to Closed Session. Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Pope, seconded by Regent Frazier; unanimously approved.)

Meeting adjourned at 12:23pm.



**UNIVERSITY SYSTEM
of MARYLAND**

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**USM Board of Regents
University of Maryland, Baltimore
April 19, 2019**

Minutes of the Closed Session

Chair Gooden called the closed session of the Board Meeting to order at 12:36 p.m. on Friday, April 19, 2019.

Those in attendance for all or part of the meeting included: Chair Gooden; Regents Attman, Dennis, Frazier, Gossett, Gourdine, Johnson, Leggett, Neall, Pevenstein, Pope, Rauch, Wallace, and Wood; Presidents Nowaczyk, Perman, and Schatzel; Chancellor Caret, Vice Chancellors Boughman, Herbst, Hogan, Raley, and Sadowski; Ms. Wilkerson, Mr. Weinhold, and AAGs Bainbridge and Langrill.

1. **Meeting with the Presidents.** As part of their performance reviews, the Board met individually with Frostburg State University President Nowaczyk; University of Maryland, Baltimore President Perman; and Towson University President Schatzel. (§3-305(b)(1)).
2. **Update on a UMCP Student Matter:** The Regents received an update on a UMCP student-related matter involving a legal claim and remediation of mold at UMCP from University of Maryland, College Park President Loh and members of his staff. The regents received advice from counsel regarding the legal claim. (§ 3-305(b)(7) and (8), (§ 3-305(b)(13)).
3. **Legal Update.** The Regents received an update from counsel regarding the status of a legal claim against an institution involving a student. (§ 3-305(b)(7) and (8), (§ 3-305(b)(13)).
4. **Strategic Communication Plan.** Mr. Weinhold presented a strategic communications strategy for the USM. (§3-103(a)(1)(i)).
5. **Interim President.** The Regents voted unanimously to appoint President Emeritus Burnim as Interim President of Coppin State University. (Moved by Regent Johnson; seconded by Regent Pope; unanimous vote). (§3-103(a)(1)(i)).
6. **Membership of President Search Committees.** As required by recent legislative action, the Regents voted on the membership of the president search committees for Coppin State University and the University of Maryland, College Park. (Moved by Regent Gossett; seconded by Regent Pope; Both votes were unanimous). (§3-103(a)(1)(i)).
7. **AGB Report.** The Regents discussed plans for implementing the recommendations in the AGB Report. (§3-103(a)(1)(i)).
8. **Discussion of an Individual's Employment Contract.** The Regents discussed an individual's employment contact. (§3-305(b)(1)).
9. **Change in Committee Assignment.** The Regents discussed a change in leadership of the Finance Committee. (§3-103(a)(1)(i)).

Meeting adjourned at 3:46 p.m.

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**USM Board of Regents
Special Board Meeting
Via Conference Call
Minutes of the Public Session
May 17, 2019**

Minutes of the Public Session

Chair Gooden called the public session of the Special Board Meeting at 8:32 a.m. Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Frazier, Gourdine, Holzapfel, Johnson, Leggett, Neall, Pope, and Wood; Chancellor Caret; Vice Chancellors Herbst; Mr. McDonough, AAGs Bainbridge and Langrill; and Ms. Beckett, Mr. Weinhold, and Ms. Wilkerson.

1. Chair's Remarks. Chair Gooden began by sharing statements on the following two topics:

Olivia Paregol

Through a Washington Post article filed yesterday, many of us were reminded of the tragic passing of Olivia Paregol last November. Olivia was a first-year student at UMCP who was diagnosed with Adenovirus, among other serious health issues. Along with the entire Board of Regents, I remain deeply saddened by the untimely passing of Olivia.

Let me be clear, student safety is the first order of leadership and the highest priority at all of our campuses. President Loh continues to keep the board informed about the university's response to this tragedy and his continued work to maintain a primary focus on students and ensuring a safe, quality and affordable education.

Chancellor's News

As you may have heard by now, on Thursday, USM publicly announced Chancellor Caret's decision to step down from his position on June 30, 2020, and that he does not wish to be considered for a contract extension.

On behalf of the entire Board of Regents, I would like to express our overwhelming appreciation for Chancellor Caret's service. During his tenure, the University System of Maryland has built upon its role as an economic engine and economic catalyst for the state. Our achievements under his leadership include increased student enrollment, growing to award more than 80 percent of the bachelor's degrees in Maryland; increased diversity and inclusion; and access to affordable, high-quality education by maintaining tuition affordability. He has ensured USM continues to instill a culture of innovation and entrepreneurship in its students, Maryland and its citizens.

Maryland's higher education landscape is in a much better place due to Chancellor Caret's innovative leadership, focus on growth and commitment to shaping young lives for tomorrow. He has made an indelible mark. Thank you, Chancellor Caret.

The Board of Regents will continue to support Chancellor Caret during his remaining tenure through June 2020. Over the next year, he will guide the search for hiring the Presidents at the University of Maryland College Park and Coppin State University. The Board of Regents will announce the details regarding a search for a new chancellor at a later date.

Again, thank you Chancellor Caret.

2. **Reconvene to Closed Session.** Chair Gooden read the closing statement. Regent Pope moved to close the meeting, and the motion was seconded by Regent Johnson. The Regents voted unanimously to reconvene in closed session.

The meeting adjourned at 8:38 p.m.

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**USM Board of Regents
Special Board Meeting
Via Conference Call
Minutes from Closed Session
May 17, 2019**

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 8:38 a.m. Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Fish, Frazier, Gourdine, Holzapfel, Johnson, Leggett, Neall, Pope, Rauch, and Wood; Chancellor Caret; Vice Chancellors Herbst; Mr. McDonough, AAGs Bainbridge and Langrill; Mr. Weinhold and Ms. Wilkerson; President Loh, Dr. McBride, Ms. Eastman, Ms. Crabb, Ms. Krejsa, and Ms. Lawson.

- 1. Discussion Regarding a Student Matter at UMCP Involving a Legal Claim.** President Loh and his team responded to the Regents' questions regarding adenovirus on campus and the article in the Washington Post regarding Olivia Paregol. (§3-305(b)(8))
- 2. Discussion Concerning a USM Personnel Matter.** The Chancellor announced that he will not seek an extension of his contract. Chair Gooden thanked him for his service to the USM. She shared that the Board will conduct a national search. (§3-305(b)(1))

The meeting adjourned at 9:50 a.m.

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**USM Board of Regents
Special Meeting of the Board Executive Council
(constituting a quorum of the Committee on Organization and Compensation)
Via Conference Call
Minutes of the Public Session
May 31, 2019**

Minutes of the Public Session

Chair Gooden called to order the public session of the Special Meeting at 1:32 p.m. Those in attendance included Chair Gooden; Regents Attman, Fish, Gossett, Gourdine, Leggett, Neall, and Rauch; Chancellor Caret; Vice Chancellors Herbst, Hogan and McDonough; AAG Bainbridge; and Ms. Beckett, Mr. Weinhold, and Ms. Wilkerson.

- 1. Reconvene to Closed Session.** Chair Gooden read the closing statement. Regent Fish moved to close the meeting, and the motion was seconded by Regent Gossett. The Regents voted unanimously to reconvene in closed session.

The meeting adjourned at 1:33 p.m.

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**USM Board of Regents
Special Meeting
(constituting a quorum of the Committee on Organization and Compensation)
Via Conference Call
Minutes from Closed Session
May 31, 2019**

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 1:34 p.m. Those in attendance included Chair Gooden; Regents Attman, Fish, Gossett, Gourdine, Leggett, Neall, and Rauch; Chancellor Caret; Vice Chancellors Herbst, Hogan and McDonough; AAG Bainbridge; and Mr. Weinhold, and Ms. Wilkerson.

- 1. Discussion of the Board's Response to the Governor's Request for an Investigation into UMCP's Handling of the Adenovirus Matter.** Chair Gooden discussed Governor Hogan's request for the Board to conduct an investigation into the UMCP campus response to adenovirus in Fall 2018 and the events. Chancellor Caret, Chair Gooden, and the Regents discussed options on how to proceed with this request. (§3-103(a)(1)(i)) (§3-305(b)).

The meeting adjourned at 2:15 p.m.

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**USM Board of Regents
Special Board Meeting
Via Conference Call
Minutes of the Public Session
May 31, 2019**

Minutes of the Public Session

Chair Gooden called the public session of the Special Board Meeting at 4:04 p.m. Those in attendance included Chair Gooden; Regents Attman, Dennis, Frazier, Gossett, Johnson, Neall, Pope, Rauch, and Wood; Chancellor Caret; Vice Chancellors Herbst, Hogan and McDonough; AAG Bainbridge; and Ms. Beckett, Mr. Weinhold, and Ms. Wilkerson.

1. Chair's Remarks. Chair Gooden began by sharing the following statement:

Good afternoon. I appreciate your attendance on this Friday phone call under such short notice.

The tragic loss of Olivia Paregol has been felt throughout our System community. While the feeling of loss is especially acute on the College Park campus, the regents and campus communities throughout our System share in this loss and grieve with the Paregol family.

On behalf of the board, I have reached out to Olivia's parents and soon hope to meet with them and share our condolences, our concern, and our plans for moving forward. Those of us who are parents can only imagine the grief and sorrow they must be experiencing.

As you know, the Regents have been following the situation at College Park very closely—we have already, since December, received three briefings from President Loh and his executive team. Chancellor Caret has also been in regular and frequent communication with President Loh and has taken steps to ensure that every institution in the University System of Maryland has reviewed policies, processes, and communications related to incidents of infectious diseases and environmental hazards to ensure best practices in responding to these matters. The System will continue to dedicate funding to residence hall health and safety. For example, four institutions in our system—College Park, UMBC, Towson and Frostburg—have either approved or already allocated additional funding of more than \$255 million toward residence hall health and safety.

Yesterday, we received a request from Governor Hogan to continue our efforts and undertake an independent review of the situation at College Park. I know the board shares both in the Governor's sympathy for the family and--given the many questions that continue to be raised--the need for a thorough review of the circumstances surrounding Olivia's death. Our discussion today, in closed session, will start the process of reviewing and discussing the options for working with President Loh and his executive team to see that a thorough, independent and transparent investigation of the work he and team has done.

Again, our thoughts remain with the Paregol family as we begin this important work.

- 2. Reconvene to Closed Session.** Chair Gooden read the closing statement. Regent Fish moved to close the meeting, and the motion was seconded by Regent Gossett. The Regents voted unanimously to reconvene in closed session.

The meeting adjourned at 4:10 p.m.

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**USM Board of Regents
Special Board Meeting
Via Conference Call
Minutes from Closed Session
May 31, 2019**

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 4:11 p.m. Those in attendance included Chair Gooden; Regents Attman, Dennis, Frazier, Gossett, Gourdine, Johnson, Leggett, Neall, Pope, Rauch, and Wood; Chancellor Caret; Vice Chancellors Herbst, Hogan and McDonough; AAG Bainbridge; Mr. Weinhold and Ms. Wilkerson.

- 1. Discussion of the Board's Response to the Governor's Request for an Investigation into UMCP's Handling of the Adenovirus Matter.** Chair Gooden reviewed the Governor's letter and discussed the Board's response. She also shared that she and the Chancellor have spoken with President Loh, and he is fully supportive of the investigation. She shared the earlier discussion with the Board's officers and committee chairs regarding the approach to Governor Hogan's request for an investigation. The Board discussed options for the investigation. Regent Neall shared that he will recuse himself from any decision-making related to the investigation. (§3-103(a)(1)(i)) (§3-305(b)).

The meeting adjourned at 4:42 p.m.

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**USM Board of Regents
Special Board Meeting
Chancellor's Conference Room, Elkins Building, Adelphi, MD/Conference Call
Minutes of the Public Session
June 11, 2019**

Minutes of the Public Session

Chair Gooden called the public session of the Special Board Meeting to order at 4:32 p.m. Those in attendance included Chair Gooden; Regents Bartenfelder, Fish, Gossett, Gourdine, Holzapfel, Johnson, Neall, Pope, Wood; Chancellor Caret; Vice Chancellors Boughman, Herbst, Hogan, and McDonough; AAG Bainbridge; and Ms. Beckett and Ms. Wilkerson.

1. Chair's Remarks. Chair Gooden shared the following opening statement:

The USM Board of Regents is entrusted with the fiduciary responsibilities for the state's public higher education system, which includes 12 academic institutions and three regional higher education centers.

Key among the academic and administrative fiduciary responsibilities of the Regents is overseeing enterprise risk management for every campus and center in the system. And no element of this management effort is more paramount than the health, wellness and safety of our students, faculty and staff—this is our Number One priority. Every aspect of the teaching, research and service mission of our system and institutions flows from providing an open, safe and healthy learning environment.

Today's special meeting of the Board of Regents has been called to discuss a framework and scope of the Board's investigation of adenovirus on the UMCP campus in 2018 and the tragic death of Olivia Paregol.

Since the fall, the Board and Chancellor have received several updates from UMCP President Wallace Loh and his team on a number of issues, including the spread of mold in residence halls, the adenovirus outbreak, the campus response to both, and the death of undergraduate student Olivia Paregol.

On May 30, 2019, Maryland Governor Larry Hogan sent a letter to the Regents raising concerns about a perceived lack of urgency and transparency shown by UMCP officials both before and after Ms. Paregol's death. As the Governor has requested, the Board will undertake an immediate and full investigation into the Fall 2019 adenovirus outbreak at UMCP. We have begun to plan for this investigation, hence today's meeting. Once planning is complete, we will provide public update on next steps.

On behalf of the regents, Chancellor Caret and I yesterday met with the Paregol family and expressed our deepest condolences. During that meeting we were also able to discuss with them our upcoming efforts to conduct a thorough investigation.

I thank all of you for being present on this call under a compressed timeline and look forward to our discussion and our moving forward on this matter of great importance for our entire system.

2. **Reconvene to Closed Session.** Chair Gooden read the statement to close a meeting. Regent Pope presented a motion for the Board to reconvene in closed session. Regent Gossett seconded the motion and the Regents voted unanimously to reconvene in closed session.

The meeting adjourned at 4:37 p.m.

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**USM Board of Regents
Special Board Meeting
Chancellor's Conference Room, Elkins Building, Adelphi, MD/Conference Call
Minutes from Closed Session
June 11, 2019**

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 4:38 p.m. Those in attendance included Chair Gooden; Regents Bartenfelder, Fish, Gossett, Gourdine, Holzapfel, Johnson, Leggett, Neall, Pope, Wallace, Wood; Chancellor Caret; Vice Chancellors Boughman, Herbst, Hogan, and McDonough; AAG Bainbridge; and Ms. Wilkerson.

- 1. Discussion of an Investigation into UMCP's Handling of the Adenovirus Matter.** Chancellor Caret provided an update on the development of the scope of the investigation into UMCP adenovirus and the formation of a group of independent experts who will conduct the investigation. The Regents discussed the scope of the investigation and received advice from legal counsel.

Chair Gooden and Chancellor Caret briefed the Regents on their meeting with Mr. Paregol.

(§3-103(a)(1)(i) (§3-305(b)(7) and (8)).

The meeting adjourned at 5:12 p.m.



**Board of Regents
Committee on Education Policy and Student Life**

DRAFT Minutes ~ Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Tuesday, May 7, 2019 at the University of Baltimore. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Johnson, Frazier (phone), and Wood. Chancellor Caret was also present.

The following were also in attendance: Dr. Acquah, Dr. Agbényiga, Ms. Bainbridge, Ms. Baker, Dr. Beise, Dr. Bishop, Dr. Boughman, Dr. Coleman, Mr. Drimmer, Dr. Ewell, Dr. Faller, Ms. Feagin, Ms. Jamison, Dr. Jarrell, Dr. Kirchner, Dr. Knutson, Dr. Lee, Dr. Lewis, Mr. Lurie, Mr. Muntz, Dr. Murray, Dr. Olmstead, Mr. Patty, Dr. Perrault, Dr. Rous, Dr. Santamaria-Makang, Dr. Sera, Dr. D. Smith, Dr. J. Smith, Ms. Smith, Ms. Wilkerson, and other guests.

Chair Gourdine welcomed all to the meeting and thanked President Kurt Schmoke and his team for hosting. Dr. Gourdine also thanked Regent Langston Frazier for his contributions and his dedication to EPSL and his role as student regent. Today is his last EPSL meeting, and the committee thanked Regent Frazier for his time, focus, and thoughtful engagement.

Action Items

New Academic Program Proposals

Bowie State University: Bachelor of Science in Chemistry

Dr. DeBrenna Agbenyiga, Provost; Dr. Jacqueline Smith, Professor; and George Acquah, Dean, College of Arts and Sciences, presented the proposal for Bowie State to offer the Bachelor of Science in Chemistry. The proposed program builds upon the success of the University as a top five producer of graduates in nursing, biology, and computer/information sciences and also leverages the resources and instructional laboratories in the Center for Natural Sciences, Mathematics and Nursing building that opened in spring 2017. The proposed chemistry program also builds on a minor in chemistry and is designed to support three existing programs: nursing, biology, and bioinformatics and provides the core basis for students to be prepared for the workforce and for graduate and professional studies in medical and allied sciences, molecular biology, pharmacy, physiology, engineering, and other fields. Current faculty are already prepared to teach courses, and students are expressing interest in pursuing this major. The BS in Chemistry will help address the growing disparity in minority participation in the STEM workforce pipeline at the state and national levels. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Bowie State University to establish a Bachelor of Science in Chemistry. The motion was moved by Regent Johnson, seconded by Regent Wood, and unanimously approved.

Towson University: Master of Arts in Dance Education

Dr. Jaye Knutson, Professor, Department of Dance; Dr. Susan Kirchner, Chairperson, Department of Dance; and Dr. Greg Faller, Associate Dean, College of Fine Arts and Communication, presented the proposal for Towson to offer the MA in Dance Education. This 36-credit program would fulfill a critical need in public school dance education by providing flexible, part-time graduate studies not currently available to certified dance teachers who need to qualify for an Advanced Certificate. TU's Dance Department offers the only Bachelor of Fine Arts in Dance and the only fully-articulated teaching certificate concentration in Maryland and is, therefore, uniquely-qualified to offer the proposed program. The Dance Education program will focus on dance's contribution to learning, comprehensive educational value, and the promotion of the artist citizen. Labor studies reveal that current dance teachers as well as new professionals would be attracted to this program. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication, as there are no similar programs at this level in Maryland.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to establish a Master of Arts in Dance Education. The motion was moved by Regent Wood, seconded by Regent Frazier, and unanimously approved.

Towson University: Master of Music in Music Pedagogy

Dr. Terry Ewell, Professor, Department of Music; and Dr. Greg Faller, Associate Dean, College of Fine Arts and Communication, presented the proposal for Towson to establish the Master of Music in Music Pedagogy. The program meets a workforce need to provide pedagogical instruction to non-classroom music instructors wishing to develop their studio expertise. The program differs in both content and outcome from TU's music education degree programs where students are trained for classroom instruction. Students in the proposed program would be exposed to a curriculum in pedagogy, music education, literature, and internship opportunities. This program will assist in meeting the projected demand of 1,410 potential new positions within the state of Maryland in music by 2026. Graduates of the proposed program will be prepared to be one-on-one instructors at public and private institutions, organizations, or businesses. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication, as there is not a similar program within the state.

Regent Gourdine asked several questions regarding the demand for and sustainability of such a program. Her questions included why persons interested in providing one-on-one music instruction, (often an entrepreneurial, freelance, and part-time undertaking) would need or desire a master's degree; who the target audience is for the program; and background into the labor projections. Drs. Faller and Ewell explained that instructors with graduate degrees are desirable, because they have more knowledge and experience than those with an undergraduate degree or no credentials at all. The internship opportunities and focus on music education and pedagogy within the proposed program will yield graduates who are immediately ready to provide quality, one-on-one instruction. The presenters also explained that the labor projections come from the government and that as long as citizens have extra income to support such educational activities, the demand will remain or grow. Finally, the presenters noted that although this program may sound like it is geared to the freelance, entrepreneurial one-on-one instructor, there is a demand for comprehensive training programs for applied studio (one-on-one) teachers and that there are many students interested in

performance and teaching careers who desire study and opportunities beyond the bachelor's degree to work with expert teachers within the structure of a university environment. Students who have completed bachelor's of music programs and seek additional training and experience in performance and pedagogy in order to establish a career in music instruction or those who want additional training and experience in preparation for graduate work would be potential students for this program.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to establish a Master of Music in Music Pedagogy. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved.

University of Maryland, Baltimore: Master of Science in Cannabis Science and Therapeutics

Dr. Bruce E. Jarrell, Executive Vice President and Provost; and Dr. Leah Sera, Assistant Professor, Department of Pharmacy Practice and Science, presented the proposal for UMB's School of Pharmacy to offer a Master of Science in Cannabis Science and Therapeutics starting in fall 2019. The 30-credit program will be offered at the Universities at Shady Grove and the University of Maryland, Baltimore and will blend online and face-to-face instruction that will offer experiences designed to foster a deeper knowledge and understanding of the science, clinical therapeutics, and policies related to medical cannabis. Students will demonstrate their ability to design therapeutic regimens and monitoring plans, develop safe and effective dosage forms, participate in health policy decision-making processes, and identify potential areas of future research. Students will learn a wide range of skills that will allow them to be innovative leaders in the emerging medical cannabis industry. The four core required courses in the program cover (1) the principles of drug action and cannabinoid pharmacology; (2) cannabinoid chemistry and drug delivery; (3) clinical uses and effects of medical cannabis; and (4) an overview of current state and federal laws and regulations along with a historical overview of medical cannabis use. After taking the four foundational courses, students will take elective courses in basic sciences, therapeutics, or policy followed by two final advanced courses (Research Methodology and Expert Seminars and Discussion). The program focuses strictly on the pharmacology of cannabis science. The program does not include instruction on botany or horticulture (i.e., how to grow the plant) or business aspects of working with cannabis.

Regent Wood acknowledged the timeliness of the proposed program and asked that the presenters insert the word *medical* in the title of the program to ensure its true intent is more evident. Regent Frazier agreed. The presenters shared that they tried to address misconceptions by inserting the word therapeutic in the title but that they would be flexible on the name. Dr. Boughman will work with the Maryland Higher Education Commission to try to avoid delays in the program's processing due to a name change. In response to questions from Regent Johnson, the presenters noted that target students include health care practitioners, scientists, policy professionals, and others who desire clinical knowledge and want to support those in need. The industry is big and growing rapidly; the proposal includes details of the projected growth of medical cannabis use and workforce projections and needs over the next 10 years. There will be more programs developed in the country, but this will be the first of its kind. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication. Moreover, the proposal has been extensively reviewed by the Office of the Attorney General to ensure compliance with state and federal law.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to establish a Master of Science in Cannabis Science and Therapeutics. The motion was moved by Regent Johnson, seconded by Regent Frazier, and unanimously approved.

Cultural Diversity Progress Reports

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this report to the committee. 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 submits its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission a progress report regarding the institutions' implementation of or improvement of their plans. Institutional reports are crafted around three goals. **Goal 1** speaks to institutions' efforts to increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty. Two strategies used often across USM institutions include (1) targeting underrepresented students via a variety of recruitment efforts including partnerships with high schools, community colleges, minority-focused organizations, and college access groups and (2) focusing on the recruitment, hiring, onboarding, retention, and advancement of underrepresented faculty and staff. **Goal 2** pertains to creating positive interactions and cultural awareness among students, faculty, and staff on campus. As summarized in the tables you received, many of the programs associated with these efforts have resulted in positive outcomes, while other programs are being monitored to determine and adjusted to increase the degree to which they yield progress. Efforts include institution-sponsored diversity and inclusion offices and workgroups, courses, training, as well as programming and other efforts led by student organizations. **Goal 3** requires institutions to indicate that they have a process for reporting campus-based hate crimes as consistent with federal requirements under the Clery Act. Dr. Lee shared that all institutions fulfilled this requirement and shared details of the General Assembly's concern about hate-bias incidents and a related 2018 Joint Chairmen's Report. Dr. Lee also reviewed demographic tables for faculty, staff, and students, which show steadiness in the numbers of underrepresented staff and modest increases in the numbers of underrepresented faculty and students.

Chancellor Caret described increases in underrepresented faculty as meaningful progress but shared that the focus needs to continue and to be expanded to ensure underrepresented faculty are proportionally represented in the tenure ranks. Regent Gourdine asked Dr. Boughman, institutional provosts, vice presidents for student affairs, and others to consider and share what the regents' role(s) should or could be in supporting diversity and inclusion work and efforts on the campuses. She asked that they consider how the regents can go beyond reviewing and commenting on the report to helping identify, learn about, and/or promote best practices being implemented at the institutional level. Dr. Boughman and her team will explore that with the aforementioned campus officials as well as the Inclusion and Diversity Council and other relevant stakeholder groups.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2019 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission. The motion was moved by Regent Johnson, seconded by Regent Wood, and unanimously approved.

USM Policies

Amendments to USM Policy on Faculty Workload and Responsibilities (II-1.25)

Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, presented proposed revisions to USM's Policy on Faculty Workload and Responsibilities (II-1.25). The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. Since the policy's creation in 1994, the nature of faculty work has greatly evolved, and the current reporting process has developed a number of issues. The current emphasis on measuring and equating all "teaching" activities to 3-credit hour course units is outdated and also constraining for faculty, departments, and institutions attempting to engage in academic innovation. Dr. Bishop and Dr. Boughman led a USM Faculty Workload Workgroup to help develop changes to the policy to improve accuracy and coverage, align with current practice, and incentivize policy goals around academic innovation and student success. Dr. Bishop explained that the revised policy and guidelines (the latter of which can be adjusted with provosts' input but does not require Board of Regents review and approval):

- is a better representation of faculty workload, which includes non-classroom-based activities including, but not limited to, mentoring, guiding research, and advising;
- removes the idea of workload equating to courses;
- is more aligned with USM's focus on academic innovation;
- replaces the course unit metric with student credit hours, which aligns better with what is needed to graduate; and
- allows institutions more flexibility to define workload for their unique institutional type and culture while still keeping key, overarching criteria across the USM.

Regent Wood asked if this has been vetted with the faculty and if there are any points of controversy. Dr. Bishop and Dr. Boughman shared that over the course of two years, the Faculty Workload Workgroup and USM staff shared and/or vetted developments with the USM provosts, the Council of University System Faculty, and faculty senate chairs from across the USM who have, in turn, been engaging faculty at the institutions. The present draft has been approved by those groups as well as the Council of University System Presidents and the Office of the Attorney General. Although the proposed amendments are not controversial and are appreciated by most stakeholders, the USM team, provosts, and faculty leadership anticipate needing time to ensure a smooth transition to the new standards.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve proposed amendments to the USM Policy on Faculty Workload and Responsibilities (II-1.25). The motion was moved by Regent Frazier, seconded by Regent Wood, and unanimously approved.

Amendments to USM Policy on the Awarding of Honorary Degrees (III-3.00)

Dr. Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs, presented this proposal. The USM Office of Academic and Student Affairs proposes to amend this policy to establish and outline a process by which an institution may request that the Board of Regents revoke an honorary degree on the basis that the honorary degree holder no longer meets the criteria or upholds the standards for which the degree was awarded or the honorary degree holder has engaged in conduct that is antithetical to the mission or values of the USM. Per the proposal, just as presidents ask the regents to grant honorary degrees, a president would have the authority

to “recommend that the Board of Regents take action to revoke that recipient’s honorary degree, and the Board will consider the recommendation”. The necessity of such language has been discussed by the institutions’ provosts and faculty senate chairs and approved by the Office of the Attorney General.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposed amendments to USM Policy on the Awarding of Honorary Degrees (III-3.00). The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved.

Recension of USM Policy on AIDS (VI-11.00)

Dr. Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs, presented this policy for removal. Upon urging from a campus stakeholder, Dr. Joann Boughman and her team established a workgroup of experts (medical, legal, community/outreach-focused) from several USM institutions and the Office of the Attorney General to review USM’s Policy on AIDS (VI-11.00). The policy was adopted by the Board of Regents in 1990 and has not been amended since that time. One broad concern relates to the extent to which students, faculty, and staff with HIV/AIDS (currently defined as a disability under applicable law) may be treated differently under the policy from similarly-situated students, faculty, and staff without HIV/AIDS. Application of this policy could conflict with USM’s legal obligations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Fair Housing Act, the Genetic Information Nondiscrimination Act of 2008, and the Maryland Fair Employment Practices Act. It is also in conflict with other USM and institutional policies prohibiting discrimination on the basis of disability. Since the policy represents an outdated view of HIV/AIDS inconsistent with current state and federal law, the USM seeks to rescind the Policy on AIDS. The aforementioned workgroup has already begun researching institutions’ policies and offering suggestions regarding the establishment of a policy on blood-borne pathogens that will meet the letter of the law and reflect the many changes that have been realized since the policy was established. In response to Regent Johnson’s question, Dr. Boughman noted that temporarily not having this or a related policy on the books does not create a void, noncompliance, or unintended consequences.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal to rescind the USM Policy on AIDS (VI-11.00). The motion was moved by Regent Johnson, seconded by Regent Wood, and unanimously approved.

Campus Crime Report

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this report, which includes data that are required by the Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act), which mandates that all postsecondary institutions receiving Title IV (federal student aid programs) funding disclose certain campus crime statistics and security information. These publicly-available data (<https://ope.ed.gov/campussafety/#/>) represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees. The tables within this report provide information by institution for the most recent three years available – 2015, 2016, and 2017 – as well as a trend table showing five years of system-wide data. Across the USM, between 2016 and 2017, there were:

- decreases in reports of fondling, robbery, aggravated assault, burglary, motor vehicle theft, weapons possession violations, liquor law violations, and hate crimes;
- increases in reports of murder/non-negligent manslaughter, rape, VAWA offenses, arson, and drug abuse violations; and
- no changes in reports of negligent manslaughter, incest, and statutory rape, which all stand at zero (0).

Additionally, in 2017, USM's proportion of the following criminal offenses was higher than our proportional representation among all four-year public institutions that report to Clery: murder/non-negligent manslaughter, robbery, aggravated assault, and hate crimes. Alternatively, in 2017, USM's proportion of the following criminal offenses was lower than our proportional representation among all four-year public institutions that report to Clery: negligent manslaughter, rape, fondling, incest, statutory rape, VAWA offenses, burglary, motor vehicle theft, arson, weapons possession violations, drug abuse violations, and liquor law violations. Dr. Lee also noted that USM's 2016-2017 increase in VAWA (Violence Against Women Act) reports mirrors the national trend for four-year public institutions. Although some of those reports were certainly due to additional crimes and violations, many experts believe the higher number of reports can be attributed to better and more clear reporting processes and victims being more comfortable reporting although there is still evidence of underreporting. Secondly, hate crimes are down in the USM and across four-year publics. Finally, Dr. Lee shared that although these crime data are reported by the institutions and have not been subjected to independent verification, the Department of Education and the USM Office of Internal Audit conduct audits into institutions' compliance with Clery. At the USM level, since 2015, 11 USM institutions have been audited or re-audited. Internal Audit has found that most universities are in full compliance with Clery guidelines. Where there were violations, the auditors conducted follow-up audits to determine the schools' responses to recommendations that were made and annually assesses each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents and can be provided to other regents.

USM Enrollment Projections: FY 2020-2029

Mr. Chad Muntz, Assistant Vice Chancellor for Institutional Research, Data, and Analytics, presented this report to the committee. The Board of Regents Policy on Enrollment (III-4.10) requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy. The USM Office works in collaboration with the institutions to ensure the accuracy of these projections by sharing supporting data, sharing analyses enrollment trends, and discussing the proposed enrollment plans with the campus leadership. Any significant issues are discussed and resolved, and the projection submission is modified when necessary. In recent years, this process has helped to develop enrollment plans that are more realistic with and increasingly more accurate for most USM institutions. Following review and any campus discussion, the USM Office aggregated all institutional submissions received to date. The USM short-term enrollment projection continues to be reasonable with increasing precision. Highlights of this year's institutional projections include:

- Overall headcount is projected to increase in Fall 2019 by 0.6%, an increase from 176,430 to 177,554. Without UMUC, growth in Fall 2019 is expected to be approximately 0.4%. These projections reflect enrollment stabilization at some institutions and the manageable growth plans expected at other institutions.
- Overall projected headcount growth for the ten-year period is 6.6%, an increase from 176,430 to just over 188,000.

- Undergraduate enrollment is projected to expand 6.4% over ten years from 135,132 to over 142,768.
- Graduate enrollment is projected to grow by 7.3% for the ten-year period from 41,298 to 44,318.

As USM plans for FY 2029, one-half of USM's long-term enrollment will be accounted for by UMUC's growth, especially with non-traditional students within Maryland and across the nation. The remaining growth will be achieved by moderate enrollment growth plans by Bowie, Frostburg, Salisbury, Towson, University of Baltimore, UMBC, and UMES. Coppin and UMB will remain the same size, and the state's flagship, University of Maryland, College Park, projects a long-term decrease in enrollment beginning in 2020.

Update: William E. Kirwan Center for Academic Innovation

This item was not heard at today's meeting. It will be added to the agenda for the first EPSL meeting of the 2019-2020 school year.

Brainstorm 2019-2020 Meeting Topics

Chair Gourdine noted that the annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other action and information items. All in attendance were invited to offer topics to be addressed in the 2019-2020 school year. Regent Gourdine noted that Freedom of Expression, which was on the agenda for this school year, will be presented during the June full BOR meeting. She also asked that, next year, the committee hear the Kirwan Center report (which was postponed from today's meeting) and a civic engagement/education update in regard to our institutions' work with the 2020 census. No other ideas were offered, but Regent Gourdine invited all to make suggestions to Dr. Boughman and her team.

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved. Regent Gourdine adjourned the meeting at 11:51 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
Bowie State University: Bachelor of Science in Chemistry

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: Bowie State University (BSU) proposes to offer the Bachelor of Science in Chemistry program in response to the growing disparity in minority participation in the STEM workforce pipeline at the state and national levels. Chemistry degrees awarded from Maryland’s Historically Black Institutions have declined from 19 in 2008 to 7 in 2018. The proposed Chemistry program for Bowie State builds upon the success of the University as a top 5 producer of graduates in nursing, biology and computer/ information sciences and, moreover, leverages the research and instructional laboratories in the Center for Natural Sciences, Mathematics and Nursing building that opened in spring 2017. Prior to the building’s opening, BSU did not have instructional and lab space necessary to offer a Chemistry program.

The proposed Chemistry program is also designed to support three existing programs: nursing, biology, and bioinformatics and provides the core basis for additional programming at the post-baccalaureate level. The program would be offered in a face-to-face format on Bowie’s main campus.

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from Bowie State University to offer the Bachelor of Science in Chemistry.

COMMITTEE RECOMMENDATION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu



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April 8, 2019

Robert L. Caret, Ph.D.
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, Maryland 20783-1690

Dear Chancellor Caret,

The purpose of this letter is to request your approval of a new academic program - Bachelor of Science in Chemistry (HEGIS 190500 / CIP 400501).

The new Chemistry program is designed to prepare four-year college students with the theory and with practical experience in the field of chemistry. In addition, this program will be a gateway to graduate programs in chemistry, materials sciences, engineering and biochemistry with which Bowie State students have, in the past, neither been acquainted nor qualified. In addition, the program will better prepare students for further study in medical and allied sciences, nanotechnology, biotechnology, molecular biology, bioinformatics, pharmacy, food science, environmental science, patent law, microbiology, physiology and engineering. The proposed program was developed in response to the growing disparity in minority participation in the STEM workforce at the state and national levels. Chemistry degrees from Maryland's Historically Black Institutions have declined from 19 in 2008 to 7 in 2018.

The new Center for Natural Sciences, Mathematics and Nursing has provided the necessary classroom and laboratory space to expand Bowie's STEM academic programs. The university looks forward to enhancing Maryland's STEM workforce with qualified graduates from under-represented populations. Please contact Gayle Fink, Assistant Vice President for Institutional Effectiveness (gfink@bowiestate.edu) or myself if you require any additional information about the Biotechnology concentration.

Sincerely,

Debrenna LaFa Agbenyiga, Ph.D.
Provost and Vice President for Academic Affairs

Cc: Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. George Ude, Department of Natural Sciences
Ms. Gayle Fink, Office of Planning, Analysis and Accountability

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

Chemistry
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2019
Projected Implementation Date

190500
Proposed HEGIS Code

400501
Proposed CIP Code

Natural Sciences
Department in which program will be located

Dr. George Ude
Department Contact

301-860-3347
Contact Phone Number

gude@bowiestate.edu
Contact E-Mail Address


Signature of President or Designee

6/10/19
Date

Mission

Bowie State University (BSU) is a comprehensive university that provides 21st century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society.

The proposed Chemistry program contributes to the university's mission by empowering "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. The Bachelor of Science in Chemistry contributes to the achievement of Bowie's *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The new Center for Natural Sciences, Mathematics and Nursing has provided the necessary classroom and laboratory space to expand Bowie's STEM academic programs. The Center contains 25 research and instructional labs, 14 flexible classrooms, 5 active learning classrooms and labs and a fully enclosed greenhouse. The university is committed to providing opportunities to traditionally underrepresented populations in STEM fields. BSU is a top 5 university in Maryland for graduating African-Americans with bachelor's degrees in nursing, biology and computer/information sciences (Diverse: Issues in Higher Education). The addition of the Chemistry program will prepare underrepresented minorities for employment in the medical, academic, governmental or private sector chemical, environmental, biotech and life sciences industries.

Characteristics of the Proposed Program

This program is designed to meet the immediate and future requirements of students seeking varied career paths. It is designed to prepare four-year college students with the theory and with practical experience in the field of chemistry. In addition, this program will be a gateway to graduate programs in chemistry, materials sciences, engineering and biochemistry with which Bowie State students have, in the past, neither been acquainted nor qualified. In addition, the program will better prepare students for further study in medical and allied sciences, nanotechnology, biotechnology, molecular biology, bioinformatics, pharmacy, food science, environmental science, patent law, microbiology, physiology and engineering. This program will be run by the Department of Natural Sciences. Bowie State University currently offers majors in Biology and Bioinformatics in the Department of Natural Sciences and has enjoyed a growing reputation for education and research in recent years. The proposed major in chemistry will be an upgrade of the minor in chemistry and further grow the number of under-represented minority chemists in Maryland and the surrounding region. Departmental faculty are diverse in gender, race, and ethnic background and are committed to serving as student mentors and role models. The faculty have considerable expertise in the area of chemistry including analytical, organic, inorganic, physical and biochemistry, with five full-time faculty whose research is either underway or being established. An additional full-time faculty member specializing in Inorganic Chemistry is in the process of being hired. In this degree program Chemistry students will study composition, structure, properties, and reactions of matter with emphasis on atomic and molecular systems.

The proposed Chemistry B.S. degree will focus on preparing graduates for employment and for entrance into professional schools through interdisciplinary research experiences both internally and externally, in biomedical, pharmaceutical, and biochemistry fields and internship opportunities for students whose career paths are in the chemical or pharmaceutical sectors of industry, business and government.

Adequacy of curriculum design and delivery to related learning outcomes

Curriculum Design and Delivery

This degree program will include 68 credits of core and supporting courses, 12 credits of electives and 40 general education requirements. Below is a listing of courses. Core and supporting course descriptions are included in Appendix A.

Core Courses:

Course #	Course Title	Credit Hours
CHEM 107	General Chemistry I (with lab)	4
CHEM 108	General Chemistry II (with lab)	4
CHEM 201	Organic Chemistry I (with lab)	4
CHEM 202	Organic Chemistry II (with lab)	4
CHEM 301	Quantitative (Analytical) Chemistry	3
CHEM 302	Instrumental Analysis	4
CHEM 305	Inorganic Chemistry	4
CHEM 309	Biochemistry	3
CHEM 311	Qualitative Analytical Lab	2
CHEM 401	Physical Chemistry (with lab)	5
CHEM 402	Physical Chemistry II (with lab)	5
CHEM 405	Seminar in Chemistry	2
CHEM 406	Chemistry Research	1-3
CHEM 464	Biochemistry Lab	1
Total Core Requirements		46-48

Supporting Courses:

Course #	Course Title	Credit Hours
MATH 225	Calculus I	4
MATH 226	Calculus II	4
COSC 112	Computer Science I	4
PHYS 271	General Physics I	4
PHYS 272	General Physics II	4
Total Supporting Requirements		20

Elective courses:

Course #	Course Title	Credit Hours
BIOL 205	Biology of Environmental Pollution	4
BIOL 209	General Genetics	4
BIOL 210	Introduction to Biotechnology	4
BIOL 303	Molecular Biology	4
BIOL 304	Biology of Drug Plants	3
BIOL 309	Cell Biology	4
BIOL 407	Ecology of Environmental Adaption	3
BIOL 421	Bioinformatics	4
BIOL 423	Applied Biotechnology	4
BIOL 424	Genetic Engineering	4
BIOL 462	Topics in Biology	3
CHEM 412	Biochemistry	3

General Education Requirements:

Course #	Course Title	Credit Hours
Institutional Requirements		
FRSE 101	Freshmen Seminar	3
HEED 102	Life and Health	3
English Composition		
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities (two different disciplines)		6
Social Sciences		
HIST 114 or HIST 115	African-American History to 1865 African-American History since 1865	3
Social Science Elective (different discipline)		3
Sciences		
BIOL 102	Introduction to Biology	4
FULFILLED BY MAJOR		
Mathematics		
MATH 150	Honors Precalculus	4
Technology FULFILLED BY MAJOR		
Free General Education Electives		8
Total General Education		40

Educational Objectives:

This program is designed to provide opportunities for students to attain advanced knowledge in the field of chemistry and to serve as a support discipline for Biology and Bioinformatics majors. The specific objectives are the following:

- Provide students with a broad knowledge of the major concepts, theoretical principles and experimental findings in chemistry
- Develop students' ability to understand and competently apply chemical concepts to everyday life, and specifically in their particular chosen career path
- Promote advanced scientific knowledge and skills to meet professional career demands
- Prepare students for, and foster an interest, in a post-baccalaureate education in chemistry, pharmacy, research, health professionals, engineering and other related fields in science.

Learning Goals and Objectives:

Students majoring in chemistry will:

- Understand major concepts, theoretical principles and experimental findings in chemistry
- Master basic scientific research skills by conducting experiments, analyzing data, interpreting results and employing safe laboratory practices
- Utilize chemical instrumentation and other appropriate technology for analysis
- Work effectively as a member of a diverse team
- Employ critical thinking and effective problem solving techniques in the classroom and in the laboratory
- Communicate effectively in both written and oral expression
- Utilize appropriate library and technological tools to conduct research and evaluate scientific information

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Course-level student learning outcomes will be evaluated through quizzes, lab reports, papers and final exams. Courses taught in multiple sections and/or by multiple professors will be subjected to a standardized final to ensure that students are learning the same core concepts. A curriculum map of program student learning outcomes identifies in which courses concepts are introduced, reinforced and mastered and the evaluation method. In addition, all seniors in the seminar courses will have to successfully complete an exit exam. Program student learning outcomes data are evaluated annually according to the program assessment plan. Findings from the annual review are shared and discussed with Departmental faculty and improvements are developed according to the findings. An annual program assessment report is required for all of Bowie's academic programs.

Faculty members are evaluated on teaching performance by the students every semester. Peer faculty observations occur annually. The department chair also evaluates faculty performance against standards developed by the Faculty Evaluation Committee.

Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education)

As Maryland's first Historically Black Institution, Bowie State University is committed to providing access to high quality higher education to African-Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all 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 creates positive interactions and cultural awareness among students, faculty and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness and maintaining a campus climate that respects and values diversity.

Relationship to low productivity programs identified by the Commission:

This program is in the Natural Sciences Department and has no relationship with a low productivity program identified by the Commission.

Critical and compelling regional or statewide need as identified in the State Plan:

The 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt Strategy 4 continues the focus on equal educational opportunities for Marylanders. Under this strategy, the plan calls for continued support for Historically Black College and Universities.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

According to a Pew Research Center [report](#), “Blacks and Hispanics continue to be underrepresented in the STEM workforce.” The number of minority chemists remains a challenge. The American Chemistry Society reports that 9 percent of its membership identified as an under-represented minority and only 2 percent identified as African-American. According to the report “Minorities in the Chemical Workforce: Diversity Models that Work” there is a general recognition that the future success of the chemical enterprise will require the full participation of all demographic groups.

According to the Bureau of Labor Statistics, the anticipated growth of chemistry for 2016-26 is expected to grow 6 percent (+5,700 positions) in the United States. Maryland and Virginia are projected to grow the number of chemists by 3 percent each over the same time period.

Students upon completing Bowie’s Chemistry program can continue to advance their chemistry education at many top-tier universities in the Washington DC area. There are several government agencies interested in hiring chemists that are located throughout the greater Washington/Baltimore area. A few such agencies are NIH, FDA, and USPTO. According the Maryland Department of Commerce, the state leads the world in adult stem cell production and vaccine development, and represents one of the largest life sciences clusters in the U.S. with 500+ biotech firms, 2,260 life sciences companies, the NIH, the FDA, Johns Hopkins University, the University of Maryland, and plenty of funding and guidance resources.

Reasonableness of program duplication:

Bowie State University is the only institution in the University System of Maryland that does not have an undergraduate chemistry program. Both Morgan State University and St. Mary’s College of Maryland have the program as does Goucher College, Hood College, Johns Hopkins University, Loyola University of Maryland, McDaniel College, Mount St. Mary’s University, Notre Dame of Maryland University, Stevenson University, Washington Adventist University and Washington College. The curriculum for undergraduate chemistry programs is very similar across the institutions. However, the proposed Chemistry program for Bowie State is designed to support three high-demand existing programs at the institution: nursing, biology, and bioinformatics; more importantly, the chemistry program at Bowie State will serve to significantly increase African American/Black chemists graduating from USM schools and to help to meet a statewide demand to recruit more diverse graduates in all STEM fields.

Relevance to Historically Black Institutions (HBIs)

According to trend data from the Maryland Higher Education Commission, the number of baccalaureate degrees awarded in Chemistry has risen 27 percent since 2008 – from 168 to 213. Chemistry degrees from Historically Black Institutions (HBIs) have declined from 19 – 7 over this same time. In FY 2018, chemistry graduates from Maryland HBIs accounted for only 3 percent of all chemistry graduates.

As one of Maryland’s Historically Black institutions, Bowie State serves an under-represented minority population, and respect and understanding of diversity is central to its mission of advancing minority student achievement. The goals of the new program are to meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and to increase the number of African American/Black chemists in a geographical area that is searching for qualified graduates to serve in the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

If proposing a distance education program, please provide evidence of the [Principles of Good Practice](#) (as outlined in COMAR 13B.02.03.22C).

Not applicable

Resources and Finance**Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

The addition of the Chemistry program has been in the planning stages since the approval of the new Center for Natural Sciences, Nursing and Mathematics building. The Natural Sciences Department has been adding full-time, tenured faculty with the research and scholarship qualifications to support this proposal. The current full-time, tenure/tenure-track faculty members are listed below. A part-time Chemistry Lab Coordinator supports faculty with Chemistry I and II. Other part-time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Courses	Status
Dr. Ray Moharezzadeh	Tenured/Associate Professor	Ph.D.	Physical and General Chemistry	Full-time
Dr. Eric Bonsu	Tenured/Associate Professor	Ph.D.	Organic and General Chemistry	Full-Time
Dr. Alan Anderson	Tenured/Associate Professor	Ph.D.	Organic Chemistry	Full-Time
Dr. Jacqueline Smith	Tenure Track/Assistant Professor	Ph.D.	Organic Chemistry and Analytical Chemistry	Full-Time
Hiring	Tenure track/Assistant Professor	Ph.D.	Inorganic Chemistry	Full-Time

Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

The Thurgood Marshall Library at Bowie State University has access to a variety of material that can be used for chemistry education and research. Bowie State has access to SciFinder through the Chemical Abstracts Services (CAS) which is a comprehensive database of published scientific literature from around the world. SciFinder

provides access to literature references, reactions and chemical substances on one platform. It is a great tool for researchers and students. The campus library also has a subscription to the American Chemical Society (ACS) Publications, which includes access to 51 scholarly journals which spans all areas of chemistry. ASC Publications also includes eBooks which can be used as reference material or teaching supplements. Students also have access to Chemical & Engineering News through ACS Publications. This journal gives scientists and students access to current events in chemistry as well as job opportunities in the field. In addition to SciFinder and ACS Publications, the library has a subscription with the Journal of Visual Experimentation (JoVE). JoVE is an innovative journal which provides access to scientific videos that can be used for research training and advancement as well as science education. Faculty and students currently use JoVE for the Organic Chemistry Laboratories in order to have the students see the protocol they will be conducting beforehand. Also, Bowie State has access to the USMAI Catalog which allows access to books and media from all the University System of Maryland Libraries through interlibrary loans. Therefore, the Thurgood Marshall Library at Bowie State has an abundance of resources that can be used to support chemistry students.

Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

In June of 2017 Bowie State University opened a \$100-million dollar, 6,000 square foot, Center for Natural Sciences, Mathematics and Nursing building. This facility houses 23 new research labs, four of which are chemistry teaching labs and two are chemistry/biochemistry research labs. Bowie State has dedicated teaching labs for Organic, Inorganic, Analytical, and Physical Chemistry. In addition, this new facility has been equipped with new instrumentation, which gives students access in order to conduct the following analytical and characterization methods:

- Optical molecular spectroscopy (Nicolet FT-IR, Carey Eclipse Fluorescence Spectrometer, Double Beam UV-Vis Spectrophotometer)
- Optical atomic spectroscopy (Spectro ICP-OES)
- Mass spectrometry (Agilent GC/Mass Spectrometer 6850 system)
- Chromatography and separations (ThermoFischer HPLC, HPTLC)
- On-site NMR instrumentation (Bruker 400 MHz, JEOL 60 MHz)

In addition supplemental instrumentation including x-ray diffraction system (including Rigaku RU-250 rotating anode x-ray generator/confocal mirrors, Raxis-IV image plate detector, SGI protein crystallography workstation, SGI protein modeling workstation, etc.), imaging and microscopy systems (Nikon Fluorescent Microscope, JEOL 1050ex TEM microscope, Delong Electron Microscope etc.), as well as biochemical instrumentation (Azure c600 Gel Imager, Omega Multimodal Plate Reader, PHAST electrophoresis system, Floor centrifuge/refrigerated with rotors, Bench-top centrifuge/refrigerated with rotors, DNA Spectrophotometer Nano Drop, Walz Imaging PAM, Biorad CFX96 Real Time PCR, etc.).

The President and Provost and Vice President for Academic Affairs have committed to continued support to maintain adequate equipment and facilities to meet the Chemistry program's needs. Senior leadership has also provided an assurance that physical facilities, infrastructure and instruction equipment are satisfactory in order to deliver high-quality instruction to 21st century STEM learners.

Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

As stated earlier, Bowie State University has been planning the Chemistry program proposal for a number of years and has committed institutional resources to the proposal and will enhance its commitment through budget reallocation. The number of students in the undergraduate STEM programs pursuing a Bachelor of Science degree currently is approximately 550. From a formal survey of current biology students, about 10% of these students would opt for pursuing the program in Chemistry. The department anticipates admitting 12 new

students per year for the first five years. This will place the number of students at a peak of 48 during the first four years of the program.

Resources and Expenditures

Table I Revenue projects enrollment for full-time-equivalent students, and number of full-time equivalent faculty for the initial five-year period. The Department estimates that 10-15 new students will be admitted in the first year, 20-25 the second year, increasing to a max of 45 full and part-time students in Year 4 and 5. Graduates are expected by the fourth year.

Table 2 Expenditures acknowledges that although most of the faculty and support staff, instructional tools and facilities are already in place in the Natural Sciences Department, it is anticipated that the new proposed program will require an additional full-time faculty member, one adjunct faculty and a lab coordinator. Additional costs for advertising and promotional materials are estimated at \$2500/year.

TABLE 1: RESOURCES					
Resource Categories	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	69,095	138,983	223,065	301,601	402,100
a. #F.T Students	12	24	36	48	60
b. Annual Tuition/Fee ⁴ Rate	8,445	8,698	8,959	9,228	9,505
c. Annual Full Time Revenue (a x b)	101,340	208,760	322,535	442,948	570,295
d. # Part Time Students	1	1	2	2	3
e. Credit Hour Rate ⁵	248	253	258	263	268
f. Annual Credit Hours	20	20	40	40	60
g. Total Part Time Revenue (d x e x f)	4,960	5,059	20,642	21,054	48,320
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	69,095	138,983	223,065	301,601	402,100

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

2 -This value represents 65% of the projected total Tuition & Fee revenues for Full Time & Part Time students

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

4- Tuition Rate is based on the FY 2020 Proposed Tuition & Rate Schedule with a 3% increase in the subsequent years.

5- Credit Hour Rate is based on the FY 2020 Proposed Tuition & Rate Schedule with a 2% increase in the subsequent years.

TABLE 2: EXPENDITURES

Expenditure Categories	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
1. Total Faculty Expenses (b + c below)	92,942	95,509	98,141	100,839	103,607
a. # FTE	1	1	1	1	1
b. Total Salary ¹	69,360	70,747	72,162	73,605	75,077
c. Total Benefits ²	23,582	24,762	25,978	27,234	28,529
2. Total Administrative Staff Expenses (b + c below)	72,635	74,637	76,689	78,794	80,952
a. # FTE	1	1	1	1	1
b. Total Salary ³	53,804	54,880	55,978	57,097	58,239
c. Total Benefits ⁴	18,831	19,757	20,712	21,697	22,713
3. Total Support Staff Expenses (b + c below)	80,420	91,288	100,264	109,432	118,797
a. # FTE	2	2	2	2	2
b. Total Salary ⁵	62,500	70,250	78,155	86,218	94,442
c. Total Benefits ⁶	17,920	21,038	22,109	23,214	24,355
4. Equipment ⁷	5,250			5,250	
5. Library					
6. New or Renovated Space					
7. Other Expenses	2,500	2,500	2,500	2,500	2,500
TOTAL (Add 1 - 7)	253,748	263,933	277,593	296,816	305,857

1-Average Salary for Assistant Professors in Natural Sciences for FY 2020 with a 2% increase in subsequent years.

2-Average Benefits for Assistant Professors in Natural Sciences for FY 2020 is 34% of Salary with a 1% increase in subsequent years.

3-Current Salary for Administrative Assistant II in FY 2020 with a 2% increase in subsequent years.

4-Average Benefits for Administrative Assistant II in FY 2020 is 35 % with a 1% increase in subsequent years.

5-Average Salary for Lab Technician and \$6,500 for Adjunct Faculty in FY 2020 with a 2% increase in subsequent years.

6-Equipment is the cost for (3) computers on a three year replacement cycle.

Appendix A

Course Descriptions

CHEM 107 GENERAL CHEMISTRY I 4 CREDITS

Prerequisite(s): MATH 141 or MATH 125. The lecture portion of the course focuses on the fundamental principles of chemistry dealing with structure of matter, valence, gases, oxidation, equations, formation of compounds, and solution of problems. The laboratory component includes experiments in measurement principles, gravimetric analysis, physical behavior of gases and chemical reactions in solutions. Three hours lecture, two hours laboratory per week.

CHEM 108 GENERAL CHEMISTRY II 4 CREDITS

Prerequisite(s): CHEM 107 or MATH 141. This course is a continuation of CHEM 107. The lecture portion focuses on chemical reactions in solutions, chemical thermodynamics, equilibrium, ionic equilibrium, chemical kinetics, and electrochemistry, the general theory of acids and bases and nuclear chemistry. The laboratory component includes experiments in thermodynamics, kinetics, electrochemistry, physical behavior of gases and chemical reactions in solutions. Three hours lecture, two hours laboratory per week.

CHEM 201 ORGANIC CHEMISTRY I 4 CREDITS

Prerequisite(s): CHEM 107. The lecture portion of the course will include chemical bonding, acid/base theory, thermodynamics, kinetics, organic structure, isomerism, stereochemistry, infrared spectroscopy, NMR nuclear magnetic resonance spectroscopy, mass spectroscopy, nomenclature principles, and the chemistry of several organic chemical functional groups. The laboratory portion of the course will include methods of purification/separation of organic chemicals, chemical kinetics, instrumental analytical techniques, and several organic syntheses. Three hours lecture, three hours laboratory per week.

CHEM 202 ORGANIC CHEMISTRY II 4 CREDITS

Prerequisite(s): CHEM 201. This course is a continuation of CHEM 201. The lecture portion of the course will include oxygen containing functional groups, aromaticity, benzene and its derivatives, carbanions, nitrogen containing functional groups, heterocyclics, and nuclear magnetic resonance. The laboratory portion of the course will consist of organic syntheses and qualitative organic analysis. Three hours lecture, three hours laboratory per week.

CHEM 301 QUANTITATIVE ANALYSIS 3 CREDITS

Prerequisite(s): CHEM 107. Lecture and laboratory. This course will focus on the fundamental theory and practice of volumetric, gravimetric, and instrumental methods of analysis. The student is trained in chemical calculations as applied to quantitative analysis. Three hours of lecture a week.

CHEM 302 INSTRUMENTAL ANALYSIS 4 CREDITS

Prerequisite(s): CHEM 201, 202. This course focuses on the basic theory, technique, and application of various instrumental method of analysis. Two hours of conference and six hours of laboratory a week.

CHEM 305 INORGANIC CHEMISTRY 4 CREDITS

Prerequisite(s): CHEM 108. This course will cover modern theories in inorganic chemistry including atomic structure, molecular structure and bonding symmetry and point groups, molecular symmetry and its relationship to spectra, oxidation and reduction concepts, coordination chemistry, solid state, organometallic compounds. Three hours of lecture and two hours of laboratory a week.

CHEM 309 BIOCHEMISTRY I 3 CREDITS

Prerequisite(s): CHEM 202. This course is a study of structure and function of proteins and carbohydrates. Topics include role and importance of water in biochemical reactions; introduction to structural and thermodynamic elements of enzymology and biochemical pathways; structure and function of allosteric proteins with a particular emphasis on hemoglobin; and carbohydrate metabolism, citric acid cycle, and oxidative phosphorylation.

CHEM 311 QUANTITATIVE ANALYSIS 2 CREDITS

This lab CHEM must be taken concurrently with lecture CHEM 301. This course is a three-hour laboratory.

CHEM 401 PHYSICAL CHEMISTRY I 5 CREDITS

Prerequisite(s): PHYS 272, and MATH 300. This course is an introduction to atomic and molecular structure and elementary thermodynamics. Three hours of lecture a week and 3 hours of laboratory.

CHEM 402 PHYSICAL CHEMISTRY II 2 CREDITS

Prerequisite(s): CHEM 401 and CHEM 410. This course is a continuation of Physical Chemistry II, CHEM 401, including chemical kinetics and photochemistry.

CHEM 405 SEMINAR IN CHEMISTRY 4 CREDITS

Prerequisite(s): Senior Standing Only. This course is a discussion of advanced topics in inorganic, organic, analytical, physical chemistry and biochemistry.

CHEM 406 RESEARCH IN CHEMISTRY 1-3 CREDITS

This course is an introduction to the literature of chemistry and the techniques of research.

CHEM 464 BIOCHEMISTRY LABORATORY 1 CREDIT

Must be taken concurrently with CHEM 309. This is a one credit course covering instruction in, and demonstration of, the basic laboratory techniques used in a modern biochemistry laboratory. Emphasis will be placed on the application of the lecture-based Biochemistry (Chemistry 309) course material to the understanding of protein structure and function including the theory and practical applications of protein isolation, purification and analysis of protein weight, size and pI. Included will be the theory and practice of the determination of protein structure by X-ray crystallography and the essentials of enzymology, including measurement of thermodynamic and kinetic constants, Lineweaver-Burke plots and enzyme inhibition.

COSC 112 COMPUTER SCIENCE I 4 CREDITS

Prerequisite(s): None. This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top down design, structured programming, and style in programming conducted in a block structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, including wiretapping and encryption and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

MATH 225 CALCULUS I 4 CREDITS

Prerequisite(s): MATH 150 equivalent transfer credit. This is the first of a two-course sequence in the study of the Calculus of one variable, concentrating on methods and applications of differentiation. Topics include: limits and continuity of real functions of one variable, differentiation and anti-differentiation of the standard elementary functions, the chain rule, Rolle's Theorem, the Mean Value Theorem, simple applications to optimization problems, graphing techniques, and an introduction to integration. Extensive use of graphing calculator/computer should be expected.

MATH 226 CALCULUS II 4 CREDITS

Prerequisite(s): MATH 225 or equivalent transfer credit. This course provides the sequel to Calculus I. We concentrate on methods and applications of integration, and series summation. Topics include: various techniques of integration, including exact and approximate techniques, applications to problems involving work and solids of revolution, and an introduction to power series, including Taylor and Maclaurin series. Extensive use of graphing calculator/computer should be expected.

PHYS 271 GENERAL PHYSICS I 4 CREDITS

Prerequisite(s): MATH 225 with a C or higher. This is a calculus-based course covering statics, dynamics, oscillatory motion, and thermodynamics. Students may not receive credit toward graduation for both PHYS 271 and PHYS 251.

PHYS 272 GENERAL PHYSICS II 4 CREDITS

Prerequisite(s): PHYS 271. This is a calculus-based course covering electricity, magnetism and optics. Students may not receive credit towards graduation for both PHYS 272 and PHYS 252.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
Towson University: Master of Arts in Dance Education

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The Dance Department in the College of Fine Arts and Communication at Towson University proposes a Master of Arts in Dance Education degree. This 36-credit program meets a workforce need to provide certified public-school dance teachers a part-time option for obtaining Maryland’s “Advanced Certificate”. By offering a part-time format, this program will remove one obstacle full-time teachers face when returning to school and ensure no lost work time. Towson University currently offers the only teacher certification in Dance within the state and is uniquely qualified to offer continued teacher training. The Dance Education program will focus on dance’s contribution to learning, comprehensive educational value, and the promotion of the artist citizen.

With 167 current dance teachers in Maryland and 45% of Anne Arundel County Public School teachers needing the “Advanced Certificate”, Towson University’s program will be positioned to serve this need. It is also expected that other counties and new professionals will be attracted to this program. educators.

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from Towson University to offer the Master of Arts in Dance Education.

COMMITTEE RECOMMENDATION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu

TOWSON.EDU

TU
TOWSON
UNIVERSITY.

**Office of
the Provost**
Towson University
8000 York Road
Towson, MD
21252-0001

April 2, 2019

Robert L. Caret, PhD.
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Caret,

Towson University requests approval for a new Master of Arts in Dance Education,

This 36-credit program meets a workforce need to provide certified public school dance teachers a part-time option for obtaining Maryland's "Advanced Certificate". By offering a part-time format, this program will remove one obstacle full-time teachers face when returning to school and ensure no lost work time is required.

With 167 current dance teachers in Maryland and 45% of Anne Arundel County Public School teachers needing the "Advanced Certificate", Towson University's program will be positioned to serve this need. It is also expected other counties and new professionals will be attracted to this program.

Please find attached the program proposal. Thank you for your time and consideration.

Melanie L. Perreault

Melanie L. Perreault, Ph.D.
Provost and Executive Vice President for Academic Affairs
MLP/maw

- cc:
- Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
- Dr. Janet DeLany, Dean of Graduate Studies
- Dr. Greg Faller, Associate Dean, College of Fine Arts and Communication
- Dr. Westley Forsythe, Director, Accreditation and Compliance Services
- Dr. Susan E. Picinich, Dean, College of Fine Arts and Communication

410.704.2125 410.704.3129
provost@towson.ed



UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University

Institution Submitting Proposal

Dance Education

Title of Proposed Program

Master of Arts

Award to be Offered

Fall 2019

Projected Implementation Date

1008-01

Proposed HEGIS Code

50.0399

Proposed CIP Code

Dance

Department in which program will be located

Dr. Susan Kirchner

Department Contact

410-704-2301

Contact Phone Number

skirchner@towson.edu

Contact E-Mail Address

Signature of President or Designee

April 4, 2019

Date



Towson University
Department of Dance

New Program Proposal

Master of Arts in Dance Education

Executive Summary

A. Centrality to institutional mission statement and planning priorities

The Masters of Arts in Dance Education (MADE) fulfills a critical need in public school dance education by providing flexible part-time graduate study within the discipline of dance not currently available to certified dance teachers employed full-time in the State of Maryland who need to qualify for the Advanced Certificate within 5 years of Initial Certification. The Dance Department offers the only Bachelor of Fine Arts in Dance and the only fully articulated teaching certificate concentration in the State of Maryland and is uniquely qualified to provide advanced study.

The proposed program will augment the Department of Dance's current offering of the Bachelor of Fine Arts in Dance Performance and Choreography. This thirty-six credit Master of Arts program emphasizes dance's unique contribution to learning, comprehensive educational value and promotion of the artist citizen.

The Master of Art in Dance Education is compatible with the Towson University mission by providing graduate education in the applied discipline of dance education and responds to the Baltimore metropolitan area educational and workforce needs. The proposed Master of Arts in Dance Education will contribute firmly to the TU Mission by 1) promoting mastery in dance education through deep reflective practice on the professional artist as pedagogue; 2) fostering innovative and diverse interdisciplinary engagement founded in individualized action research that reflects the student's diverse interests; and 3) all contextualized through the lens of the globally informed citizen artist educator. MADE preserves Towson University's leadership and innovation in the area of dance education.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The Master of Arts in Dance Education (MADE) strongly addresses the *2017-2020 State Plan for Postsecondary Education: Student Success with Less Debt* document in "fostering innovation in all aspects in Maryland higher education to improve access and student success." By offering a flexible program format, MADE resolves the challenges to student success that the adult student or returning professional encounters when seeking advanced study. Additionally, MADE will offer long-term graduate education opportunities to the undergraduate when considering their career trajectory. Most importantly, MADE offers a pathway for certified dance teachers to secure the Advanced Teaching Certificate required of the Maryland State Department of Education within the discipline of dance without taking a leave from their teaching positions.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

The primary constituencies to be served are 1) K-12 certified dance educators, 2) qualified dance professionals and eligible non-degree seeking candidates that desire graduate study. Longitudinal data



reports provided by the MSDE Fine Arts Office indicate a total of 167 dance teachers currently employed in the State of Maryland. Additionally, 45% of Anne Arundel County Public School dance educators currently need the graduate degree or its equivalent as reported by its Dance Coordinator. It is anticipated that comparable data describes the need in the three other counties with similarly sized dance offerings. A continued feed of candidates is expected as new dance educators enter the field. The Master of Arts in Dance Education program *does not* deliver the state teaching certificate. Candidates desiring the teaching certificate may be admitted concurrently to the existing Post Baccalaureate pathway currently available through the Department of Dance.

The proposed Master of Arts in Dance Education exemplifies Towson University's commitment to innovation in dance and teacher education. Graduates will be innovators in *dance education as embodied knowledge* that is fundamental to teaching and learning in the discipline. The primary constituency is certified dance professionals seeking advanced study in dance education requisite to *retaining* the Maryland State Department of Education's (MSDE) teaching certificate. A broader constituency includes professionals who already possess an undergraduate degree in dance and elect the MA as a prerequisite for doctoral study that culminates in the terminal degree or desires advanced study in dance education. These individuals will become active artist citizens in the classroom through exposure to a curriculum of globally informed, theoretically rich and embodied pedagogical practice.

Towson University has been the leader in dance education and state teacher certification since 1983 when it began the first State Approved Teacher Preparation program. Since that time, our graduates have had to seek graduate degrees (or their equivalents) either out-of-state or in non-dance disciplines in order to retain their certificates. The options for advanced study in dance is limited to the full-time residency program at the University of Maryland, College Park. The absence of a low residential Master's degree in Dance Education in the State of Maryland poses an unnecessary hardship for this population. The proposed Master of Arts in Dance Education would provide access to in-State advanced study in dance education without disrupting the candidate's professional teaching practice. It is a low residency program that is delivered in a flexible schedule of traditional, summer, and mini-mester terms to accommodate the working professional. Low residency is defined as the inclusion of some amount of distance education and brief on-campus or specific-site residencies of weekend intensives or several weeks. A cohort of 10 masters candidates is anticipated each year.

Table 1 below reflects an analysis of projected occupational demand in Maryland based on a crosswalk between the program's proposed Department of Education classification of instructional program taxonomical code with corresponding Bureau of Labor Statistics standard occupational code representing professions that graduates of this program could pursue. It indicates an annual demand of 1,570 positions.



Table 1: Maryland occupational projections 2016-2026

Oce Code	Occupational Title	Employment			Change		Educational Value
		2016	2026	Change	Replacement	Total	
25-1081	Education Teachers, Postsecondary	594	638	+44	459	503	Doctoral or professional degree
25-1121	Art, Drama, and Music Teachers, Postsecondary	865	932	+67	669	736	Doctoral or professional degree
25-2022	Middle School Teachers, Except Special and Career/Technical Education	7,677	8,253	+576	5,577	6,153	Bachelor's degree
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	10,644	11,443	+799	7,503	8,302	Bachelor's degree
		19,708	21,266	1,496	14,208	15,694	



D. Reasonableness of program duplication

Considering the projected occupation demand and that no similar program of this kind at this level exists in Maryland program duplication does not present a challenge.



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

Considering there is no similar program currently in existence at the graduate level, no impact upon the identity of HBIs is anticipated.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

There are no similar programs in the state at this level; consequently, this proposed program is not anticipated to affect high demand programs at HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes

Course Title	Course Description	Credit Hours
Introduction to Laban Movement Analysis	Laban Movement Analysis (LMA) is a comprehensive vocabulary and analytic framework with which to identify patterns and changes of movement to perceive meaning. Learn to analyze the body in motion to become a more dynamic mover and communicator through understanding your movement preferences and investigate the many ways the body can shape itself and project into space.	Prerequisite
EDCI6881. Maryland Centers for Creative Classroom Intensive	MSDE Professional Development Intensives for fostering artful practices in pedagogy.	3 credit hours
IDFA703. Interdisciplinary Research Methods	Introduction to arts-based research methodologies and arts students drawing on their creative practice. This program-required course will explore theoretical frameworks and practical applications for arts-based research in education.	3 credit hours
DANC600. Global Pedagogy in Dance Education	This course explores the variety of pedagogical models from a cultural studies perspective as they apply to the student diversity reflected in contemporary dance education settings.	3 credit hours
DANC700. Culture of the Lived Body	Culture of the Lived Body examines theoretical models applied to a lived body, that is, a personal or subjective body, in tandem with models applied to a culturally inscribed or public body, and where they intersect. Topics include abjection, somatics, difference, and the influence of technology. Emphasis is placed on the role of dance in embodying these models, metaphorically and physically.	3 credit hours
DANC745. Personal Pedagogies: Embodied Practice	This course explores the embodied practices of master teachers in dance; positions these practices, along with their own, within current educational theoretical and pedagogical frameworks. Students will cultivate the values	3 credit hours



	and essential tools for consideration of the lived body as an integral part of the discourse of teaching and learning.	
DANC845. Action Research in Pedagogical Inquiry	This course offers exemplars of master teachers within specific contexts as a guide for the summative goal for candidates to develop a plan of action for pedagogical inquiry. Students will review strategies of best-practices within the dance education field to hone their next steps for an Action Research experience. Questions and analysis will be designed in preparation for the implementation during their thesis practical phase of the capstone for the Masters in Dance Education.	3 credit hours
IDFA609. Integration Capstone Project	Implementation of action research project. Includes analysis, reflection and evaluation of project. Prerequisites: Graduate standing, and certification in teaching	3 credit hours
DANC898. Thesis	Conduct and document original research using appropriate research methods in dance education.	3 credit hours
Total Required Credit Hours		24 Credit Hours
ARED606. Community-based Arts Teaching	Theoretical, philosophical, and practical consideration for community-based arts teaching. Students develop service learning partnerships and projects among community-based organizations and programs with sensitivity to underserved populations. Prerequisite: Graduate standing.	3 Credit Hours
IDFA607. Teaching Thinking Through Arts	Exploration of the dual aspects of the art educator as artist/teacher. Includes studio work, museum trips, journal writing, research of cultural/historical expressions, and unit planning relevant to K-12 education.	3 Credit Hours
877.615. Mind, Brain & Teaching (JHU Course)	Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching including the teaching of the arts across content areas. Topics of study will include the brain's memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts.	3 Credit Hours



DANC550. Methods for Teaching Dance: Policy & Advocacy	Examination of strategies for dance arts advocacy and dance education policies in public school contexts. Prerequisite: permission of instructor by special departmental permit.	3 Credit Hours
IDFA571. Special Topics in Social Action	A multidisciplinary and collaborative service-learning seminar that explores complex problems of the Baltimore metropolitan region. Includes creative projects and fieldwork with civic, community, and/or non-profit organizations. Topics vary and could include homelessness, domestic violence, drug abuse, disabilities, housing, education, health issues, and welfare. May be repeated for a maximum of 6 units when a different topic is covered. Prerequisites: Junior/Senior Standing or consent of instructor.	3 Credit Hours
IDFA604. Interdisciplinary Seminar in the Contemporary Arts	An interdisciplinary graduate seminar in the contemporary arts and media; topic may vary by semester. Prerequisite: Graduate-level standing or permission of the program director/instructor; upper level writing.	3 Credit Hours
Total Elective Credit Hours		12 Credit Hours
Total Required Credit Hours		24 Credit Hours
TOTAL PROGRAM CREDIT HOURS		36 CREDIT HOURS

The Master of Arts in Dance Education is a 2-year part time program delivered in a flexible schedule of traditional, summer, and mini-mester terms employing traditional and weekend intensive formats to accommodate the needs of the working professional. MADE provides maximum flexibility while maintaining a rigorous course of advanced study in dance.

A 36-credit curriculum comprised of 24 core credits and 12 elective credits culminates in a thesis based on action research in the candidate's area of interest. Funding for the new program will be provided by reallocating existing Dance Department funds; and no new facilities will be required. Staffing of the program will be through reassignment of current dance faculty. It is expected that 2-6 adjunct positions will be reallocated.

The Master of Arts in Dance Education (MADE) is an academically and pedagogically rigorous program that relies on the synergy between theory, practice and action research to foster innovation in dance education based on personal pedagogies; translating embodied knowledge into existing academic & instructional methods of research. It culminates in the thesis based on the candidate's individual action research interests. The MADE curriculum emphasizes individual teaching profiles & preferences as a foundation for innovation in the teaching and learning of dance through a curriculum of globally informed, theoretically rich and embodied pedagogical practice. The sequencing of the Program Educational Objectives provides a conceptual map of what the candidate is to know, be able to do and value at the conclusion of the degree program. A 36-credit curriculum comprised of 24 core credits and 12 elective credits culminates in a thesis based on action research in the candidate's area of interest. The curriculum was designed to meet four *Key Learning Goals* (KLG) and reflect three *Dimensions of Learning* (DOL)



which are correlated to the KLGs. Additional correlations are provided to the *Standard Learning Outcomes* (SLO) associated with the Program Assessment Plan.

The curriculum sequence has a rhythm that fluctuates in intensity and scope and a progression of study that advances the candidate from a global perspective to one that is more personal & self-referential. The scheduling of courses allows for maximum accessibility and flexibility to candidates. Online and hybrid courses in combination with weekend intensives to deliver content accommodate students that are not within commutable distances. All courses will be taught every year.

Characteristics of the Proposed Program.

Key Learning Goals (KLG)

1. Examining current trends and confronting ethnically diverse perspectives in dance education as a global phenomenon (DOL 1, 2)
2. Creating dance pedagogies derived from personal values, experiences, and interests (DOL 1, 3)
3. Transforming the standards of dance practice through field study (DOL 1, 3)
4. Preparation for further academic advanced degrees in dance (DOL 1, 2, 3)

Program Educational Outcomes.

1. Program Assessment Plan Student Learning Outcomes. Students will
 - SLO#1. Examine Current trends and confront ethnically diverse perspectives in dance education
 - SLO#2. Create dance pedagogies derived from personal values, experiences and interests
 - SLO#3 Transform the standards of dance practice through field study
2. Additional Outcomes. Students will
 - a. Model professional excellence as an educator in the classroom and community
 - b. Utilize appropriate technology to enhance learning
 - c. Develop collaborative partnerships that enrich the educational experience

Dimensions of Learning (DOL)

1. Theory and Critical Studies in Practice
2. Dance Pedagogy as a Global Phenomena
3. Embodied Practices

PROGRAM TIMELINE

Candidates matriculate into the program as a cohort of individuals that will advance together through the Master of Dance Education program. The cohort commences each summer and is completed after six (6) trimester terms. The program schedule accommodates both full-time and part-time candidates while maintaining the integrity of the cohort. This is achieved by condensing the elective curriculum into the fall and spring trimester terms for full-time candidates. The program begins with one (1) cohort course and concludes with a thesis colloquium. Students individualize curriculum according to their interests through the selection and completion of the elective course requirement.

Sample Schedule

Prerequisite	1. Introduction to Laban Movement Analysis
Summer 1a	1. Required Elective: Maryland Centers for Creative Classrooms (3) 2. DANC600: Global Pedagogy in Dance Education (3) Incoming candidates attend Thesis Colloquium



Fall 1	1. IDFA703: Interdisciplinary Arts Research Methods (3)
Winter 1	1. DANC700: Culture of the Lived Body (3) Online course
Spring 1	1. Elective (3) 2. Elective (3)
Summer 2	1. DANC745: Personal Pedagogies: Embodied Practice (3) 2. DANC845: Action Research in Pedagogical Inquiry (3)
Fall 2	3. Elective (3)
Winter 2	1. Elective (3)
Spring 2	1. IDFA609: Arts Integration Capstone Project (3)
Summer 3	1. DANC895: Thesis (3) 2. Thesis Colloquium Presentations All Candidates Attend Colloquium

H. Adequacy of articulation

Not applicable.

I. Adequacy of faculty resources

Narrative:

Complete the following table:

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty	Jaye Knutson	MA/CMA	Professor	Full-time	DANC600; DANC745; DANC895
Existing Faculty	Susan Kirchner	EdD	Professor	Full-time	DANC845; DANC895
Existing Faculty	Morna McNulty	PhD	Professor	Full-time	IDFA703
Existing Faculty	Kate Collins	PhD	Assistant Professor	Full-time	IDFA609
Instructor 1	Malcolm Shute	MFA	Instructor	Part-time	DANC700; DANC895
Instructor 2					
...					
...					
New Faculty					
Instructor I					
...					



(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

J. Adequacy of library resources

The existing library resources are sufficient to deliver the program. Acquisition of materials as needed will be subsumed by the Department of Dance's current budget for library materials.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The existing physical facilities comprised of 3 dance studios, 1 classroom, audio/visual equipment and 1 informal and 1 formal performance theatres are sufficient to deliver the program.

L. Adequacy of financial resources with documentation

No new general funds will be required for implementation of the proposed Master of Arts in Dance Education (MADE). The new program will be coordinated and administered fully through the Department of Dance. The program director is a full-time faculty member from the department who currently has standing as a graduate instructor. As shown in Budget Table provided in Appendix C this program is expected to be self-supported.

M. Adequacy of provisions for evaluation of program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors

In January each year, the Office of Assessment hosts "Assessment Day" where all programs present data and analysis on their program learning outcomes. Faculty from across the University participate in this peer review process and utilize a rubric developed by the University Assessment Council's Subcommittee on Student Affairs Assessment to evaluate program reports. Results are then synthesized and recommendations are submitted to the University Assessment Council for approval. This data is used for continuous program improvement as part of the Middle States Accreditation process.

Additionally, the University System of Maryland (USM) requires a program review by external reviewers for all academic degree programs every seven years. The seven-year program review process is extensive and consists of an internal self-study of each program within the context of the discipline as a whole and the department in which it resides. Each review must include feedback from an external reviewer and a comprehensive plan for improvement.



N. Consistency with the State’s minority student achievement goals

Towson is resolutely committed to playing its role in securing the state’s minority student achievement goals. The [Center of Student Diversity \(CSD\)](#) as established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The center provides academic, social, and transition support for underserved students and promotes exchange and dialogue between individuals of diverse backgrounds and lifestyles.

CSD, housed in the Division of Student Affairs, supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Towson’s [Career Center](#) recognizes the importance of racial and ethnic diversity and has committed us to providing resources for the social and professional development of our minority students.

The President, Dr. Schatzel, has publicly and prominently articulated the importance of diversity to Towson’s role, purpose, and mission, including recently in an [open editorial in the Baltimore Sun](#).¹

Further demonstrating the institution’s commitment to minority student achievement goals, Towson received a \$1m grant from the Howard Higher Medical Institute to cultivate minority student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.²

Towson’s strategic plan ‘TU 2020: a focused vision for Towson University’ has committed the university to ‘further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.’³

President Schatzel’s *Presidential Priorities* are implementing this objective, most notably via the establishment of the Office of Inclusion and Institutional Equity.⁴

O. Relationship to low productivity programs identified by the Commission

The proposed new Master of Arts in Dance Education program is not related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. If proposing a distance education program, please provide evidence of the [Principles of Good Practice](#)

Not applicable.

Q. Program Resources and Expenditures Tables

¹ *The Baltimore Sun*, February 1, 2018, retrieved on April 18, 2018 from <http://www.baltimoresun.com/news/opinion/readersrespond/bs-ed-rr-towson-diversity-letter-20180201-story.html>

² CBS Baltimore, retrieved on April 18, 2018 from <http://baltimore.cbslocal.com/2017/06/08/towson-stem-grant/>

³ <https://www.towson.edu/about/mission/strategicplan.html>

⁴ <https://www.towson.edu/about/administration/president/priorities/campus.html>



Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

Initial funding will be come from tuition revenue generated by the program with additional operating support from university administration.

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds¹	0	0	0	0	0
2. Tuition/Fee Revenue²	14,130	54,883	55,906	56,950	30,327
a. Annual Full-time Revenue of New Students	0	0	0	0	0
Number of Full-time Students	0	0	0	0	
Annual Tuition Rate		\$0	\$0	\$0	\$0
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Annual Fees	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Full-time Revenue of New Students	\$0	\$0	\$0	\$0	\$0
b. Annual Part-time Revenue	0	0	0	0	0
Number of Part-Time Students	10	20	20	20	10
Credit Hour Tuition Rate	\$418	\$426	\$435	\$444	\$452
Annual Fees Per Credit Hour	\$53	\$31	\$31	\$31	\$53
Annual Credit Hours Per Student	3	6	6	6	6
Subtotal Tuition	\$12,540	\$51,163	\$52,186	\$53,230	\$27,147
Subtotal Fees	\$1,590	\$3,720	\$3,720	\$3,720	\$3,180
Total Part Time Revenue	\$14,130	\$54,883	\$55,906	\$56,950	\$30,327
3. Grants, Contracts & Other Sources³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$14,130	\$54,883	\$55,906	\$56,950	\$30,327

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

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

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



1. Total Faculty Expenses	\$14,388	\$17,985	\$21,582	\$21,582	\$21,582
(b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	13,200	16,500	19,800	19,800	19,800
c. Total Benefits	1,188	1,485	1,782	1,782	1,782
2. Total Administrative Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. #FTE	0.0	0.0	0.0	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
5. Library	500	200	100	100	100
6. New or Renovated Space	0	0	0	0	
7. Other Expenses	400	400	400	400	400
TOTAL (1-7)	\$15,288	\$18,585	\$22,082	\$22,082	\$22,082



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

TOPIC: New Academic Program Proposal:
Towson University Master of Music in Music Pedagogy

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The Music Department in the College of Fine Arts and Communication at Towson University proposes a Master of Music in Music Pedagogy degree. The program meets a workforce need to provide pedagogical instruction to non-classroom music instructors wishing to develop their studio expertise. With 1,410 potential new positions within the state of Maryland in music by 2026, this program will assist in meeting this demand. The Master of Music in Music Pedagogy will be unique to the state of Maryland. No other program exists within the state, with any interested students needing to attend out-of-state institutions.

The Master of Music in Music Pedagogy program differs in both content and outcome from our music education degree programs where students are trained for classroom instruction. Students in the proposed program will be exposed to a curriculum in pedagogy, music education, literature, and internship opportunities. Graduates of the program will serve the state as one-on-one instructors at public and private institutions, organizations, or businesses.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from Towson University to offer the Master of Music in Music Pedagogy.

COMMITTEE RECOMMENDATION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



Office of
the Provost

Towson University
8000 York Road
Towson, MD
21252-0001

March 25, 2019

Robert L. Caret, PhD.
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Caret,

Towson University requests approval for a new Master of Music in Music Pedagogy. The program meets a workforce need to provide pedagogical instruction to non-classroom music instructors wishing to develop their studio expertise. Students in the program will be exposed to a curriculum in pedagogy, music education, literature, and internship opportunities. Graduates of the program will serve the state as one on-one instructors at public and private institutions, organizations, or businesses.

Please find attached the program proposal.

Thank you for your time and consideration.

Sincerely,

Melanie L. Perreault, Ph.D.
Provost and Executive Vice President for Academic Affairs

MLP/maw

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Janet DeLany, Dean of Graduate Studies
Dr. Greg Faller, Associate Dean, College of Fine Arts and Communication
Dr. Westley Forsythe, Director, Accreditation and Compliance Services
Dr. Susan E. Picinich, Dean, College of Fine Arts and Communication

o 410.704.2125 f 410.704.3129
provost@towson.edu
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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

TOWSON UNIVERSITY

Institution Submitting Proposal

Music Pedagogy

Title of Proposed Program

Master of Music

Fall 2019

Award to be Offered

Projected Implementation

1004-00

13.1312

Proposed HEGIS Code

Proposed CIP Code

Music

Phillip Collister

Department in which program will be located

Department Contact

410-704-2143

pcollister@towson.edu

Contact Phone Number

Contact E-Mail Address



3/25/2019

Signature of President or Designee

o 410.704.2125 f 410.704.3129

provost@towson.edu

www.towson.edu/provost





Executive Summary

The Music Department in the College of Fine Arts and Communication at Towson University proposes a Master of Music in Pedagogy degree. The Master of Music in Pedagogy is a regimen of study that will hone student's skills as teachers on their instrument or voice. Students in this program must demonstrate an interest in developing their knowledge and skills to become master teachers in their discipline. Graduates of this program are usually employed as music teachers (one on one) or instructors at public or private institutions, organizations, or businesses (again mostly one on one).

Music teachers are employed throughout Maryland and as the levels of teaching improve, it is evident to many that the training of our music teachers needs to be raised as well. This new curriculum would provide instruction in pedagogy, music education, and literature, and finally require the completion of an internship in which the student would practice their teaching under the direction of a master teacher.

A Unique Program in Maryland

The Master of Music in Pedagogy degree will be unique in the state of Maryland. Currently students who wish to develop their expertise as studio teachers need to attend programs in other states. This degree differs dramatically from performance degrees in music offered in the state, since students do not have a final recital requirement and instead their capstone experience is a teaching internship. This program is not similar to music education master's degree programs where students are trained for classroom instruction. This program trains students for one-on-one instruction.

Builds upon Strong and Nationally Recognized Music Programs

The Department of Music is recognized as one of the leading music programs in the United States through its inclusion in the National Association of Schools of Music (NASM, <https://nasm.artsaccredit.org/>). The Department of Music curricula meet the rigorous standards of NASM at both undergraduate and graduate levels. In addition, the Department is recognized as a leader in music education by supplying the majority of music teachers in the public-school system in Maryland. Building upon this outstanding reputation, the Department could emerge as the leader of studio, one-to-one, education in pedagogy.



Minimal Financial Risk and Investment

The Department of Music already possesses the facilities, library resources, and outstanding faculty to host this program. In fact, the addition of the program will help to bolster enrollment in the master-degree offerings, which help improve graduate enrollment. No additional funding is requested.

Aligns with Maryland State and Towson University's Missions and Goals

1. The proposed program is consistent with Towson University's mission to provide select, high quality programs in professional fields where there is evidence of both need and of corresponding institutional strength.
2. The proposed program aligns with goals set forth by the Maryland State Plan for Postsecondary, Quality and Effectiveness, Economic Growth and Vitality, and Affordability and Completion.

A. Centrality to institutional mission statement and planning priorities

The proposed Master of Music in Pedagogy program reflects Towson University's mission, vision, and strategic plan. The proposed program of 30 credits will prepare students to succeed in careers in music as entrepreneurs in one-on-one instruction. The program will be the only pedagogy program for studio instruction in music in the state of Maryland.

Relationship to the Towson University's Mission, Vision, and Strategic Plan

In keeping with the Towson University 2020 Focused Vision, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education this degree fosters:

- Effective communication
 - This program furthers musical, verbal, and written communication. The demanding coursework fosters skills in performance, presentations, and reports.
- Critical analysis and reasoning
 - Students are required to demonstrate appropriate musical judgement in performance and pedagogical situations.
- Specialized knowledge in defined fields



- Students receive specialize training in music in preparation for careers in performance and teaching music.
- Local and global citizenship and leadership
 - The study of music by definition includes the study of artifacts from various world cultures. All students must understand terms in international languages and in particular voice students are required mastery of international language diction. Furthermore, the program will be particularly attractive to international students for whom English is a second language.
- Review and evaluate curriculum to ensure challenging content that addresses workforce and geographic demands. The training will make the students more marketable as one-on-one studio instructors as well as teachers in the music profession.
- Include diverse perspectives across the curriculum. Support students and faculty in their quest for focused international experiences and through the inclusion of global awareness in the curriculum. Promote appreciation for and advancement of equity, diversity and inclusion at TU. The performance of music fosters perspectives from multiple nations across centuries of cultures. Students gain an appreciation for the contributions of many musicians from diverse locals.

Furthermore, the Master of Music in Pedagogy will support Towson University's 2020 goal of innovation in teacher preparation. We anticipate that successful graduates will be in demand as studio teachers in music both as self-employed entrepreneurs and as teachers in private businesses.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The MM in Pedagogy degree addresses several signification aspects of the 2017-2021 Maryland state plan postsecondary education.

(<http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>)

These include:

- **Strategy 4.** (*Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.*) This degree is unique in the state, thus providing access to a program that is only available outside of Maryland. In past years, Maryland students have left the state to receive a similar degree.



- **Strategy 5.** (*Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.*) The MM in Pedagogy degree has the minimum 30 credits, a degree standard set by the National Association of Schools of Music. Founded in 1924, the National Association of Schools of Music (NASM) is an organization of schools, conservatories, colleges, and universities with approximately 647 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials for music and music-related disciplines. Furthermore, it provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other music-related endeavors. Please see <https://nasm.arts-accredit.org/>.
- **Strategy 7.** (*Enhance career advising and planning services and integrate them explicitly into academic advising and planning.*) The close mentorship in the curriculum, particularly in the capstone experience MUSC 896 Pedagogy Practicum, prepares students for employment as music teachers with apprenticeship experiences.
- **Strategy 8.** (*Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.*) The Pedagogy Practicum (MUSC 896) relies on partnerships between Towson University faculty and professional teachers and/or music stores in the region. These increased connections will aid students in future employment.
- **Strategy 9.** (*Strengthen and sustain development and collaboration in addressing teaching and learning challenges.*) Pedagogy is the core of this degree. Graduate students in the program are provided instructional methodologies tailored to their instrument or voice. Master teachers model instruction for the students. In addition, students gain practical experiences especially through the MUSC 896 Pedagogy Practicum.
- **Strategy 11.** (*Encourage a culture of risk-taking and experimentation.*) The Master of Music degree in Pedagogy encourages musical entrepreneurship and risk taking that includes setting up a private music teaching studio, marketing skills through online forums, and online music instruction. MUSC 552, Pedagogy of Technology in Music Instruction, requires students to receive and give instruction online by various software. This experimentation aids the students in developing skills for future music instruction. This course is required for students in the degree.



C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

The Master of Music in Pedagogy will be the first such degree in the state of Maryland. Other institutions in the region (such as Pennsylvania State University) have such degrees, but ours differs significantly with greater focus on teaching instruction and pedagogy than the other degrees which have more performing requirements.

The Department of Music at Towson University has a long tradition as the leading program teaching the next generation of music instructors. The graduate program in Music Education is one of the largest programs in the state and region. Some courses in the Master of Music in Pedagogy will draw upon existing instructional strengths in our music education curriculum.

The program will attract students from the USA and possibly, abroad. There is a demand for comprehensive training programs for applied studio (one-on-one) teachers. This degree is intended to provide students opportunities to work with expert teachers within the structure of a university environment. There are many students interested in performance and teaching careers who wish additional study beyond the bachelor's degree to fulfill their educational and professional goals. We expect demand for the new degree to parallel the enrollment in our current graduate programs:

- Students who have completed a Bachelor of Music degree and seek additional training and experience in performance and pedagogy to establish a performing and/or a career in music studio instruction. We anticipate that students will come from our undergraduate program as well as other universities in the region.
- Students who have completed a Bachelor of Music degree and seek additional training and experience to prepare for doctoral work in premiere graduate programs in the USA. Again, we anticipate that our graduates and graduates from other music schools in the area will be attracted to this program.
- International students are who seeking opportunities to study music performance and pedagogy in the United States. The program will provide international students the opportunity to achieve comprehensive working knowledge of teaching techniques and methods while earning a master's degree from an American University.



Maryland Occupational Projections 2016-26

Occupational Employment Separations		Total	code	title				
		2016	2026	Change	Pct. Chg	Exits	Transfers	
27-2042	Musicians and Singers	698	750	52	7.4%	270	174	496
27-2041	Music Directors and Composers	216	236	20	9.3%	96	62	178
25-1121	Art, Drama, and Music Teachers, Postsecondary	865	932	67	7.7%	328	341	736
Totals		1779	1918	139	7.8%	694	577	1410

The table above indicates annual new and additional demand of 141 ‘musicians and singer’ per annum in Maryland and the following table illustrates the enrollments in similar programs to that which Towson University proposes.

		Fall Enrollment in Similar Programs				
Institution	Program name	Year 1	Year 2	Year 3	Year 4	Year 5



JHU/Peabody	MM in Music Theory Pedagogy	1	1	1	1	1
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Source: MHEC Trends in Enrollment Data by Program

D. Reasonableness of program duplication

Institution	Program name	Degrees Awarded in Similar Programs				
		Year 1	Year 2	Year 3	Year 4	Year 5
JHU/Peabody	MM in Music Theory Pedagogy	1	1	1	1	1

Source: MHEC Trends in Degrees and Certificates by Program
https://data.mhec.state.md.us/mac_Trend.asp (Accessed Nov. 2018)

This degree should not be confused with pedagogy degrees in academic disciplines such as music theory. Johns Hopkins University (JHU) offers the Master in Music Theory and Pedagogy. This is a very different degree from Towson's proposed MM in Pedagogy. The JHU program is conceived as a music scholarship and teaching degree. Towson's proposed program is conceived as a music performance and teaching degree. The difference is very clear. For example, Towson's program will expose saxophonists to best practices in saxophone teaching and performance. The focus of the JHU program is teaching students how best to teach music theory and musicianship skills. Often, graduates of such a program would go on to attain the Ph.D. in Music Theory and then teach at the college level. Graduates of the Towson MM in Pedagogy could go on to attain the DMA in performance and teach at the college level or work as professional musicians. By no calculation, are they similar intent.



This degree differs significantly from our Master of Science in Music Education currently offered at Towson University. The MS in MUED is a professional degree that is available only to students who have completed the requirements of the Bachelor of Science in Music Education. These students are certified to teach K-12 in the public school. The proposed Master of Music in Pedagogy degree does not prepare students for public school certification, rather this degree provides training for candidates interested in one-on-one studio music instruction that is most commonly given in one-on-one lessons and not in classrooms. MM candidates would prepare for a career of teaching students of all ages and proficiency levels. Students who are ineligible to enroll in the Master of Science in Music Education yet wish to develop their skills as studio instructors would find this proposed degree, the Master of Music in Pedagogy, an appropriate educational choice.

The Master of Music in Pedagogy degree differs significantly from the current Master of Music in Performance. As stated in the National Association of Schools of Music (NASM) Handbook the MM in Pedagogy degree must have between one third to two thirds of the curriculum in the pedagogy of a specific performance area or its repertory (see Appendix A). The MM in Performance falls short of that pedagogy criteria by many credits. The MM in Pedagogy does not require a recital, far fewer studio lessons are required for the degree, and as a result, students in the MM in Pedagogy degree are not required to achieve the performance competencies of graduates in the MM in Performance.

The MM in Pedagogy degree furthermore differs from pedagogy degrees offered in other USA institutions. The new degree is not limited to a single instrument, rather, it has been created with all instrumentalists—whether bassoon, violin, or guitar—and vocal students in mind. Each student's area of expertise is accommodated in the curriculum in pedagogy courses, repertoire courses, and applied lessons.

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

The program will have no impact on the uniqueness and institutional identities and missions of HBIs.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)



The program is not expected to impact high-demand programs at Historically Black Institutions.

G. Adequacy of curriculum design and delivery to related learning outcomes Student Learning Outcomes (SLOs)

1. Pedagogy. Demonstration of successful teaching of the art of practicing and performing music.
2. Performance. Demonstration of musicianship and interpretive skills in the art of performing music.
3. Technology. Demonstration of the application of technologies to teach the art of music in online and digital formats.

Curriculum Design with Assigned SLOs

Appendix I provides the course descriptions associated with all courses that can fulfill graduation requirements.

Degree total 30 units Required Courses (21 units)

One pedagogy course in the primary medium SLO1:

- MUSC 542 Vocal Pedagogy (3 units)
- MUSC 543 Instrumental Pedagogy (1 unit) and MUSC 593 Independent Research in Music (2 units). The research will be on pedagogy.
 - MUSC 560 Piano Pedagogy (3 units)
 - MUSC 562 Guitar Pedagogy (3 units)

One literature/repertoire course in the primary medium SLO2:

- MUSC 506 Survey of Solo Voice Literature (3 units)
- MUSC 509 History and Literature of Guitar, Lute and Vihuela (3 units)
- MUSC 513 Symphonic Literature (3 units)
- MUSC 519 Keyboard Literature (3 units)
- MUSC 525 Jazz Repertoire (3 units) Music

Technology SLO3:

- MUSC 552 Pedagogy of Technology in Music Instruction. (3 units)



MUSC 685 Bibliography and Research (3 units)
MUSA 6xx Applied Lessons (6 units)¹ **SLO2**
MUSC 896 (3 units) Music Pedagogy Practicum **SLO1**

Electives (9 units) to be chosen from the following:

*MUSC 629 Concepts of Music Theory (3 units)
MUSC 500-800 level courses
MUED 600 level courses
MUSA 6xx Ensemble (maximum 2 units)
MUSA 6xx Applied Lessons (maximum 3 units)
MUSC 796 Recital Research Paper (1 unit)
MUSC 797 Graduate Performance Recital (1 unit)

*This is a required course if the candidate does not pass the graduate music theory test.
Each participant will work closely the Program Director to design a personalized program to suit the participant's needs.

Exit Requirements

Students must complete an oral examination on their capstone experience that must include either a final project, a research paper, or a recital.

Admission Requirements

A bachelor's degree in music. A minimum GPA of 3.00 for admission. All GPA calculations are based upon the last 60 credits of undergraduate and post-baccalaureate study. Applicants must demonstrate expertise in an area of performance or composition through an audition. Procedures and requirements are available through the Department of Music website.

Method of instructional delivery

Students enrolled in MM in pedagogy program will be expected to complete the majority of their coursework on campus. Most of the courses will be delivered as traditional, face-to-face instruction

¹ The designation "xx" is used Department of Music curricular descriptions in the TU catalogue to designate the courses offered in Applied Lessons or Ensembles. Currently in Applied Lessons at the graduate level these start with MUSA 600 Composition and end with MUSA 636 Other Fretted Instruments. Currently in Ensembles these start at MUSC 650 Choral Society and end with MUSC 685 Jazz Ensemble Latin.



in the Department of Music at Towson University. However, the options of offering online and hybrid instruction on select courses are being explored to serve the academic needs and interests of the students in the program. These could include elective courses in the curriculum as well as one-on-one lessons over Skype or by video. Currently one graduate course in the Department of Music offerings, MUSC 552 Pedagogy of Technology in Music Instructions, is delivered online.

H. Adequacy of articulation

N/A

I. Adequacy of faculty resources

The following text was contained in our National Association of Music (NASM) Self Study (2012) and continues to reflect the current quality of our faculty:

The qualifications of the faculty are excellent and suitably enable the Department of Music to meet its mission, goals, and objectives. As of fall 2011, 19 out of 26 (73%) of our fulltime faculty have received doctorate or other terminal degrees in their fields and have published, performed and received national recognition in areas they teach. The Department of Music is fortunate to be situated near a large city with a culturally active climate for the arts. Consequently, the Department of Music is able to meet its educational needs when necessary with the appointment of qualified part-time faculty, many of whom are professional performers in the nation's top ensembles...The faculty of the Department of Music maintain a visible presence in their fields with performances, publications and presentations in national venues and organizations. (p. 26)

The proposed degree does not request new faculty resources.



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty— Full time					



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Mr. Ballou, David	1	MA, trumpet	PROF	FT	MUSA 101/201/301/401/601: Jazz/Commercial Composition Lesson; MUSA 149/249/349/449/649: Jazz/Commercial Miscellaneous; MUSA 144/244/344/444/644: Jazz/Commercial Trumpet; MUSA 282/482/682: Jazz Combos; MUSA 281/481/681: Jazz Orchestra; MUSC 425/525: Jazz Repertoire; MUSC 427/527: Jazz Arranging; MUSC 320: Jazz Theory and Improvisation I; MUSC 322: Jazz Theory and Improvisation II; Jazz Masterclass

Faculty Resources



	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Ms. Barczyk, Cecylia	1	MM, cello	PROF	FT	MUSA 132/232/332/432/632: Cello Lesson; MUSA 267/367/467/667: Chamber Ensembles; MUED 203: String Techniques; Cello Masterclass
Ms. Bickham, Teri	1	MM, voice	LEC	FT	MUSA 103/203/303/403/603: Applied Voice Lessons; Voice Masterclass
Dr. Cicconi, Christopher	1	DMA, conducting	ASSIST	FT	MUSA 176: Conducting Lab Band; MUSA 261/461/661: Symphonic Band; MUSA 679: Applied Conducting Lessons; MUED 201: Brass Techniques; MUED 308: Methods of Teaching Instrumental Music in Secondary Schools
Dr. Collister, Phillip	1	DMA, voice	PROF	FT	MUSA 103/203/303/403/603: Applied Voice Lesson; MUSA 253/453/653: Music for the Stage; Voice Masterclass; Department Chair
Dr. Crawford, Leneida	1	DMA, voice	PROF	FT	MUSA 103/203/303/403/603: Applied Voice Lessons; MUSC 245: Sing I; MUSC 246: Sing II; Voice Masterclass



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Dr. Dillon, Christopher	1	DMA, piano	LEC	FT	MUSC 131: Theory and Musicianship I; MUSC 132: Music Theory II; MUSC 133: Musicianship I; MUSC 134: Musicianship II; MUSC 231: Music Theory III; MUSC 232: Music Theory IV; MUSC 233: Musicianship III; MUSC 234: Theory IV. 105/205/305/405/605: Applied Piano Lessons
Dr. Engelke, Luis	1	DMA, trumpet	PROF	FT	MUSA 120/220/320/420/620: Applied Trumpet Lessons; MUSC 443/543: Brass Pedagogy; MUSC 335: Ethical Issues and Perspectives in Music; Trumpet Masterclass
Dr. Ewell, Terry	1	PhD, music theory	PROF	FT	MUSA 128/228/328/428/628: Applied Bassoon Lessons; MUSC 116: Songwriting and Basic Composition for Non-majors; MUSC 355: Ethical Issues and Perspectives in Music; MUSC 452/552 Pedagogy of Technology in Music Education; MUSC 796: Recital Research Paper; MUSC 798: Recital Research Continuum; MUSC897/898: Music Thesis; MUSC 899: Thesis Continuation; Graduate Program Coordinator
Dr. Howard, Jeffrey	1	DMA, violin	ASSOC	FT	MUSA 130/230/330/430/630: Applied Violin Lessons; MUSA 267/367/467/667: Chamber Ensembles; Violin Masterclass



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Dr. Humphreys, Michelle	1	DMA, percussion	ASSIST	FT	MUSA 113/213/313/413/613: Applied Percussion Lessons; MUSA 272/474/676: Percussion Ensemble; MUED 207: Percussion Techniques; Percussion Masterclass
Dr. Jin, Min	1	DMA, voice	ASSIST	FT	MUSA 103/203/303/403/603: Applied Voice Lessons; Voice Masterclass
Ms. Kalbacker, Courtney	1	MM, voice	LEC	FT	MUSA 253/453/653 Music for The Stage MUSA 254/454/654 Music Theater Chorus
Mr. Troy King	1	MA, guitar	LEC	FT	MUSA 135/235/345/445/635 Guitar/Classic MUSA 275/475/675 Guitar Ensemble MUSA 136/236/336/436/636 Guitar/Other Fretted Instruments MUSA 192 Guitar Class I MUSA 193 Guitar Class II
Mr. McFalls, Jim	1	BS, psychology	LEC	FT	MUSA 282/482/682: Jazz Orchestra; MUSA 146/246/346/646: Jazz Trombone Lessons; MUSA 425/525: Jazz Repertoire; MUSA 149/249/349/449/649: Jazz/Commercial Miscellaneous; MUSC 125: Honors Jazz History; MUSC 426/526 Jazz History for Music Majors; MUSC 350/550 Music Industry I; Jazz Trombone Masterclass



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Dr. Mengelkoch, Eva	1	DMA, piano	PROF	FT	IDFA 201: American Vision: Baltimore Arts; MUSC 313 Keyboard Harmony and Sight Reading I; MUSC 314 Keyboard Harmony and Sight Reading II; MUSA 274/474/674: Solo & Ensemble Accompanying; MUSA 105/205/305/405/605: Applied Piano Lessons; Piano Masterclass
Mr. Rigby, Jason	1	MM, saxophone	ASSIST	FT	MUSC 425/525: Jazz Repertoire; MUSC 320: Jazz Theory and Improvisation I; MUSC 322: Jazz Theory and Improvisation II; MUSA 149/249/349/449/649: Jazz/Commercial Miscellaneous; MUSA 282/482/628: Jazz Combos; MUSA 129/229/329/429/629: Applied Saxophone; MUSA 145/245/345/445/645: Applied Jazz Saxophone Lessons; Saxophone Masterclass
Dr. Sáez, Diana	1	DMA, conducting	ASSIST	FT	MUSA 150/350/650 Choral Society MUSA 252/452/652 Chamber Singers MUSA 251/451/651 Chorale
Dr. Ziegel, Aaron	1	PhD, musicology	ASSIST	FT	MUSC 201, 301, 302, 303, 401, 411/511, 413/513, 621.



Existing Faculty— Part Time					
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Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Ayoub, Jason	.3	BM, horn		PT	MUSA 122/222/322/422/522/622 Applied French Horn
Bellassai, Marc	.3	MM, harpsichord		PT	MUSA 107/207/307/407/ 607 Applied Keyboard/Harpsichord; MUSA 268/468/668 Early Music Ensemble
Borowsky, Emmanuel	.3	MM, violin		PT	MUSA 130/230/330/430/630 Applied Violin
Craig, Mark	.3	MM, percussion		PT	MUSA 112/212/312/412/612 Applied Percussion
Daglar, Fatma	.3	MM, oboe		PT	MUSA 127/227/327/427/627 Applied Oboe
Dembowski, Lynda	.3	DMA, clarinet		PT	MUSA 126/226/326/426/626 Applied Clarinet
Franklin, Erik	.3	BM, clarinet		PT	MUSA 126/226/326/426/626 Applied Clarinet
Hicks, James	.3	MM, performance		PT	MUSA 123/223/323/423/623 Applied Tuba Lessons
Hultgren, Lori	.3	MM, voice		PT	MUSA 103/203/303/403/603: Applied Voice Lessons;



Hughes, Sarah	.3	MM, Jazz		PT	MUSA 129/229/329/429/629 Applied Saxophone; MUSA 282/482/682 Jazz Combo
Inger, Leah	.3	MM, voice		PT	MUSA 103/203/303/403/603: Applied Voice Lessons;
Irwin, Aaron	.3	MM, Jazz		PT	MUSA 129/229/329/429/629 Applied Saxophone; MUSA 282/482/682 Jazz Ensemble Combo
Jones, Sara	.3	MM, piano		PT	MUSA 148/248/348/448/648 Applied JC Voice
Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Lee, John	.3	BFA, Jazz		PT	MUSA 140/240/340/440/640 Applied JC Guitar; MUSA 283/483/683 Jazz Ensemble- Guitar
Leaf, Edward	.3	MM, double bass		PT	MUSA 133/233/333/433/633 Applied Bass
Nichols, Sara	.3	MM, flute		PT	MUSA 125/225/325/425/625 Applied Flute
Norwitz, Sherrie	.3	DMA, viola		PT	MUSA 131/231/431/631 Applied Viola
Perkel, David	.3	DMA, trombone		PT	MUSA 121/221/321/421/621 Applied Trombone
Russo, Frank	.3	BM, percussion		PT	MUSA 143/243/343/443/643 Applied JC Drum Set
Reed, Jeff	.3	MM, bass		PT	MUSA 141/241/341/441/641 Applied JC Bass MUSA 147/247/347/447/647 Applied JC Electric Bass; MUSA 282/482/682 Jazz Ensemble Combo
Sanders, David	.3	MA, guitar		PT	MUSA 140/240/340/440/640 Applied JC Guitar



(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)



J. Adequacy of library resources

The print music collection in Cook Library consists of scholarly editions of music, study scores, performance scores (with parts where appropriate), reference works, scholarly and practical books on music, serials and periodicals, LP and CD recordings, video cassettes, and DVDs. The library holds the collected editions of the complete works of many major composers and the principal historical editions of music of all periods. The collection of miniature scores and performing editions includes the major works of the common practice period and the twentieth and twenty-first centuries. The collection of historical monographs, biographies, and analytical studies is representative in the areas of the western classical music, jazz, folk, world, and popular/vernacular traditions. Below is a table of the current music holdings in the Cook Library as of 2018:

Physical Holdings:

- **circulating books about music:** 10,274 titles
- **music reference books:** 329 titles
- **musical scores:** 6,458 titles
- **music related VHS tapes/DVDs:** 272 titles
- **sound recordings (CDs/cassettes/LPs):** 5,373 titles
- **Total Physical Holdings (excluding journals):** 22,705 titles

Electronic Sources and Journal Titles (print or digital):

- **e-books on music subjects:** 323 titles owned by Towson University
(plus at least 1,000 others accessible via database subscription platforms)
- **journals/periodicals:** 498 titles (includes both print and digital formats)
- **electronic databases:** 37 products (including multidisciplinary resources) listed under the *Subject Guide to Music* on the library web page
- **Total:** 858 products and/or titles

[Note that these figures pertain to titles, and not the number of separate volumes.]

Cook Library provides access to almost 500 journal titles in music in either print or electronic format. Many electronic journals are also indexed through indexing/abstracting databases for music and multidisciplinary topics. Faculty and students can access all of the databases, catalogs, e-book content, and electronic journals anywhere on campus through our secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page.



Electronic databases and other e-resources for music research are accessible through the library's web page. The library provides these primary databases for music research: *The Music Index*, *RILM*, and *Proquest Music Periodicals Database*. The library also offers other humanities-related databases with wide coverage of music topics including *Humanities Abstracts*, *JSTOR*, *International Bibliography of Theatre and Dance*, and *Academic Search Ultimate*. Music education students and faculty also access *ERIC*, *Education Research Complete*, and *Teacher Reference Center* databases.

A number of electronic full text reference sources for music research are also available including *Oxford Music Online*, *The Garland Encyclopedia of World Music*, *Music Online: Reference by Alexander Street Press*, *IPA Source*, and *Biography in Context*. Additionally, music education students and faculty have electronic access to reference titles such as *The Encyclopedia of Survey Research Methods*, *Sage Electronic Encyclopedias in Education*, and *The Encyclopedia of Measurements and Statistics* to assist in planning and conducting research. Other collections of electronic reference works such as *Oxford Reference* and *Sage Knowledge* are accessible for related topics in music research, and the library's acquisition of these electronic reference collections continues to grow. Students and faculty can access full text content of literally thousands of e-book titles in three e-book databases, all of which include music topics: *Ebsco E-books*, *Ebook Central*, and *Early English Books Online (EEBO)*. A wide variety of newspaper databases used for music research are available and include *Nexis Uni* and the *News and Newspapers Current* as well as *Newsbank Access World News* databases.

Cook Library offers several streaming audio databases for music: *Naxos Music Library*, *Naxos Music Library Jazz*, *DRAM Online*, and *Smithsonian Global Sound*. Additionally, students and faculty can access streaming video databases such as *Academic Video Online Premium*, *Films on Demand* and *Kanopy*. For iconographic study of music history and related research topics, the library provides three databases of images which can be downloaded for use in student or faculty research: *Artstor*, *Camio*, and *AP Images*.

On-Campus Music Collections Outside the Cook Library

The Department of Music additionally maintains a working collection of LPs, CDs, VHSs, DVDs, and study scores for use by faculty in classes. These items are stored in the Resource Room in the Center for the Arts (CA3088). The collection is accessible to students on weekdays between 9 and 5 p.m. when the University is in session. Ensemble directors maintain separate collections of performance scores for our student large ensembles.



Access to Off-Campus Music Collections

The joint USMAI catalogue makes items held by our fellow institutions in the system accessible to students and faculty. The catalogue may be searched in its entirety or by individual institution collections. All members of the Towson University academic community have borrowing privileges at all of these collections. Requested materials are available for on-campus delivery. (Among USMAI members, both The University of Maryland, College Park, and the University of Maryland, Baltimore County, hold extensive music collections.) Furthermore, Cook Library provides access to music resources in libraries across the country through the *Worldcat First Search* database; materials can be requested for loan through standard interlibrary loan services.

The following non-University of Maryland affiliated libraries with major music collections are located within a forty-five-mile radius of Towson University and are available for reference and research:

- The Enoch Pratt Free Library of Baltimore
- The Arthur Friedheim Music Library at the Peabody Institute of the Johns Hopkins University (Baltimore)
- The Library of Congress (Washington, D.C.)

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Music is housed in the Center for the Arts building that was built in 1973, and extensively renovated and augmented in 2004. The building contains offices, studios, and performance space for the departments of art, theatre and music, as well as the office of the Dean of the College of Fine Arts and Communication, and the Asian Arts Center. In 2015-16 & 2017-18 acoustic upgrades to music spaces were completed.

The Department of Music occupies three floors in two wings of the renovated and augmented Center for the Arts consisting of approximately 52,000 square feet. The wing added in 2004 contains the bulk of the faculty offices, the administrative suite, the recording studio, the keyboard lab, percussion practice rooms, resource room, computer lab and two creative music labs. The renovated 1973 wing contains most of the classrooms, practice rooms, rehearsal rooms, the large concert hall, and the new recital hall. In all, there are 45 faculty offices, (16 for classroom faculty, 29 that serve as teaching studios), and seven additional teaching studios. There are 39 practice



rooms, 10 classrooms, three of which double as large rehearsal rooms, and six labs, including the large keyboard lab. Offices, studios and classrooms have all been supplied with sound-dampening doors and moldings during the renovation project. Five administrative offices, a conference room, and reception area are housed in the administrative suite. In terms of performance venues, the department possesses one recording studio, a recital hall that seats approximately 160, and a concert hall that seats approximately 500.

Stephens Hall Theatre, located in a building across campus, seats approximately 700 and is designed to meet the performance requirements of Music for the Stage [opera] productions as well as performances by other campus units and professional touring groups. The Mainstage Theatre and Studio Theatre housed in the CFA seat approximately 300 and 125 respectively and serves the Department of Theatre. However, the Department of Music occasionally uses these spaces to meet the performance requirements of the Music for the Stage productions and other Department events. The Department of Music uses its combined spaces, equipment, and musical instruments to support its mission of teaching music majors and non-majors. Music majors are given access to special facilities like practice rooms through a program that allows for card-swipe access. In many cases, faculty control access to musical instruments and equipment. Music majors also have access to concert spaces, labs, and studios through card-swipe access, special arrangements, and weekly scheduling. Music faculty are given keys or card-swipe access to those spaces that are in direct support of their teaching and scholarly activities. [Description of the Department of Music's Music Instruments and Equipment Maintained by the Department.](#)

The equipment described below this heading must be replaced and maintained out of the Department of Music Budget.

MUSICAL INSTRUMENTS AND EQUIPMENT

MUSIC STANDS

The Department of Music has recently purchased 60 additional music stands, for a total of 200.

ORGANS

Towson University's principal organ is housed in the Concert Hall in the Center for the Arts. Although there is only one practice room with an organ, it is a fine instrument and sufficient for our needs when one considers the small enrollment of organ students.



PIANOS

The department presently has a total of 154 pianos, not including the 20 digital pianos in the piano lab. In 2018, the Department of Music was granted 1 million dollars from the university to replace aging pianos.

EARLY MUSIC INSTRUMENT COLLECTION

A small collection of early instruments (winds, strings, percussion, and harpsichords) adequately supports the existence of Towson's Early Music Ensemble (see MDP, I.F.2, pp. 607-608).

ORCHESTRAL/BAND INSTRUMENTS

Recent purchases and repairs have brought us to a place where there are sufficient instruments to teach the methods classes.

PERCUSSION INSTRUMENTS

The Department has a wide array of percussion instruments and recently acquired a new xylophone.

INSTRUMENTS FOR TEACHING MUSIC IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION

Towson's adequate instrument collection of Orff instruments are used for teaching music in early childhood and special education classes.

KEYBOARD LAB

The keyboard lab (CA 2084) is primarily used for class piano. There are twenty individual stations (digital pianos networked to the instructor's control module), meaning that the lab can support a class of up to 19 students. The stations, including the instructor's control module, were purchased in 2005. The playing of students can be monitored at the instructor's station, either individually or in groups. Headphones are provided for all students and the instructor.

CONCERT HALL EQUIPMENT

There are three concert grand pianos housed in the Concert Hall's back stage storage. In 2015, a Bosendorfer piano was purchased. Two Steinway D pianos date from 1998 and 1972 respectively. The older Steinway D is used primarily for prepared piano works.

In the summer of 2018, the lighting system in the concert hall was significantly upgraded and augmented to include LED house lights and color changing theatrical lighting from above the stage, from three catwalk positions, and from portable strip lights. Other improvements in recent years include new stage flooring, the installation of stairs leading to the stage, and moving the organ console to the stage floor on a rolling platform. The A/V system in the Concert Hall was replaced in 2005 with all new equipment. This included an all new P/A system and new recording and P/A



control equipment. A new HD projector was installed in 2018 with a new HD rear projection screen anticipated during AY 2018-19.

A new Wenger fourteen section acoustic shell was purchased with one-time money from the University in spring 2018. The Concert Hall was freshly painted and acoustic curtains cleaned in summer 2019. The Concert Hall is equipped with 100 padded orchestra chairs on racks, a conductor's podium & choral risers.

RECITAL HALL EQUIPMENT

Completed in 2004, the new Recital Hall received the full complement of A/V and lighting equipment. This included the P/A system and control booth equipment. The Recital Hall also has adjustable acoustic curtains on all four walls. A Steinway B and a Yamaha U3 were purchased in 2004 and 2005 respectively for the new hall. The current Steinway grand will be replaced with a new Steinway B as part of University funding. During the summer of 2018, the video projector and screen were upgraded. A new locking rack with new music stands was installed in summer 2018. The Recital Hall is equipped with 25 padded orchestra chairs on racks.

RECORDING STUDIO (RSTUDM)

The recording studio was completed in December of 2008. Not only is it acoustically isolated from the rest of the facility, but it has a separate soundproof control room. It provides adequate space for ensemble recordings. The RSTUDM includes equipment, purchased with funds from the CFA renovation equipment budget, but the Department of Music is responsible for future maintenance. A Steinway L was chosen as a space-saving measure. Plans are in the works to refurbish the Steinway B from the Recital Hall to place in the RSTUDM. The RSTUDM serves all students and faculty, who need only pay a nominal fee to support the labor costs for the recording assistant.

ADMINISTRATIVE SUPPLIES/EQUIPMENT

The administrative suite, CA 3095, includes a common area (CA 3095D) which provides sufficient cabinet and counter space for office supplies for faculty/staff use (e.g., preparing class materials, sending mail), as well as a supply of classroom necessities (e.g. whiteboard markers). It also contains the fax machine, two printers, and a mimeograph machine. The latter is maintained by a service contract which pays for repairs.

Department of Music's Equipment Maintained by the University.

The equipment listed and described below this heading is to be replaced and maintained by the University.



AUDIO/VISUAL EQUIPMENT AND COMPUTERS

CLASSROOMS

Each of 10 classrooms (and the Computer Labs) are equipped with an instructor station which houses a computer with interface for laptops, ipads, and portable media devices. Classroom computers are replaced on a 3-year cycle by the University's Office of Technology Services [OTS]. Each classroom includes a digital document reader that allows projection of paper documents, as well as virtual documents using the computer and serviced by a ceiling-mounted LCD projector controlled from a fully automated touch screen interface module with motorized projection screens. Each instructor station is equipped with a complete A/V suite in a locked cabinet. These include DVD/VCR players, receivers, a turntable, CD/cassette player, and wall-mounted surround speakers.

The Music Education classroom [CA 2077] and Band/Orchestra room [CA 3071] have a SMART Board Interactive Whiteboard System. 26 Apple iPads are available for Music Education classes. Music applications have been purchased for each.

Each classroom has either an acoustic grand or upright piano. Selected classrooms also include mirrors for pedagogical use.

CONFERENCE ROOM

Housed in the administrative suite, the conference room is primarily for committee meetings, but has been used for classes as needed. It has one computer, an A/V suite much like those in the classrooms, except that it utilizes a 54" LED display instead of a video projector.

RESOURCE ROOM

Housed in CA 3088, the resource room is accessible to students Monday through Friday from 9 a.m. to 5 p.m., and to faculty at all hours with a key. It contains 4 Dell PC's and 2 iMacs. The computers are loaded with midi and music notation software, in addition to word processing and are networked to the laser printer in that room. MIDI keyboards are available for use with these computers. The Resource Room also includes a turntable, CD and cassette player, and headphones. An extensive CD library, many DVD's, and some scores are stored in the Resource Room.

COMPUTER LAB I

Housed in CA 3092, adjacent to the Resource Room, the Computer lab is designed to offer computer assistance in music literacy, music notation, synthesizer basics, and Internet access. The lab contains 16 iMac computers, 16 midi controllers as well as one iMac and midi keyboard at the instructor station. The bulk of the software is in direct support of the lab's pedagogical mission. The iMac computers have additional software, allowing for word processing, MIDI sequencing, editing recordings, and scanning. Since it is sometimes used to teach classes, the Computer Lab



possesses an A/V suite similar to those found in the classrooms along with LCD projector, and document reader. Software available in this lab include LogicProX, Finale25, Audacity, Reaper, iLife Suite, Pyware, 3D Marching Band Software, Pro-tools, and Adobe Creative Cloud Suite. The computers are networked to a laser printer in that room.

COMPUTER LAB II & MUSIC EDUCATION LAB

Housed in CA 2078 and established in Fall 2018, the second computer lab and Music Education Lab. The lab contains 16 iMac computers, 16 midi controllers as well as one iMac and midi keyboard at the instructor station. The bulk of the software is in direct support of the lab's pedagogical mission. The iMac computers have additional software, allowing for word processing, MIDI sequencing, editing recordings, and scanning. The Music Education Lab also includes the A/V suite as the classrooms. Software available in this lab include LogicProX; Finale25; Audacity; Reaper; iLife Suite; Final Cut Pro; Adobe Creative Cloud Suite.

OTHER LABS AND REHEARSAL SPACES

The Bill and Helen Murray Jazz Rehearsal Room (CA 2075), Rehearsal Room (CA 4040), the Percussion Studio (CA 3073) and the Drum Set Room (CA 2081) all have A/V equipment similar to the other music classrooms. The World Music/ Early Music Lab (CA 3075), Rehearsal Room (CA 4040) and the Jazz Rehearsal Room (CA 3081) contain audio playback and recording equipment.

CA 3069 and 3071 are large rehearsal spaces that double as classrooms. Therefore, they are equipped with the same A/V suite as the other classrooms.

STUDIOS AND OFFICES

Each of the 45 faculty offices/studios is equipped with a receiver, speakers and headphones, but no CD player. Faculty use the computers supplied in their offices/studios for this purpose. The computers are replaced by the university as needed to maintain University specifications for the particular make of computer.

L. Adequacy of financial resources with documentation

The Department of Music already hosts several graduate programs, some of which have been declining in enrollment. There are adequate financial resources to accommodate the new students and the single additional required course (Practicum MUSC 896). No new funds are requested from Towson University.



M. Adequacy of provisions for evaluation of program

Consistent with our regional accreditor's standards all Towson University programs are assessed for the achievement of declared student learning outcomes. The Assessment Coordinator for the MM degree would oversee this program and enter data into Compliance Assist, the online repository for assessment data employed by Towson University. The proposed program would thus provide written documentation for the January Assessment meetings and would then receive evaluation at those meetings.

Students in this degree would be assessed with three measures: 1) in the capstone practicum course; 2) by their performance on an instrument or with voice. In this instance, students would be individually assessed by at least two faculty members in final jury or recital; and 3) with a technology component in MUSC 552. These assessments are forwarded to the Assessment Coordinator for the program.

The Department of Music is evaluated by the National Association of Schools of Music (NASM) every ten years. All aspects of course and program offerings by the Department of Music must be in compliance with NASM standards to receive accreditation from this organization.

N. Consistency with the State's minority student achievement goals

Towson University provides many supports and resources to aid minority students in their educational achievements. For instance, "the Center for Student Diversity (CSD) was established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The center provides academic, social, and transition support for underserved students and promotes exchange and dialogue between individuals of diverse backgrounds and lifestyles. CSD, housed in the Division of Student Affairs, supports the access and academic success of historically underrepresented groups through programs and services that enhance the student experience."

<https://www.towson.edu/studentdiversity/>

Resources for minority students at the career center are provide on this webpage:

<https://www.towson.edu/careercenter/students/resources/minority.html>

In addition, special initiatives are targeted to minority populations such as African-American; Asian, Pacific Islander, & Desi American; Lesbian, Gay, Bisexual, Transgender, Queer ... (LGBTQ+); among others.



O. Relationship to low productivity programs identified by the Commission Not applicable.

P. If proposing a distance education program, please provide evidence of the program adequacy in addressing the [Council of Regional Accrediting Commissions \(C-RAC\) Interregional guidelines for the evaluation of distance education](#) (as required in [COMAR 13B.02.03.22C](#)).

Not applicable.

Q. Program Resources and Expenditures Tables

Year 1 Tuition and Fees are taken from <https://www.towson.edu/bursar/tuition/fall-spring.html> (accessed 2018 Nov. 21). The mix of in-state and out-of-state students is: year 1—3 in-state, year 2—3 in-state, year 3—3 in-state and 1 out-of-state, year 4—3 in-state and 1 out-of-state, year 5—4 in-state and 1 out-of-state. Thus, tuition amounts in table 1 will vary depending on the mix of in-state and out-of-state students.

Required lesson fees are included in Annual Tuition Rates. These are \$162 per year (per three-credit course) per student each year in the program.

An annualized increase of 2% is added each year after year 1.

The salary of \$69,241 is the average annual salary of all 29 current full time tenure track faculty and lecturers in the Department of Music.



Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ²	19,719	20,103	47,804	48,748	56,810
a. Annual Full-time Revenue of New Students	0	0	0	0	0
Number of Full-time Students	3	3	4	4	5
Annual Tuition Rate	\$6,432	\$6,557	\$11,804	\$12,037	\$11,209
Subtotal Tuition	\$19,296	\$19,671	\$47,216	\$48,148	\$56,045
Annual Fees	\$141	\$144	\$147	\$150	\$153
Subtotal Fees	\$423	\$432	\$588	\$600	\$765
Total Full-time Revenue of New Students	\$19,719	\$20,103	\$47,804	\$48,748	\$56,810
b. Annual Part-time Revenue	0	0	0	0	0
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	\$0	\$0	\$0	\$0	\$0
Annual Fees Per Credit Hour	\$0	\$0	\$0	\$0	\$0
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Part Time Revenue	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$19,719	\$20,103	\$47,804	\$48,748	\$56,810

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

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

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

**TABLE 2: EXPENDITURES**

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$18,418	\$18,786	\$28,743	\$29,318	\$39,873
(b + c below)					
a. #FTE	0.2	0.2	0.3	0.3	0.4
b. Total Salary	69,241	70,623	72,038	73,479	74,949
c. Total Benefits	22,850	23,306	23,773	24,248	24,733
2. Total Administrative Staff Expenses	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. #FTE	0.0	0.0	0.0	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	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (1-7)	\$18,418	\$18,786	\$28,743	\$29,318	\$39,873



Appendix I: Course Descriptions

Music Applied (MUSA)

MUSA 502 MUSIC TECHNOLOGY (1-2)

Instruction in music technology: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one hour group master class. Private instruction in the use of current and emerging technologies for the creation, performance, research and teaching of music and sound art. By department consent only. Fees: additional fees apply. Contact the Department of Music for applicable fees. Prerequisite: consent of instructor.

MUSA 600 COMPOSITION (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 601 JAZZ / COMMERCIAL COMPOSITION (1-2)

Instruction in composition: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one-hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper division jury is required before registering at the 300-level. By department consent only. Fees: additional fees apply. Contact the department for fees. MUSA 603 VOICE LESSONS (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 605 KYBOARD/PIANO (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.



MUSA 606 KYBOARD/PIPE ORGN (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 607 KYBOARD/HRPSCHORD (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 613 PERCUSSION/MULTIPLE (1-3)

Private studio and master class instruction in instrumental techniques and performance. The music department applied music handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration. Additional fees apply. Contact the department for fee policy.

MUSA 620 BRASS/TRUMPET (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.



MUSA 621 BRASS/TROMBONE (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 622 BRASS/FRENCH HORN (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 623 BRASS/TUBA (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 625 WOODWINDS/FLUTE (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration apply. Contact the department for fee policy.


MUSA 626 WOODWINDS/CLARINET (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 627 WOODWINDS/OBOE (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit

 TOWSON UNIVERSITY. depending on concentration. Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 628 WOODWINDS/BASSOON (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 629 WOODWINDS/SAXOPHON (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 630 STRINGS/VIOLIN (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

MUSA 631 STRINGS/VIOLA (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.


MUSA 632 STRINGS/CELLO (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 633 STRINGS/STR BASS (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful

 TOWSON UNIVERSITY. completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 635 GUITAR/CLASSIC (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration apply. Contact the department for fee policy.

MUSA 640 JAZZ/COMM GUITAR (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 641 JAZZ/COMM BASS (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 642 JAZZ/COMM PIANO (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.


Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 643 JAZZ/COMM DRUMS (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 644 JAZZ/COMM TRUMPET (1-3)

 TOWSON UNIVERSITY. Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration.

MUSA 645 JAZZ/COMM SAXOPHN (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration. Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 646 JAZZ/COMM TROMBON (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration. Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 647 JAZZ/COMM ELEC BS (1-3)

Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration. Prerequisites: Audition and permission of the graduate program director. Additional fees apply. Contact the department for fee policy.

MUSA 648 JAZZ/COMM VOICE (1-3)


Private studio and master class instruction in instrumental techniques and performance. The Music Department Applied Music Handbook lists criteria for audition and performance standards. Successful completion of a jury examination is required at the end of each term. May be repeated for credit depending on concentration apply. Contact the department for fee policy.

MUSA 650 CHORAL SOCIETY (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 651 UNIV CHORALE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

 TOWSON UNIVERSITY. MUSA 652 CHAMBER SINGERS (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 653 MUSIC F/THE STAGE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 659 PEP BAND (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 660 MARCHING BAND (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 661 SYMPHONIC BAND (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 662 SYMPHONY ORCHESTRA (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 666 WOODWIND ENSEMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 667 CHAMBER MUSC ENSMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 668 EARLY MUSC ENSEMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 670 WORLD MUSIC ENSEMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

 TOWSON UNIVERSITY. MUSA 672 PERCUSSN ENSEMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 674 SOLO & ENSEMB ACCMPNY (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 675 GUITAR ENSEMBLE (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 676 SMALL INSTRUMENTAL ENSEMBLE-FREE IMPROVISATION (1)

The study and exploration of multifaceted improvisational practice. Open to both instrumentalists and vocalists. May be repeated for a maximum of 4 units. Prerequisite: Audition or permission of instructor.

MUSA 679 APPLIED CONDUCTING LESSONS (1-2)

Private applied lessons in conducting including study of repertoire as well as preparation and implementation of all aspects of musical leadership and instruction to a musical ensemble. May be repeated for a maximum of 4 units. Special permit required. Prerequisites: MUSC 329 Instrumental conducting (or equivalent) or MUSC 327 choral conducting (or equivalent); consent of instructor.

MUSA 681 JAZZ ENSEMBLE - JAZZ ORCHESTRA (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending upon the concentration. Prerequisites: Audition required; department consent.

MUSA 682 JAZZ ENSEMB-COMBO (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.


MUSA 683 JAZZ ENSEMB-GUITR (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 684 JAZZ ENSEMB-VOCAL (1)

The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.

MUSA 685 JAZZ ENSEMB-LATIN (1)

 TOWSON UNIVERSITY. The study and performance of literature for the designated ensemble. Open to all students by audition or permission of instructor. May be repeated for credit depending on concentration.
Music (MUSC)

MUSC 505 WESTERN MUSIC FROM 1914 TO THE PRESENT (3)

Styles, forms, and techniques of western music since 1914. Prerequisite: MUSC 302 or consent of instructor.

MUSC 506 SURVEY OF SOLO VOICE LITERATURE (3)

A musical survey of the art song from circa 1750 to the present. Prerequisite: MUSC 232 or consent of instructor.

MUSC 509 HISTORY AND LITERATURE OF GUITAR, LUTE AND VIHUELA (3)

A survey of the history and literature written for or readily adaptable to the guitar. Includes study of tablatures and transcriptions to modern notation. Prerequisite: MUSC 232 or consent of instructor.

MUSC 511 SURVEY OF OPERA (3)

Study of opera literature of various periods and styles. Prerequisite: Junior or senior standing or consent of instructor.

MUSC 513 SYMPHONIC LITERATURE (3)

Survey of orchestral music from the Classical Era to the present. Includes symphony, overture and symphonic poem. Prerequisite: MUSC 232 or consent of instructor.

MUSC 514 COUNTERPOINT (3)

Principles of species counterpoint, using examples from all style periods and writing of counterpoint in all five species. Prerequisite: Completion of music theory sequence or graduate standing.

MUSC 519 KEYBOARD LITERATURE (3)

The study of literature for keyboard instruments from 1450 to the present. Prerequisite: Upper-division or graduate standing as a Music major, or permission of instructor.

MUSC 521 AMERICAN MUSIC (3)

American music from the Colonial Period to the present. Prerequisite: Junior/senior standing or consent of instructor.

MUSC 525 JAZZ REPERTOIRE (3)

Study and performance of standard jazz literature for small, varied instrumental groups or vocalists. Prerequisite: MUSC 232 or consent of instructor.

MUSC 526 JAZZ HISTORY (3)

Survey of jazz from its origins to the present day. Prerequisite: MUSC 232.

 TOWSON UNIVERSITY. MUSC 527 JAZZ ARRANGING I (3)

Study and practice of arranging of standard material for jazz ensembles. Prerequisite: MUSC 232 or consent of instructor.

MUSC 542 VOCAL PEDAGOGY (3)

Theory and practice of the teaching of singing by national styles, historical approaches and the physiology of the voice. Prerequisites: MUSC 245 and MUSC 246, or consent of instructor.

MUSC 543 INSTRUMENTAL PEDAGOGY (1)

The art and science of teaching musical instruments in the applied setting. Prerequisites: No prerequisites required at the graduate level.

MUSC 550 MUSIC INDUSTRY: LIVE PERFORMANCE (3)

A survey of the music business focusing on songwriting, publishing, copyright, licensing, agents, managers, artist contracts, unions, concerts, musical theatre, arts administration and music products.

MUSC 551 MUSIC INDUSTRY: RECORDING AND DIGITAL MEDIA (3)

A survey of the music business focusing on record production, labels, promotion, distribution and marketing and on music in radio, television, videos, advertising, movies, games and production libraries.

MUSC 552 PEDAGOGY OF TECHNOLOGY IN MUSIC INSTRUCTION (3)

Methods of creation and modes of delivery of online music instruction. Prerequisite: experience with music notation or consent of the instructor.

MUSC 560 PIANO PEDAGOGY (3)

Teach the goals and steps in the art of teaching beginner, elementary and intermediate piano.

MUSC 562 GUITAR PEDAGOGY (3)

Art and science of teaching guitar, historical and current practices, and observations. Private studio organization and administration. Prerequisite: 200-level guitar private lessons or consent of instructor.


MUSC 563 MUSIC IN LATIN AMERICA (3)

Genres and styles of art and popular music in Latin America from colonial times to today. Issues of colonialism, nationalism, music and identity and globalization. The role of music in processes of political, social, and cultural change in Latin America. Prerequisites: MUSC 232 or consent of the instructor.

MUSC 571 SPECIAL TOPICS IN MUSIC (3)

Consideration of central topic in music with different topic each term. May be repeated for credit provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 572 SPECIAL TOPICS IN MUSIC (3)

 TOWSON UNIVERSITY. Consideration of central topic in music with different topic each semester. May be repeated for credit provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 573 SPECIAL TOPICS IN MUSIC (3-6)

Consideration of central topic in music with different topic each semester. May be repeated for credit provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 582 RECORDING TECHNIQUES II (3)

Advanced subjects in audio engineering: ProTools, recording and mixing in surround sound, advanced MIDI applications and professional mastering techniques. Includes regular studio work. Prerequisites: MUSC 281, junior/senior status or consent of the instructor.

MUSC 593 INDEPENDENT RESEARCH IN MUSIC (1-3)

Supervised research in a selected topic in music culminating in an extended paper. May be repeated for credit provided a different topic is taken. Prerequisite: MUSC 302 or consent of instructor.

MUSC 597 INTERNSHIP IN MUSIC INDUSTRY (1-6)

Field experience with working professionals. Prerequisite: Consent of music internship coordinator.

MUSC 621 PERSPECTIVES IN MUSIC HISTORY AND CULTURE (3)

An examination of issues in music scholarship, including the philosophies of music, the evolution of genres and forms, the social background to musical practice, and current trends. Prerequisite: admission to master's program in Music.

MUSC 629 CONCEPTS OF MUSIC THEORY (3)

The theoretical and analytical principles of tonal music. Emphasis on writing and listening skills. Prerequisite: Graduate standing.


MUSC 631 ADVANCED THEORY (3)

Continued development of skills in more advanced melodic, harmonic and rhythmic aspects of music through hearing, playing and writing. Prerequisite: MUSC 232.

MUSC 670 SPECIAL TOPICS IN MUSIC (3)

In-depth study of a selected topic in music. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the graduate adviser is required. Each topic may be taken as a separate course.

MUSC 671 SPECIAL TOPICS IN MUSIC (3)

 TOWSON UNIVERSITY. In-depth study of a selected topic in music. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the graduate adviser is required. Each topic may be taken as a separate course.

MUSC 685 MUSIC BIBLIOGRAPHY AND RESEARCH (3)

Investigation of music bibliography, research methodology and the writing process. Independent research projects and experience in writing research papers, reviews and essays in musical criticism.

MUSC 699 POST BACCALAUREATE CERTIFICATE RECITAL (1)

Capstone recital delivered for the Post Baccalaureate Certificate graduate requirement. A minimum of 50 minutes of music is required. Repertoire for the recital is subject to approval by the applied faculty, and the recital will be evaluated on both musical and technical achievement. Students must be enrolled in applied lessons during the term in which the recital is presented.

MUSC 795 GRADUATE COMPOSITION RECITAL (1)

Recital of original compositions delivered for Master of Music graduation requirement. Prerequisites: A minimum of 24 units completed toward the degree and permission of the composition faculty and the graduate program director; special permit required.

MUSC 796 RECITAL RESEARCH PAPER (1)

Recital research paper for master of music graduation requirement. Includes preparation and submission of proposal and completion of manuscript that culminates with an oral defense of the final document. Permission from the master of music program director required.

MUSC 797 GRADUATE PERFORMANCE RECITAL (1)

Capstone recital delivered for Master of Music graduation requirement with a concentration in music performance. A minimum of 50 minutes of music is required. Repertoire for the recital is subject to approval by the applied faculty, and the recital will be evaluated on both musical and technical achievement. Students must be enrolled in applied lessons during the semester in which the recital is presented.


MUSC 798 RECITAL RESEARCH CONTINUUM (1)

Continuum of recital research paper. May be repeated for a maximum of 2 credits. Continuum credits may not apply toward electives in the Master of Music Program. Prerequisites: MUSC 796, Recital Research Paper and MUSC 797, Recital.

MUSC 880 GRAD PROJECT MUSC (1)

Fulfills a graduation requirement for M. S. in Music Education. Projects include recital, composition, research paper or practicum as appropriate to the needs and interest of the student. Prerequisites: a minimum of 21 graduation units completed and permission of the graduate program director in Music Education; consent of department.

MUSC 885 PROJECT CONTINUUM (1)

 TOWSON UNIVERSITY. Continuing work on previously started work. Prerequisite: Previous registration for project work.

MUSC 897 MUSIC THESIS (6)

Original investigation using an acceptable research method and design conducted under the direction of a faculty committee.

MUSC 898 MUSIC THESIS (3)

The previous course, MUSC 897, taken over two consecutive semesters.

MUSC 899 THESIS CONTINUUM (1)

Continuation of thesis research. Continuing work on previously started work. Prerequisite: Previous registration for project work.

MUSC 897 MUSIC THESIS (6)

Original investigation using an acceptable research method and design conducted under the direction of a faculty committee.

MUSC 898 MUSIC THESIS (3)

The previous course, MUSC 897, taken over two consecutive semesters.

MUSC 899 THESIS CONTINUUM (1)

Continuation of thesis research.



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

TOPIC: New Academic Program Proposal:
University of Maryland, Baltimore Master of Science in Cannabis Science and Therapeutics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The University of Maryland Graduate School is seeking authorization to offer a new Master of Science (MS) in Cannabis Science and Therapeutics program starting in fall 2019. To be successful, the learner must complete all required and elective coursework totaling 30 credits. The program will blend online and face-to-face instruction, and include both synchronous (e.g., live) and asynchronous (e.g., pre-recorded) lectures, readings, and reflections, along with active learning elements, including discussion boards and individual and group assignments.

Through the MS in Cannabis Science and Therapeutics programs, the School intends to provide learners with experiences designed to foster a deeper knowledge and understanding of the science, clinical therapeutics, and policy related to medical cannabis. Targeted students include health care practitioners, scientists, growers, policy professionals, and others with an interest in medical cannabis. Students will demonstrate their ability to design therapeutic regimens and monitoring plans, develop safe and effective dosage forms, participate in health policy decision-making processes, and identify potential areas of future research. Students will learn a wide range of skills that will allow them to be innovative leaders in the emerging medical cannabis industry.

The program will be offered at the Universities at Shady Grove and the University of Maryland, Baltimore. The four core required courses in the program cover the principles of drug action and cannabinoid pharmacology; cannabinoid chemistry and drug delivery; clinical uses and effects of medical cannabis; and an overview of current state and federal laws and regulations along with a historical overview of medical cannabis use. After taking the four foundational courses, students will take four elective courses followed by two final advanced courses (Research Methodology and Expert Seminars and Discussion). Students may choose to take elective courses in the basic sciences, therapeutics, or policy.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from University of Maryland, Baltimore to offer the Master of Science in Cannabis Science and Therapeutics.

COMMITTEE RECOMMENDATION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



BRUCE E. JARRELL, MD, FACS
Executive Vice President and Provost
Dean, Graduate School

Academic Affairs/Graduate School

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Baltimore, MD 21201
410 706 2304

bjarrell@umaryland.edu
www.umaryland.edu

April 8, 2019

Robert L. Caret, PhD
Chancellor
University System of Maryland
3300 Metzgerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

The University of Maryland Graduate School has submitted the attached academic program proposal to the Maryland Higher Education Commission seeking authorization to offer a Master's in Cannabis Science and Therapeutics program in fall 2019.

In addition to the enclosed program proposal, please find a letter from Dr. Natalie Eddington, Dean of the University of Maryland School of Pharmacy, to the Senate Judicial Proceedings Committee.

We appreciate your consideration of this request. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Bruce E. Jarrell".

Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost
Dean, Graduate School



Natalie D. Eddington, PhD, FAAPS, FCP
Dean and Professor, School of Pharmacy
Executive Director, University Regional Partnerships
University of Maryland
20 N. Pine Street
Baltimore, MD 21201
410 706-7651

February 26, 2019

The Honorable Bobby A. Zirkin
Chair, Senate Judicial Proceedings Committee
2 East Miller Senate Office Building
Annapolis, MD 21401

Dear Chairman Zirkin and Members of the Committee:

As dean of the University of Maryland School of Pharmacy (UMSOP), I applaud the merits of SB 858, Natalie M. LaPrade Medical Cannabis Commission – Academic Research – Medical Uses and Properties of Cannabis. This bill aims to afford protections to institutions of higher education or related medical facilities that register with the commission to purchase medical cannabis from Maryland dispensaries to conduct bona fide research.

As you may know, the University of Maryland School of Pharmacy is an integral part of the University of Maryland, Baltimore (UMB) – the State’s public academic medical center. Pending University System of Maryland and Maryland Higher Education Commission approval, the School plans to offer a Master of Science in Medical Cannabis Science and Therapeutics beginning this fall. As the number of states legalizing medical cannabis increases, so does the need for an educated workforce to respond to the demand for medical cannabis with an understanding and expertise regarding the science and therapeutic effects of this medicinal plant. In addition to supporting the medical cannabis industry, an educated workforce will add to the clinical and scientific research of cannabis. In a 2015 survey¹ of health care providers (physicians, nurse practitioners, and pharmacists), a large knowledge gap was found related to medical cannabis dosing, the development of therapeutic treatment plans, knowledge on the similarities and differences between cannabis products, education related to safety, risks and precautions for medical cannabis use, and the laws and regulations surrounding medical cannabis. A related survey² found lack of education regarding medical cannabis reported by 87% of respondents as a barrier to use in clinical practice, with 76% of respondents ranking the need for education to be strong or very strong. The UMSOP Master of Science in Medical Cannabis Science and Therapeutics will cover the principles of drug action and cannabinoid pharmacology; drug delivery and pharmaceuticals; clinical use and effects of medical cannabis; current state and federal laws along with elective courses in research methodology, basic sciences, therapeutics, and policy.

In 2017, the National Academies of Sciences, Engineering, and Medicine³ released a comprehensive report based on the review of more than 10,000 scientific abstracts from cannabis health research. This report made approximately 100 conclusions related to the therapeutic and health effects of cannabis and suggested approaches to stimulate and improve cannabis research. The report presents a national research agenda for cannabis and a series of recommendations, including a focus on research standards for ensuring high quality cannabis research and for federal agencies to fully characterize the impact of regulatory barriers on cannabis research.

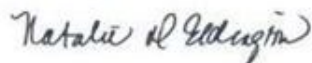
Although the Maryland General Assembly authorized a medical cannabis program in 2013, marijuana remains a Schedule I Controlled Substance Drug characterized as having no medical use. Academic researchers wishing to conduct federal marijuana research must follow a multi-step Drug Enforcement Administration (DEA) and National Institute of Drug Abuse (NIDA) licensing process. Per DEA regulations, only the University of Mississippi (Ole Miss) is a recognized grower of marijuana for research purposes. This historical system was designed primarily to supply marijuana for use in federally funded research—not for commercial product development. Thus, there is no clear legal pathway for commercial enterprises to produce marijuana for product development. The product grown at Ole Miss is only available to researchers with appropriate DEA registration through NIDA. The DEA has been planning to expand the number of growers since 2016, but has yet to approve any additional applications.

Other barriers beyond DEA and NIDA restrict academic research on marijuana. UMB, like virtually every higher education institution in the United States, is the recipient of considerable federal funding for research, education, and other projects. Acceptance of these funds obligates us to comply with federal regulations, including those implemented pursuant to the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act. In addition, the US Department of Education (DOE) requires UMB to maintain a drug-free campus. Under the DOE regulations, institutions accepting federal funds must “adopt and implement drug prevention policies that must clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.” Failure to comply with the regulations can result in the institution losing eligibility to receive any form of federal financial assistance.

For nearly 50 years, the United States has relied on a single grower to produce marijuana used in research. In light of the disconnect between the treatment of marijuana under federal and state law, Congress has annually prohibited the US Department of Justice from expending any funds in connection with the enforcement of any law that interferes with a state “implementing [its] own laws that authorize the use, distribution, possession, or cultivation of medical marijuana,” see section 542 of the Commerce, Justice, Science and Related Agencies Appropriation Bill, 2019. Despite this proviso, however, there is no guarantee that Congress will continue to restrict the enforcement of federal marijuana laws. Likewise, there is no analogous language regarding other agencies.

If enacted, SB 858 sets out the parameters for commercial growers and academic medical research centers and facilities to conduct bona fide research. This legislation would put Maryland on strong footing if or when the DEA chooses to modify the Controlled Substances Act or regulations governing new grow sites, and provides opportunities for research on medical cannabis grown in Maryland.

Sincerely,



Natalie D. Eddington, PhD, FAAPS, FCP
Dean and Professor

¹ Ziemianski D, Capler R, Tekanoff R, et al. Cannabis in medicine: A national educational needs assessment among Canadian physicians. BMC Med Educ 2015;15:52

² Ziemianski D, Tekanoff R, Luconi F, Ware M. Cannabinoids in clinical practice: experiences and educational needs. In: Proceeds of the Canadian Pain Society 2012. Pain Research and Management 2012;17(3):229

³ The Health Effects of Cannabis And Cannabinoids: The Current State of Evidence and Recommendations for Research. Washington, D.C.: The National Academies Press; Online document at: www.nap.edu/read/24625/chapter/1, accessed February 15, 2019

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, Baltimore

Institution Submitting Proposal

Master of Science in Cannabis Science and Therapeutics

Title of Proposed Program

Master of Science (M.S.)

Award to be Offered

Fall 2019

Projected Implementation Date

Proposed HEGIS Code

51.2005

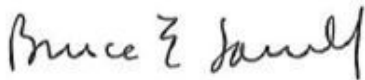
Proposed CIP Code

University of Maryland Graduate School
Department in which program will be located

Leah Sera, PharmD, MA, BCPS
Assistant Professor, Department of
Pharmacy Practice and Science
Department Contact

(301) 738-6347
Contact Phone Number

lsera@rx.umaryland.edu
Contact E-Mail Address



Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost

April 8, 2019
Date

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

Master of Science in Cannabis Science and Therapeutics

A. Centrality to institutional mission statement and planning priorities

The University of Maryland, Baltimore (UMB) is the state's public health, law, and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support we educate leaders in health care delivery, biomedical science, global health, social work, and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork, and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning, and just treatment of the people we serve, we foster economic development in the city, state and nation.

The University of Maryland School of Pharmacy is pleased to submit a proposal for a new Master of Science (MS) in Cannabis Science and Therapeutics. To be successful, the learner must complete all required and elective coursework totaling 30 credits. The program will blend online and face-to-face instruction, and include both synchronous (e.g., live) and asynchronous (e.g., pre-recorded) lectures, readings, and reflections, along with active learning elements, including discussion boards and individual and group assignments. The proposed Master's degree program will commence in Fall of 2019.

Through the MS in Cannabis Science and Therapeutics program, we intend to provide learners with experiences designed to foster a deeper knowledge and understanding of the science, clinical therapeutics, and policy related to medical cannabis. Targeted students include health care practitioners, scientists, growers, policy professionals, and others with an interest in medical cannabis. Students will demonstrate their ability to design therapeutic regimens and monitoring plans, develop safe and effective dosage forms, participate in health policy decision-making processes, and identify potential areas of future research. Our students will learn a wide range of skills that will allow them to be innovative leaders in the emerging medical cannabis industry.

This program will be offered at the Universities at Shady Grove and the University of Maryland, Baltimore. The four core required courses in the program cover the principles of drug action and cannabinoid pharmacology; cannabinoid chemistry and drug delivery; clinical uses and effects of medical cannabis; and an overview of current state and federal laws and regulations along with a historical overview of medical cannabis use. After taking the four foundational courses, students will take four elective courses followed by two final advanced courses (Research Methodology and Expert Seminars and Discussion). Students may choose to take elective courses in the basic sciences, therapeutics, or policy.

The proposed degree is consistent with and will advance the mission of the University of Maryland, Baltimore. Through this new program, we will provide our students with the knowledge and skills needed to make a positive impact on communities in Maryland and beyond.

Alignment with Institutional Strategic Goals

The proposed Master of Science degree will advance UMB's mission *"to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service."* Additionally, the program contributes to the fulfillment of related strategic goals for UMB, in a number of significant ways:

- One of the university's key strategic themes is to *"excel at interdisciplinary research and interprofessional education, clinical care and practice, and public service."* The MS in Cannabis Science and Therapeutics directly responds to this theme by its inclusion of interprofessional team teaching, and interdisciplinary science content focusing on pharmacology, drug delivery, analytic techniques, therapeutics, and policy.

- Another strategic theme of the university is *“innovative curricular and co-curricular initiatives that multiply pathways to diverse careers and leadership opportunities inside and outside of academia.”* The MS in Cannabis Science and Therapeutics has been critically designed to prepare graduates for the distinct segments of the medical cannabis workforce, inclusive of science, therapeutics, and policy.
- And finally, the MS in Cannabis Science and Therapeutics will infuse innovations in instructional design throughout the curriculum, thus creating an accessible, relatable and sustainable education program that responds to the needs and characteristics of the learner. This aligns specifically with the university’s strategic goal *“on the importance of creating accessible education for individuals already engaged in their professions and developing productive discovery-to-delivery research model that serves as a catalyst for economic development.”*

How will program be funded for first 5 years?

The programs will draw upon existing resources. The School of Pharmacy already has qualified faculty and offers PharmD, PhD, and Master of Science Degrees in Regulatory Science, Pharmacometrics, Palliative Care, Pharmaceutical Sciences, and Pharmaceutical Health Services Research. The school has the administrative and advising infrastructure for students.

Institutional Commitment

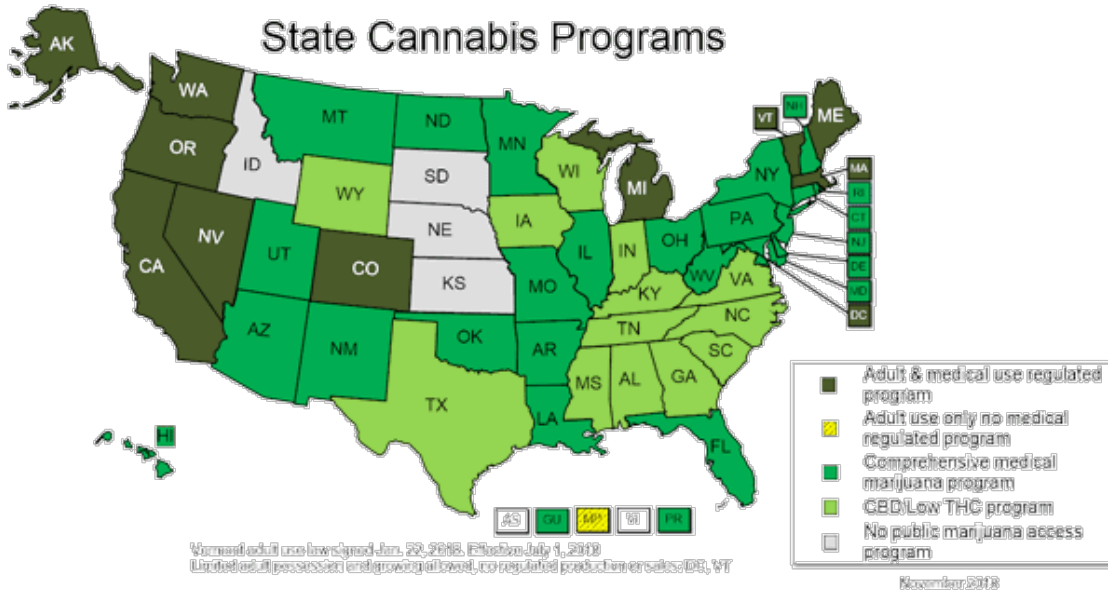
The School of Pharmacy has the administrative, instructional, advising, and facilities infrastructure in place to operate the programs. In the event that the programs are discontinued, the courses will be offered for a reasonable time-period so that enrolled students can finish. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

A growing number of states now permit the use of cannabis for specific medicinal purposes, and the majority of Americans favor the legalization of cannabis for medical use. Though possession, cultivation, and distribution of cannabis for both medicinal and recreational use (hereafter referred to as “adult use”) remain illegal at the federal level, many states have established individual laws and regulations regarding the sale of cannabis for medical purposes.¹ In early 2017, the [National Academies of Sciences, Engineering, and Medicine released a comprehensive report](#) based on the review of over 10,000 scientific abstracts from cannabis health research. This report made approximately [100 conclusions](#) related to the therapeutic and health effects of cannabis and suggested approaches to stimulate and improve cannabis research. The report summarizes the effectiveness of cannabis in the treatment of a number of health conditions and diseases, including chronic pain, chemotherapy-induced nausea and vomiting, multiple sclerosis spasticity symptoms, HIV-associated anorexia/cachexia, and post-traumatic stress disorder, among others. In addition, the report also presents a national research agenda for cannabis which is articulated through a series of recommendations including a focus on research standards for ensuring high quality cannabis research, and for federal agencies to fully characterize the impact of regulatory barriers on cannabis research.²

California was the first state to permit access to the cannabis plant for medicinal use under physician supervision.¹ As of November 7, 2018, thirty-three states as well as Washington, D.C., Guam, and Puerto Rico will have enacted legislation governing medicinal cannabis sale and distribution; 21 states and the District of Columbia will have decriminalized marijuana and eliminated prohibition for possession of small amounts, while 10 states, including Alaska, California, Colorado, Maine, Massachusetts, Nevada, Oregon, Washington, Vermont, and Michigan, as well as the District of Columbia, will have legalized adult use of marijuana(Figure 1).⁵

Figure 1. State Cannabis Programs in 2018



Cannabis is currently established by the U.S. Drug Enforcement Agency’s (DEA) Comprehensive Drug Abuse Prevention and Control Act (Controlled Substances Act) of 1970 as a Schedule I controlled substance. All Schedule I substances are defined as having a high potential for abuse, no currently accepted medicinal use in treatment in the United States, and a lack of accepted safety data for use of the treatment under medical supervision.³ In 2013, a U.S. Department of Justice memorandum (the Cole Memorandum) to all U.S. attorneys advised that in states where marijuana was legal for medical use, prosecution of individuals and operations in compliance with state law was not a federal priority.⁴ However, the federal restriction does have other ramifications for medical use. For instance, physicians cannot legally prescribe cannabis, given its Schedule I classification, but may certify or recommend patients for treatment in states where such use is legal. Additionally, medical cannabis expenses are not reimbursable through government medical assistance programs or private health insurers.¹ The Cole Memorandum was rescinded in January 2018 by then Attorney General Jeff Sessions, despite the increasing number of states permitting the legal use of cannabis for medical and adult use.⁵

Medical Cannabis in Maryland

On June 1, 2014, the state of Maryland legalized the use of medical cannabis, with subsequent amendments to the statute on May 12, 2015. This legislation allows for the registry of authorized physicians, patients, caregivers, licensed processors, dispensaries, growers, and independent testing laboratories.⁶ The Natalie M. LaPrade Maryland Medical Cannabis Commission (MMCC) develops policies, procedures, and regulations to implement programs that ensure medical cannabis is available to qualifying patients in a safe and effective manner. The MMCC oversees all licensing, registration, inspection, and testing measures pertaining to Maryland’s medical cannabis program and provides relevant program information to patients, physicians, growers, dispensers, processors, testing laboratories, and caregivers.⁶ MMCC lists more than 500 certified providers, 46 licensed dispensaries, 14 licensed growers, 13 licensed processors, and four independent testing laboratories. The MMCC has also issued another 15 pre-approvals to companies to grow medical cannabis, 15 pre-approvals to companies to process medical cannabis, and 102 pre-approvals to companies to dispense medical cannabis that will be added to the list of licensees once a company has completed compliance with the regulatory requirements and the Commissioners have voted on licensure. Our site selection for this program of the Universities at Shady Grove in Montgomery County recognizes the county’s prominence in Maryland’s burgeoning medical cannabis industry and the projected need for access to specialized education and training in that part of the state. MMCC lists some 85 certified providers, 11 licensed dispensaries, and one licensed processor, all with Montgomery County addresses. The MMCC has also issued another four pre-

approvals to Montgomery County companies to grow medical cannabis and 18 pre-approvals to Montgomery County companies to dispense medical cannabis.

As the number of states legalizing medical cannabis increases, so does the need for an educated workforce to respond to the demand for medical cannabis with an understanding and expertise regarding the science and therapeutic effects of this medicinal plant. In addition to supporting the medical cannabis industry, this growing workforce will add to the clinical and scientific research of cannabis. **The MS in Cannabis Science and Therapeutics align with the goals of access, success, and innovation outlined in the 2017-2021 Maryland State Plan for Secondary Education.** As a blended graduate program, the MS in Cannabis Science and Therapeutics allows for flexibility in learning that will ensure access for both traditional and non-traditional students, thereby helping to maintain Maryland’s role as a national leader in having an educated workforce. Additionally, faculty in this program will participate in professional development related to best practices in distance learning to promote innovation in online course design and implementation.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state

The following section summarizes the medical cannabis industry, including market projections, and also provides workforce needs and projections in the state of Maryland, the northeast region, and nationally.

Projected Medical Cannabis Therapeutic Areas 2014 - 2025

The growth of the medical cannabis industry in the United States is projected to increase significantly over the next 10 years. The table below summarizes the projected compound annual growth rate (CARG) for the medical cannabis

Table 1. U.S. Medical Cannabis Market, by Application, 2014-2025 (USD million)⁷

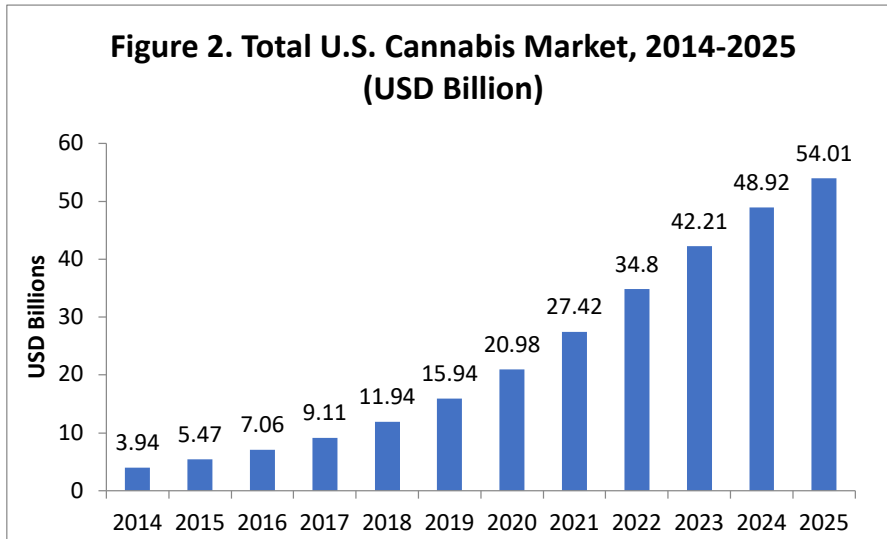
Application	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	CAGR% (2017-25)
Chronic Pain	1,345.4	1,458.7	1,844.5	2,428.4	30,49.9	3,706.6	4,033.4	4,213.6	4,543.5	4,908.9	5,414.6	5,877.8	11.7%
Mental Disorders	1,148.4	1,222.4	1,522.5	1,854.2	2,625.2	2,764.5	3,343.5	3,946.8	4,497.1	5,011.8	5,485.1	5,855.0	15.5%
Cancer	800.3	825.7	1,020.6	1,216.2	1,460.7	1,745.1	2,058.7	2,333.9	2,564.3	2,714.7	2,817.1	2,844.3	11.2%
Others	644.3	690.9	873.3	1,017.8	1,205.8	1,423.8	1,617.2	1,760.8	1,859.0	1,933.0	1,961.6	1,978.8	8.7%
Total	3,938.4	4,197.7	5,261.0	6,516.5	7,981.6	9,640.0	11,062.7	12,225.1	13,463.9	14,588.4	15,678.3	16,556.0	12.4%

therapeutic market through 2025. In addition, the table highlights the major therapeutic applications for cannabis. Based on application areas, the market is broadly categorized as chronic pain, mental disorders, cancer, and others.⁷ The largest application segment is for chronic pain, which held a market share of 39.9% in 2016. By 2025, chronic pain is expected to emerge as the fastest growing segment, due to increased requirement of pain management across the globe.

Unites States Cannabis Market and Workforce Projections and Needs

As stated, the projections on the growth of the cannabis industry are very positive based on financial modeling. Figure 2 below presents the legal cannabis market projections from 2014 through 2025 (medical and adult use). There are a number of drivers that inform these projections and are articulated in the following sections on the market analysis on

medical cannabis. The workforce projections for the medical cannabis workforce are driven by the growth of the medical cannabis industry.



In addition, according to a report published by Arcview Market Research and [BDS Analytics](#), the legal cannabis industry will see a significant upward shift over the next 10 years. The largest group of cannabis buyers will be in North America, going from \$9.2 billion spent in 2017 to \$47.3 billion in 2027 ([both medical and adult recreational use](#)).⁸ Based on these projections and the fact that medical cannabis is relatively a new industry, this growth will require a trained workforce in order to achieve the market share projections as outlined above and summarized in Figure 2.

Education and the Cannabis Workforce

Traditional educational programs for health care practitioners, analytical chemists, agriculturists, policy makers, business and sales professionals have not typically included instruction on the science, policy, and therapeutics of medical cannabis. Specifically, health care professionals report significant gaps in their cannabis-related knowledge, and the extent of this educational gap has been the focus of a number of studies. Published surveys of physicians, medical students and residents, nurse practitioners, pharmacists, and pharmacy students have described similar perceived knowledge gaps (Table 2).⁹⁻¹³ A 2015 survey of Canadian physicians found that the largest knowledge gaps were related to medical cannabis dosing and the development of treatment plans, similarities and differences between cannabis products, and laws and regulations. In this survey, physicians most desired education related to safety, risks, and precautions for medical cannabis use.⁹ A related survey of Canadian nurse practitioners similarly found the largest knowledge gap existed for dosing and development of therapeutic plans, laws and regulations, and similarities and differences between cannabis products. Lack of education regarding medical cannabis was reported by 87% of respondents to be a barrier to use in clinical practice, and 76% of respondents ranked the need for education to be strong or very strong.¹⁰ A survey of medical students and residents surveyed indicated that trainees perceived they were “not at all” or only “slightly” prepared to answer patients questions about medical cannabis; approximately 90% reported they were “not at all” prepared to prescribe medical cannabis; and 85% reported they had received no education regarding medical cannabis.¹¹ A survey of pharmacists in Minnesota indicated that that they have a perceived knowledge deficit related to medical cannabis policies and regulations, that they were inadequately trained in medical cannabis pharmacotherapy, and were unprepared to counsel patients. More than 80% of respondents were very interested in learning more about medical cannabis pharmacotherapy, laws, regulations, and available products.¹² Likewise, pharmacy students reported a lack of confidence in cannabinoid pharmacology, pharmacokinetics, drug interactions, adverse effects, and patient counseling.¹³

Table 2. Perceived Gaps in Medical Cannabis Education Reported by Health Professionals

Perceived knowledge gap	Clinical Discipline				
	Physician	Nurse Practitioner	Pharmacist	Pharmacy student	Medical student/resident
Dosing and development of treatment plans	x	x	NA	NA	x
Laws and regulations	x	x	x	x	NA
Adverse effects and risks of use	x	x	x	x	NA
Characteristics of dosage forms	x	x	x	x	NA
Pharmacology, pharmacokinetics	x	x	x	x	NA
Ability to counsel patients	NA	NA	x	x	x

NA = not asked

Through the Maryland Medical Cannabis Commission, The School of Pharmacy conducted a needs assessment survey of employees in the Maryland medical cannabis industry to better define the educational needs and interests of this population. Of the 27 individuals who completed the survey, most identified as business or public policy professionals (59%), while 22% identified as clinicians, and the rest identified as “other,” including law enforcement and compliance officers, or a combination of health care professionals and business professionals (i.e., dispensary owner). The majority of respondents had been in the medical cannabis industry for five years or less (77%), and only one respondent had been in the industry for more than 10 years. Respondents participated in a number of different roles in the industry, including business administration (18%), plant cultivation/processing (9%), dispensary owner/manager/agent (19%), health care provider (18%), and “other” (36%), a category which includes self-described compliance, regulatory agents, clinical directors, and CEOs. The majority of respondents felt that certain aspects of an educational program were “important” or “very important,” including that the program would be primarily online and asynchronous, that many courses would be taught by interprofessional faculty, with flexible scheduling. Finally, a majority of students felt that most topics in the proposed curriculum were “important” or “very important,” including cannabinoid pharmacology, pharmaceuticals, plant genomics, clinical therapeutics, negative effects and public health implications, federal and state law, and policy.

Professionals who will be interacting with patients in a clinical capacity, including traditional health care workers as well as dispensary employees, must have knowledge of the therapeutic use of medical cannabis across a range of disease states. Additionally, professionals should be able to properly assess symptoms, recommend use of medical cannabis, and monitor the risks and benefits of medical cannabis therapy. The results of the above studies clearly indicate that there is a perceived gap in the knowledge of medical cannabis for health care providers, and signify the need for a better educated workforce that will provide care to patients using medical cannabis. Furthermore, there is a fast-growing number of patients legally using medical cannabis in the state of Maryland, in the northeast region of the US, and nationally (Table 3). To respond adequately to this growing need, educational programming must be developed and implemented to ensure that the perceived gaps in knowledge stated above are addressed.

The table below shows the total number of medical marijuana patients holding identification cards in Maryland, the Northeast region (MD, MA, VT, NY, DC, VA, OH, PA, WV, IL) and nationally (AK, AZ, CA, CO, CT, DE, FL, HI, IL, ME, MD, Na, MI, MN, MT, NV, NH, NJ, NM, NY, ND, OH, OR, PA, RI, VT, WA, and WV) and the number of health care providers in those areas.

Table 3. Medical Cannabis Patients and Health Care Provider Workforce^{14, 15}

	Maryland	Region	National
Patients	47,086	358,959	2,132,777
Health Care Providers	946	10,185	

Medical Cannabis Workforce Projections

A new report from New Frontier Data¹⁶ projects that, by 2020, the legal cannabis market will create more than 250,000 jobs - more than expected from manufacturing, utilities or government jobs. According to the Bureau of Labor Statistics, manufacturing, utilities, and government jobs are expected to decline significantly by 2024, while the fastest-growing industries are all in health care fields.¹⁷ The cannabis market is experiencing rapid growth due to rising awareness regarding various medical applications such as pain management, appetite enhancement, and other health related effects of medical cannabis. These numbers confirm that medical cannabis is a major economic driver and job-creation engine for the U.S. economy. As the number of states where medical cannabis is legal increases, so does the need for an educated workforce to respond to the demand for medical cannabis with an understanding and expertise regarding science, clinical care, and policy.

Table 4 (below) summarizes the job positions in the cannabis industry in Maryland, regionally, and nationally. It should be noted that the cannabis industry is nowhere near maturity, and so the workforce estimates are not clearly constructed. As stated, the 2020 national workforce projections predict more than 250,000 jobs required for this industry. We have a dramatic shortage of educational opportunities in the state of Maryland, the northeast region, and the US that are focused on the science, therapeutics, and policy of medical cannabis. The cannabis industry will continue to expand significantly over the next 10 years, making this program integral to the training and development of this growing sector of the local, regional, and national economy.

Table 4. Emerging Jobs for Selected Careers Relevant to Master of Science in Medical Cannabis

Keyword Search	Number of Jobs In MD	Number of Jobs Available in Region	Number of Jobs Available Nationally
Medical Cannabis Dispensary/Manager	426	1,706	2,132
Medical Cannabis Dispensary Associate /Consultant Agent	153	1,023	1,279
Chemist/Laboratory Tech/Quality Control	98	818	1,023
Pharmacist/Pharmacy Technician	83	750	938
Doctor (MD or DO)*	44	545	682
Nurse/RN or LNP	17	341	426
Grower/Processor	68	682	852
Lawyer/Paralegal/Compliance	98	818	1023
Sales/Business/Graphic/Marketing	2	141	174
Total Jobs	989	6,824	8529

D. Reasonableness of program duplication

MHEC's Academic Program Inventory does not include programs in cannabis science, therapeutics and policy, nor are there related programs currently under MHEC review.

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

Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore do not offer Master's Degree programs similar to our proposed program.

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

As above.

G . Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**1. Suggested program description (as it would appear in the Pharmacy School Catalog)****Suggested program description (as it would appear in the School of Pharmacy academic catalog)**

The University of Maryland School of Pharmacy's MS in Cannabis Science and Therapeutics provides students with experiences designed to foster a deeper knowledge and understanding of the science, clinical therapeutics, and policy related to medical cannabis. Targeted students include health care practitioners, scientists, growers, policy professionals, and others with an interest in medical cannabis. The four core required courses in the program cover the principles of drug action and cannabinoid pharmacology; cannabinoid chemistry and drug delivery; clinical uses and effects of medical cannabis; and an overview of current state and federal laws and regulations along with a historical overview of medical cannabis use. After taking the four foundational courses, students will take four elective courses followed by two final advanced courses (Research Methodology and Expert Seminars and Discussion). Students may choose to take elective courses in the basic sciences, therapeutics, or policy. The program will follow a blended model, and include both synchronous (e.g., live in-person) and asynchronous (e.g., pre-recorded) lectures, readings, and reflections, along with active learning elements including discussion boards, and individual and group assignments. To be successful, the learner must complete all required

and elective coursework totaling 30 credits. A student will be able to complete the program in two years but may take up to five years as desired to complete all program requirements. The program will meet all terminal performance objectives and allows for specialization (self-determined learning) within the degree.

2. Terminal Performance Objectives

After completing this degree, the graduate will be able to:

1. Apply knowledge of pharmacology, pathophysiology, clinical assessment, and traditional management strategies of pain and other physical symptoms to identify appropriate candidates for medical cannabis therapy.
2. Apply concepts of pharmacology, pharmacognosy, pharmaceuticals, and pharmacokinetics to determine appropriate cannabis dosing, dosage forms and routes of administration for optimal treatment.
3. Develop monitoring plans to determine effectiveness of medical cannabis therapy and to detect adverse effects of medical cannabis use.
4. Apply concepts of analytical chemistry, pharmacology, pharmacognosy, and pharmaceuticals to assure safe and effective design, development, and manufacture of medical cannabis products.
5. Apply knowledge of analytical toxicology methods to identify, quantify, and interpret results related to cannabinoid use and misuse.
6. Describe negative physical, psychiatric, and psychosocial effects of cannabis in individuals and populations.
7. Participate in health policy decision-making processes by evaluating primary literature to assist policy makers and prescribers in making well-informed decisions about medical cannabis therapy.
8. Apply knowledge of historical and current laws, regulations, and policies to identify, analyze, and advocate for emerging issues related to medical cannabis and health.
9. Identify areas for future research related to science, health effects, and policy of medical cannabis, and describe the challenges associated with such research.
10. Demonstrate a commitment to excellence through continuing professional development and the education and training of patients, healthcare professionals, regulatory bodies, and other relevant stakeholders.

3. Student Assessment & Documentation

The School of Pharmacy and UMB's Graduate School have a culture and support structure to assess program educational effectiveness. An Assessment Committee will review each online course annually using the Quality Matters rubric. Student retention and satisfaction and faculty satisfaction will be assessed continuously. Faculty will be provided with initial and annual educational programs to continue their development as online educators.

An advisory committee that represents disciplines from all of the professional schools at UMB has been assembled and reviews and provides feedback on every aspect of program development, which will continue during implementation.

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

Course #	Course Name (all 3 credits)	Course Description
Required Core Courses (12 credits) <i>Students take all four courses (4/4)</i>		
MSMC 601	Introduction to Medical Cannabis History, Culture, and Policy	In this introductory course, participants will learn about the cultural history of medical cannabis use, and explore how federal law and policy relating to medical and non-medical use of cannabis has evolved in the United States.
MSMC 602	Principles of Drug Action and	This course introduces students to the factors influencing drug action in the body. Students will learn about receptor theory, pharmacokinetics, pharmacodynamics, dose-response relationships,

Course #	Course Name (all 3 credits)	Course Description
	Cannabinoid Pharmacology	and drug tolerance and dependence. This course will develop participants' skills to evaluate cannabis (and its components) from a mechanistic and pharmacologic perspective with the ultimate goal of providing the most appropriate cannabis regimen for individual patients.
MSMC 603	Basic Cannabinoid Chemistry and Drug Delivery	This course introduces students to the chemical characteristics of cannabis components. The course will describe the classification system for cannabinoids, cannabinoid compound ratios in plant materials, cannabis-derived products and their constituents, oils, terpenoids, flavenoids, hydrocarbons and nitrogen containing compounds. This course also introduces students to the science of designing dosage forms. Topics include the formulation, development, evaluation, selection and administration of safe, effective, reliable, drug delivery systems, with a focus on development of medical cannabis products. The wide variety of cannabis delivery systems and routes of delivery and the impact of those delivery systems have on the bioavailability of cannabis will be evaluated in this course.
MSMC 604	Clinical Effects of Medical Cannabis	This introductory course provides an overview of the most common uses of medical cannabis, including pain, anorexia/cachexia, and nausea/vomiting. Students will learn how to assess these conditions and determine when medical cannabis could be a therapeutic option. Side effects, drug interactions, and precautions are also discussed.
Elective Courses (12 credits) <i>Students take four courses from the six offered (4/6)</i>		
MSMC 605	Advanced Cannabis Therapeutics I	In this advanced level course, students will learn in-depth about the physiology, pathophysiology, and treatment strategies of selected conditions, including pain, muscle spasm, nausea/vomiting, and anorexia/cachexia. Students will evaluate available evidence, complete case studies, and explore dosing strategies and formulations. Side effects, drug interactions, and precautions are also discussed. (Pre-requisite: MSMC 604 – Clinical Effects of Cannabis).
MSMC 606	Advanced Cannabis Therapeutics II	In this course, students will learn about the physiology, pathophysiology, and treatment strategies of selected conditions, including epilepsy, sleep disorders, anxiety, and post-traumatic stress disorder, among others. Students will evaluate available evidence, complete case studies, and explore dosing strategies and formulations. Side effects, drug interactions, and precautions are also discussed. (Pre-requisite: MSMC 604 – Clinical Effects of Cannabis).
MSMC 607	Negative Physical, Psychiatric, and Social Effects of Cannabis	In this course, students will explore the consequences of cannabis use, including adverse effects and misuse or addiction. Students will evaluate available evidence, analyze case studies, and participate in group discussions. This course explores the effects of cannabis on populations, including effects on the workplace, public spaces, impaired driving, adolescent use, and unintentional poisoning, among others. (Pre-requisite: MSMC 604 – Clinical Effects of Cannabis).
MSMC 608	Plant Genomics and Pharmacognosy	This course introduces students to the components of the cannabis plant and the resultant biosynthetic pathways that form active and inactive agents. Students will learn the genetic basis for the differences in components between different strains and the

Course #	Course Name (all 3 credits)	Course Description
		subsequent impact on medicinal efficacy, as well as the role that plant components have on the entourage effect. (Pre-requisite: MSMC 602 - Principles of Drug Action and Cannabinoid Pharmacology).
MSMC 609	Advanced Cannabinoid Chemistry and Analytic Testing Methodology	This course relates chemical characteristics of cannabis components to their pharmacological activity. The course covers a variety of cannabis targets, methods for improving drug activity, and the principles of rational drug design and characteristics such as solubility, stability and metabolism. Additionally, this course will explore methodologies for concentration, extraction, and purification of plant constituents, along with scope and limitations of analytical techniques for the identification and quantification of plant and synthetic cannabinoids, contaminants, and adulterants in cannabis products. (Pre-requisite: MSMC 603 - Basic Cannabinoid Chemistry and Delivery).
MSMC 610	State and Federal Cannabis Laws and Policies	In this course, students will be exposed to the federal controlled substances act and state counterparts. This will include a review of schedules I through V and the rules for prescribing and dispensing C-II through C-V. DEA and state inspections, Prescription Drug Monitoring Programs, and registration with state authorities will also be addressed. The course will then move into treatment of Schedule I substances and the differences between marijuana and other controlled substances. Physician recommendations, as opposed to prescriptions, will be addressed in light of the First Amendment. Medical Board actions against physicians will also be included. Since the Controlled Substances Act prohibits the prescribing and dispensing of Schedule I substances, the course will explore, compare, and contrast state laws and regulations regarding medical cannabis and focus on how marijuana was singled out for exemptions at the state level and why the federal government has refrained from prosecutions in the states that have decriminalized it for medical use. The course will also focus on those states that have decriminalized marijuana for recreational use and the likely consequences, if any, in those states. Other topics include but are not limited to authorized caregivers, licensed dispensaries, involvement of pharmacists and other licensed health care professionals in dispensaries, public testing facilities, regulations, state administration, authorized conditions, patients' requirements and restrictions, advertising, location of dispensaries, caregiver requirements, quantity limits, and other regulations. (Pre-requisite: MSPC 601 - Introduction to Medical Cannabis History, Culture, and Policy)
Required Core Advanced Courses (6 credits) <i>Students take both courses (2/2)</i>		
MSMC 611	Research Design and Medical Cannabis	Participants in this course envision and plan a pilot project designed to assess clinical, scientific, economic, or public health outcomes related to medical cannabis. Students will learn how to establish a research question, establishing appropriate methods, and select outcomes to assess. Deliverable will be a proposal that is suitable for submission to an institutional review board. Students will also learn how to critically evaluate medical and scientific evidence.

Course #	Course Name (all 3 credits)	Course Description
MSMC 612	Expert Seminars and Case Studies	In this course, students will attend expert seminars and webinars discussing current scientific, clinical, and legal issues related to medical cannabis (must be taken in last semester).

5. How general education requirements will be met – Not applicable

6. Specialized Accreditation

There are no specialized accreditation or certification requirements for this program.

7. Contract with another university – Not applicable

8. Student Support Services

The program will make use of established mechanisms in UMB's Graduate School and the School of Pharmacy to 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. For example, course materials will be available through Blackboard, a web-interface with which faculty have many years of experience, including with current programs.

Accepted students will have the background, knowledge, and technical skills needed to undertake a distance education program. Minimally, candidates for admission will possess a baccalaureate degree. Target students include health care professionals, scientists, public policy professionals, current medical cannabis professionals, or those who wish to enter this emerging field.

Advertising & Recruiting

The program will be clearly and accurately described on the School of Pharmacy's website and at recruiting events. Recruitment and admissions materials about the program will represent the program and the services available (e.g., need for students to have access to computer that meets the minimum system requirements, broadband internet access, and a headset microphone for participation in web conference).

H. Adequacy of Articulation – Not applicable

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

The University of Maryland School of Pharmacy faculty are internationally recognized for their expertise across the entire life cycle of drug development and clinical care. Broad interest areas include medicinal chemistry, pharmaceuticals, pharmacology, clinical care, and pharmaceutical outcomes and policy. These faculty, whose discoveries are impacting the lives of patients around the world, routinely present at national and international conferences, and publish in high impact peer reviewed journals. Many of the faculty hold Fellow status in associations such as the American Association of Pharmaceutical Scientists, the American Chemical Society, and the American College of Clinical Pharmacy, and most serve, or have served, as consulting, *associate*, or *principal editors of leading journals in the field, including Pharmacology & Therapeutics, Journal of Experimental Medicine, Clinical Pharmacokinetics, Cancer Chemotherapy and Pharmacology*, and many others.

The Department of Pharmaceutical Sciences trains students in the design of new drugs and the study of the biological impact of these drugs in the treatment of diseases and disorders. Further divisions within the department include

pharmacology, pharmacodynamics, pharmacokinetics, and pharmacogenomics. Within the Department of Pharmacy Practice and Science, faculty train students to perform a full range of medication decision-making functions to serve as part of the patient's health care team. Faculty in the Department of Health Services Research prepare students to improve health among diverse populations through drug-related research, education, and community outreach. Students enrolled in the proposed program will receive the highest quality education by faculty who are uniquely positioned to teach in this field.

Faculty Members	Course(s) Taught	Full time, part time, adjunct
<ul style="list-style-type: none"> • Natalie Eddington, PhD, FAAPS, FCP <ul style="list-style-type: none"> ○ PhD, Pharmaceutical Sciences ○ Dean and Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy ○ Executive Director of University Regional Partnerships, UMB 	MSMC 601	Full time
<ul style="list-style-type: none"> • Leah Sera, PharmD, MA, BCPS <ul style="list-style-type: none"> ○ Doctor of Pharmacy ○ Program Co-Director, Master of Science in Cannabis Science and Therapeutics ○ Assistant Professor, Department of Pharmacy Practice and Science, University of Maryland School of Pharmacy 	MSMC 601 MSMC 606 MSMC 612	Full time
<ul style="list-style-type: none"> • Jia Bei Wang, PhD <ul style="list-style-type: none"> ○ PhD, Pharmacology ○ Program Co-Director, Master of Science in Cannabis Science and Therapeutics ○ Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy 	MSMC 602 MSMC 611	Full time
<ul style="list-style-type: none"> • Andrew Coop, PhD <ul style="list-style-type: none"> ○ PhD, Chemistry ○ Professor of Pharmaceutical Sciences and Associate Dean for Academic Affairs ○ University of Maryland School of Pharmacy 	MSMC 603	Full time
<ul style="list-style-type: none"> • Bethany DiPaula, PharmD <ul style="list-style-type: none"> ○ Doctor of Pharmacy ○ Professor, Department of Pharmacy Practice and Science, University of Maryland School of Pharmacy 	MSMC 607	Full time
<ul style="list-style-type: none"> • Jace Jones, PhD <ul style="list-style-type: none"> ○ PhD, Analytical Chemistry ○ Assistant Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy 	MSMC 609	Full time
<ul style="list-style-type: none"> • Maureen Kane, PhD <ul style="list-style-type: none"> ○ PhD, Chemistry ○ Associate Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy ○ Director, Mass Spectrometry Center 	MSMC 609	Full time
<ul style="list-style-type: none"> • Ashlei Lowery, MD <ul style="list-style-type: none"> ○ Doctor of Medicine 	MSMC 604	Adjunct

<ul style="list-style-type: none"> ○ Medical Director, Palliative Medicine Services, MedStar Medical Center 		
<ul style="list-style-type: none"> ● Mary Lynn McPherson, PharmD, MA, MDE, BCPS <ul style="list-style-type: none"> ○ Doctor of Pharmacy ○ Professor of Pharmacy Practice and Science, University of Maryland School of Pharmacy ○ Executive Director, Advanced Post-Graduate Education in Palliative Care ○ Program Director, Online Master of Science and Graduate Certificate in Palliative Care 	MSMC 604	Full time
<ul style="list-style-type: none"> ● Frank Palumbo, MS, PhD, JD <ul style="list-style-type: none"> ○ PhD, Health Care Administration ○ Doctor of Jurisprudence ○ Professor of Pharmaceutical Health Services Research, University of Maryland School of Pharmacy Executive Director, Center on Drugs and Public Policy 	MSMC 610	Full time
<ul style="list-style-type: none"> ● Dayna Qato, PhD, PharmD, MPH <ul style="list-style-type: none"> ○ PhD, Health and Pharmaceutical Services Research ○ Doctor of Pharmacy ○ Assistant Professor of Pharmaceutical Health Services Research, University of Maryland School of Pharmacy 	MSMC 607	Full time
<ul style="list-style-type: none"> ● Brian Sanderoff, PD <ul style="list-style-type: none"> ○ Pharmacy Doctor ○ Clinical Assistant Professor, University of Maryland School of Pharmacy ○ General Manager, Curio Wellness Dispensary 	MSMC 605	Adjunct
<ul style="list-style-type: none"> ● Yan Shu, PhD <ul style="list-style-type: none"> ○ PhD, Pharmaceutical Sciences and Genomics ○ Associate Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy 	MSMC 608	Full time
<ul style="list-style-type: none"> ● James Trovato, PharmD, MBA, BCOP, FASHP <ul style="list-style-type: none"> ○ Doctor of Pharmacy ○ Associate Professor of Pharmacy Practice and Science, University of Maryland School of Pharmacy 	MSMC 605	Full time
<ul style="list-style-type: none"> ● Hongbing Wang, PhD <ul style="list-style-type: none"> ○ PhD, Toxicology ○ Professor of Pharmaceutical Science, Program Chair, Experimental and Translational Therapeutics, University of Maryland School of Pharmacy 	MSMC 608	Full time
<ul style="list-style-type: none"> ● Fentian Xue, PhD <ul style="list-style-type: none"> ○ PhD, Chemistry ○ Associate Professor of Pharmaceutical Sciences, University of Maryland School of Pharmacy 	MSMC 603	Full time

On-going Training

Opportunities to improve teaching and learning in the program will be identified through a program assessment process as described in Section M. UMB's instructional design team will provide instructional training resources, support, and consultations to faculty involved with the proposed program.

Faculty teaching in this program will have access to the instructional design team available on campus to incorporate best practices when teaching in the online environment.

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

The University of Maryland, Baltimore's Health Sciences and Human Services Library (HS/HSL) is an excellent resource for faculty and students. The library carries a wide range of digital resources including electronic books, journals, and databases that support academic instruction and an extensive collection of online interactive resources designed to enhance information literacy. Regular in-person and online training are available in a variety of library-related topics including, but not limited to database use, citation management, effective written communication, and research data management.

Faculty librarians provide extensive expertise supporting instruction, research, and scholarly communication through embedded instruction and personalized research consultations. The School of Pharmacy is assigned a research education and outreach librarian to support academic and research activities, who will provide support to the MS in Cannabis Science and Therapeutics program. During the program, students will complete a variety of projects and presentations that require the review and interpretation of literature, requiring access to resources and personnel from a distance. The HS/HSL maintains proxy services to provide seamless access to electronic books, online journals, and databases from any location. Online course reserves provide an added mechanism to provide limited access to copyrighted materials licensed for instruction without requiring physical access to materials. To ensure students have the same access to personnel resources during the program, all consultation services are available both on campus and online. The program is to be implemented within existing institutional resources.

The Priddy Library at the Universities at Shady Grove (USG) provides similar workshops, training, and consultation opportunities for students on-campus. Librarians from UMB and USG regularly consult to coordinate resources and access needed to ensure students are fully supported in their academic programs at the Universities at Shady Grove.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The physical facilities, infrastructure, and instructional equipment at the school of Pharmacy are adequate to initiate this program, which will leverage existing distance learning instructional technologies to support program management and curriculum delivery. Enterprise technologies supporting student information management (e.g. Ellucian Banner), Blackboard Learning Management System, and web conferencing technologies (e.g. Blackboard Collaborate and Webex) are supported collaboratively with infrastructure support provided by UMB's Center for Information Technology Services (CITS), School of Pharmacy, and Graduate School.

Infrastructure and physical facilities within the School of Pharmacy allow course faculty to create and deliver core curriculum elements from existing offices, classroom, and dedicated studio production space. Faculty and administrative staff computers are configured to conduct web conferences and personal recordings as needed to support the delivery of courses and academic advising. For more advanced audio-visual production needs, the School houses a state-of-the-art production studio.

Additional audio-visual studio space is available in the Health Science and Human Services Library for faculty and students to produce on-camera presentations. Facilities and services at the Universities at Shady Grove provide similar capabilities offering state-of-the-art classroom and meeting facilities. Faculty offices and meeting space replicate functionality at Baltimore-based facilities.

Technology application support is available through existing helpdesks and instructional design/technology staff during operating hours at UMB and USG. Additional 24/7 support is available for web conferencing technologies through existing agreements with vendors for faculty, staff, and students. Information technology staff on both campuses coordinate regularly to ensure continuity of service and infrastructure support.

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

Resources

Program will be implemented within existing institutional resources. New tuition revenues coupled with relocation of existing funds supporting the Doctor of Pharmacy Program will support the new MS in Medical Cannabis Science and Therapeutics Program. Fund balance will be used for one-time costs.

Table 1: Resources and Narrative Rationale

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$655,814	\$562,657	\$436,407	\$299,407	\$268,907
2. Tuition/Fee Revenue					
(c + g below)					
a. Number of F/T Students	25	35	40	48	50
b. Annual Tuition/Fee Rate	\$20,250	\$20,250	\$20,250	\$20,250	\$20,250
c. Total F/T Revenue (a x b)	\$506,250	\$708,750	\$810,000	\$972,000	\$1,012,500
d. Number of P/T Students	1	2	2	3	3
e. Credit Hour Rate	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00
f. Annual credit hours per P/T student	30	30	30	30	30
g. Total P/T Revenue	\$20,250	\$40,500	\$40,500	\$60,750	\$60,750
(d x e x f)					
3. Grants, Contracts & Other	\$0	\$0	\$0	\$0	\$0
External Sources					
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (ADD 1 - 4)	\$1,162,064	\$1,271,407	\$1,246,407	\$1,271,407	\$1,281,407

Assumes 80% Resident & 20% Non-Resident

Expenditures

The unique nature of the program require 4FTE faculty and support staff. Ongoing expenditures include Library Support (curating references and materials not currently in the library), Instructional Design and Instructional Technology delivery costs, marketing & recruitment (including travel), proctors, guest lecturers and IT/software costs. There will also be a periodic need to utilize external consultants to evaluate and update the curriculum over time.

Table 2: Program Expenditures and Narrative Rationale

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$112,370	\$115,361	\$118,443	\$121,617	\$124,887
Faculty Program Director	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Instructors	\$0	\$0	\$0	\$0	\$0
Faculty	\$520,000	\$551,200	\$551,200	\$551,200	\$551,200
b. Total Faculty Salaries	\$540,000	\$571,200	\$571,200	\$571,200	\$571,200
c. Total Benefits	\$140,940	\$149,083	\$149,083	\$149,083	\$149,083
2. Administrative (b + c below)	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
a. # FTE	0.7	0.7	0.7	0.7	0.7
b. Total Salary	\$49,000	\$49,000	\$49,000	\$49,000	\$49,000
c. Total Benefits	\$19,404	\$19,404	\$19,404	\$19,404	\$19,404
3. Support Staff (b + c below)	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
a. # FTE	1	1	1	1	1
b. Total Salary	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
c. Total Benefits	\$27,720	\$27,720	\$27,720	\$27,720	\$27,720
4. Equipment	\$0	\$25,000	\$0	\$0	\$0
5. Library	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$285,000	\$330,000	\$330,000	\$355,000	\$365,000
8. Contingency Funding	\$0	\$0	\$0	\$0	\$0

TOTAL (ADD 1 - 8)	\$1,162,064	\$1,271,407	\$1,246,407	\$1,271,407	\$1,281,407
	\$0	\$0	\$0	\$0	\$0

M. Adequacy of Provisions for Evaluation of Program

Extensive curricular mapping has been completed to assure each terminal performance objective in Appendix B is introduced, emphasized, and reinforced through required and elective coursework in . Successful completion of coursework will demonstrate student achievement of terminal performance objectives.

All faculty in this program will successfully complete a training program on effective techniques in online teaching as provided by UMB’s Baltimore Graduate School. Best practices will be emphasized with liberal use of examples, how to operationalize these techniques, and how to assess success. Faculty will be instructed on “Standards from the QM [Quality Matters] Higher Education Rubric, Sixth Edition” including the eight standards, which cover 42 elements of assessment for an online course. An Assessment Committee will review each online course annually using this rubric to assure quality. If necessary, a corrective plan will be provided by the Assessment Committee to the Program Director. Faculty will be provided with educational programs to continue their development as online educators.

Student retention for the MS in Cannabis Science and Therapeutics will be tracked. Both student and faculty satisfaction will be assessed after each course.

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

The University of Maryland, Baltimore enjoys robust cultural diversity and minority student enrollment in all academic programs. Specifically, in 2015, 43.4% of all master’s level candidates were minority students and 42.4% of students enrolled in professional practice doctorate programs were of minority status. Clearly, our university makes students of all cultures feel welcome, and they thrive accordingly. As stated above, per the mission statement, the University of Maryland, Baltimore “explicitly values civility, diversity, collaboration, teamwork, and accountability.”

The proposed MS in Cannabis Science and Therapeutics program aims to address both UMB and the state’s cultural diversity goals. As an online program, delivery enhances minority student access and success. Distance education uses technology to expand access and promote success for learners from diverse communities, and the flexibility inherent in online instruction meets the diverse needs of learners.

Recruitment for the MS in Cannabis Science and Therapeutics will include advertising and targeted recruitment to top health professional programs for African Americans (<http://www.bestcollegesforblacks.com/HEALTHPROFESSIONS.html>).

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed MS in Cannabis Science and Therapeutics is not directly related to any identified low productivity program.

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

Curriculum and Instruction

The program will be a blended instructional approach through distance education using Blackboard as the learning management system (LMS). Upon admission to the program, all students will be assigned to an academic advisor. All course materials will be posted in the LMS and include pre-recorded lectures, pre-recorded video interviews with

experts in the field, readings, discussion boards, and links to interactive computer-based exercises. Students will have the opportunity to participate in live, in-person sessions, as well as web conferencing, and online active-learning instruction both independently and in groups.

Many proposed program faculty have extensive teaching experience in distance education, and continued training and support will be provided to all faculty. The program will employ existing technology to produce and deliver pre-recorded lectures (e.g., recording studio), to conduct web conferences (e.g., Blackboard Collaborate) and to design and deliver active-learning instructional activities. The School of Pharmacy has been using distance education technology to deliver our PharmD program at USG for more than 10 years, and for three highly successful Masters programs for more than seven years.

Terminal performance objectives were developed and the curriculum designed to achieve learning outcomes via distance education modalities. Curricular mapping was structured to ensure that each terminal performance objective is introduced in one of the first four courses. Each terminal performance objective is then emphasized in one or more of the elective courses, and all objectives are reinforced in the final two required courses. The choice of electives and specialized tracks allows for self-determined learning as planned by each participant. The program will combine synchronous and asynchronous online learning, providing students with multiple opportunities for interaction with faculty. We anticipate that this program will attract students from myriad disciplines, and our faculty will also represent multiple areas of expertise in the basic and clinical sciences, policy, and administration.

Faculty Support

All faculty teaching in this program will satisfactorily complete a training program on distance education provided by UMB's Graduate School. Education specialists, instructional system designers, and instructional technologists (**listed below**) through the Graduate School will be working hand-in-hand with faculty to develop learning activities.

Mary Jo Bondy, DHEd, PA-C, Assistant Dean, Academic Programs

Dr. Bondy administratively oversees three academic programs, and the Office for Academic Innovation and Distance Education (AIDE). Dr. Bondy also serves as the UMB representative to the University of Maryland System Academic Transformation Advisory Council. As a practicing clinician and accomplished health educator, Dr. Bondy is passionate about elevating health in underserved populations. Dr. Bondy is a recognized master teacher, education leader, and innovator. She has expertise in online education policy, curricular design, and program assessment.

Kevin Engler, MA, Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in instructional design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning, and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA, Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments.

Sharon Gillooly, Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

George Anagnostou, Senior Instructional Technology Specialist, School of Pharmacy

Mr. Anagnostou supervises educational technology support for faculty and students in the School of Pharmacy, including on-campus, distance, and online programs.

William McLean, Multimedia Manager, School of Pharmacy

Mr. McLean manages the audio-visual services group in the School of Pharmacy.

Course development will be accomplished in partnership with a program director, teaching faculty, and the instructional design team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course syllabi and student guides that outline objectives, discussion prompts and learning activities, and resources (articles, websites, online videos)
- Assignments and assessments that measure student performance, and clear instructions for completing them
- Grading rubrics

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Appendix A. Example Plans of Study

Master of Science in Cannabis Science and Therapeutics

Year	Semester	Course Number	Credits	Course name
1	Fall	MSMC 601	3	Introduction to Medical Cannabis History, Culture, and Policy
1	Fall	MSMC 602	3	Principles of Drug Action and Cannabinoid Pharmacology
1	Spring	MSMC 603	3	Basic Cannabinoid Chemistry and Drug Delivery
1	Spring	MSMC 604	3	The Clinical Effects of Medical Cannabis
1	Summer	MSMC 607	3	Negative Physical, Psychiatric, and Social Effects of Cannabis
2	Fall – choose 1	MSMC 605	3	Advanced Cannabis Therapeutics I
2	Fall – choose 1	MSMC 608	3	Cannabis Genomics and Pharmacognosy
		MSMC 606	3	Advanced Cannabis Therapeutics II
		MSMC 609	3	Advanced Cannabinoid Chemistry and Analytic Testing Methodology
2	Spring	MSMC 610	3	State and Federal Cannabis Laws and Policies
2	Spring	MSMC 611	3	Research Design and Medical Cannabis
2	Summer	MSMC 612	3	Expert Seminars and Case Studies

Appendix B. Terminal Performance Objectives and Curricular Map

Course:	601	602	603	604	605	606	607	608	609	610	611	612	MS	M	C	Course:		
TPO #																		
1				I	E	E							R			601	Introduction to Medical Cannabis History, Culture, and Policy	
2		I	I		E	E							R			602	Principles of Drug Action and Cannabinoid Pharmacology	
3				I	E	E	E						R			603	Basic Cannabinoid Chemistry and Drug Delivery	
4		I	I					E	E				R			604	The Clinical Effects of Medical Cannabis	
5		I							E				R			605	Advanced Cannabis Therapeutics I	
6				I			E						R			606	Advanced Cannabis Therapeutics II	
7	I									E			R			607	Negative Physical and Psychiatric Effects of Cannabis	
8	I									E			R			608	Cannabis Plant Genomics and Pharmacognosy	
9	I	I	I	I	E	E	E	E	E	E	E		R			609	Advanced Cannabinoid Chemistry and Analytic Testing Methodology	
10	I												E	R		610	State and Federal Cannabis Laws and Policies	
																611	Research Design and Medical Cannabis	
																612	Expert Seminars and Case Studies	
		I = introduced; E = emphasized; R = reinforced																
TPOs :	<p>1. Apply knowledge of pharmacology, pathophysiology, clinical assessment, and traditional management strategies of pain and other physical symptoms to identify appropriate candidates for medical cannabis therapy.</p> <p>2. Apply concepts of pharmacology, pharmacognosy, biopharmaceutics, and pharmacokinetics to determine appropriate cannabis dosing, dosage forms and routes of administration for optimal treatment.</p> <p>3. Develop monitoring plans to determine effectiveness of medical cannabis therapy and to detect adverse effects of medical cannabis use.</p> <p>4. Apply concepts of analytical chemistry, pharmacology, pharmacognosy, and pharmaceutics to assure safe and effective design, development, and manufacture of medical cannabis products.</p> <p>5. Apply knowledge of analytical toxicology methods to identify, quantify, and interpret results related to cannabinoid use and misuse.</p> <p>6. Describe negative physical, psychiatric, and psychosocial effects of cannabis in individuals and populations.</p> <p>7. Participate in health policy decision-making processes by evaluating primary literature to assist policy makers and prescribers in making well-informed decisions about medical cannabis therapy.</p> <p>8. Apply knowledge of historical and current policy and cultural perspectives to identify, analyze, and advocate for emerging issues related to medical cannabis and health.</p> <p>9. Identify areas for future research related to science, health effects, and policy of medical cannabis, and describe the challenges associated with such research.</p> <p>10. Demonstrate a commitment to excellence through continuing professional development and the education and training of patients, healthcare professionals, regulatory bodies, and other relevant stakeholders.</p>																	



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Amendments to USM Policy on Faculty Workload and Responsibilities (II-I.25)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The Committee is asked to review and approve revisions to the USM’s *Policy on Faculty Workload and Responsibilities (II-I.25)*. The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. The USM’s current faculty workload reporting and policies were initially adopted in 1994, amended in 1999 and then again in 2003-2004 as part of the USM Effectiveness and Efficiency process. The basic units of work, data collection, and the reporting outputs have remained largely unchanged throughout this period. This stability has helped advance the public perception of the policy as a strong accountability tool and enabled USM and state oversight agencies to compare data over time.

However, as the nature of faculty work has evolved since 1994, the current reporting process has developed a number of issues --most of these resulting from the reporting requirements’ rigidity. It is becoming increasingly clear that, not only has the current emphasis on measuring and equating all “teaching” activities to 3-credit hour course units become outdated, but it is also becoming constraining for faculty, departments, and institutions attempting to engage in various academic innovations. With these issues in mind, the Faculty Workload Workgroup is recommending changes to the policy to improve accuracy and coverage, align with current practice, and incentivize policy goals around academic innovation and student success. At this meeting we will review specific changes made and request committee approval of the revised policy and the associated guidelines.

ALTERNATIVE(S): The regents may not approve the amendments, may make recommendations, or may ask for additional information.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposed amendments to and guidelines accompanying the USM Policy on Faculty Workload and Responsibilities (II-I.25).

COMMITTEE ACTION: Approval DATE: May 7, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu

USM Bylaws, Policies and Procedures of the Board of Regents



II-1.25-POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES

(Approved by the Board of Regents, August 19, 1994; Amended by the Board of Regents, July 9, 1999; Revised XXXXX)

I. Purpose

The purpose of the "USM Policy on Faculty Workload and Responsibilities" is to promote optimal performance by the University System of Maryland and by each of its institutions in meeting the needs and expectations of its students and other stakeholders, and to provide mechanisms that will ensure public accountability for that performance. Because faculty are the primary performers of the System's teaching, research/scholarship/creative activity, and service, the policy should encourage and support faculty in applying their ingenuity, imagination, initiative, knowledge, experience, and professional skills in performing many diverse functions. Faculty are expected to meet their responsibilities independently and in full accord with both institutional expectations, policies, and procedures and established tenets of academic freedom.

This policy acknowledges the essential development of knowledge through research, scholarship, and creative activity and its application to societal needs, while keeping student learning the central focus of our degree-granting institutions. At the same time, this policy and the "USM Guidelines for Reporting Faculty Workload" document provide the flexibility to accommodate our evolving understanding of human learning and recognition of the role faculty play outside the classroom to address the instructional needs of our increasingly diverse student population, including advising, mentoring, and various academic innovation activities.

II. Application

The policy applies to the following individuals:

1. All persons holding tenured and tenure-track positions who are classified as faculty (instructional, research, and public service) and are so reported to the Maryland Higher Education Commission through the Employee Data System;
2. All persons who, while holding faculty rank, are classified as administrators and are so reported to the Maryland Higher Education Commission through the Employee Data System, and perform their administrative duties at the level of academic department or equivalent academic unit, including chairs, assistant chairs, program director, etc. This policy does not apply to individuals who hold faculty rank but who are assigned to administrative duties outside the department or equivalent academic units, for example, deans, vice presidents, presidents, etc.

USM Bylaws, Policies and Procedures of the Board of Regents

3. All persons who, while neither tenured nor on the tenure track, are employed full time by the USM, are classified as instructional faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System; and
4. All persons who, while neither tenured nor on the tenure track, are employed full time by the USM, are classified as research faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System, and whose salaries are supported, in whole or in part, by state funds. This policy does not apply to individuals who are classified as research faculty but whose salary is fully supported by non-state funds, e.g., federal research grants.
5. Policies on workload expectations for non-tenured, non-tenure track instructional or research faculty who are employed other than full-time will be established by institutional policy.

III. Institutional Policy

Each institutional president shall establish, in consultation with faculty and academic administrators, and subject to approval by the Chancellor, institution-specific policy and implementation mechanisms consistent with the University System of Maryland's "Policy on Faculty Workload and Responsibilities." Institution-specific policies, including proviso for departmental/school variation, shall include explicit statements of expectations and accountability mechanisms, including the means for comparing faculty performance with workload expectations and reporting the results of such comparisons.

IV. Standard Workload Expectations

Each institution's policy shall include standard expectations for faculty workload. Generally, standard workload expectations will cover teaching, research/ scholarship/creative activity, and service, and shall be consistent with the mission of the institution. However, in order to focus on the centrality of student learning across all USM institutions, workload expectations for each faculty member with respect to teaching shall be assigned in a way that ensures the institution is generating enough credit hours for students to complete their degree requirements in a timely fashion. Additionally, all faculty members, including those with administrative responsibilities at the departmental level, should have a portion of their overall workload dedicated to some aspect of teaching, even if made up only of activities such as mentoring and curriculum development.

The following table provides percentage of load ranges by institution type for standard workload expectations in the areas of teaching, research/ scholarship/creative activity, and service. It is understood that there may be differences across departments, schools, or colleges of an institution, as approved by its president. Additionally, the balance among teaching, research/scholarship/ creative activity, and service for an individual faculty member will likely change over the faculty member's career.

USM Bylaws, Policies and Procedures of the Board of Regents

INSTITUTION TYPE	TEACHING	RESEARCH/SCHOLARSHIP/ CREATIVE ACTIVITY	SERVICE
COMPREHENSIVE % of Total Effort	60-75	15-30	5-20
RESEARCH % of Total Effort	45-55	35-45	5-20
DEGREE-GRANTING RESEARCH CENTER % of Total Effort	5-15	75-85	15-25

In addition to classroom time, teaching effort includes all concomitant activities necessary to the preparation, delivery, and evaluation of teaching and learning, including the various forms of student advising and course/curricular redesign. Research/scholarship/creative activity effort includes but is not limited to discovery research, artistic and creative work, entrepreneurial activity, and/or the scholarship of teaching and learning (integration, application, dissemination, and implementation of innovative pedagogical approaches). Service effort includes but is not limited to contributions to department, school, institution, system, discipline, and/or society more generally through participation in governance processes, evaluation and assessment activities, and/or other activities that benefit students, the institution, and/or the community.

The sum of the "% of total effort" in each area must equal 100% for each individual faculty member. For each faculty member, any substantial difference between the actual and the standard expectation for any basic workload area will be balanced by compensating changes in one or both of the other basic workload areas. Workload expectations for each faculty member should be reviewed annually by the responsible department chair and/or other appropriate administrator in consultation with the faculty member and adjusted as necessary and appropriate.

The institutional faculty reward structure will take into account the workload expectations for each faculty member. Institutions shall develop procedures for the systematic review of faculty, recognize outstanding performance, and establish consequences for failure to fulfill expectations.

V. Variations to Standard Workload Expectations.

All faculty at degree-granting institutions are expected to be involved in teaching, research/scholarship/creative activity, and service as previously defined. Recognizing that some faculty will assume new or additional responsibilities in any one of these areas, variations to the standard workload may be made. However, the department is responsible for making the necessary adjustments in the total faculty workload so that departmental expectations in each of these areas are fulfilled. These expectations shall be determined by student enrollments, curricular needs, and accreditation requirements; consistent with the resources available to the department; and approved by the institution's president.

USM Bylaws, Policies and Procedures of the Board of Regents

Variations to the standard workload may be made based on the following considerations:

1. **Teaching.** Variations from the standard teaching load may be based upon a number of factors, including class size; development of new courses; modality of instruction (such as distance education); level of instruction; discipline; accreditation requirements; etc.
2. **Departmental Administration.** Assumption of responsibility for the functions of chair, assistant chair, or program director, or for special departmental projects, may require reduction of expectations for service, research/scholarship/creative activity or instruction. The magnitude of such reduction shall be dependent on the scope of administrative responsibilities and size of the department.
3. **Externally Funded Research and Service Activities.** Assignment of a higher percentage of a faculty member's workload for research or service activities can be supported by external funds, either research or training grants. In these instances, the accompanying reduction of expectations in other areas should mirror the replacement of departmental salary support by externally funded salary support.
4. **Department-Supported Research. (Departmental Research).** Assignment of a higher percentage of a faculty member's workload for research activities supported by the department and consequent reduction of expectations for service or teaching should be related to the institution's mission.
5. **Department-Supported Service, including service to the institution, system, community, discipline.** Assignment of additional time in areas of service and consequent reduction of expectations for research/scholarship/ creative activity or instruction should be directly related to the duration and the extent of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of research/ scholarship/creative activity or instruction in order to make major professional contributions -- e.g., to work in partnership with the public schools or with business or industry.

Each institution's policy shall account for and justify variations to the standard workload expectations. Institutions shall make the minimum number of exceptions necessary for fulfillment of its institutional mission.

VI. Accountability and Reporting

The focus of external accountability to the Regents and to the State for faculty workload will be the institution, not the individual faculty member, and comprise measures of faculty contributions to student success, their disciplines, and the institution.

Each president shall submit annually to the Chancellor an accountability report following the "USM Guidelines for Reporting Faculty Workload" document developed by the University System of Maryland Office in collaboration with the USM's shared governance bodies and stakeholders.

USM Bylaws, Policies and Procedures of the Board of Regents

USM GUIDELINES FOR REPORTING FACULTY WORKLOAD

DRAFT May 1, 2019

Pursuant to the “USM Policy on Faculty Workload and Responsibilities,” this document provides guidelines to the USM institutions for annually accounting and reporting to the Chancellor the extent to which faculty are meeting standard workload expectations with respect to student success, their disciplines, and the institution. These guidelines, which will be reviewed and updated regularly by the University System of Maryland Office in collaboration with the USM’s shared governance bodies and stakeholders, are intended to allow adjustments to the measures reported as the faculty role on our campuses and our ability to capture data on faculty work continues to evolve.

Each year in the spring, the USM Office will provide the system institutions with instructions for reporting faculty contributions to student success, their disciplines, and the institution for the previous academic year. As described below, the focus of external accountability will be the institution, not the individual faculty member.

1. Measures of Faculty Contributions to Student Success: Because student success is the central focus of our degree-granting institutions, the primary measure of institutional accountability will be made up of the following student throughput measures that apply to *all* institutions and that reflect more broadly and inclusively how the work *all* faculty do results in the progress of students through our institutions (by part-time and full-time students):

- credit hours generated,
- enrollments,
- retention,
- persistence,
- completion,
- and time-to-completion rates.

In addition to the quantitative measures of student throughput, the institutions will also be held accountable for metrics that provide an indication of the quality of faculty-student interactions. These could include but are not limited to: advisement and mentoring; supervision of fieldwork and other off-campus activities (e.g. civic engagement and community-based learning); supervision of creative activity (performances, arts); curricular, program, and course development; and academic innovation activities (new pedagogical approaches, use of technology, development of open educational resources).

2. Measures of Faculty Contributions to their Discipline: While measures that account for faculty role in student success make up the basis of the report, the reputation of USM institutions is also built on the contributions faculty make to their disciplines locally, nationally, and internationally. So, in addition to instructional and student success activities, documenting faculty contributions to the research/scholarship/creative activity of their disciplines, the reputation and financial resources of their institutions through funded projects, and the economic success of the state through entrepreneurial activity are also critical measures of faculty work.

USM Bylaws, Policies and Procedures of the Board of Regents

These could include but are not limited to: amount of external funding; number of books published; number of refereed publications; number of non-refereed publications; participation in professional presentations; participation in creative activities; leadership of professional organizations; editorial and national reviewing activities; awards; entrepreneurial activities (company start-ups, patents, licenses).

3. Measures of Faculty Contributions to the Institution and the System: No institution or state system of higher education can be successful without the engagement of faculty in service and administrative roles. Documenting faculty contributions in supporting the institutional/system infrastructure is also an important part of our accountability to the Regents and the State.

These could include but are not limited to: service to institution (committees); academic administration assignments (course director, supervisory roles, review of adjuncts); peer mentoring and leadership development; support of more non-traditional and new platforms for teaching; days in public service to business, government, schools, and non-profit organizations; compliance / accreditation and assessment.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Amendments to USM Policy on the Awarding of Honorary Degrees (III-3.00)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The USM Office of Academic and Student Affairs proposes to amend the USM’s Policy on the Awarding of Honorary Degrees (III-3.00) to provide for a process by which an institution may request that the Board of Regents revoke an honorary degree on the basis that the honorary degree holder no longer meets the criteria or upholds the standards for which the degree was awarded or the honorary degree holder has engaged in conduct that is antithetical to the mission or values of the USM. The necessity of such language has been discussed by the USM institutions’ provosts and faculty senate chairs. The attached amendments have been approved by the Office of the Attorney General.

ALTERNATIVE(S): The regents may not approve the amendments, may make recommendations, or may ask for additional information.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposed amendments to the USM Policy on the Awarding of Honorary Degrees (III-3.00).

COMMITTEE ACTION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

USM Bylaws, Policies and Procedures of the Board of Regents



III-3.00 – POLICY ON THE AWARDING OF HONORARY DEGREES

(Approved by the Board of Regents, November 30, 1989; Amended July 13, 2001; Amended February 17, 2017; Amended)

1. Each institution is authorized to grant honorary degrees with approval by the Board of Regents.
2. Each year, the Chancellor shall solicit nominations from institutions with a deadline for receipt of the materials at the end of the fall semester. The Committee on Education Policy and Student Life will review all nominations and make recommendations to the full Board. Full Board action will occur during the February meeting.
3. In accordance with standard practice at American institutions of higher learning, care should be taken to ensure strict confidentiality at all stages of the honorary degree process. In particular, there should be no communication with prospective degree recipients regarding a likely degree until after the Board of Regents has approved the award. After approval, presidents may begin to arrange for the awarding of the degree. Approvals shall remain confidential until the candidate is notified of his/her selection. Degrees may be conferred at any time within five years of approval, unless withdrawn by the Board of Regents for cause.
4. Each institution shall establish procedures for recommending candidates for these degrees. Procedures shall, in all cases, include, at a minimum, a means for soliciting nominations from schools, departments, and individual faculty members and shall describe the review process and the role of the faculty in the process. Procedures shall be on file in the Chancellor's Office.
5. Prospective recipients of honorary degrees shall exemplify the highest standards of personal and professional conduct, and shall have
 1. _____ made exceptional contributions in intellectual, scholarly, or creative areas; or
 2. _____ risen to a position of eminence in their chosen field or who have acquired a national or international reputation in a selected field or endeavor; or
 3. _____ compiled a record of distinguished public service.
6. Normally, honorary degrees may not be conferred on currently serving faculty, staff, members of the Board of Regents, or current holders of political office (elected or appointed). Exceptions for compelling reasons can be made only by two-thirds majority vote of the Board of Regents.

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USM Bylaws, Policies and Procedures of the Board of Regents

7. The president of an institution that wishes to award an honorary degree shall submit a recommendation to the Chancellor. The written recommendation shall include the following information:

- a. type of honorary degree to be awarded (e.g., Doctor of Humane Letters, Doctor of Laws, Doctor of Public Service, Doctor of Sciences);
- b. biographical sketch of the proposed recipients;
- c. justification for awarding the degree; and
- d. probable date of award.

8. The Chancellor shall submit the request to the Board for consideration and shall inform the president of the institution of the Board's decision.

9. The president shall report to the Chancellor in a timely fashion all honorary degrees awarded.

~~10. If an institution president concludes that an honorary degree holder no longer meets the criteria or upholds the standards for which the degree was awarded or if the institution president learns that the honorary degree holder has engaged in conduct that is antithetical to the mission or values of the University System of Maryland and/or the honorary degree-granting institution, that institution's president can recommend that the Board of Regents take action to revoke that recipient's honorary degree, and the Board will consider the recommendation.~~

- Deleted: is found not to
- Deleted: uphold
- Deleted: and
- Deleted: is found to have demonstrated qualities that are counter to those espoused
- Deleted: by

Replacement for: BOT XI-L

University System of Maryland
3300 Metzertott Road
Adelphi, MD 20783-1690, USA
301.445.2740



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Recension of the USM Policy on AIDS (VI-11.00)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: Upon urging from a member of one of our institutions, Dr. Joann Boughman and her team established a workgroup of experts from several USM institutions and the Office of the Attorney General to review USM’s Policy on AIDS (VI-11.00) (“the Policy”). The Policy was adopted by the Board of Regents in 1990 and has not been amended since that time. The group identified several concerns about the Policy. One concern relates to the extent to which students, faculty, and staff with HIV/AIDS (currently defined as a disability under applicable law) may be treated differently under the Policy from similarly situated students, faculty, and staff without HIV/AIDS. Another concern is that the Policy could be interpreted to allow for housing discrimination based on an individual’s HIV/AIDS status. Application of the Policy could conflict with USM’s legal obligations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Fair Housing Act, the Genetic Information Nondiscrimination Act of 2008, and the Maryland Fair Employment Practices Act. It is also in conflict with other USM and institutional policies prohibiting discrimination on the basis of disability. Since the Policy represents an outdated view of HIV/AIDS inconsistent with current state and federal law, we seek to rescind the Policy. The aforementioned workgroup has already begun researching institutions’ policies and offering suggestions regarding the establishment of a policy on blood-borne pathogens that will meet the letter of the law and reflect the many changes that have been realized since the Policy was established.

ALTERNATIVE(S): The regents may not approve the recension, may make recommendations, or may ask for additional information.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the recension of the USM Policy on AIDS (VI-11.00).

COMMITTEE ACTION: Approval DATE: May 7, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jbaughman@usmd.edu

167.0 VI-11.00 – UNIVERSITY OF MARYLAND SYSTEM POLICY ON AIDS

(Approved by the Board of Regents, June 21, 1990)

A. The University of Maryland System Board of Regents recognizes that in many cases it will not be necessary or appropriate to deny any individual access to academic, social or employment opportunities because they have AIDS or are infected with HIV. The Board of Regents also recognizes that in some cases it will be necessary and prudent to limit or deny such opportunities to protect the health of the HIV-infected individual or to avoid inappropriate risk of transmission of the HIV virus in the course of study or employment.

B. In all matters relating to persons who have AIDS or who are infected with HIV, the University of Maryland System will observe requirements of applicable federal and state laws.

C. Faculty members, employees or students with any form of HIV infection will be permitted to continue their activities at an institution or unit without change to the extent (1) permitted by their health status, including their risk of contraction of infectious diseases from others; and (2) consistent with the University's interest in preventing infection of others.

D. Although current knowledge indicates that there is no health risk from living quarter contact with persons with AIDS or HIV infection, requests to change living arrangements (a) to minimize contact with persons with AIDS or (b) to minimize contact of the HIV-infected with other persons having infectious diseases will be considered.

E. Confidentiality will be observed by each institution or unit as to information about individuals who know or suspect that they have AIDS or HIV infection unless an exception is granted by the affected person, a report of infection is required by law, or a report of possible infection of others is required by law or infection control policy. However, such information will be shared among institution officials and the University's legal counsel on a need-to-know basis.

F. A program of education about AIDS and HIV prevention and transmission will be provided to students and employees by the institution or unit.

G. Each president or unit head may adopt infection control policies for his institution or unit dealing with the activities of HIV-infected faculty members, employees or students. Such policies are encouraged for institutions having faculty, students and employees involved in health care. For cases not falling under an infection control policy, each president or unit head shall appoint a committee to examine the matter, evaluate the risks presented to the faculty member, employee or student and to others, and recommend any reasonable measures to reduce or avoid risk of transmission of the HIV virus

or unreasonable exposure of the HIV-infected individual to other contagious illnesses.

H. Each institution shall develop a policy, to include a procedure to deal with exposure to blood-borne pathogens, for the education and protection of employees at risk to infection from blood-borne diseases. All employees and students who handle human blood or other tissues will be provided personal protective equipment necessary to perform their jobs with minimum risk of infection.

I. Each institution and unit of the University of Maryland System shall designate an individual or office which will have responsibility for maintaining a current roster of agencies and organizations to which persons seeking further information about AIDS, including persons concerned that they may have AIDS or are infected with HIV, may be referred for counseling and other related services.

Replacement for: BOR III-22.00



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Campus Crime Reports

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: The data included in this report are required by the Clery Act and the Higher Education Opportunity Act and are submitted annually by all postsecondary institutions that receive Title IV (federal student aid programs) funding. Additionally, the Department of Education requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees. The statistics represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. And although the crime data reported by the institutions have not been subjected to independent verification, at this time, this is an important measure of campus safety and security.

The tables on crime reports by institution include criminal offenses, arrests, and campus disciplinary actions for violations that occurred in the following Clery geography: on-campus, noncampus, and public property. In addition to total number of reported incidents, the tables provide a rate that reflects the total number of incidents per 1,000 students. A trend table showing five years of system-wide data (total number of incidents in each category) is also included.

This report will inform the regents about various aspects of campus safety and security, providing context the regents may use to ask questions and make suggestions and recommendations about activities at institutions within the System.

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 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

2019 Campus Crime Report Summary

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent or perceived extent to which one will be safe on campus is a factor many weigh when deciding where they or their loved ones will pursue a postsecondary education. The United States Department of Education provides data to help constituents make such decisions. The USM Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions.

The Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly-available data (<https://ope.ed.gov/campussafety/#/>) represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The tables within this report provide information by institution for the most recent three years available – 2015, 2016, and 2017. The reports include statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property. In addition to the total number of reported incidents, the tables provide rates that reflect the total number of incidents per 1,000 students. A trend table showing five years of system-wide data is also included and is the basis for the following highlights:

Between 2016 and 2017 there were:

- Decreases in reports of fondling, robbery, aggravated assault, burglary, motor vehicle theft, weapons possession violations, liquor law violations, and hate crimes.
- Increases in reports of murder/non-negligent manslaughter, rape, VAWA offenses, arson, and drug abuse violations.
- No changes in reports of negligent manslaughter, incest, and statutory rape, which all stand at zero (0).
- In 2017, USM's proportion of the following criminal offenses was higher than our proportional representation among all four-year public institutions that report to Clery: murder/non-negligent manslaughter, robbery, aggravated assault, and hate crimes.

- In 2017, USM's proportion of the following criminal offenses was lower than our proportional representation among all four-year public institutions that report to Clery: negligent manslaughter, rape, fondling, incest, statutory rape, VAWA offenses, burglary, motor vehicle theft, arson, weapons possession violations, drug abuse violations, and liquor law violations.

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department does conduct audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Between 2010 and 2017, the Department of Education imposed 40 fines on colleges totaling over \$5 million. Cases seem to be setting the precedent for higher fines, as institutions have recently been imposed fines of \$1 million and \$2.4 million. However, the average per violation fine is slightly more than \$55,000. Nationally, some school administrators suggest that compliance with Clery reporting can be difficult and that unclear requirements can lead to costly violations for what some believe are paperwork errors. However, these audits have also revealed more serious violations including, but not limited to, failure to publish and distribute an annual security report, failure to report accurate crime statistics and provide documentation and records to substantiate crime statistics reported to the Department, failure to maintain an accurate and complete daily crime log, failure to issue timely warnings, and failure to provide consistent and/or accurate crime statistics in the annual security report and to the Department.

Closer to home, the USM Office of Internal Audit also conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2015, 11 USM institutions have been audited or reaudited. Internal Audit has found that most universities are in full compliance with Clery guidelines. Where there were violations, the auditors conducted follow-up audits to determine the schools' responses to recommendations that were made and annually assesses each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents and can be provided to other regents upon request.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials are constantly adjusting and working hard to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

**Crime Report Summary Data, 2013-2017
University System of Maryland Totals**

Criminal Offenses - On-Campus, Noncampus, and Public Property

USM Population	2013		2014***		2015***		2016***		2017***		Percentage that USM represents of offenses at all 4-year publics that report (2017)
	Number and Rate per 1,000 Across the USM										
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	
Murder/Non-Negligent Manslaughter	0	0.00	0	0.00	0	0.00	1	0.01	4	0.02	17.4%
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0%
Forcible Sex Offenses	37	0.24									
Non-Forcible Sex Offenses	0	0.00									
Rape*			30	0.19	52	0.32	35	0.20	50	0.29	1.26%
Fondling*			27	0.17	32	0.19	27	0.16	14	0.08	0.66%
Incest*			0	0.00	0	0.00	0	0.00	0	0.00	0%
Statutory Rape*			0	0.00	0	0.00	0	0.00	0	0.00	0%
VAWA Offenses** (domestic violence; dating violence; stalking)			87	0.54	95	0.58	106	0.62	126	0.72	1.35%
Robbery	10	0.06	45	0.28	36	0.22	54	0.31	32	0.18	3.11%
Aggravated Assault	17	0.11	44	0.27	33	0.20	42	0.24	33	0.19	1.89%
Burglary	137	0.89	168	1.04	136	0.83	99	0.58	71	0.41	1.17%
Motor Vehicle Theft	18	0.12	70	0.43	62	0.38	53	0.31	33	0.19	1.23%
Arson	1	0.01	5	0.03	2	0.01	4	0.02	5	0.03	1.31%
Weapons Possession Violations	18	0.12	13	0.08	15	0.09	26	0.15	10	0.06	0.57%
Drug Abuse Violations	591	3.85	621	3.83	283	1.72	186	1.08	234	1.34	0.44%
Liquor Law Violations	1,585	10.34	1,839	11.35	1,332	8.10	1,258	7.31	1,100	6.28	1.12%
Hate Crimes (All Offenses)	7	0.05	3	0.02	8	0.05	14	0.08	7	0.04	1.56%

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2017*****

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,148	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	0.65	0	0.00	7	1.14	13	2.11	1	0.16	0	0.00
CSU	2,893	0	0.00	0	0.00	3	1.04	0	0.00	0	0.00	0	0.00	5	1.73	3	1.04	6	2.07	9	3.11	8	2.77	0	0.00
FSU	5,396	0	0.00	0	0.00	0	0.00	1	0.19	0	0.00	0	0.00	2	0.37	0	0.00	0	0.00	4	0.74	0	0.00	0	0.00
SU	8,714	0	0.00	0	0.00	2	0.23	3	0.34	0	0.00	0	0.00	14	1.61	1	0.11	5	0.57	4	0.46	0	0.00	0	0.00
TU	22,705	0	0.00	0	0.00	8	0.35	2	0.09	0	0.00	0	0.00	44	1.94	3	0.13	4	0.18	1	0.04	5	0.22	1	0.04
UB	5,565	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.90	2	0.36	1	0.18	4	0.72	1	0.18
UMB	6,703	2	0.30	0	0.00	0	0.00	1	0.15	0	0.00	0	0.00	9	1.34	12	1.80	5	0.75	0	0.00	4	0.60	0	0.00
UMBC	13,662	0	0.00	0	0.00	6	0.44	2	0.15	0	0.00	0	0.00	12	0.88	0	0.00	0	0.00	11	0.81	2	0.15	0	0.00
UMCP	40,521	2	0.05	0	0.00	29	0.72	4	0.10	0	0.00	0	0.00	26	0.64	3	0.07	4	0.10	13	0.32	7	0.17	3	0.07
UMES	3,490	0	0.00	0	0.00	2	0.57	0	0.00	0	0.00	0	0.00	8	2.30	2	0.57	0	0.00	15	4.30	0	0.00	0	0.00
UMUC	59,379	0	0.00	0	0.00	0	0.00	1	0.02	0	0.00	0	0.00	2	0.03	3	0.05	0	0.00	0	0.00	2	0.03	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions							
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,148	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	69	11.22	1	0.16
CSU	2,893	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	3.46	1	0.35
FSU	5,396	0	0.00	15	2.78	7	1.30	0	0.00	46	8.52	33	6.12		
SU	8,714	1	0.11	0	0.00	2	0.23	0	0.00	0	0.00	191	21.92		
TU	22,705	3	0.13	18	0.79	1	0.04	0	0.00	1	0.04	207	9.12		
UB	5,565	1	0.18	3	0.54	0	0.00	0	0.00	1	0.18	0	0.00		
UMB	6,703	1	0.15	28	4.18	3	0.45	0	0.00	0	0.00	0	0.00		
UMBC	13,662	0	0.00	1	0.07	0	0.00	0	0.00	5	0.37	163	11.93		
UMCP	40,521	4	0.10	15	0.37	0	0.00	0	0.00	2	0.05	488	12.04		
UMES	3,490	0	0.00	9	2.58	0	0.00	0	0.00	6	1.72	2	0.57		
UMUC	59,379	0	0.00	5	0.08	1	0.01	0	0.00	0	0.00	0	0.00		

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2017 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,148	0	0.00
CSU	2,893	0	0.00
FSU	5,396	0	0.00
SU	8,714	0	0.00
TU	22,705	0	0.00
UB	5,565	0	0.00
UMB	6,703	0	0.00
UMBC	13,662	1	0.07
UMCP	40,521	5	0.12
UMES	3,490	1	0.29
UMUC	59,379	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2016*****

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	5,669	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.88	2	0.35	1	0.18	12	2.12	1	0.18	0	0.00
CSU	2,939	0	0.00	0	0.00	2	0.68	0	0.00	0	0.00	0	0.00	15	5.10	5	1.70	9	3.06	13	4.42	15	5.10	2	0.68
FSU	5,676	0	0.00	0	0.00	2	0.35	2	0.35	0	0.00	0	0.00	4	0.70	2	0.35	2	0.35	5	0.88	1	0.18	0	0.00
SU	8,748	0	0.00	0	0.00	6	0.69	3	0.34	0	0.00	0	0.00	11	1.26	2	0.23	0	0.00	4	0.46	1	0.11	0	0.00
TU	22,343	0	0.00	0	0.00	8	0.36	3	0.13	0	0.00	0	0.00	15	0.67	2	0.09	0	0.00	8	0.36	3	0.13	0	0.00
UB	5,983	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.33	5	0.84	1	0.17	1	0.17	1	0.17	0	0.00
UMB	6,482	1	0.15	0	0.00	1	0.15	3	0.46	0	0.00	0	0.00	8	1.23	27	4.17	14	2.16	0	0.00	8	1.23	0	0.00
UMBC	13,640	0	0.00	0	0.00	3	0.22	2	0.15	0	0.00	0	0.00	16	1.17	0	0.00	1	0.01	5	0.37	1	0.01	1	0.01
UMCP	39,083	0	0.00	0	0.00	5	0.13	12	0.31	0	0.00	0	0.00	15	0.38	3	0.08	6	0.15	18	0.46	18	0.46	1	0.03
UMES	3,904	0	0.00	0	0.00	8	2.05	2	0.51	0	0.00	0	0.00	9	2.31	1	0.26	2	0.51	28	7.17	0	0.00	0	0.00
UMUC	57,529	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	0.10	5	0.09	6	0.10	5	0.09	4	0.07	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions							
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	5,669	1	0.18	1	0.18	0	0.00			1	0.18	23	4.06	1	0.18
CSU	2,939	0	0.00	5	1.70	0	0.00			0	0.00	7	2.38	4	1.36
FSU	5,676	1	0.18	36	6.34	26	4.58			0	0.00	15	2.64	17	3.00
SU	8,748	1	0.11	6	0.69	0	0.00			0	0.00	4	0.46	248	28.35
TU	22,343	1	0.04	8	0.36	0	0.00			4	0.18	0	0.00	216	9.67
UB	5,983	2	0.33	0	0.00	1	0.17			0	0.00	0	0.00	0	0.00
UMB	6,482	6	0.93	11	1.70	0	0.00			0	0.00	0	0.00	0	0.00
UMBC	13,640	0	0.00	3	0.22	0	0.00			2	0.15	9	0.66	194	14.20
UMCP	39,083	5	0.13	16	0.41	0	0.00			0	0.00	1	0.03	546	14.00
UMES	3,904	0	0.00	15	3.84	0	0.00			0	0.00	11	2.81	5	1.28
UMUC	57,529	2	0.03	11	0.19	0	0.00			0	0.00	4	0.07	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2016 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	5,669	0	0.00
CSU	2,939	0	0.00
FSU	5,676	1	0.18
SU	8,748	0	0.00
TU	22,343	2	0.09
UB	5,983	0	0.00
UMB	6,482	2	0.31
UMBC	13,640	3	0.22
UMCP	39,083	4	0.10
UMES	3,904	1	0.26
UMUC	57,529	1	0.02

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2015*****

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	5,430	0	0.00	0	0.00	1	0.18	0	0.00	0	0.00	0	0.00	0	0.00	2	0.37	2	0.37	22	4.05	0	0.00	0	0.00
CSU	3,108	0	0.00	0	0.00	3	0.97	0	0.00	0	0.00	0	0.00	12	3.86	6	1.93	3	0.97	13	4.18	14	4.50	0	0.00
FSU	5,756	0	0.00	0	0.00	6	1.04	2	0.35	0	0.00	0	0.00	12	2.08	1	0.17	0	0.00	8	1.39	0	0.00	0	0.00
SU	8,671	0	0.00	0	0.00	6	0.69	4	0.46	0	0.00	0	0.00	5	0.58	0	0.00	3	0.35	3	0.35	1	0.12	0	0.00
TU	22,284	0	0.00	0	0.00	6	0.27	1	0.04	0	0.00	0	0.00	7	0.31	3	0.13	2	0.09	12	0.54	3	0.13	0	0.00
UB	6,229	0	0.00	0	0.00	1	0.16	1	0.16	0	0.00	0	0.00	2	0.32	6	0.96	5	0.80	3	0.48	3	0.48	0	0.00
UMB	6,329	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	15	2.37	15	2.37	15	2.37	2	0.32	7	1.10	0	0.00
UMBC	13,839	0	0.00	0	0.00	10	0.72	7	0.51	0	0.00	0	0.00	16	1.16	0	0.00	1	0.07	4	0.29	1	0.07	0	0.00
UMCP	38,140	0	0.00	0	0.00	15	0.39	14	0.37	0	0.00	0	0.00	19	0.50	1	0.03	1	0.03	50	1.31	32	0.84	1	0.03
UMES	4,465	0	0.00	0	0.00	4	0.90	3	0.67	0	0.00	0	0.00	3	0.67	0	0.00	1	0.22	18	4.03	0	0.00	1	0.22
UMUC	50,248	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	0.08	2	0.04	0	0.00	1	0.02	1	0.02	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	5,430	0	0.00	3	0.55	0	0.00	0	0.00	9	1.66	0	0.00
CSU	3,108	0	0.00	0	0.00	0	0.00	0	0.00	6	1.93	7	2.25
FSU	5,756	0	0.00	27	4.69	43	7.47	0	0.00	41	7.12	33	5.73
SU	8,671	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	291	33.56
TU	22,284	0	0.00	6	0.27	4	0.18	0	0.00	53	2.38	206	9.24
UB	6,229	2	0.32	2	0.32	0	0.00	1	0.16	12	1.93	15	2.41
UMB	6,329	3	0.47	18	2.84	0	0.00	0	0.00	0	0.00	0	0.00
UMBC	13,839	0	0.00	2	0.14	0	0.00	0	0.03	43	3.11	219	15.82
UMCP	38,140	0	0.00	30	0.79	1	0.03	1	1.34	5	0.13	476	12.50
UMES	4,465	0	0.00	7	1.57	6	1.34	6	0.00	16	3.58	30	6.72
UMUC	50,248	2	0.04	2	0.04	1	0.02	0	0.00	1	0.02	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

**Incidents Reported in Campus Crime Reports
2015 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	5,430	0	0.00
CSU	3,108	0	0.00
FSU	5,756	0	0.00
SU	8,671	0	0.00
TU	22,284	2	0.09
UB	6,229	0	0.00
UMB	6,329	0	0.00
UMBC	13,839	4	0.29
UMCP	38,140	0	0.00
UMES	4,465	1	0.22
UMUC	50,248	1	0.02

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replace “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offences began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property. Prior to 2014, only on-campus geography was included.

Glossary

Aggravated Assault

An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest

Persons processed by arrests, citation, or summons.

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary

The unlawful entry of a structure to commit a felony or a theft.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence

A felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; and
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations

The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime

A crime that manifests evidence that the victim was intentionally selected because of the perpetrator's bias. The applicable categories of bias are: race, gender, religion, sexual orientation, ethnicity/national origin and disability.

Incest

Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations

The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter

The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter

The killing of another person through gross negligence.

Noncampus

Any building or property owned or controlled by a student organization that is officially recognized by the institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus

Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes and buildings in the same geographic area that are owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes.

Public Property

All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape

The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action

The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery

The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape

Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses

Domestic violence, dating violence, and stalking.

Weapons Violations

The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possession of deadly weapons; carrying deadly weapons, concealed or openly; using, manufacturing, etc., of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.



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

TOPIC: 2019-2020 EPSL Agenda Brainstorming

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

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, regents will hear about a few key anticipated topics of interest. Additionally, 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 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

DRAFT



USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
May 15, 2019
USM Office

Minutes of the Public Session

Regent Rauch called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:11 a.m. on Wednesday May 15, 2019 in the Chancellor's Conference Room, Elkins Building, USM Office, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellor Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Review of Policy on Institutional Advisory Boards – Commission Costs Language.**
The committee approved the language regarding commission costs and agreed to look at other parts of the policy more closely at a future meeting (Moved by Regent Gooden, seconded by Regent Gourdine; unanimously approved).
- 2. Revision to USM Policy on Grievances for Nonexempt and Exempt Staff Employees.**
The committee approved revisions to the Policy on Grievances that are intended to improve the policy (Moved by Regent Neall, seconded by Regent Gooden; unanimously approved).
- 3. Reconvene to closed session.** There was a motion to convene in closed session to discuss the topics set forth in the closing statement, matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b) (1) (i): the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction; (1) (ii) any other personnel matter that affects one or more specific individuals; and (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations (Moved by Regent Gossett, seconded by Regent Gourdine; unanimously approved).

Meeting adjourned at 8:49 a.m.



USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
May 15, 2019
USM Office

Minutes of the Closed Session

Regent Rauch called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:49 a.m. on Wednesday May 15, 2019 in the Chancellor's Conference Room, Elkins Building, USM Office, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellor Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill. Ms. Skolnik and Ms. Beckett were present for a portion of the meeting.

- 1. Ratification of the University of Baltimore MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers.** The committee recommended ratification of the MOU between UB and the FOP (§3-305(b)(9)); (§3-305(b)(1)) (Moved by Regent Johnson, seconded by Regent Wood; unanimously approved).
- 2. Collective Bargaining Update.** The regents were provided with the status of collective bargaining negotiations at each USM institution (§3-305(b)(9)); (§3-305(b)(1)).
- 3. Coach contracts.** AAG Langrill provided information and advice about contracts from UMCP and UMES that are subject to review under BOR Policy VII-10.0 (§3-305(b)(1)).
- 4. Annual Review of USM Presidents.** The committee discussed the annual performance reviews of each USM president (§3-305(b)(1)).
- 5. Annual Review of Chancellor Caret.** The committee discussed the annual performance review of the USM Chancellor (§3-305(b)(1)).

Meeting adjourned at 10:52 a.m.

DRAFT



USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
June 12, 2019
USG

Minutes of the Public Session

Regent Gossett called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. on Wednesday June 12, 2019 in the Multipurpose Room, Building II, Universities at Shady Grove, Shady Grove, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellors Herbst, Hogan, and McDonough; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Review of I-4:00: Policy on Institutional Advisory Boards.** The Committee approved revisions to the policy and asked the OAG to draft a conflict of interest statement for members of Boards of Visitors to sign (Moved by Regent Gooden, seconded by Regent Neall; unanimously approved).
- 2. Review of I-3:00: Policy on University System Student Council.** The Committee approved revisions to the policy that outline student participation in search committees (Moved by Regent Wood, seconded by Regent Gooden; unanimously approved).
- 3. BOR Policy Review Annual Report.** Ms. Wilkerson provided a report of the policies that each committee reviewed during 2018-2019.
- 4. Chancellor Search Guidelines.** The Committee reviewed Chancellor Search Guidelines in preparation for the upcoming Chancellor search.
- 5. Reconvene to closed session.** There was a motion to convene in closed session to discuss the topics set forth in the closing statement, matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b) (1) (i): the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction; (1) (ii) any other personnel matter that affects one or more specific individuals; and (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations (Moved by Regent Gossett, seconded by Regent Gooden; unanimously approved).

Meeting adjourned at 8:59 a.m.



USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
June 12, 2019
USG

Minutes of the Closed Session

Regent Gossett called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 9:00 a.m. on Wednesday June 12, 2019 in the Multipurpose Room, Building II, Universities at Shady Grove, Shady Grove, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret. Vice Chancellors Herbst, Hogan, and McDonough; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett were present for a portion of the meeting. Ms. Rehn, VP for Administration at UMCES, Mr. Colello, VP for Admin & Finance at UMCP, and Ms. Lambert-Jones, HR Director at UMCP were also present for a portion of the meeting.

1. **University of Maryland Center for Environmental Science Mid-Negotiation Briefing re Nonexempt MOU with the Maryland Classified Employees Association.** The regents were briefed on the status of negotiations between UMCES and MCEA (§3-305(b)(9)); (§3-305(b)(1)).
2. **Ratification of the University of Maryland, College Park MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers.** The Committee recommended ratification of the MOU between UMCP and the FOP (§3-305(b)(9)); (§3-305(b)(1)) (Moved by Regent Gossett, seconded by Regent Gooden; unanimously approved).
3. **Collective Bargaining Update.** The regents were provided with the status of collective bargaining negotiations at each USM institution (§3-305(b)(9)); (§3-305(b)(1)).
4. **Coach contracts.** AAG Langrill provided information and advice about contracts from TU and UMCP that are subject to review under BOR Policy VII-10.0 (§3-305(b)(1)).
5. **Annual Review of Chancellor's Direct Reports.** The Committee discussed the annual performance reviews of the Chancellor's direct reports (§3-305(b)(1)).
6. **Presidential Compensation.** The Committee discussed presidential compensation (§3-305(b)(1)).

- 7. Discussion of an Individual's Personnel Matter.** The Committee discussed an individual's personnel matter (§3-305(b)(1)).

Meeting adjourned at 10:40 a.m.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Policy Reviews

COMMITTEE: Committee on Organization and Compensation

DATE OF MEETING: June 12, 2019

SUMMARY: The Committee on Organization and Compensation will review proposed revisions to the following policies: I-4.00: Policy on Institutional Advisory Boards and I-3.00: Policy on University System Student Council. Redlined versions of the policies are attached.

ALTERNATIVE(S): Policies will not be changed.

FISCAL IMPACT: Minimal fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee accept the proposed changes to the policies.

COMMITTEE ACTION: DATE: June 12, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734 or 301-445-1906

I-4.00 POLICY ON USM AND INSTITUTIONAL BOARDS AND COMMISSIONS

(Approved by the Board of Regents February 1, 1989 and March 1, 1989; revised April 16, 2004; revised June 17, 2011; revised June 21, 2019)

A. Institutional Board of Visitors

1. Each President may establish an institutional advisory board, to be called a Board of Visitors, as authorized in Section 12-109(E)(16) of the Education Article, to provide advice, assist in community relations, assist in institutional development, or provide other assistance requested by the President to enhance the institution.
2. Prior to the establishment of a Board of Visitors, each President shall submit to the Chancellor for approval by the Board of Regent a proposal for such a Board, to include the proposed role of the Board and the number and composition of its membership.
3. Members of a Board of Visitors may be drawn from the general public and from the campus. Because such a Board may advise the President on institutional policies, membership may not include members of the University System of Maryland Board of Regents or the Maryland Higher Education Commission, elected State officials, or appointed State officials of cabinet rank. Members serve at the pleasure of the President or for a term as established in the proposal or in the bylaws. The names of the member shall be submitted to the Chancellor.
4. Once approved, the proposal may be amended on the recommendation of the President and the approval of the Board of Regents. Proposals to amend may include changes in the number and composition of the membership, the role of the Institutional Board, or its abolition.
5. The President shall call the meetings of the Board and shall set the agenda.
6. Members shall serve without compensation but shall be entitled to reimbursement for expenses in accordance with the State Standard Travel Regulations.
7. Members shall not take any actions which conflict with their roles as a member of the Board of Visitors.

- 8. Presidents shall inform members of their responsibilities and of the requirement to avoid conflicts.
- 9. Presidents may remove any member who, in the judgment of the President, has a conflict of interest.

B. Advisory Boards to Departments, Schools or Colleges, Centers, Institutes or Regional Centers

1. Deans, Department Chairs and Directors of Centers and Institutes affiliated with USM institutions may establish Advisory Boards to provide advice, assist in community relations and fund-raising, or provide other assistance requested by the Dean, Chair, Director or Regional Center Executive Director to benefit or enhance the specific unit.

2. Members of such advisory boards may be drawn from the general public, the alumni base or from the institution. Members serve at the pleasure of the head of the unit or for a pre-determined term of office. Unlike boards advising Presidents directly, these advisory boards may include members of the USM Board of Regents or other public officials since they do not advise on institutional policy. The members of these boards shall be approved by the institutional President. The President shall inform the Chancellor of any members who are Regents or public officials.

3. The Dean, Chair, Director or Regional Center Executive Director shall call the meetings of the Board and shall set the agenda.

4. Members of the USM regional center advisory boards are appointed according to the bylaws approved for each center by the Board of Regents. Members of the USM regional center advisory boards may be drawn from the general public, System alumni, and local or regional offices and organizations. The bylaws of the regional center may stipulate that certain educational, legislative, industry and administrative offices, including the USM Board of Regents, have a representative appointed to the advisory board. Members of the regional center advisory boards are appointed by the Chancellor based on nominations submitted by the Executive Director and serve for a pre-determined term of office.

5. Members of these Boards will be expected to be advocates for the unit they advise and will be expected to be supportive of the unit, the institution and the USM.

6. Members shall serve without compensation but shall be entitled to reimbursement for expenses in accordance with the State Standard Travel Regulations.

7. Members shall not take any actions which conflict with their roles as Advisory Board members. Presidents or Regional Center Executive Directors may remove any member who, in the judgment of the President or Regional Center Executive Director, has a conflict of interest.

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C. Other Boards, Commissions, Committees, Councils or Similar Advisory Bodies

1. From time to time, the chancellor or a USM institution president may establish an ad hoc commission, committee, council or similar advisory body ("Commission" or "Commissions") to provide advice regarding, or conduct an investigation of, a particular discrete matter. Prior to the establishment of any Commission, the chancellor (if the chancellor will be establishing the Commission) or institution president (if such president is establishing such Commission) shall inform the Board of Regents of the charge to such body and the terms upon which members will be appointed. Members of such Commissions shall comply with all applicable laws and policies related to service on such Commissions and shall notify the chancellor or institution president, as applicable, of any real or perceived conflict of interest related to service on the Commission at the time of appointment or at such time as the conflict arises. In addition, no member of such Commission shall receive compensation for service on such Commission, other than reimbursement for reasonable out-of-pocket expenses in accordance with State Standard Travel Regulations. The preceding sentence shall not apply to the governing board of a tax-exempt organization associated with the USM or an institution which (a) was in existence as an entity described in Section 501(c)(3) prior to 2019; and (b) described its compensation arrangements in the entity's Internal Revenue Service application for Status as a tax exempt organization upon initial organization.

2. If the services of professionals are necessary to support the work of a Commission, such services shall be procured consistent with USM Procurement Policies and Procedures, BOR VII-3.00, as well as all other BOR policies and applicable law. Consistent with the principles of shared governance, the Board of Regents may modify the existing policies to require BOR approval for cumulative professional services costs to support a Commission and its members in excess of \$500,000. No remuneration for professional services may be provided to any Commission member, a member's immediate family member, or any member of the Commission member's household, or to any entity in which a Commission member, the member's immediate family members, or any member of the Commission member's household has a financial interest.

USM Bylaws, Policies and Procedures of the Board of Regents

I-3.00-UNIVERSITY SYSTEM OF MARYLAND
STUDENT COUNCIL (Approved by the Board of
Regents, August 30, 1988; amended July 13, 2001;
amended April 13, 2012; amended.)

~~Section Md. Code Ann., Education, § 12-201 of Education, Annotated Code of Maryland,~~
calls for the Board of Regents to establish a University System Student Council that "shall
serve in an advisory capacity to the Chancellor" and "may, from time to time, make reports
and recommendations to the Board." Such a Council will provide a mechanism for the
consideration of matters of System-wide concern to students within the System and enable the
students to speak on such matters with unity and visibility. Consistent with the principles of
shared governance, the University System of Maryland Student Council and the Chancellor
jointly will develop for submission to the Governor a list of at least three nominees, each from
a different USM institution, for ~~the~~ a Student Regent position.

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~~The Student Council will recommend two students to the Chancellor who will, upon approval
by the Chancellor, serve on any thorough search for a President of any constituent institution—
hereafter the Institution. These two students must be either (1) the Council representatives from
the Institution or (2) be appointed by (1). If no representatives exist for this institution, the
Council will work with the Chancellor to ensure student consultation in the search for a
President, consistent with the principles of shared governance.~~

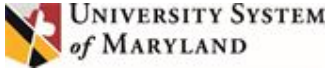
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Consistent with the principles of shared governance, in any thorough search for a President of a
USM constituent institution (hereafter "the Institution"), the Student Council will recommend
for consideration by the Chancellor two students FROM THE CONSTITUENT INSTITUTION
AT WHICH THE SEARCH IS BEING CONDUCTED to serve on the search committee or
will assist the Chancellor in reviewing nominations for students to serve on the search
committee.

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The Council shall include two representatives from each degree-granting institution and regional
center in the System, selected in a manner determined by each institution and regional center.
The Council will vote on a one institution, one vote basis. In addition to the ~~26~~[UPDATE
NUMBER TO REFLECT USMSM] Council representatives, there will be a chair elected by the
membership. ~~The~~ A Student Regent shall also serve on the council ex officio. The
representatives shall serve one-year terms; they may be re- appointed for subsequent terms as
long as they remain students in good standing.

The Student Council shall, from time to time, present reports to the Board of Regents at regular
meetings.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Amendments to Staff Grievance Policy

COMMITTEE: Organization & Compensation

DATE OF COMMITTEE MEETING: May 15, 2019

SUMMARY: The attached proposed amendments to *USM VII - 8.00 - Policy on Grievances for Nonexempt and Exempt Staff Employees* are intended to improve the current policy by addressing who has authority to implement decisions and resolutions of grievances filed against an employee’s supervisor, as well as specifying that grievances against certain classes of individuals shall not be decided by those individuals. Recommended amendments are indicated in red type on the attached copy of the policy and have been reviewed and approved by the Office of Attorney General for form and legal sufficiency.

ALTERNATIVE(S): The Committee may recommend that the proposed amendments be rejected.

FISCAL IMPACT: There is no expected fiscal impact.

CHANCELLOR’S RECOMMENDATION: The Chancellor recommends that amendments to the policy be approved.

COMMITTEE RECOMMENDATION: Recommend approval DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

VII - 8.00 - POLICY ON GRIEVANCES FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents, February 28, 1992; Amended February 21, 2003; Amended October 9, 2015, Amended, 2019)

TABLE OF CONTENTS	PAGE
I. Purpose And Applicability	1
II. Definitions	1
A. Grievance	2
B. Special Grievance	2
C. Former Board of Trustees (BOT) Institutions	2
D. Former University of Maryland (UM) Institutions	2
E. Working Day	2
III. Principles And General Rules	2
A. Need for Grievance Process	2
B. General Obligations	3
C. Retaliation Prohibited	3
D. Consistency with Other Laws and Policies	3
E. Monetary Relief	3
F. Relationship to Other Complaint Processes	4
G. Sole Remedy	4
IV. General Procedures	4
A. Representation Of The Employee	4
B. Documentation Requirements	5
C. Rules And Standards For Proceedings	5
V. Procedures for Nonexempt Staff Employees at All USM Institutions	6
A. Grievance Procedures For Nonexempt Staff Employees	6
B. Special Grievance Procedures For Nonexempt Staff Employees	9
VI. Procedures for Exempt Staff Employees	12
A. Grievance Procedures for Exempt Staff Employees	12
B. Special Grievance Procedures for Exempt Staff Employees	13
APPENDIX I Grievance Procedures for Exempt Staff Employees of Former Board of Trustees Institutions (BSU, CSU, FSU, SU, Tu and UB) (unless otherwise provided in an institution's collective bargaining agreement)	14

I. PURPOSE AND APPLICABILITY

This policy establishes the employee's right to file a grievance or special grievance and applies to Regular Status Exempt and Nonexempt Staff employees. The policy fully incorporates the requirements of Maryland Annotated Code, Education Article, Section 13-201 et seq.

II. DEFINITIONS

USM Bylaws, Policies and Procedures of the Board of Regents

The following terms and definitions shall apply for purposes of this policy:

- A. **Grievance** - Any cause of dispute arising between an employee and employer on a matter concerning discipline, alleged discrimination, promotion, assignment, or interpretation or application of institution or University System policies, rules or departmental procedures over which institution or University System management has control except that:
 - 1. If the complaint pertains to the general level of wages, wage patterns, fringe benefits or to other broad areas of financial management and staffing, it is not a grievable issue
 - 2. Disputes regarding certain major personnel actions shall be treated as special grievances, as defined below.
- B. **Special Grievance** – A dispute involving a major personnel action, for which special timelines and other procedures that provide for more timely review are required. Such major personnel actions include:
 - 1. Suspension
 - 2. Demotion
 - 3. Separation from employment, including disciplinary separations (also referred to as Charges for Removal)
 - 4. Notice terminations
 - 5. Rejections on probation
- C. **Former Board of Trustees (BOT) Institutions** – Bowie State University (BSU), Coppin State University (CSU), Frostburg State University (FSU), Salisbury University (SU), Towson University (TU), and University of Baltimore (UB).
- D. **Former University of Maryland (UM) Institutions** – University of Maryland, Baltimore (UMB), University of Maryland, Baltimore County (UMBC), University of Maryland Center for Environmental Science (UMCES), University of Maryland College Park (UMCP), University of Maryland Eastern Shore (UMES), University of Maryland University College (UMUC), and University System of Maryland (USM) Office.
- E. **Working Day** - Monday through Friday, regardless of any employee’s actual work schedule, and excluding days on which the institution is closed, regardless of the employee’s work schedule.

III. PRINCIPLES AND GENERAL RULES

- A. Need for Grievance Process

USM Bylaws, Policies and Procedures of the Board of Regents

The University System of Maryland (USM) recognizes that legitimate disputes and grievances may exist in the daily relationship between the USM as an employer and its employees. It is the responsibility of all supervisors, administrators, managers, faculty and employees to establish and maintain a work climate within which an employee dispute or grievance will be promptly identified, presented, discussed and given fair, timely consideration.

B. General Obligations

The institution's management and each employee have an obligation to make every effort to resolve employee relations disputes as they arise.

1. In any case where this effort fails, a grievance or special grievance may be submitted to a higher authority for adjudication, including neutral advisory arbitration or the Office of Administrative Hearings in Step 3 Grievances where applicable, consistent with the procedures of this policy.
2. If a grievance or special grievance is submitted, the parties shall make every effort to resolve the grievance or special grievance at the lowest possible level of the process.
3. Decisions shall be both prompt and definitive.
4. It is the responsibility of the head of each organizational unit to provide employees with information regarding the channels of communication and appeal for the exercise of grievance or special grievance rights in that unit.
5. Any grievance (not including special action appeals) filed against an institution president shall be referred to the chancellor or the chancellor's designee for decision in accordance with the procedures contained in this policy. Any grievance (not including special action appeals) filed against the chancellor shall be referred to the Board of Regents or the Board's designee for decision in accordance with the procedures contained in this policy. In either case, the grievant may appeal the decision to the Office of Administrative Hearings for a Step Three decision.
6. After a grievance against an employee's supervisor has been upheld in a final decision, the person senior to the employee's supervisor shall ensure that the grievance decision is appropriately implemented. In the case of a grievance against the president, the chancellor shall be assigned this responsibility; in the case of a grievance against the chancellor, the Board of Regents shall be assigned this responsibility.
- 4.7. Any resolution or settlement of a grievance against an employee's supervisor shall be approved by a person senior to the supervisor, in addition to any other required approvals. In the case of a grievance against a president or chancellor, the Board of Regents shall be informed when the grievance is filed and prior to any resolution or

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USM Bylaws, Policies and Procedures of the Board of Regents

[settlement. The Board of Regents shall approve any resolution or settlement of a grievance against the chancellor.](#)

C. Retaliation Prohibited

Each employee utilizing the grievance or special grievance process shall have the right to make known a problem or dispute without the fear of coercion or reprisal. An employee who violates the provision of this subsection shall be subject to disciplinary action, up to and including termination of employment.

D. Consistency with Other Laws and Policies

No decision shall be made at any step of the grievance or special grievance process which conflicts with or modifies any policy approved by the Board of Regents of the USM, with any applicable statute, with any administrative regulation issued under appropriate statutory authority, or which otherwise delimits the lawfully delegated authority of USM officials unless prior approval has been obtained from the responsible official.

E. Monetary Relief

1. The Chancellor, institution President (or designee) or Step Three Administrative Law Judge appointed by the Office of Administrative Hearings, as appropriate, shall have the power to award back pay in any grievance, and the President or designee of the affected institution shall enforce such order.
2. In cases where an employee has been misclassified, back pay shall be limited to a maximum period of one (1) year prior to the filing of the grievance, as appropriate.

F. Relationship to Other Complaint Processes

1. No employee may file or continue to pursue a grievance on any matter that is the subject of:
 - a. A complaint under Title 5 (Employee Rights and Protections), Subtitle 2 (Equal Employment Opportunity Program) or Subtitle 3 (Maryland Whistleblower Law) of the State Personnel and Pensions Article,
 - b. A special grievance before the Law Enforcement Officers' Board of Review (LEOBR), or
 - c. A complaint filed under another USM policy intended to protect the rights of employees.
2. Nothing in the section shall prohibit the filing of a grievance regarding an issue not specifically decided in an earlier complaint process.

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G. Sole Remedy

Any party who elects to use this grievance process for the resolution of a problem shall be presumed to agree to abide by the final disposition arrived at in this grievance process, and the final disposition shall not be subject to review under any other policy or process within the USM.

IV. GENERAL PROCEDURES

A. Representation of the Employee

An employee may be represented at every step in the grievance or special grievance process.

1. At any point in the grievance or special grievance process, the employee may elect to obtain, change, or dismiss a representative by providing written notice of that decision to the person hearing the grievance.
2. Such a decision regarding representation in the course of the grievance or special grievance process may not allow the grievant to return to a previous step in the process or otherwise delay the grievance.
3. An employee designated as an employee representative in any informal or formal stage of the process shall not suffer any loss of pay for investigating, processing or testifying in any step of the grievance procedure. This provision does not apply when the employee represents him/herself.

B. Documentation Requirements

1. A grievance or special grievance must be filed in writing on the institution's Employee Grievance and Special Grievance form.
2. Employee Grievance and Special Grievance Forms shall be available in the institution Office of Human Resource.
3. The Employee Grievance and Special Grievance form must bear the signature of the employee or the employee's representative at each step of the process.
4. It is the responsibility of each party to the grievance and special grievance process, at each step of the process, to duplicate the grievance form prior to filing it with the employer or returning it to the employee, and to retain one copy of the form for possible future reference.
5. Copies of the record of each grievance or special grievance and its disposition shall be:
 - a. Furnished to the employee involved;

USM Bylaws, Policies and Procedures of the Board of Regents

- b. Maintained at the institution Human Resources Office; and
 - c. Made available to the employee or the employee's representative upon request.
6. Any employer communications or decisions shall be delivered to the employee(s) in person or to the employee's last known address via a delivery method that allows for delivery confirmation.

C. Rules and Standards for Proceedings

- 1. Similar grievances may be consolidated and processed together as a single issue. Where a number of individual grievances have been reduced into a single grievance, not more than three employees selected by and from the group may be excused from work to attend a grievance meeting called by the responsible administrator at Step One, and not more than five (5) such employees at Steps Two and Three unless, at any step, prior permission is granted by the person hearing the grievance.
- 2. Each step of the grievance or special grievance procedure shall be processed as quickly as practicable within the specified time limits.
- 3. Failure to request that a grievance or special grievance proceed to the next step of the process at any step constitutes acceptance of the decision. An institution's failure to timely respond to a grievance constitutes a denial of the grievance at that step. By mutual agreement of the parties, the time limits and/or steps may be waived.
- 4. Any question concerning the timeliness of a grievance or whether a complaint is subject to the grievance procedure shall be raised and resolved promptly, unless the person hearing the grievance or special grievance determines that the decision on a motion to dismiss will be deferred pending a hearing on both the merits and the motion.
- 5. Requests to proceed to the next step of the grievance or special grievance process shall be timed from the receipt of the written opinion of management, or from when such opinion is due, whichever comes first.
- 6. The official hearing the grievance or special grievance may exclude incompetent, irrelevant, immaterial and unduly repetitious evidence or witnesses.
- 7. All grievance or special grievance hearings shall be open hearings unless either party requests that the hearings be closed.
- 8. At any step of the grievance or special grievance process either party may require that witnesses be excluded from the hearing room until called.

USM Bylaws, Policies and Procedures of the Board of Regents

9. The original grievance or special grievance that has been considered on the merits will be considered *de novo*, in its entirety, at each successive step of the grievance process. *De novo* review means that the decision-maker at each step in the grievance process will make an independent determination of the issues, without deference to the conclusions made at an earlier grievance step. A grievance or special grievance going forward on a procedural issue will be remanded to the lowest appropriate step of the grievance or special grievance process (i.e., where the procedural error is to have occurred) to be heard on the merits if the procedural dispute is found in favor of the grievant.
10. No employee shall leave an assigned post of duty to engage in grievance activities without the knowledge of and permission from the employee's designated supervisor.
11. Release time from normal work schedules is to be granted to the grievant and all witnesses to attend grievance hearings. Expenses incurred in connection with attendance by employees at grievance hearings shall be borne by the employee's department.

V. PROCEDURES FOR NONEXEMPT STAFF EMPLOYEES AT ALL USM INSTITUTIONS

A. Grievance Procedures for Nonexempt Staff Employees

The following procedures apply to all grievances, except special grievances regarding major personnel actions governed by Section B.

1. If, following informal discussion with the supervisor, a dispute remains unresolved, the grievance process is available. A grievance may start with a complaint or request by a regular status staff employee.
2. Grievances must be initiated within thirty (30) calendar days of the action involved, or within thirty (30) calendar days of the employee having had reasonable knowledge of the act.
3. Steps in the Nonexempt Grievance Process for All USM Institutions

There are three steps in the grievance process:

4. a. Step One - Department Representative (Dean, department head or chairperson)
 - i. An aggrieved employee and/or the employee's designated representative (hereinafter known as the "Employee Representative") may present a grievance, in writing, to the Dean, department head, chairperson or designated representative (hereinafter known as the "Department Representative"). Within five (5) working days after receipt of the written grievance, the Department Representative shall hold a conference with the aggrieved employee and/or the Employee Representative.

USM Bylaws, Policies and Procedures of the Board of Regents

- ii. Within five (5) working days after the conclusion of the conference the Department Representative shall render a written decision.
 - iii. The CHRO or designee shall be available to serve as a resource to answer any questions by either the Department Representative or the employee. However, this shall not relieve the Department Representative or the responsibility for issuing a written decision at Step 1 of this procedure.
 - iv. It is the responsibility of the Department Representative to use judgment in keeping superiors informed of the status of each grievance and, as necessary, to request guidance, advisory committees or other assistance in reaching a decision.
- b. Step Two - The President or Designee
- If the dispute is still unresolved, the aggrieved employee or Employee Representative may request, in writing, to go to the next step of the grievance process to the President or designee within five (5) working days after the employee's receipt of the Department Representative's written decision at Step One or, if no decision was issued, within five (5) days from when the decision was due to be issued (hereinafter, "Decision Date"). The President or designee shall determine the appropriate forum for the hearing based upon the nature of the grievance as indicated below:
- i. Institution issues are issues which affect only a specific institution. These issues may include, but are not limited to, application of a department or institution policy, procedure or practice; administrative actions such as reprimands and, where applicable, suspensions, charges for removal, involuntary demotions and rejections on probation. Grievances involving institution issues will be heard by the President or designee.
 - ii. Systemwide issues are issues which may affect more than one institution in the USM. These issues may include, but are not limited to, the general policies of the USM and broad classification issues not limited by law, regulation or policy. Grievances involving systemwide issues will be heard by the Chancellor or designee.
 - iii. In either case, the President or designee, or the Chancellor or designee, shall hold a conference with the aggrieved employee and/or employee's designated representative within ten (10) working days of receipt of the written grievance appeal and shall render a written decision within fifteen (15) working days after the conclusion of the conference.
- c. Step Three - The Office of Administrative Hearings (OAH) or Arbitration

USM Bylaws, Policies and Procedures of the Board of Regents

- i. In the case of any unresolved grievance between an employee and the Institution or the USM, the aggrieved employee, after exhausting all available procedures provided by the USM, shall have the right to submit the grievance to either arbitration or to the Chancellor, who may delegate it to the OAH. In either case, the request to go to Step Three must be submitted within ten (10) working days after the employee's receipt of the Step Two decision, or if no decision was issued, within ten (10) working days from the Decision Date.
- ii. If the grievance is arbitrated, any arbitration award will be advisory to the Chancellor or Administrative Law Judge, as applicable. In the event of arbitration, the parties shall select an arbitrator by mutual agreement. If the parties are unable to reach mutual agreement, an arbitrator shall be supplied by the American Arbitration Association (AAA) using AAA procedures.
- iii. Any fees resulting from arbitration shall be assessed by the Arbitrator equally between the two parties. In cases that go before an arbitrator, each party will be responsible for any expense incurred in the preparation and presentation of its own case, and for any record or transcript it may desire.
- iv. The Chancellor or Administrative Law Judge, as applicable, shall make the final decision which shall be binding upon all parties.

B. Special Grievance Procedures for Nonexempt Staff Employees

Special grievance procedures apply to disputes regarding major personnel actions involving a suspension, demotion or separation from employment, including disciplinary separations and rejections on probation. A special grievance must be initiated by the employee within five (5) working days of the employer action involved, or within five (5) working days of the employee having reasonable knowledge of the act.

1. Special Grievances for Nonexempt Staff Employees

- a. Unpaid Suspensions Pending Charges for Removal for Nonexempt Employees
 - i. If an employee is suspended without pay pending charges for removal, the Chief Human Resources Officer (CHRO) or designee shall notify the employee in writing of the reasons for the suspension at the time of the notice of suspension.
 - ii. The employee who is suspended pending charges for removal may, within five (5) working days from the date on which the employee receives the notification of suspension, request in writing through the CHRO or designee that the President or designee conduct a preliminary hearing to determine whether or not the employee may continue to work with pay during the disposition of the charges. The date the notification of suspension is received shall be evidenced by a return receipt or other proof of delivery of notification to the employee.

USM Bylaws, Policies and Procedures of the Board of Regents

- iii. The President or designee shall conduct a preliminary hearing within five (5) working days after the CHRO or designee receives in writing the request from the suspended employee for the preliminary hearing.
 - iv. The preliminary hearing shall be limited to the issues of:
 - 1) Whether suspension without pay is necessary to protect the interests of the institution, the USM or the employee pending final disposition of the charges; and
 - 2) Whether other employment and status alternatives should be considered.
 - v. At the preliminary hearing, the employee may:
 - 1) Rebut the reasons given for the suspension;
 - 2) Allege mitigating circumstances; and
 - 3) Offer alternatives to the suspension including:
 - (a) Return to the position with pay;
 - (b) Transfer to another position with pay; or
 - (c) Suspension with pay.
 - vi. Within five (5) working days after the preliminary hearing is completed, the President or designee shall render a written decision that is conclusive as to the issue of whether or not the employee may continue to work with pay pending the disposition of the charges.
- b. Charges for Removal for Nonexempt Employees (Actions for Separation from Employment)
- i. An employee who is notified of charges for removal may request an opportunity to present a defense within five (5) working days from the date on which the employee receives the charges for removal, as evidenced by the return receipt or other evidence of delivery of the charges to the employee. A special grievance of charges for removal shall be referred by the CHRO or designee to the President.
 - ii. The President or designee shall, within thirty (30) working days, if possible, investigate the charges and give the employee an opportunity to be heard. Testimony shall be taken under oath and both parties shall have the right of representation by counsel and the right to present witnesses and give evidence.
 - iii. Within fifteen (15) working days following the conclusion of the hearing, a written decision shall be rendered to the employee.

USM Bylaws, Policies and Procedures of the Board of Regents

- iv. In case no hearing is requested by the employee within the prescribed time, the CHRO or designee shall act upon the charges or order such other actions as may be indicated by the findings in the case.
 - v. If a hearing is requested within five (5) working days and the removal is upheld, Step Three of the grievance procedure, as provided above, is available to the removed employee. The special grievance shall be submitted within ten (10) working days after receipt of the written institution decision or from the decision date, whichever comes first.
 - vi. In cases where the employee has appealed both the Suspension Pending Charges for Removal and the subsequent Charges for Removal, both hearings can be combined in a single hearing upon the agreement of the parties.
- c. Involuntary Demotions for Nonexempt Employees
- i. An employee who is notified of demotion may, within five (5) working days of written notification, file a written special grievance on an institution Grievance and Special grievances form with the CHRO or designee and request an investigation of the demotion.
 - ii. Within twenty (20) working days, if possible, after receipt of the special grievance, the President or designee shall investigate the demotion and give the employee the opportunity to be heard. Within fifteen (15) working days following the conclusion of the investigation, the written decision shall be rendered to the employee.
 - iii. If an investigation is requested within five (5) working days and the demotion is upheld, Step Three of the grievance and special grievance process, as provided above, is available to the employee. The request for Step Three shall be submitted within ten (10) working days after receipt of the written Institution decision or from the Decision Date, whichever comes first.
- d. Rejection on Probation for Nonexempt Employees
- i. Rejection on Original Probation (See BOR VII-1.21)
 - 1) A Nonexempt employee who is rejected on Original Probation may within five (5) working days of the rejection, file a written special grievance on an institution Grievance and Special grievances form with the CHRO or designee for a hearing at Step Two of the grievance and special grievance process, as provided above. The appeal is limited to the procedural and legal basis for the rejection. Rejection for cause if not required in the case of an employee rejected on Original Probation.

USM Bylaws, Policies and Procedures of the Board of Regents

- 2) Within twenty (20) working days, if possible, after receipt of the request, the President or designee shall conduct a hearing. Within fifteen (15) working days following the conclusion of the hearing, a written decision shall be rendered to the employee.
 - 3) If the rejection is upheld, Step Three of the grievance process is available. The appeal shall be submitted within ten (10) working days after receipt of the written institution decision or from the decision date, whichever comes first.
- ii. Rejection on Status Change Probation
- 1) The appointing authority bears the responsibility for preparing the justification when there is a rejection on probation of an employee who has satisfactorily completed an Original Probation and is serving a status Change Probation, except as defined in this policy.
 - 2) An employee who is rejected in Status Change Probation as defined in this policy and for whom no vacancy in the former classification is available may, within ten (10) working days of receipt of the recommendation of the appointing authority to reject, appeal to the CHRO or designee and request an investigation of the proposed rejection.
 - 3) Within twenty (20) working days, if possible, after receipt, the President or designee shall complete an investigation of the recommended rejection. Within fifteen (15) working days following the conclusion of the investigation, the written decision shall be rendered to the employee.
 - 4) If the rejection is upheld, Step Three of the grievance and special grievance process, as provided above, is available to the rejected employee. The appeal shall be submitted within ten (10) working days after receipt of the written institution decision or from the decision date, whichever comes first.
- e. Disciplinary Suspension for Nonexempt Employees (Does not apply to suspension pending Charges for Removal)
- i. Any alleged infraction shall be investigated by the appointing authority or designee at the earliest opportunity following knowledge of the alleged infraction, and completed as soon as possible. All suspensions of employees shall be implemented within three (3) working days of the alleged infraction or knowledge of the alleged infraction by the responsible supervisor or administrator. All suspension days shall be consecutive.
 - ii. The employee and/or the employee's designated representative may submit a written appeal on a disciplinary suspension:

USM Bylaws, Policies and Procedures of the Board of Regents

- 1) To Step One of the grievance and special grievance process within three (3) working days of notification of the suspension. In such event, the Dean, department head, chairperson or designee must hear the case within three (3) working days from the receipt of the written appeal. Should the appeal be unheard or unanswered as a result of management delay, the employee shall be reinstated with full back pay. A written record of the disciplinary event shall be maintained, or
- 2) Directly to Step Two of the grievance and special grievance process within five (5) working days of notification of the suspension
- iii. Any further special grievances must proceed through the grievance procedure within the prescribed time limits. If the suspension is upheld by the President or designee, Step Three (3) of the grievance and special grievances process is available to the employee.

VI. PROCEDURES FOR EXEMPT STAFF EMPLOYEES

A. Grievance Procedures for Exempt Staff Employees

1. Procedures for Exempt Staff Employees of Former UM Institutions

Grievance Procedures for Exempt Staff Employees of Former UM Institutions are the same as Section V.A.3 of this policy.

2. Procedures for Exempt Staff Employees of Former BOT Institutions

Consistent with BOR VII-1.00 policy on the USM Human Resources Management Program, Section V.B., grievance procedures for Exempt staff employees of the former Board of Trustee institutions are governed by prior Board of Trustees policies and procedures provisions at Appendix M (Procedures Governing the Filing and Processing of Grievances for Administrative Staff Personnel in the Maryland State Universities and Colleges Under the Jurisdiction of the Board of Trustees of the State Universities and Colleges), attached as Appendix 1 to this Policy (unless otherwise specified in an institution's collective bargaining agreement).

B. Special Grievance Procedures for Exempt Staff Employees

1. Special grievances for Exempt Staff employees shall be filed under the special grievance procedures for Exempt Staff employees applicable to the institution, except as provided in 2, below.
2. Special Grievances for Employees who were designated as "Classified-Exempt" employees at the time of implementation of Phase II-Exempt of the USM Pay Program are covered by section V.B. of this grievance policy. (Also see BOR VII-9.01)

IMPLEMENTATION PROCEDURES:

VII-8.00 - 13

USM Bylaws, Policies and Procedures of the Board of Regents

Each President shall identify his/her designee(s) as appropriate for this policy; develop procedures as necessary to implement this policy; communicate this policy and applicable procedures to his/her institutional community, and post it on the institutional website.

REFERENCES:

VII – 9.00 Policy on Vesting of Certain Rights Upon Implementation of Phase I – Nonexempt of the USM Pay Program.

REPLACEMENT FOR:

VII – 8.10 Policy on Special Action Appeals for Classified Employees

VII-8.00 - 14

USM Bylaws, Policies and Procedures of the Board of Regents

APPENDIX 1

Grievance Procedures for Exempt Staff Employees of Former Board of Trustees Institutions (BSU, CSU, FSU, SU, TU and UB) (unless otherwise provided in an institution's collective bargaining agreement)

APPENDIX M - PROCEDURES GOVERNING THE FILING AND PROCESSING OF GRIEVANCES FOR ADMINISTRATIVE STAFF PERSONNEL IN THE MARYLAND STATE UNIVERSITIES AND COLLEGES UNDER THE JURISDICTION OF THE BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND

A. General.

1. The State of Maryland recognizes that legitimate problems, differences of opinion, complaints, and grievances may exist in the daily relationship between the State as an employer and its employees. It is the responsibility of all supervisors, administrators, program directors, appointing authorities, and employees to establish and maintain a work climate within which an employee problem or complaint may be promptly identified, presented, discussed and given fair, timely consideration and resolution.

2. In accordance with the above principles, therefore, these Procedures Governing the Filing and Processing of Grievances for Administrative staff Personnel (as defined elsewhere in these procedures) in the Maryland state Universities and Colleges Under the Jurisdiction of the Board of Trustees of the State Universities and colleges have been instituted in accordance with the intent of the State of Maryland Executive Order issued by Governor Marvin Mandel on July 3, 1974.

3. These Procedures Governing the Filing and Processing of Grievances may be amended from time to time by the Board, except that an employee's filing and processing of a grievance shall be determined in all cases by the procedures in force at the time of initial filing of the grievance. Wherever the male gender is used in these procedures, it shall be deemed to include the female gender.

B. Definitions.

1. The following definitions shall apply for the purpose and processing of grievances in accord with these Procedures:

a. Administrative Staff Personnel – Permanent full-time personnel not in the classified State Merit System who occupy budgeted positions which involve duties relating to the execution of management, academic, administrative, or operational policies of the institution at which they are employed, except for those personnel categories excluded (as defined elsewhere in these Procedures).

USM Bylaws, Policies and Procedures of the Board of Regents

- b. Grievance – Any matter over which management has control pertaining to discipline, promotion, suspension, duties, termination, conditions of employment, and interpretation or application of university/college rules and procedures which may arise between an administrative staff employee and his supervisor concerning the affected employee may be the source of a grievance complaint.
- c. Work Day – A work day is defined as any date within the period encompassing Monday through Friday regardless of work schedule, weekend work, holiday, or work day off.

C. Personnel Categories Excluded From These Procedures.

The following categories of personnel in the employ of the Board or of the State universities and colleges under the governance of the Board are excluded from these procedures governing the filing and processing of grievances:

Category I: Executive Director and Associate Executive Director, Board of Trustees
University/college Presidents
Director, Maryland state Colleges Information Center (MSCIC)
All employees not in the classified State Merit System on the staff of the Board

Category II: Permanent full-time administrative staff personnel not in the classified State merit System occupying allocated budgeted positions either at the highest level of management responsibility or at a level requiring supervision of major programs at an institution. Included in this category are personnel performing duties and responsibilities normally associated with the following titles irrespective of whether or not the incumbent occupying the position has been designated by a budgeted title or an institutional title at variance with this listing:

Vice President	Director of Career Planning and Placement
Dean of the College	Director of College Center
Associate Dean of the College	Director of Counseling
Dean of Students	Director of Evening and/or Summer School
Associate Dean of Students	Director of Financial Aids
Director of Admissions	Director/Dean of Graduate School
Director of Business and Finance	Director of Public Relations
Director of Institutional Development/Research	Integration Coordinator
Director of Instructional Services	Registrar
Director of Library	Assistant to President
Director of Center for Educational Technology (Bowie State)	
Director of Cooperative Relations – UMES (Salisbury State)	
Dean of the School of Business (University of Baltimore)	
Dean of the School of Law (University of Baltimore)	

USM Bylaws, Policies and Procedures of the Board of Regents

Deans of the Schools of Nursing

Category III: Full-time and part-time faculty members irrespective of whether or not they may be assigned administrative duties (i.e., Director of a Program Division/Department Head) in conjunction with their “faculty” position.

Category IV: Full-time and part-time professional librarians.

Category V: Classified employees in the State merit System.

Category VI: Student employees, graduate assistants, laboratory assistants, etc. and any other part-time employees occupying positions who are not in the classified State Merit System.

Category VII: Full or part-time “emergency” or “temporary” employees (i.e., a person in an extra position that has not been allocated).

D. Filing and Processing Grievances.

1. General.

Failure by the institution to respond to a grievance at a particular step within the time limit specified for response at that step shall not affect the institution’s right to act with respect to the grievance.

2. Step One.

The aggrieved employee at this step may present his grievance either orally or in writing to his immediate supervisor for the purpose of informal discussion. It shall be the responsibility of the supervisor to investigate the grievance and attempt to resolve the matter satisfactorily at that time. The immediate supervisor, within three work days after receipt of the grievance, shall hold a conference with the aggrieved employee and, within three work days after the conclusion of the conference, shall render his decision wither orally or in writing to the aggrieved employee. In the event the aggrieved employee is not satisfied with the decision rendered at this step, he may appeal in writing to Step Two within three work days.

3. Step Two.

The aggrieved employee at this step may present his grievance in writing to the intermediate supervisor, who, within five work days after receipt of the written grievance, shall hold a conference with the aggrieved employee and, within three work days after conclusion of the conference, shall render his decision in writing to the aggrieved employee. In the event the aggrieved employee is not satisfied with the decision rendered at this step, he may appeal in writing to Step Three within three work days. In the event the president of the university/college also happens to be the intermediate supervisor, Step Two does not apply and the aggrieved employee shall proceed directly to Step Three.

USM Bylaws, Policies and Procedures of the Board of Regents

4. Step Three.

The aggrieved employee at this step may present his grievance in writing to the president of the university/college who may either:

- a. Personally consider the grievance in which case, within ten work days after receipt of the written grievance, he shall report his findings in writing to the aggrieved employee and to the employee's immediate supervisor outlining the measures, if any, to be initiated to remedy the grievance, such findings shall be final and binding upon all parties; or
- b. Determine the grievance to be one which more properly should be considered by a hearing committee. In such instances, within five work days after receipt of the written grievance, he shall appoint a hearing committee consisting of three individuals (no two of whom shall have a broad functional area of responsibility encompassing the sphere of activity engaged in by the aggrieved employee). The hearing committee, within ten work days after its appointment, shall hold a conference with the aggrieved employee and, within five work days after conclusion of the conference, shall render its advisory opinion (which must be concurred in by no less than two members) in writing to the president of the university/college who, within three work days after receipt of the advisory opinion, shall report his findings in writing to the aggrieved employee and to the employee's immediate supervisor outlining the measures, if any, to be initiated to remedy the grievance, such findings shall be final and binding upon all parties.

Adopted:
September 2, 1976



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: BOR Policy Review Annual Report

COMMITTEE: Organization and Compensation

DATE OF MEETING: June 12, 2019

SUMMARY: The USM Board of Regents follows a comprehensive approach, approved by the Organization and Compensation Committee, for the review of BOR bylaws and policies that provides for a review of bylaws and policies on a 4-year cycle. The attached annual report lists the bylaws and policies reviewed in FY 2019.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Minimal

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION: Information item only.

DATE: June 12, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwickerson@usmd.edu, 410-576-5734

Review of BOR Bylaws and Policies
FY 2019 Annual Report
June 2019

I. Finance Committee

Financial Affairs:

1. V-2.10 Policy on Reports on Intercollegiate Athletics – REVIEW COMPLETE/PROPOSED CHANGES DEFERRED
2. VIII-11.00 Policy on University System Travel – REVIEWED/REVISIONS DEFERRED
3. VIII-11.10 Schedule of Reimbursement Rates – REVIEWED/COMPLETE
4. IX-2.00 Policy on Affiliated Foundations – REVIEW UNDERWAY/REVISIONS IN PROCESS/POLICY TO BE DIVIDED INTO TWO NEW SEPARATE POLICIES
5. VIII-5.30 Policy on Endowment Fund Spending Rule - REVIEWED / NO CHANGES
6. VIII-5.40 Policy on Management of the Endowment Fund – REVIEWED / NO CHANGES
7. VIII-5.50 Policy on Endowment Funds Investment Objectives – REVIEWED / NO CHANGES

Tuition and Fees:

8. VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes – UPDATED/REVISED

Capital Planning:

9. VIII-10.00 Policy on Facilities Master Plans – REVIEWED/POTENTIAL CHANGES
10. VIII-10.10 Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets – REVIEWED/NO CHANGES NECESSARY
11. VIII-10.20 Policy on the Capital Budget of the USM – AMENDED IN 2016. REVIEWED/NO CHANGES NECESSARY
12. VIII-10.30 Policy on Authority Concerning Certain Public Improvement Projects – REVIEWED/NO CHANGES NECESSARY
13. VIII-10.40 Policy On Community Notification Of Capital Projects – REVIEWED/NO CHANGES NECESSARY

Procurement:

14. VI-3.00 Policy on Advertising – REVIEWED/NO CHANGES NECESSARY
15. VIII-4.00 Policy on Acquisition, Disposition, and Leasing of Real Property – UPDATED/REVISED
16. VII-4.01 Procedures for the Acquisition and Disposition of Real Property – UPDATED/REVISED
17. VIII-3.00 USM Procurement Policies and Procedures—Revisions to Appendix A: USM Uniform Terms and Conditions – UPDATED/REVISED

Human Resources:

18. II-2.25 Policy on Parental Leave and other Family Supports for Faculty – UPDATED/REVISED
19. II-2.30 Policy on Sick and Safe Leave for Faculty Members – UPDATED/REVISED
20. VI-1.05 Policy of Non-Discrimination on the Basis of Sexual Orientation - REVIEWED
21. VI-11.00 University of Maryland System Policy on AIDS – REVIEWED
22. VII-1.22 Policy on Separation for Regular Exempt Staff Employees – REVIEW UNDERWAY
23. VII-1.40 Policy on Contingent Status Employment for Nonexempt and Exempt Staff Employees – UPDATED/REVISED
24. VII-7.45 Policy on Sick and Safe Leave for Exempt and Nonexempt Staff Employees – UPDATED/REVISED

25. VII-7.49 Policy on Parental Leave and other Family Supports for Staff – UPDATED/REVISED
26. VII-8.00 Policy on Grievances for Nonexempt and Exempt Staff Employees – UPDATED/REVISED*
27. VII-x.xx Policy On Sick and Safe Leave for Certain Eligible Contingent Category I and Other Part-Time, Hourly, or Non-Regular Staff and Student Employees – NEW Information Technology:
28. X-1.00 Policy on USM Institutional Information Technology—USM IT Security Standards – UNDER REVIEW

**item presented to Board via Committee on Organization and Compensation*

II. Education Policy and Student Life Committee

1. II-1.35 Policy on Faculty Workload and Responsibilities - REVISED
2. III-3.00 Policy on the Awarding of Honorary Degrees - REVISED
3. VI-11.00 Policy on AIDS – RESCINDED
4. I-3.01 Student Council Constitution - REVIEWED

III. Advancement Committee

1. VI-4.00 Policy on the Naming of Facilities and Academic Programs – UNDER REVIEW

IV. Economic Development Committee

1. IV-3.20 Policy on Intellectual Property – UNDER REVIEW

V. Organization and Compensation Committee

1. VII-10.0: Policy on BOR Review of Certain Contracts and Employment Agreements – REVIEWED
2. IX-1.0: Policy on Government Relations – REVISED
3. VII-8.00: Policy on Grievances for Nonexempt and Exempt Staff Employees – UNDER REVIEW
4. I-4.00: Policy Concerning the Establishment of Institutional Boards – UNDER REVIEW
5. I-3.00: Policy on University System Student Council – UNDER REVIEW
6. VI-1.00: Policy on Affirmative Action and Equal Opportunity – UNDER REVIEW
7. VI-1.05: Policy on Non-Discrimination on the Basis of Sexual Orientation – UNDER REVIEW
8. VI-1.10: Policy on Acts of Violence and Extremism – UNDER REVIEW
9. VI-7.00: Policy on Chaplains – UNDER REVIEW

VI. Audit Committee

1. Committee on Audit Charter – REVIEWED. NO CHANGES NECESSARY
2. Board of Regents Bylaws Section 3. Committee on Audit - REVIEWED. NO CHANGES NECESSARY
3. Policy VIII-7.20 - Policy on External Audits – REVISED APRIL 2019



SUMMARY OF ITEM FOR ACTION

TOPIC: Change to USM Policy IV - 3.20 - INTELLECTUAL PROPERTY Based on Report in Response to Resolution to Study USM Institutional Patent Protection

COMMITTEE: Economic Development and Technology Commercialization

DATE OF COMMITTEE MEETING: Wednesday, June 12, 2019

SUMMARY: Amend USM Policy IV - 3.20 - INTELLECTUAL PROPERTY - VI. PATENTS - C. Responsibilities of the University as follows:

3) Commercialization ~~by inventors~~. The University, at its discretion and consistent with the public interest, may license intellectual property to the inventors and other entities on an exclusive or non-exclusive basis. Potential licensees ~~inventors~~ must demonstrate technical and business capability to commercialize the intellectual property. Any license that allows the licensee to enforce patent rights against infringement should include terms to ensure a pathway to commercialization. Agreements with inventors shall be subject to USM Bylaws, Policies and Procedures of the Board of Regents review and approval of conflict of interest issues in accordance with applicable University policy.

Background: On November 9, 2017 a resolution was made by the Committee to review current practices that monitor and protect USM Institutional patents in an aim to ensure that USM is not vulnerable to patent trolling by unrelated third parties. On December 7, 2018, the Committee accepted a report and its recommendations and further recommended the development of an official USM policy. The proposed language solidifies the best practice (and for federally-funded research, the Bayh-Doyle requirement) of promoting commercialization of university technology by licensees.

ALTERNATIVE(S): Reject the proposed changes or recommend revision.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR’S RECOMMENDATION: n/a

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Tom Sadowski (410) 576-5742

USM Bylaws, Policies and Procedures of the Board of Regents



IV - 3.20 - UNIVERSITY SYSTEM OF MARYLAND POLICY ON INTELLECTUAL PROPERTY

(Approved by the Board of Regents, February 8, 2002; Amended by the Chancellor, July 7, 2004; Amended by the Board of Regents, February 13, 2009, Amended December 15, 2017)

I. INTRODUCTION

The primary mission of universities is to create, preserve, and disseminate knowledge. When that knowledge takes the form of intellectual property, a university must establish a clear and explicit policy that will protect the interests of both its creators and the university while ensuring that society benefits from the fair and full dissemination of that knowledge.

II. EFFECTIVE DATE

This policy will be effective on July 1, 2002 ("Effective Date"). It will apply to all intellectual property disclosed to the University on or after July 1, 2002. Intellectual property disclosed to the University prior to the Effective Date will remain subject to the USM Policy on Patents effective May 31, 1990 or the USM Policy on Copyrights effective May 31, 1990, unless otherwise agreed by the University and all creators of the intellectual property (or the heir or assignee of any creator's share of Revenue).

III. DEFINITIONS

The terms defined in this section are given special meanings in this policy and appear capitalized throughout.

- A. **Personnel.** All University employees, full-time and part-time, including Student Employees acting within their Scope of Employment; non-employee consultants; visitors; and others using University resources.
- B. **Resources Usually and Customarily Provided.** All resources provided unless specified otherwise, in advance and in writing, as a condition of using the resource.
- C. **Revenue.** Consideration paid in cash or equity by a third party in exchange for specific intellectual property rights. Revenue does not include research support in any form (e.g., sponsored research agreements, restricted grants, unrestricted grants, or equity), tuition income, and contract income received by the University including contract income received in lieu of tuition.
- D. **Scope of Employment.** All activities, related to the field or discipline of the faculty member's appointment, including the general obligation of a faculty member to teach, to do creative work, and to conduct research, or related to the employment responsibilities of non-faculty Personnel, and for which Personnel receive compensation from the University, where compensation is any consideration, monetary or otherwise.
- E. **Sponsored Research Agreements.** Grants, contracts, cooperative agreements, and other agreements under which research or development activities will be carried out, or other

USM Bylaws, Policies and Procedures of the Board of Regents

agreements administered by the University that relate to intellectual property created under the agreement.

F. Students. Persons enrolled in a University, acting within the course of their academic work, including, but not limited to, undergraduates, graduate and professional students, non-degree students, and not-for-credit students.

G. Student Employee. A Student who is also a University employee, acting within the Scope of Employment.

H. University. One of the following: a constituent institution of the University System of Maryland, the University of Maryland Center for Environmental Science, or the University System of Maryland Office.

IV. GENERAL PROVISIONS

A. Purpose. The purpose of this policy is to set forth the terms, conditions, and procedures whereby the University System of Maryland, Personnel and Students establish and maintain their interests in intellectual property created by or used at USM institutions, taking into account intellectual property laws governing patents, copyrights, trademarks, and other forms of intellectual property. This policy governs the ownership and protection of such property at the University.

B. Scope of Application. All Personnel and Students shall comply with this policy, as amended from time to time. This policy shall be included in the faculty handbook, as directed in Board of Regents Policy II - 1.00, Section I. B.2.

C. Protecting University Interests. Personnel and Students may not (1) sign agreements or take any action on behalf of the University unless they are authorized agents of the University, or (2) make unauthorized use of the name of the University. In cases where Personnel or Students take such actions, the University is not bound to honor those actions or agreements.

D. Acquisition. The University may acquire ownership or use of intellectual property by assignment, license, gift, bequest, or any other legal means. The University shall administer such intellectual property in accordance with this policy unless otherwise required by the terms of the acquisition.

E. Administration of Intellectual Property which is not University-owned. At the request of the owner, intellectual property not owned by the University may be administered by the University. In such cases this policy shall govern that administration unless the University agrees otherwise in writing.

F. Sponsored Research

1) Ownership. Sponsored research agreements shall provide that all intellectual property developed by Personnel or Students under such agreements shall belong to the University; however, the University, on a case-by-case basis (as circumstances warrant, and consistent with applicable private use restrictions e.g., under bond covenants), may agree to assign ownership or licensing rights to the sponsor, subject to the University's right to use and reproduce the intellectual property for research and educational purposes. The University's president or designee shall approve any such agreement.

USM Bylaws, Policies and Procedures of the Board of Regents

2) Federal Sponsorship. Any research project that is funded, in whole or in part, by a federal agency is subject to specific federal statutes and regulations. Those regulations generally allow the University to elect title to any invention that is conceived of or first actually reduced to practice in the performance of federally-funded research with the purpose of commercializing the invention, subject to the government's rights which include reservation of a nonexclusive license to use the invention world-wide for government purposes.

G. Implementation Authority. The Chancellor shall have the authority and responsibility for implementation and coordination of this policy. Each president shall have the authority and responsibility to implement and coordinate this policy within the president's University. Subject to the other provisions of this policy and applicable law, the presidents may enter into agreements with respect to ownership, licensure, disposition of intellectual property, disposition of royalty income, resolution of disputes, and other matters related to intellectual property in which that University has an interest under this policy, and may register intellectual property; seek protection under copyright, trademark, and/or patent laws; and enforce, defend, manage, and take any action relevant to the institution's intellectual property rights that is necessary for the proper administration of this policy.

V. COPYRIGHTS

A. Ownership by Creator. Personnel and Students shall have all rights in copyrights of their work, subject to section V.B. below, with the following exceptions.

- 1) Scope of Employment. The University owns all rights in copyright for work produced by non-faculty Personnel within the Scope of Employment.
- 2) Sponsored Research Agreements. The University owns all rights in copyright for work produced by Personnel or Students under Sponsored Research Agreements.
- 3) Signed agreements. The University owns all rights in copyright for all work as stated in written agreements.
- 4) Computer Programs and Software. Ownership of copyrighted software and computer programs is addressed in Section VII.
- 5) Technology-mediated Instructional Materials. Ownership and use of technology-mediated instructional materials is addressed in Section VIII.

B. Right of Use

- 1) University rights. The University shall have the right to use and reproduce for research and educational purposes scholarly and original works, whether owned by the University, Personnel, or Students, for which it has provided resources.
- 2) Additional Rights. If the University wishes to secure additional rights in copyrighted work, it shall so specify in writing at the time it provides resources beyond Resources Usually and Customarily Provided or other consideration.

C. Responsibilities of Personnel and Students

USM Bylaws, Policies and Procedures of the Board of Regents

- 1) Assignment. For work to which the University has or had rights of ownership or use under this policy, Personnel and Students shall, upon request, execute all legal documents designed to assist the University, or its assignees, in proving or benefiting from such rights, as deemed appropriate by the University.
- 2) External Collaborations. See Section IV.C and the Policy on Professional Commitment of Faculty, BOR 41.0 II-3.10.
- 3) Use of Copyrighted Materials. All Personnel and Students are responsible for complying with University guidelines on the fair use of copyrighted material and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted material.

D. Responsibilities of the University

- 1) Agreement Regarding Use of Resources Beyond Resources Usually and Customarily Provided. When the University authorizes or directs efforts to create a work or works using University resources beyond Resources Usually and Customarily Provided, it shall enter into a written agreement addressing the extent of use of resources, the schedule for the project (if appropriate), control over the work and its revisions, and ownership of the work. When the work done by Personnel routinely involves resources beyond Resources Usually and Customarily Provided, compliance with this section may be accomplished by including the required terms in an employment agreement.
- 2) Sharing of Revenue. The University shall remit to creators or their assignees or heirs, their share of Revenue from copyrights as specified in Section XI.A. of this policy.
- 3) Use of Copyrighted Materials. The University shall develop and disseminate guidelines for the use of copyrighted materials. These guidelines should address library and educational fair use as well as fair use exceptions for research and scholarly work.

VI. PATENTS

A. Ownership

- 1) University Ownership
 - a) Within Scope of Employment. The University owns inventions created by Personnel within the Scope of Employment.
 - b) Use of University Resources. The University owns inventions created by Personnel, Graduate Students, or Professional Students with the use of University resources.
 - c) Signed Agreements. The University owns all inventions made by Personnel or Students under Sponsored Research Agreements and as stated in written agreements.
- 2) Creator Ownership
 - a) Outside Scope of Employment. Personnel, Graduate Students, and Professional Students own patent rights to inventions conceived and first reduced to practice outside the Scope of Employment and without the use of University

USM Bylaws, Policies and Procedures of the Board of Regents

resources and not subject to Sponsored Research Agreements or other written agreements

b) Student Ownership. Undergraduate, non-degree, and not-for-credit Students own inventions they create unless the invention is subject to another provision of this section.

B. Responsibilities of Personnel and Students

1) Disclosure. Personnel and Students shall disclose inventions which are subject to University ownership to the president or designee in a timely manner, fully, and in writing. When uncertain about the University's rights, Personnel and Students shall disclose.

2) External Collaborations. In accord with Section IV.C., Personnel and Students may not: (a) sign patent agreements or other documents (e.g., invention reports, licenses, assignments, Material Transfer Agreements, or Confidential Disclosure Agreements) which abrogate the University's rights; (b) make unauthorized use of the name of the University; or (c) transfer material relating to intellectual property outside the University, except pursuant to a properly authorized Material Transfer Agreement. See also the Policy on Professional Commitment of Faculty, BOR II-3.10.

3) Assignment. As to an invention in which the University has a right to ownership or use, the inventor, upon request, shall execute promptly all contracts, assignments, waivers or other legal documents necessary to vest in the University, or its assignees, any or all rights to the invention, including assignment of any patents or patent applications relating to the invention.

C. Responsibilities of University

1) Timely Evaluation. The University shall evaluate inventions disclosed in accordance with Section VI.B.1) and shall do so with reasonable promptness and in good faith. The University shall decide whether to seek legal protection of its ownership rights, such as filing for patent protection; the scope of patent protection; and whether and how to pursue, limit, or abandon commercialization. The University may at any time decide not to pursue or to abandon the pursuit of patenting and/or commercialization of any invention in which it has an interest.

2) Timely Information. The University shall inform inventors in a timely manner about substantive decisions regarding protection, commercialization and/or disposition of inventions disclosed in accordance with Section VI.B.1. Terms of agreements which constitute proprietary business information may be treated as confidential by the University in accordance with applicable law. The University shall notify inventors promptly when it decides either not to pursue, or to abandon pursuit of, all efforts to commercialize an invention.

3) Commercialization ~~by Inventors~~. The University, at its discretion and consistent with the public interest, may license intellectual property to the inventors and other entities on an exclusive or non-exclusive basis. Potential licensees~~Inventors~~ must demonstrate technical and business capability to commercialize the intellectual property. Any license that allows the licensee to enforce patent rights against infringement should include terms to ensure a pathway to commercialization. Agreements with inventors shall be subject to

USM Bylaws, Policies and Procedures of the Board of Regents

review and approval of conflict of interest issues in accordance with applicable University policy.

4) **Assignment of Ownership.** The University may assign ownership to the inventors as allowed by law, subject to the rights of sponsors and to the retention by the University of a license which at a minimum shall grant the University the right to use intellectual property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The University may retain more than the minimum license rights, and assignment or license may be subject to additional terms and conditions, such as Revenue sharing with the University or reimbursement of the costs of legal protection. The University shall negotiate promptly, upon written request by the inventors, the transfer to the inventors of the University's interest in any invention that it has chosen not to protect or commercialize, subject to any legal obligation to offer its interest to a sponsor, licensee, or another institution with rights to the invention before it can agree to negotiate the transfer of the University's interest in an invention to the inventors.

5) **Sharing of Revenue.** The University shall remit to the inventors or their assignees or heirs, their share of Revenue from inventions as specified in Section XI.B. of this policy.

VII. COMPUTER PROGRAMS AND SOFTWARE

A. Ownership

1) University Ownership

a) **Within the Scope of Employment.** The University owns computer programs and software created by Personnel within the Scope of Employment.

b) **Use of University Resources.** The University owns computer programs and software created by Personnel, graduate Students, or professional Students with the use of University resources.

c) **Signed Agreements.** The University owns all computer programs and software created or made by Personnel or Students under Sponsored Research Agreements and as stated in written agreement

2) Personnel Ownership

a) **Outside Scope of Employment.** Personnel, graduate Students, and professional Students own software and computer programs conceived and first reduced to practice, and/or authored, outside the Scope of Employment and without the use of University resources and not subject to Sponsored Research Agreements or other written agreements.

b) **Student Ownership.** Undergraduate, non-degree, and not-for-credit Students own computer programs and software they create unless the computer program or software is subject to another provision of this section.

USM Bylaws, Policies and Procedures of the Board of Regents

B. Responsibilities of Personnel and Students

- 1) Disclosure. Personnel and Students shall disclose computer programs and software that are subject to University ownership to the president or designee in a timely manner, fully, and in writing. When uncertain about the University's rights, Personnel and Students shall disclose. Disclosure may include deposit of a digital-time-stamped copy of the software program, with appropriate annotations.
- 2) External Collaborations. See Section IV.C. See also the Policy on Professional Commitment of Faculty, BOR II-3.10.
- 3) Assignment. As to a computer program or software in which the University has a right to ownership or use, the creator, upon request, shall execute promptly all contracts, assignments, waivers or other legal documents necessary to vest in the University, or its assignees, any or all rights to the computer program or software, including assignment of any patents, copyrights, patent applications, or copyright applications, relating to the work.

C. Responsibilities of University

- 1) Timely Evaluation. The University shall evaluate computer programs and software disclosed in accordance with Section VII.B.1. and shall do so with reasonable promptness and in good faith. The University shall decide whether to seek legal protection of its ownership rights, such as filing for patent protection, the scope of patent protection, and whether and how to pursue, limit, or abandon commercialization. The University may at any time decide not to pursue or to abandon the pursuit of patenting and/or commercialization of any computer program or software in which it has an interest.
- 2) Timely Information. The University shall inform creators in a timely manner about substantive decisions regarding protection, commercialization and/or disposition of computer programs or software disclosed in accordance with Section VII.B.1). Terms of agreements which constitute proprietary business information may be treated as confidential by the University in accordance with applicable law. The University shall notify creators promptly when it decides either not to pursue, or to abandon pursuit of, all efforts to commercialize computer programs or software.
- 3) Commercialization by Creators. The University, at its discretion and consistent with the public interest, may license intellectual property to the creators on an exclusive or non-exclusive basis. Creators must demonstrate technical and business capability to commercialize the intellectual property. Agreements with creators shall be subject to review and approval of conflict of interest issues in accordance with applicable University policy.
- 4) Assignment of Ownership. The University may assign ownership to the creators as allowed by law, subject to the rights of sponsors and to the retention by the University of a license which at a minimum shall grant the University the right to use intellectual property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The University may retain more than the minimum license rights, and assignment or license may be subject to additional terms and conditions, such as Revenue sharing with the University or reimbursement of the

USM Bylaws, Policies and Procedures of the Board of Regents

costs of legal protection. The University shall negotiate promptly, upon written request by the creators, the transfer to the creators of the University's interest in any computer program or software that it has chosen not to protect or commercialize, subject to any legal obligation to offer its interest to a sponsor, licensee, or another institution with rights to the intellectual property before it can agree to negotiate the transfer of the University's interest in intellectual property to the creators.

5) Sharing of Revenue. The University shall remit to the creators or their assignees or heirs, their share of Revenue from computer programs or software as specified in Section XI.B. of this policy.

VIII. TECHNOLOGY-MEDIATED INSTRUCTIONAL MATERIALS.

If the University determines that Section VII is inadequate to cover technology-mediated instructional materials, in whole or in part, the University shall insert its own policy statement in this section. This policy must be consistent with the provisions of Section VII above and must be based on the University's mission and must define technology-mediated instruction and technology-mediated instructional materials, specify ownership rights and responsibilities for reporting by Personnel and Students, describe how materials may be protected and commercialized, specify how costs and Revenue will be allocated, and describe conditions attached to use of work prepared for technology-mediated instruction by Personnel and Students. If the University elects not to have a separate policy statement, this section will say explicitly that Section VII applies to technology-mediated instructional materials. If a University has adopted its own policy on intellectual property which modifies this Policy IV—3.20, as permitted by XII. herein, then technology-mediated instructional materials may, without specific reference, be treated consistently with other intellectual property under the University's approved policy.

IX. OTHER TYPES OF INTELLECTUAL PROPERTY

A. Tangible Research Property. The principles in Section VI that apply to inventions and patents also apply to tangible research property.

B. Mask Works. The principles in Section VI that apply to inventions and patents also apply to mask works.

C. Plant Varieties. The University owns and may protect or commercialize plant varieties according to the principles of Section VI.

D. Trademarks, Service Marks, and Trade Dress. Trademarks, service marks, and trade dress may be created in association with an underlying license for another form of intellectual property, such as a patent or a plant variety ("associated with other intellectual property"), or independently, such as a university logo or symbol ("independently created").

1) Associated with Other Intellectual Property. The University owns a trademark, service mark or trade dress if it is associated with other intellectual property owned by the University.

2) Independently Created. The University owns trademarks, service marks, and trade dress that are independently created by Personnel within the Scope of Employment unless the University agrees otherwise in writing.

3) Commercialization. The University may commercialize or license its trademarks, service marks, and trade dress.

USM Bylaws, Policies and Procedures of the Board of Regents

- 4) Registration. The president or designee shall approve registration of trademarks or service marks, at the state or federal level.

X. INTERINSTITUTIONAL AGREEMENTS

A. Joint Appointments and Affiliations. This section applies when an individual has an appointment in and receives support for research or creative work from two or more Universities and when a Student or Student Employee is earning a degree in one University but doing research or creative work in another.

- 1) Ownership. When more than one University can claim ownership to intellectual property under this policy, they own it jointly.
- 2) Management Agreements. Universities that are or may become joint owners of intellectual property shall enter into agreements stating which University will be responsible for management of the intellectual property. Universities are encouraged to negotiate standard agreements whenever possible.
 - a) Terms to be Addressed. The agreements shall state which institution will be responsible for prosecution of patent applications or other forms of intellectual property protection, which institution will license the intellectual property, how expenses and deductions from Revenue will be allocated, and how institutional net revenue will be shared. The distribution of each University's share of Net Revenue, Project Specific Costs, and General Costs shall be addressed in the management agreement.
 - b) Student Requirements. With regard to Students and Student Employees, agreements shall specify whether the degree-granting University or the supporting University will be responsible for managing intellectual property they create when that property is subject to University ownership.
- 3) Responsibilities of Managing University. The University managing intellectual property under an agreement shall promptly inform the other University or Universities about steps taken with regard to ownership. Such information shall include, at minimum, copies of the invention disclosure form, documents associated with filing for statutory protection, assignment of rights, and license agreements. If the managing University decides not to proceed, the other owning University or Universities shall have the right to assume responsibility as the managing University.
- 4) Distribution of Revenue. The managing University shall distribute Revenue to the creators and share net revenue in all cases according to Section XI.
- 5) Disputes. A president may ask the Chancellor to intercede if the Universities are unable to reach agreement or differ in their interpretation of an agreement. The Chancellor's decision shall be final and binding on all parties.

B. Joint Creators. This section applies when Personnel or Students from two or more Universities collaborate.

- 1) Early Notification. As soon as collaborators from different Universities recognize that their efforts have resulted in, or are likely to result in, the creation of intellectual

USM Bylaws, Policies and Procedures of the Board of Regents

property subject to this policy, they shall inform their respective Universities that an agreement is needed.

2) Agreements Govern. Signed agreements between Universities shall determine ownership of intellectual property, responsibility for managing it, and distribution of expenses and Revenue resulting from its development. Universities whose Personnel or Students are engaged in frequent collaboration are encouraged to negotiate standard agreements within the framework of this policy.

3) Disputes. A president may ask the Chancellor to intercede if the Universities are unable to reach agreement or differ in their interpretation of the agreement. The Chancellor's decision shall be final and binding on all parties.

XI. REVENUE SHARING

Unless otherwise agreed to in writing by the creators of a work or inventors of an invention, each named creator or inventor shall receive equal shares of net Revenue.

A. Copyrights. The University shall share with creators Revenue it receives from copyrights of their work, subject to certain exceptions.

1) Exceptions

a) Scope of Employment. Revenue generated from work produced by non-faculty Personnel within the Scope of Employment is excluded from sharing. However, the University may elect, by written agreement or University policy, to pay up to fifty percent of net Revenue to such non-faculty Personnel.

b) Contract. When a third party contract dictates apportionment of Revenue different from that specified in this policy, the terms of the contract govern.

c) Equity. Equity shall be distributed in accord with Section XI.G.

d) Technology-mediated Instructional Materials. University policy adopted to fulfill Section VIII may exclude some or all Revenue from sharing.

2) Deductions from Revenue. The University shall make the following deductions from Revenue before distributing net Revenue (Section XI.A.3).

a) Creators' Share. First, ten percent of Revenue shall be distributed among the creators of the work until the cumulative total reaches the limit set pursuant to this paragraph that was in effect during the fiscal year in which the University first received Revenue. The limit in FY2004 is \$10,300 to be shared among the inventors. The Chancellor shall establish a new limit for each succeeding fiscal year by adjusting the previous year's limit by an amount reflecting the change in the Consumer Price Index during the last calendar year completed, rounded to the nearest \$100.

b) General Costs. Second, the University will deduct 30% of Revenue to cover the general cost of developing, obtaining, managing, and defending creative works, unless otherwise agreed to by the University and creators, in writing.

USM Bylaws, Policies and Procedures of the Board of Regents

c) Project Specific Costs. Third, the remaining 60% of the Revenue received from a work shall be applied to reimburse any specific, incremental expenses incurred by the University in obtaining and maintaining the copyright, and in developing, marketing, licensing, and defending the work. After reimbursement of the University's expenses, Revenue may be used to reimburse costs incurred by creators on behalf of their own works but only if the University had authorized such expenses in advance in writing.

d) Residual Creators' Share. Fourth, after project specific costs have been paid in full, any remaining Revenue shall go to the creators until the threshold dollar amount has been paid, as specified above in Section XI.A.2.a.

3) Distribution of Net Revenue. Net Revenue is the revenue remaining after deductions under XI.A.2.

a) Creators' Share. The University shall distribute among the creators fifty percent (50%) of the net Revenue it receives from their creative work unless applicable laws, regulations, provisions of grants or contracts, or signed agreements with creators provide otherwise.

b) University's Share. The University shall receive 50% of the net Revenue. Each University shall establish guidelines for the use of its share of the net Revenue. Net Revenue received on account of copyrighted work shall be dedicated to research, scholarship, creative work, and related academic activities.

4) Timely Distribution. The University shall distribute accrued Revenue due creators under this policy at least annually. Distribution will be made along with a statement of related income and expenses.

B. Patents and Computer Programs and Software. The University shall share with inventors or creators Revenue it receives from their inventions or creations as provided in this section.

1) Exceptions

a) Contract. When a third party contract dictates apportionment of Revenue different from that specified in this policy, the terms of the agreement govern.

b) Equity. Equity shall be distributed in accord with Section XI.G.

2) Deductions from Revenue. The University shall make the following deductions from Revenue before distributing net Revenue (Section XI.B.3).

a) Creators' or Inventors' Share. First, ten percent of Revenue shall be distributed among the creators or inventors until the cumulative total reaches the limit set pursuant to this paragraph that was in effect during the fiscal year in which the University first received Revenue. The limit in FY2003 is \$10,000 to be shared among the inventors or creators. The Chancellor shall establish a new limit for each succeeding fiscal year by adjusting the previous year's limit by an amount reflecting the change in the Consumer Price Index during the last calendar year completed, rounded to the nearest \$100.

USM Bylaws, Policies and Procedures of the Board of Regents

b) General Costs. Second, the University shall deduct 30% of Revenue to cover the general cost of developing, obtaining, managing, and defending inventions or creative work, unless otherwise agreed to by inventors or creators and the University, in writing.

c) Project Specific Costs. Third, the remaining 60% of Revenue received from a creative work, patent, or invention shall be applied to reimburse any specific, incremental expenses incurred by the University in obtaining and maintaining the patent and in developing, marketing, licensing, and defending the patent or licensable invention or creative work. After reimbursement of the University's expenses, Revenue may be used to reimburse costs incurred by inventors or creators on behalf of their own works but only if the University had authorized such expenses in advance in writing.

d) Residual Creators' Share. Fourth, after project specific costs have been paid in full, any remaining Revenue shall go to the creators until the threshold dollar amount has been paid, as specified above in Section XI.B.2.a.

3) Distribution of Net Revenue. Net Revenue is the Revenue remaining after deductions under XI.B.2.

a) Creators' Share. The University shall distribute among the inventors or creators fifty percent (50%) of the net Revenue it receives from their inventions or creations unless applicable laws, regulations, provisions of grants or contracts, or signed agreements with inventors or creators provide otherwise.

b) University's Share. The University shall receive 50% of the net Revenue. Each University shall establish guidelines for the use of its share of the net Revenue. Net Revenue received on account of an invention shall be dedicated to research and to the promotion of patenting and patents.

4) Timely Distribution. The University shall distribute Revenue due creators under this policy at least annually. Distribution will be made along with a statement of related income and expenses.

C. Tangible Research Property, Mask Works, and Plant Varieties. When tangible research property, mask works, or plant varieties are licensed, Revenue shall be distributed in the same manner that Revenue is distributed under Section XI.B.

D. Trademarks, Service Marks, and Trade Dress

1) Creators' Share

a) Associated with Other Intellectual Property. Revenue received from commercialization of a trademark, service mark, or trade dress that is related to an intellectual property license shall be shared with creators of the trademark, service mark, or trade dress, as specified in Section XI.B.

b) Independently-created trademark, service mark, or trade dress. Except as provided herein or unless subject to prior written agreement between the creators and the University, the University will not share the Revenue from

USM Bylaws, Policies and Procedures of the Board of Regents

commercialization of a trademark, service mark, or trade dress with the individuals who created the trademark, service mark, or trade dress.

2) University Ownership. Revenue received from commercialization of a trademark, service mark, or trade dress licensed independently and not directly related to another form of intellectual property license shall not be shared and shall belong to the University.

E. Joint Appointment. In situations covered by section X., the University's share of net Revenue shall be divided equally among the Universities or as otherwise provided by written agreement.

F. Joint Creators. If joint creators are from different Universities, the University's share of net Revenue shall be divided equally unless determined by signed agreements as provided in Section X.B.2.

G. Equity

1) Issuance of Shares. Equity may be issued separately to the University and the inventors or creators.

2) Distribution of Shares. Equity in a commercial venture received as consideration for intellectual property rights shall be shared equally between the University and the creators, unless a different distribution is negotiated in an agreement signed by the University and the creators of the relevant intellectual property.

3) Timely Distribution. When the University receives all shares directly, as soon as practicable after the University receives equity, and subject to the creators receiving any conflict of interest exemptions that must be granted and complying with any conditions for those exemptions, the University shall transfer equity shares to the creators. The University and creators shall have independence in their exercise of equity holder privileges within the constraints of law, policy, specific exemption under Maryland law from the State Ethics Law, and contractual agreements.

4) Unqualified Persons. Personnel or Students not qualified to hold the equity under applicable law shall designate a qualified person to receive the equity. If no designee is named within thirty days of a written request by the University to do so, the right to a share of the equity shall be forfeited to the University.

XII. ADMINISTRATION

A. Implementation Options. Each University shall elect one of the following options for implementing this policy:

1) Adoption. Adopt the USM policy including the requirements in XII.B., below;

2) Modification. Modify the USM policy, retaining the requirements in XII.B., below, to reflect the unique needs of the University based on its mission

B. University Implementation. Each University shall develop procedures for implementing this policy that:

USM Bylaws, Policies and Procedures of the Board of Regents

- 1) establish the University's policy on technology-mediated instructional materials, as required in Section VIII. with specific reference to technology-mediated instructional materials, or in the alternative, without specific reference to technology-mediated instructional materials required, the University's policy may treat technology-mediated instructional materials in the same manner as other intellectual property;
- 2) establish guidelines for use of materials protected by copyright, as required by Section V.C.3.;
- 3) establish guidelines for use of the University's share of net Revenue within the University, as required by Sections XI.A.3.b. and XI.B.3.b.;
- 4) designate an initial point of contact for intellectual property issues;
- 5) publicize and make available the University policy and implementation procedures;
- 6) provide the Chancellor with a copy of the University's policy for approval prior to initial adoption as well as prior to any subsequent revision (Until such time as the Chancellor provides written approval of the initial University document, this USM document shall apply to the University. Subsequent revisions shall not go into effect until approved by the Chancellor in writing.);
- 7) provide the Chancellor with a copy of the University's implementation procedures for the record.

C. Authority to Subcontract. The University may enter into contracts with third parties in connection with the development, administration, and protection of its intellectual property.

D. Special Cases.

- 1) Issues not addressed. The Board of Regents recognizes that special cases will arise that are not specifically covered by this policy. In such cases, Presidents may make a decision on how to proceed and report that decision to the Chancellor. Alternatively, the President may submit such cases to the Chancellor or designee for resolution.
- 2) Policy waivers. Only the Chancellor may waive any provision of the USM Policy on Intellectual Property. If a University has its own policy on intellectual property which has been approved pursuant to this Article XII. and which includes an alternate process for the approval of waivers under such University policy, waivers may be granted only in compliance with the process provided in such University's approved policy on intellectual property.

XIII. REPORTING

Each University president shall report annually to the Chancellor and the Board of Regents on intellectual property activity at the University. The report, in a format to be determined by the Chancellor, shall include data for the preceding year on disclosures, patent applications, patent awards, licenses, and start-up companies, distinguishing when appropriate between Maryland-based companies and those outside of the State. The report shall also include data on revenue and expenditures associated with the University's technology transfer function.

USM Bylaws, Policies and Procedures of the Board of Regents

(This policy replaces USM IV-3.00 Policy on Patents and USM IV-3.10 Policy on Copyrights in their entirety.)

Glossary (This section is provided for information only. It is not part of the policy.)

Commercial venture - A start-up company, limited partnership, joint venture or any other entity that has obtained an option or a license to university technology.

Confidential Disclosure Agreement - An agreement or section of an agreement that prevents parties to the agreement from releasing knowledge or information without the other's permission.

Copyright - The intangible property right granted by statute for an original work fixed in a tangible means of expression. A copyright provides the owner with the following exclusive rights over a work: to reproduce, to prepare derivative works, to distribute, to perform publicly, and to display publicly. Copyright comes into existence immediately at the time the work is fixed in a tangible means of expression.

Creative works - "Original works of authorship" that are fixed in a tangible form of expression that may be protected by copyright. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device.

Copyrightable works include the following categories: (1) literary works; (2) musical works, including any accompanying words; (3) dramatic works, including any accompanying music; (4) pantomimes and choreographic works; (5) pictorial, graphic, and sculptural works; (6) motion pictures and other audiovisual works; (7) sound recordings; and (8) architectural works.

Creator - Refers to an individual or group of individuals who make, conceive, reduce to practice, or otherwise make a substantive intellectual contribution to the creation of intellectual property. "Creator" follows the definition of "inventor" used in U.S. patent law and the definition of "author" used in the U.S. Copyright Act.

Disclose - Formally record the essence of a potentially patentable concept, the circumstances in which it was conceived, the persons participating in the invention, and the steps taken to reduce it to practice, if applicable, in accord with the requirements of U.S. patent law for establishing precedence Equity or equity shares - Shares of common or preferred stock, warrants, options, convertible instruments, units of a limited partnership, or any other instruments conveying ownership interest in a commercial venture, or options or rights to purchase an ownership interest.

First sale - The principle that gives the purchaser of a copyrighted work the right, among other things, to lend it to others.

Intellectual property - The intangible value developed by human creativity that is protected by the legal mechanisms of patents, trademarks, copyrights, service marks, trade secrets, mask works, and plant variety protection certificates. Rights derived from legislation include ownership and disposition, including commercialization. Intellectual property encompasses inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data, and other creative or artistic works that have value. It also includes the physical embodiments of intellectual effort such as models,

USM Bylaws, Policies and Procedures of the Board of Regents

machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions or matter, plants, and records of research.

Invention - Any discovery which is or may be patentable or which may be commercially licensable.

License - A contract in which an intellectual property owner grants permission to exercise one or more of the rights that an owner holds.

Mask work - A series of related images representing a predetermined, three-dimensional pattern of metallic, insulating, or semiconducting layers of a semiconductor chip product.

Material Transfer Agreement - A contract covering transfer of physical possession and use of tangible research property into or out of the university.

Patent (U.S. only) - The intangible property right to exclude others from making, using, offering for sale, or selling the invention in the United States or importing the invention into the United States. In order to obtain patent protection, an invention must be useful, novel and unobvious.

Plant variety protection certificate - Registration under the Plant Variety Act of 1970 that protects sexually propagated cultivars that are distinctive, uniform and true-breeding.

Royalty - Payment made to an owner of intellectual property for the privilege of practicing a right held by the owner of the intellectual property under applicable law.

Tangible research property - Includes the physical embodiments of intellectual effort such as models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter, plants, and records of research. Tangible research property is distinct from intangible properties such as patents, trademarks, copyrights, service marks, trade secrets, mask works, and plant variety protection certificates. Individual items of tangible research property may be associated with one or more intangible properties.

Trade dress - Distinctive and unique packaging, color combinations, building designs, product styles, and overall presentations identifying the source, product, producer, or distributor of goods and services where the appearance distinguishes the product or business from other similar products or businesses but is not distinctive or specific enough to be considered a trademark.

Trademarks and service marks - Distinctive words or graphic symbols identifying the source, product, producer, or distributor of goods and services.

University System of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690, USA



TOPIC: Biennial Nonexempt Market Salary Survey Report - Nonexempt Salary Structure Adjustment for FY 2020-2021

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: Pursuant to Board Policy VII-9.10, the USM is committed to conduct a Biennial Nonexempt Market Salary Survey to maintain salary competitiveness with the market. Attached is a summary of the FY 2020-21 market analysis prepared by compensation specialists from the USM Office and institutions. This report indicates that, with a moderate adjustment to the nonexempt salary structure, the USM can achieve reasonable market competitiveness.

Under Board policy, the guiding principle of the Nonexempt Pay Program is to “maintain the midpoint of salary ranges...equal to the current average salary paid for comparable job classes within the appropriate job market.” This year’s report is based on labor market trends that indicate annual increases in the market of approximately 2.0% in 2018 and 2019.

The report recommends a 4.0% overall salary structure adjustment, which would meet the market increases consistent with principles articulated in the Board Policy. It would increase the minimum, midpoint, and maximum salaries listed in the USM nonexempt pay ranges by this amount, and would require an increase to the salaries of approximately 1,099 staff members whose FY 20 salaries fall below the new minimum salary for each pay range. The cost to implement this option in FY 2020 across the USM is estimated at \$214,182.

Upon review of the analysis, it was the consensus of the USM vice presidents for administration and the institution presidents to recommend adoption of the proposed structure adjustment.

ALTERNATIVE(S): The Board could modify the recommendation or retain the current Nonexempt Salary Structure.

FISCAL IMPACT: Implementation is estimated to cost \$214,182 in FY 2020.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed Nonexempt Salary Structure Adjustment, effective for FY 2020 and FY 2021.

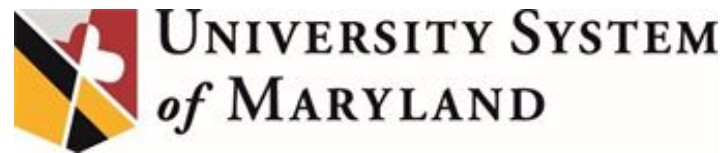
COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/12/19

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

NONEXEMPT STAFF SALARY STRUCTURE ADJUSTMENT RECOMMENDATION

Salary Structures effective July 1, 2019



USM Classification & Compensation Committee

Table of Contents

Overview	3
Background of the Staff Pay Program.....	4
Nonexempt Salary Structure Currently In Use.....	5
Major Considerations in Review	6
Recommendations for the Board of Regents	7
Projected Costs	8
Future Considerations	9

Overview

Each year, the Compensation & Classification Committee (CCC) of the Systemwide Human Resources Committee (SHRC) conducts a biennial review of either the Nonexempt or Exempt Staff salary structure, to review the relationship of the USM structure to the external job market. The commitment to review the Nonexempt and Exempt salary structures was made by the Board of Regents when the Staff Pay Program was established in 1996.

- The Nonexempt salary structure is reviewed in odd years, the Exempt structure in even; structure adjustment recommendations begin with a report to the SHRC, and work through approval levels until ultimately reaching the Board of Regents.
- This salary structure adjustment, if approved by the USM Board of Regents, is expected to remain in place for two fiscal years; in this case, the Nonexempt salary structure will be effective at the beginning of the first full pay period after June 30, 2019. In the fall of 2019, the CCC will commence the biennial review of the Exempt salary structure.

Background of the USM Staff Pay Program

- The “Key Principles” of the USM Staff Pay Program were approved by the Board of Regents on May 28, 1992, following the creation of the University System of Maryland by the Maryland General Assembly in 1988. These “Key Principles” authorized the Chancellor to direct the development of a *market-based* Staff Pay Program to replace the disparate programs of the former institutions of the “Board of Trustees of State Universities and Colleges” and the “Board of Regents of the University of Maryland.”
- The Staff Pay Program included new USM-wide Nonexempt job class specifications, job evaluation methodologies, market-based salary structures, a new approach to performance management and incentives, and most importantly, new foundational policies, including VII-9.10 “*Policy on the Pay Program for Nonexempt Staff Employees*,” which states (in part): “*it is the goal of the USM to maintain the midpoint of the salary ranges within the applicable salary structure equal to the current average salary paid for comparable job classes within the appropriate job market.*” This is the basis of the Biennial Review.
- Recent biennial structure adjustments:
 - Exempt - No increase (FY19-20)
 - Nonexempt - 5.6% (FY18-19)
 - Exempt - 7.625% (FY17-18)
 - Nonexempt - 4.0% (FY16-17)

USM Nonexempt Salary Structure Currently In Use

Nonexempt Salary Structure (effective July 1, 2017 to June 30, 2019)

- The 2017 Biennial Review of the Nonexempt salary structure resulted in a 5.6% overall adjustment approved by the Board of Regents that went into effect on July 1, 2017, and expires on June 30, 2019.
- In order to preserve a strong market basis for the Staff Pay Program, the structure is not automatically adjusted for any COLA.
- The compensation philosophy adopted by the BOR for the Nonexempt salary structure is lead/meet/lag. The structure should lead the market at the beginning of the cycle, meet the market in the middle, and lag the market by the end of the cycle (before new structure adjustments are made).

Pay Range	Minimum	Midpoint	Maximum
1	\$24,935	\$26,419	\$27,903
2	\$25,160	\$29,601	\$34,041
3	\$26,335	31,653	\$36,971
4	\$27,586	33,848	\$40,109
5	\$28,956	\$36,193	\$43,432
6	\$30,962	\$38,702	\$46,443
7	\$31,867	\$41,386	\$50,903
8	\$34,075	\$44,254	\$54,433
9	\$35,728	\$47,321	\$58,915
10	\$38,204	\$50,602	\$63,000
11	\$40,852	\$54,110	\$67,368
12	\$43,685	\$57,860	\$72,036
13	\$46,712	\$61,871	\$77,030
14	\$49,951	\$66,161	\$82,370
15	\$53,414	\$70,747	\$88,080
16	\$57,116	\$75,651	\$94,185

Major Considerations in Review

1) Job Market Competitiveness

- The CCC's approach to this biennial review was to evaluate average salary structure adjustments for various Nonexempt employee cohorts at employers in the Washington-Baltimore regional corridor. Beginning with eight reputable salary survey tools, the CCC compared and refined the data set to the five instruments best suited to this biennial review of the Nonexempt salary structure.
- These surveys reported an actual average salary structure adjustment of **1.97% in calendar year 2018**, and a projected adjustment of **1.98% in calendar year 2019**. The **CCC recommends a 4% overall adjustment** to the Nonexempt salary structure for the biennial cycle beginning the first full pay period after June 30, 2019, which is consistent with the lead/meet/lag philosophy approved by the BOR.

2) Relationship to the USM Exempt Salary Structure

- The CCC has historically maintained a reasonable differential between the Nonexempt and Exempt salary structures. This fall, the CCC will conduct the biennial review of the Exempt salary structure.
- This review could be impacted by a final determination on a new minimum salary threshold for exemption from the overtime provisions of the Fair Labor Standards Act. The U.S. Department of Labor has proposed a revision to its overtime eligibility rule that would classify any employee paid less than \$35,308 per year as Nonexempt and, therefore, eligible for overtime pay, *regardless of the duties performed*. The proposed rule could have cost implications for USM institutions, as it will likely apply to coaches and non-teaching faculty.

Recommendations for the USM Board of Regents

- 1) **Adjust the Nonexempt salary structure by 4% at the beginning of the first full pay period after June 30, 2019.** A 4% structure adjustment is supported by the review of like positions in the external job market; the Nonexempt structure will not be adjusted for subsequent COLAs.

- 2) **Re-establish Nonexempt Pay Range 17** to address long-term recruiting and retention difficulties with HVAC Zone Supervisor positions at UMCP and Elevator Technician position(s) at UMB. This will have a very small impact at other USM institutions.

Considerations:

- The 4% structure adjustment generally improves market competitiveness and follows the lead/meet/lag philosophy in the implementation cycle.

- The Maryland General Assembly passed legislation that incrementally increases the state’s minimum wage from the current \$10.10/hour to \$15/hour by 2025.

- The first adjustment will be to \$11/hour on January 1, 2020, and then to \$11.75/hour on January 1, 2021. Based on earlier projections, these increases will not require any adjustment to the Nonexempt structure in this review cycle.

Proposed USM Nonexempt Salary Structure Fiscal Years 2020 - 2021 (Effective at the beginning of the first full pay period after June 30, 2019)			
Pay Range	Minimum	Midpoint	Maximum
1	\$25,932	\$27,476	\$29,019
2	\$26,166	\$30,785	\$35,403
3	\$27,388	\$32,919	\$38,450
4	\$28,689	\$35,201	\$41,713
5	\$30,114	\$37,641	\$45,168
6	\$32,200	\$40,251	\$48,301
7	\$33,142	\$43,041	\$52,939
8	\$35,438	\$46,024	\$56,610
9	\$37,157	\$49,215	\$61,272
10	\$39,732	\$52,626	\$65,520
11	\$42,486	\$56,275	\$70,063
12	\$45,432	\$60,175	\$74,917
13	\$48,580	\$64,346	\$80,111
14	\$51,949	\$68,807	\$85,665
15	\$55,551	\$73,577	\$91,603
16	\$59,401	\$78,677	\$97,952
17 (New)	\$63,500	\$84,106	\$104,711

Projected First Year Costs* of 4% Adjustment to the Nonexempt Salary Structure

Institution	Regular		Contingent II		Contingent I		Total	
	Count	Cost	Count	Cost	Count	Cost	Count	Cost
BSU	0	\$0	0	\$0	2	3788	2	\$3,788
CSU	0	\$0	3	\$673	19	14680	22	\$15,353
FSU	4	\$626	2	\$751	0	0	6	\$1,377
SU	10	\$1,666	3	\$490	53	\$42,427	66	\$44,583
TU	15	\$2,547	1	\$119	18	\$3,619	34	\$6,285
UB	0	\$0	2	\$576	3	\$3,541	5	\$4,117
UMB	13	\$3,486	1	\$382	81	\$48,552	95	\$52,420
UMBC	6	\$2,147	0	\$0	2	\$1,999	8	\$4,146
UMCES	6	\$2,508	1	\$339	0	0	7	\$2,847
UMES	4	\$2,483	12	\$3,270	75	\$13,439	91	\$19,192
UMCP	20	\$9,940	21	\$3,296	718	\$46,120	759	\$59,356
UMUC	2	\$371	2	\$346	0	\$0	4	\$718
USMO	0	0	0	0	0	0	0	0
Total	80	\$25,774	48	\$10,243	971	\$178,164	1,099	\$214,182

Total Implementation Costs: \$214,182

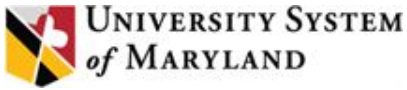
Note:

*These are the costs of bringing Nonexempt employees whose salaries are below the minimums of the adjusted ranges to the new range minimums.

Future Considerations

The CCC recommends that the USM-wide Nonexempt job class benchmarks be reviewed and validated in the external market; the integrity of USM's Nonexempt salary structure is predicated on valid benchmark jobs that anchor each salary range. Such an undertaking would require some dedicated effort of institutional Compensation & Classification staff, depending on the scope of such a project and whether an external consultant is retained.

The Nonexempt benchmarks are particularly important since the Maryland General Assembly has passed the \$15.00 minimum wage legislation. Although the new law will have no impact on the structure in the next two years, the ensuing years' adjustments required to bring the USM's lowest Nonexempt earners to higher minimum wage thresholds will compound the already significant salary compression issues that exist at most of the USM's institutions. This requires attention after the Nonexempt job benchmarks are established and validated.



TOPIC: Proposed Amendments to Faculty and Staff Parental Leave Policies

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: The attached proposed amendments to existing USM policies governing parental leave expand the current guaranteed paid parental leave benefit for faculty and staff from 8 to 12 weeks. Employees will be required to use available personal leave and either accrued annual or sick leave during the parental leave period. If those categories of leave are insufficient to cover the 12-week period, the employee will be granted supplemental paid leave to make up the difference. The amendments also reduce the employment period required to qualify for the benefit from twelve months to six months.

The two policies for which approval of amendments is sought have been reviewed by the Office of Attorney General. Recommended amendments are indicated in colored type. The two policies are:

- *USM II-2.25—Policy on Parental Leave and other Family Supports for Faculty*
- *USM VII-7.49—Policy on Parental Leave and other Family Supports for Staff*

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendments or could recommend alternatives to the proposed amendments.

FISCAL IMPACT: It is expected that the proposed amendments could result in very modest increases in leave usage, which could indirectly result in minimal cost increases.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policies.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

II-2.25 – POLICY ON PARENTAL LEAVE AND OTHER FAMILY SUPPORTS FOR FACULTY

(Approved by the Board of Regents on June 22, 2012; Amended April 20, 2018, Amended xxxxx xx, 2019.)

I. PURPOSE

This Policy is intended to support faculty in balancing professional and family demands during and after the birth or adoption of a child through a combination of measures to promote a “family-friendly” environment on each University System of Maryland (USM) campus. These measures include:

- A. A minimum assured period of paid parental leave of twelve (12) weeks ~~eight (8) weeks~~;
- B. The adoption of Family Support Plans at each Institution;
- C. Minimum requirements to extend the time for tenure review for new parents; and
- D. The availability of lactation facilities on each campus.

II. ASSURED MINIMUM PARENTAL LEAVE

Each eligible faculty member shall be assured a period of up to twelve (12) weeks ~~eight (8) weeks~~ of continuous paid parental leave to care for a new child, as follows:

A. Nature of Leave

The parental leave period shall consist of any form of annual and personal leave available for use under USM BOR ~~P~~policy II-2.40 – Policy on Annual Leave for Faculty, ~~sick leave available for use under USM BOR policy II 2.30 – Policy on Sick Leave for Faculty Members, or~~ holiday leave for holidays observed during parental leave, or discretionary paid administrative leave granted to an institution’s employees by the President for institutional closures that occur during an employee’s parental leave period, such as in the case of extreme inclement weather or to provide employees with an additional day off prior to a holiday. If none of these categories of leave is available to the faculty member, supplemental paid leave days shall be provided by the Institution to be supplemented by the Institution with additional paid leave days to attain the twelve (12) week ~~eight (8) week period of~~ paid parental leave assurance. As a matter of institutional policy, Institutions may permit employees to substitute use of accrued sick leave for annual leave in order to qualify for supplemental paid leave.

B. Interaction of Leave with the Family and Medical Leave Act

All leaves taken during the parental leave period (annual, ~~sick~~, personal, ~~sick~~, collegial, holiday, administrative or supplemental ~~additional~~ paid parental leave-

USM Bylaws, Policies and Procedures of the Board of Regents

~~assurance~~) shall run concurrently with any available FMLA leave (“FML”) per Section IV of USM BOR policy II-2.31 – Policy on Family and Medical Leave for Faculty, if the faculty member is also eligible for FML under USM BOR policy II-2.31. The Institution shall administer both policies concurrently.

C. Applicability

The ~~twelve (12) week~~ ~~eight (8) week~~ paid parental leave assurance shall be available on a continuous basis during a six- (6-) month period surrounding:

1. The birth of a child;
2. The adoption of a child; and
3. At the discretion of the Institution’s chief academic officer and subject to any limitations established by the Institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six (6).

D. Eligibility

At a minimum, the paid leave assurance shall apply to tenured and tenure-track faculty, and non-tenure-track faculty with multi-year contracts, upon written affirmation that the faculty member will be the child’s primary caregiver during the parental leave period, subject to the following:

1. Institutions may offer assured minimum paid leave to other categories of faculty as a matter of institution policy;
2. Leave shall be pro-rated for eligible part-time faculty; and
3. If a child’s parents are employed by the same Institution, both parents may be eligible for paid parental leave as follows:
 - a) Both parents may concurrently use accrued annual, sick, holiday, collegial or personal leave ~~concurrently~~ with the birth of a child or adoption of a child; and
 - b) A parent may use supplemental~~additional~~ guaranteed paid leave under II.A. of this Policy only during a period when that parent is the child’s primary caregiver.
4. A faculty member shall be eligible for assured minimum paid parental leave after six (6) months ~~one (1) year~~ of employment with the Institution, except to the extent that institution policies permit, and the terms of the faculty member’s appointment establish a lesser eligibility period.
5. A faculty member may be eligible for paid parental leave under this Policy on one occasion in any twelve- (12-) month period, ~~and on two occasions during~~

USM Bylaws, Policies and Procedures of the Board of Regents

~~the duration of the faculty member's employment within the USM, except to the extent Institution policies provide otherwise.~~

~~5.6. Parental leave for faculty must be used continuously; it is not available on an intermittent basis.~~

III. FACULTY FAMILY SUPPORT PLANS

Each Institution shall assure that each eligible faculty member, as defined below in Section III.C, has the opportunity to establish a "Family Support Plan." These plans are intended to provide support for new parents while assuring that continuity in student instruction and other critical faculty duties are not disrupted during periods of parental leave.

A. Plan Development

The plan shall be developed jointly by the faculty member and department chair, or the designee of the chair or the dean, upon request of the faculty member.

1. If the faculty member and department chair are unable to finalize the plan, or if an agreed-upon plan requires additional resources, the appropriate dean or other academic affairs administrator shall participate in completing the plan.
2. Each completed plan shall be shared with the appropriate dean or other academic affairs administrator.

B. Plan Content

The plan shall allow the faculty member to reduce or otherwise modify workload, especially teaching duties, during parental leave, though a combination of:

1. Leave, including:
 - a) Exhaustion of all available annual, personal, and holiday, ~~and sick~~ leave- ~~(including collegial sick leave);~~
 - b) Additional paid parental leave, as needed, up to the ~~eight (8) week~~ twelve (12) week total; and
 - c) Any additional leave for which the faculty member may be eligible under USM BOR policy II-2.31 – Policy on Family and Medical Leave for Faculty.
2. Workload modifications, to the extent authorized by the Institution and feasible within the faculty member's department, which may include:
 - a) Part-time employment;
 - b) The spreading of the semester's teaching responsibilities over multiple terms

USM Bylaws, Policies and Procedures of the Board of Regents

preceding and succeeding the parental leave period;

- c) Redistribution of duties to substitute a teaching assignment with other departmental or academic service; and/or
- d) Other options identified by the Institution or department.

C. Eligibility

Each tenured or tenure-track faculty member whose responsibilities are primarily instructional is eligible for a Family Support Plan, subject to the eligibility standards of Section II.D.1 through .5 of this Policy. Institutions may offer the opportunity to develop a Family Support Plan to other categories of faculty as a matter of institution policy.

IV. EXTENSION OF TIME FOR TENURE REVIEW

A. Minimum Requirements

Each USM Institution shall establish policies and procedures to permit faculty members who become new parents with the birth or adoption of a child to extend the time for tenure review. At a minimum, institution policies shall provide for:

- 1. A one- (1-) year extension of the time for tenure review upon the birth or adoption of a child to run concurrently with any extension provided under USM BOR policy II-2.31 – Policy on Family and Medical Leave for Faculty; and
- 2. The ability to obtain such an extension twice during employment with an Institution.

B. Institution Procedures

Institution procedures may include requirements related to the timing and content of applications for the extension, documentation of eligibility and other aspects of the process for requesting and administering extensions of the time for tenure review.

C. Additional Institution Provisions

An Institution's policies to extend the time for tenure review may be broader in scope than the minimum eligibility and duration requirements specified in this Policy.

V. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

- 1. The area must be shielded from view and free of intrusions from others.
- 2. A bathroom or restroom may not be designated as a lactation area.

USM Bylaws, Policies and Procedures of the Board of Regents

3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

VI. PROTECTIONS FOR FACULTY

No faculty member shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, tenure or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

VII. IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this policy and applicable procedures to employees at his/her Institution and the general campus community; and post this Policy on the institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.

USM Bylaws, Policies and Procedures of the Board of Regents

VII-7.49 – POLICY ON PARENTAL LEAVE AND OTHER FAMILY SUPPORTS FOR STAFF

(Approved by the Board of Regents on June 22, 2012; Amended on April 20, 2018, Amended on xxxxx xx, 2019.-)

I. PURPOSE

This Policy is intended to support University System of Maryland (USM) staff in balancing professional and family demands during and after the birth or adoption of a child through measures to promote a “family-friendly” environment on each USM campus. These measures include the establishment of a minimum assured period of paid parental leave of sixty (60) work days (480 hours), eight (8) weeks and the availability of lactation facilities on each campus.

II. ASSURED MINIMUM PARENTAL LEAVE

Each eligible staff employee shall be assured a period of up to sixty (60) work days (480 hours) eight (8) weeks of continuous paid parental leave to care for a new child, as follows:

A. Nature of Leave

For a fulltime staff employee, the 60-work day paid parental leave assurance shall be comprised period shall consist consist of the following; five elements:

1. Accrued Annual Leave that is available to the employee when the parental leave period begins, and as it is accrued throughout the parental leave period, pursuant to any form of annual leave available for use under USM BOR policy VII-7.00 – Policy on Annual Leave for Regular Nonexempt and Exempt Staff Employees;
2. sick leave available for use under USM BOR policy VII 7.45 – Policy on Sick Leave for Exempt and Nonexempt Staff Employees (including advanced sick leave and extended sick leave), Personal leave that is available to the employee when the parental leave period begins, and as additional personal leave may be granted during the parental leave period, pursuant to or use under USM BOR policy VII-7.10 – Policy on Personal Leave for Regular Nonexempt and Exempt Staff Employees;
3. Earned Holiday Leave for observed holidays throughout the parental leave period, pursuant to available for use under USM BOR policy VII-7.30 – Policy on Holiday Leave for Regular Nonexempt and Exempt Staff Employees, for holidays observed during parental leave and earned including institutional or “floating” holidays;
4. Discretionary paid Administrative leave granted to an institution’s employees by the President for institutional closures that occur during an employee’s parental leave period, such as in the case of extreme inclement weather; or to provide employees with an additional day off before a holiday break.

USM Bylaws, Policies and Procedures of the Board of Regents

5. If none of the above categories of leave is available to the employee, supplemental paid leave shall be provided to the employee by, or leave taken from the Leave Reserve Fund under USM BOR policy VII 7.11—Policy on Leave Reserve Fund for Regular Status Nonexempt and Exempt Staff Employees, to be supplemented by the Institution to attain the paid parental leave assurance of ~~with additional paid leave days to attain 60 work days (480 hours).~~ ~~an eight (8) week period of paid parental leave.~~ As a matter of institutional policy, Institutions may permit employees to substitute use of accrued sick leave for annual leave in order to qualify for supplemental paid leave.

B. Interaction of Leave with the Family and Medical Leave Act

All leaves taken during the parental leave period (annual, sick, advanced sick, ~~extended leave, extended sick,~~ personal, holiday, ~~administrative, Leave Reserve Fund,~~ or ~~additional supplemental~~ paid parental leave assurance) shall run concurrently with any available FMLA leave (“FML”) per Section IV of USM BOR policy VII-7.50 – Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees, if the employee is also eligible for FML under USM BOR policy VII-7.50. The Institution shall administer both policies concurrently.

C. Applicability

The ~~60-work day/480-hour eight (8) week~~ paid parental leave assurance shall be available on a continuous basis during a six- (6-) month period surrounding:

1. The birth of a child;
2. The adoption of a child; and
3. At the discretion of the Institution’s President or designee and subject to any limitations established by the Institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six (6).

D. Eligibility

At a minimum, the paid leave assurance shall apply to Regular staff employees, upon written affirmation that the employee will be the child’s primary caregiver during the parental leave period, subject to the following:

1. Institutions may offer assured minimum paid leave to other categories of staff as a matter of institution policy.
2. Leave shall be pro-rated for eligible ~~.50 or greater Full Time Equivalent~~ Staff, appointed at .50 or greater Full Time Equivalence (FTE).
3. If a child’s parents are employed by the same Institution, both parents may be eligible for paid parental leave as follows:

USM Bylaws, Policies and Procedures of the Board of Regents

- a) Both parents concurrently may use accrued annual, sick, advanced sick, extended sick, holiday, Leave Reserve Fund, or personal leave ~~(s) concurrently~~ with the birth of a child or adoption of a child; and
 - b) A parent may use ~~supplemental~~additional guaranteed paid leave under II.A.5. ~~of~~ this Policy only during a period when that parent is the child's primary caregiver.
4. A staff employee shall be eligible for assured minimum paid parental leave after ~~one (1) year~~ six (6) months of continuous employment with the Institution, except to the extent that institution policies permit a lesser eligibility period.
5. A staff employee who has not yet reached the six-month eligibility threshold may use other available leaves for parental support purposes, pursuant to the applicable policies:
- a) Accrued ~~and available~~ Sick Leave
 - b) Any Advanced Sick Leave the employee is eligible to receive, prorated to the length of service and appointment FTE
- 4-c) Leave Without Pay
6. A staff employee may be eligible for paid parental leave under this Policy on one occasion in any twelve- (12-) month period, and on two separate occasions during the duration of the staff member's employment within the USM, except to the extent institution policies provide otherwise.
- 5-7. Parental Leave for Staff must be used on a continuous ~~basis~~; it is not available on an intermittent basis.
- 6-8. The employee must have a satisfactory record of ~~sick leave usage and~~ work performance and no record of sick or safe leave abuse.

III. SUPPORTS FOR NURSING MOTHERS

A. Lactation Facilities

Each Institution shall provide space at reasonable locations on campus where employees who are nursing mothers may express milk.

1. The area must be shielded from view and free of intrusions from others.
2. A bathroom or restroom may not be designated as a lactation area.
3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.

USM Bylaws, Policies and Procedures of the Board of Regents

B. Breastfeeding

The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

C. Break Time for Nursing Mothers

The schedule of a staff employee who is a nursing mother shall allow for reasonable break time during work hours for the purpose of breastfeeding or expressing milk.

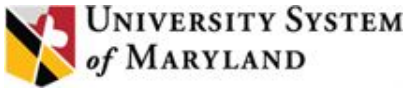
1. Employees shall be permitted to use current paid break and unpaid lunch times to breastfeed or express milk.
2. Supervisors shall work with employees who need additional break time for this purpose to provide for the flexible scheduling of additional unpaid break time.

D. Protections for Staff Employees

No employee shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, or other employment-related process as a result of utilizing the parental leave and other supports provided by this Policy.

IV. IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy; develop procedures as necessary to implement this Policy; communicate this Policy and applicable procedures to employees at his/her institution and the general campus community; and post this Policy on the Institutional website. Each President shall forward a copy of such designations and implementation procedures to the USM Chancellor.



TOPIC: Proposed Amendments to Faculty and Staff Sick Leave Policies and Contingent Employees Policy, and a new Policy on Sick and Safe Leave for Contingent Category I and Certain Other Employees

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: The Healthy Working Families Act requires most Maryland public and private employers to provide certain employees with “sick and safe” leave under specified circumstances. The four attached policies have either been amended or, in one case, newly created to provide employees with leave in accordance with this law. Recommended amendments are indicated in colored type. The primary changes to existing USM policies are:

- the definition of “family member” for whom an employee may use leave when needed to care for the family member has been expanded
- the concept of “safe” leave has been added to provide employees with leave when they must be absent to address issues related to sexual assault, domestic violence or stalking of the employee or family member
- Contingent I staff and certain student and other hourly or part-time employees will now be provided with a minimum amount of sick and safe leave annually

The four policies for which approval is sought have been reviewed by the Office of Attorney General. They are:

- *USM II-2.30—Policy on Sick and Safe Leave for Faculty Members*
- *USM VII-7.45—Policy on Sick and Safe Leave for Nonexempt and Exempt Staff Employees*
- *USM VII-1.40—Policy on Contingent Status Employment for Nonexempt and Exempt Staff Employees*
- *USM VII-x.xx—Policy On Sick and Safe Leave for Certain Eligible Contingent Category I and Other Part-Time, Hourly, or Non-Regular Staff and Student Employees*

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendments or could recommend alternatives to the proposed amendments.

FISCAL IMPACT: It is expected that the proposed amendments could result in very modest increases in leave usage, which could indirectly result in minimal cost increases.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendments to the policies.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

II – 2.30 - USM POLICY ON SICK AND SAFE LEAVE FOR FACULTY MEMBERS

(Approved by the Board of Regents November 30, 1989; amended June 21, 2013; amended February 14, 2014; amended [xxxxx xx, 2019](#))

I. I.—PURPOSE AND APPLICABILITY

- A. The purpose of this policy is to:
1. Provide an informal system of colleague substitution for short-term incapacity of instructional faculty. This practice protects the interests of students by preventing disruptions to students’ instructional programs during periods when the instructor must be on leave for illness or other reasons covered by this policy.
 2. Provide a regularized and equitable basis for determining the eligibility of faculty members to be compensated when unable to work for reasons of mental or physical illness, injury, medical condition ^[BE1], injury, childbirth, the need to care for a newborn or adopted child or an ill immediate family member, or bereavement; or when an absence is due to domestic violence, sexual assault, or stalking, pursuant to the Maryland Healthy Working Families Act.
 3. Address the State law standards for the application of accrued sick leave to a faculty member’s service credits for retirement.
- B. This policy applies to tenured and tenure track full-time faculty, non-tenure track instructional faculty, as defined by USM BOR Policies II-1.05 and II-1.06, and other faculty whose letters of appointment expressly provide that the faculty member is eligible for sick leave.

H. H.—COLLEGIAL SICK LEAVE

- A. **Underlying Principle.** It is the responsibility of the institution to have an agreed-upon procedure for continuing instruction when faculty members are absent for any reason, including illness, injury, or childbirth. Once instruction is underway, it is important to have it continued with minimal interruption to protect the interests of students. Thus, when a faculty member is absent for brief periods because of illness, injury, or childbirth, the “collegial” method of accommodating faculty absence is preferred.
- B. **Definition.** “Collegial” leave is a form of collegially supported leave in which the colleagues of the faculty member, on a voluntary basis, assume responsibilities for an absent member’s classes and other essential functions, in addition to carrying on their regular work.

C. **Non-Creditable Leave.** Collegially ~~sick~~ leave is not credited toward retirement and cannot be carried over to a subsequent fiscal year.

D. **Availability.** Collegial leave is available to a faculty member as follows:

1. When practicable, it is available up to a maximum of twenty-five (25) work days for each faculty member in one fiscal year. After that time, ~~creditable~~ ~~creditable-sick~~ Sick and Safe Leave (“SSL”) shall be charged.
2. The maximum collegially supported leave available to a faculty member during the summer is one-seventh (1/7) of the contract period. This will be included as part of the faculty member’s yearly limit.
- ~~3.—~~ An eligible faculty member, appointed for at least a semester but less than an academic year, may receive no more than half of the collegial protection awarded persons who are appointed for an academic year. Faculty appointed for periods of less than one semester may not receive collegial benefits.
- ~~3.~~
4. Collegially supported leaves for an individual faculty member in two fiscal years must be separated by active service of at least twenty-five (25) work days.

~~E.—~~ **E. Relationship to Regular Sick and Safe Leave SSL.** ~~After that time~~ If an absence occurs after a faculty member has utilized all available collegial leave, the faculty member’s creditable-sick leave SSL or other accrued leave shall be charged. ~~If the absence continues after the faculty member has utilized all available collegial leave, regular sick leave or other accrued leave will be charged.~~

~~F.E.~~

III. ~~CREDITABLE SICK AND SAFE LEAVE (“SSL”)~~ [BE2]

A. **Definition.** ~~Creditable-sick leave~~ SSL is leave that is accrued during the course of the faculty member’s service and, subject to ~~the conditions described in Section III.C of this policy~~ Maryland law, may be credited toward the faculty member’s service for retirement benefit purposes. [BE3] SSL does not include Collegial leave.

B. **Accrual.** [BE4]

1. ~~Creditable-sick and safe leave for faculty~~ SSL is accrued at the rate of 1.25 work days per month at full salary. Accrual of ~~sick leave~~ SSL for summer employment by academic-year faculty is determined by the institution. In no case may an individual accrue more than fifteen (15) days of ~~sick and safe leave~~ SSL during any fiscal year.

~~2.~~ Part-time faculty members who are employed at least 50 percent time are eligible for ~~sick leave~~SSL ~~benefits~~ proportionate to the percentage of their employment.

a)

~~2.3.~~ Individuals eligible to earn ~~sick and safe leave credits~~SSL will accrue such ~~credit~~ ~~for leave~~ each calendar month in which they are on paid status for fifteen (15) or more days within that month. No ~~sick and safe leave credit~~SSL will be accrued for any month during which the individual is on paid status for less than fifteen (15) days.

~~3.~~ ~~Sick leave~~SSL is accrued while the individual is on sabbatical leave, but not while on leave without pay.

4.

~~5.~~ ~~A faculty member may be required to provide medical verification to support the use of accrued sick leave.~~^[BE5]

~~6.5.~~ When all accrued ~~sick and safe leave~~SSL has been expended^[BE6]^[CS7], and as authorized by the Family Medical Leave Act and related USM policies and consistent with the requirements of the Americans with Disabilities Act, the individual will be removed from salaried status, except in unusual circumstances as approved by the President. The institution will assist the faculty member in evaluating the options of modified duty, disability retirement, regular retirement, or disability insurance as appropriate.

~~7.6.~~ If there is a break in an individual's employment with the State of Maryland of less than three (3) years, ~~a sick leave balance~~any unused SSL balance will be restored.¹ A leave of absence without pay is considered a break in employment. ~~Sick and safe leave~~SSL balances may be brought to the University System from another State agency.

~~C.~~ ~~Sick and Safe Leave~~SSL ~~Creditable as a Retirement Benefit.~~^[BE8] Unused ~~creditable sick leave~~SSL may be credited toward a faculty member's service for retirement benefit calculation purposes under conditions specified in Maryland law at Ann. Code Md. Code Ann., State Personnel and Pensions Article Section § 20-206 and related statutes. ~~Unused SSL may not be credited toward retirement for those faculty members who participate in the Optional Retirement Plan.- as follows:~~

~~1. Members of the Maryland Employees' or Teachers' pension or retirement systems.~~ For faculty members enrolled in the Maryland State retirement and pension systems, who retire within thirty (30) days after leaving employment with the USM or another participating governmental unit, ~~unused creditable sick and safe leave is applied toward the individual's retirement service credit, as follows:~~

¹ Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel and Pensions Article, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.

~~a. In the case of an individual who was hired prior to July 1, 2011, and resigns after at least five (5) years of employment, and leaves contributions with the Maryland State retirement system, any unused creditable sick leave will be “vested”, that is, it will be credited toward retirement benefits when the employee begins to draw benefits.~~

~~b. In the case of an individual who was hired on or after July 1, 2011, and resigns after at least ten (10) years of employment, and who leaves contributions with the Maryland State retirement system, any unused creditable sick and safe leave will be “vested.”~~

~~c. Unused sick and safe leave may not be credited toward eligibility service in the case of an early retirement, nor does it alter an early retirement reduction factor.~~

~~d. A faculty member who returns to employment after retirement and is receiving Maryland State Retirement System benefits may not receive creditable service toward retirement for any sick and safe leave accrued after the return to employment.~~

~~2. **Members of the Optional Retirement Plan.** Sick and safe leave accrued by faculty members who are members of the Optional Retirement Plan is not creditable toward retirement.~~

~~C. 3. There is no cash payment for accrued, unused sick and safe leaveSSL at the termination of ——— employment, regardless of whether the accrued sick leaveSSL may be creditable toward retirement.~~

~~D. **Use of Accrued Creditable Sick and Safe LeaveSSL.** Subject to the use limitation in Section III.D.5, i In addition to using non-creditable “collegial” sick leave, a faculty member may accrue and use accrued creditable sick and safe leaveSSL as provided in this section.~~

~~1. **Employee’s Personal Health.** Creditable sick and safe leaveSSL is available may be used when a faculty member is absent because of:~~

~~a. To care for or treat the faculty member’s mental or physical illness, injury, or condition or disability; or~~

~~b. A medical appointment To obtain preventive medical care for the faculty member that cannot be scheduled during non-work hours.~~

~~2. **Care of Ill Family Members.** Creditable sick and safe leave is available for a faculty member SSL may be used in cases of to care for a family member with a mental or physical illness, s or injury, or condition, in the faculty member’s immediate family and medical appointments or to obtain preventive medical care for an immediate family member that cannot be scheduled during non-work hours.~~

~~2.~~

~~a. “Immediate Family member” family as used in this policy means:~~

~~a.~~

~~i. the faculty member’s:~~

~~a) child, adopted child, foster child, or step child; ~~or~~ a child for whom the employee has legal or physical custody or guardianship; ~~or~~ a child~~

for whom the employee stands *in loco parentis*, regardless of the child's age;

- b) legal guardian;
- c) grandparent, adopted grandparent, foster grandparent, or step grandparent;
- d) grandchild, adopted grandchild, foster grandchild, or step grandchild;
- e) sibling, adopted sibling, foster sibling, or step sibling; or
~~any other relative who permanently resides in the employee's household for whom the employee has a legal obligation to provide care;~~
- f) spouse; and

ii. the faculty member's or spouse's:

- a) parent, adoptive parent, foster parent, step parent; or
- b) an individual who acted as the parent, or who stood *in loco parentis*, when the faculty member or spouse was a minor.

~~A spouse, child, step child, grandchild, mother, father, mother in law, father in law, brother, sister, grandparent, brother in law, sister in law, or legal dependent of the faculty member; or Any other relative who permanently resides with and is cared for by the faculty member.~~

~~The faculty member may be required to provide medical verification and other documentation to support the need to use sick and safe leave care for a family member.~~^[BE9]

3. Bereavement. For the death of a close relative, a faculty member may use up to three (3) days of accrued ~~sick leave~~^{SSL}, or five (5) days if the death of a close relative requires a faculty member to travel and stay away from home overnight.

3.

a. "Close relative" as used in this section of the policy means: a spouse, child, step-child, parent (or someone who took the place of a parent), mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or other relative who permanently resided in the faculty member's household.

~~a.~~

b. A faculty member may use one (1) day of ~~sick leave~~^{SSL} for reasons related to the death of an aunt, uncle, niece or nephew of the faculty member or his or her spouse.

4. **Childbirth and Parental Leave.**

- a. ~~A female faculty member may use A~~ accrued sick and safe leave SSL may be used for medical conditions related to pregnancy or childbirth and its immediate physical recovery.
- b. Accrued sick leave also SSL may be used to care for a child within six months following the birth of a child or placement of ~~at~~ the child with the faculty member for adoption.
- ~~b.c.~~ ~~, subject to the provisions of the~~ Accrued SSL may be used for Parental Leave, subject to the provisions of ~~-USM Faculty Parental Leave Policy BOR II-2.25, Policy on Parental Leave and Other Family Supports for Faculty.~~ [BE10]

5. **Safe Leave.** Up to eight workdays per year (i.e., 64 hours per year [CS11]) of sick and safe leave SSL may be used for the following purposes: domestic violence, sexual assault, or stalking committed against the ~~employee~~ faculty member or the ~~employee~~ faculty member's family member, if the leave is being used:

- a. ~~To~~ obtain for the ~~employee~~ faculty member or the ~~employee~~ faculty member's family member:
 - i. ~~_____~~ medical or mental health attention that is related to the domestic violence, sexual assault, or stalking;
 - ii. ~~_____~~ services from a victim services organization related to the domestic violence, sexual assault, or stalking; or
 - iii. legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or
- b. ~~De~~ during the time that the ~~employee~~ faculty member has temporarily relocated due to the domestic violence, sexual assault, or stalking.

6. **Verification.** A faculty member may be required to provide verification that the SSL was used for purposes provided in Section III.D (except for bereavement) if:

- a. The faculty member uses SSL for more than two consecutive work days; or
- b. The faculty member uses SSL during the period between the first 107 and 120 calendar days (both inclusive) of employment and the employment agreement, contract, or appointment letter stipulates that such verification shall be required. [BE12]

IV. REPORTING

- A. Each faculty member, regardless of the source of funding or retirement system in which he or she is enrolled, who is employed at least 50 percent time, must complete monthly positive time reports and sign the fiscal year summary record unless an exemption has been requested by the individual and approved by the President. When an exemption is approved, the faculty member thereby waives all claims from that date forward to credit any unused sick

leave toward retirement benefits. With the approval of the President, the faculty member may revoke his or her exemption, and unused sick leave earned from the time of revocation forward ~~will~~ may be credited toward retirement. ^[BE13] ^[CS14]

- B. Each institution shall establish procedures for positive time reporting by faculty. The institution shall retain monthly time reports for each individual for five (5) years, and shall retain summary records of these reports until the individual leaves employment.

VII – 7.45 - POLICY ON SICK AND SAFE LEAVE FOR NONEXEMPT AND NONEXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents December 5, 1997; amended June 22, 2012; Amended by the BOR February 14, 2014; Amended by the BOR xxxxxx xx, 2019)

I. PURPOSE AND APPLICABILITY

This policy governs the accrual and use of sick and safe leave, and applies to all Regular Status Exempt and Nonexempt employees of the University System of Maryland who are appointed at least 50% time, except to the extent that the provisions of a collective bargaining agreement between an Institution and one of its bargaining units provides otherwise. [LK1] [BE2]

II. GENERAL

A. Sick and safe leave (“SSL”) [LK3] is paid leave granted to employees in an effort to provide some protection against the loss of earnings due to absences for health and allied reasons; and when certain absences are necessary due to domestic violence, sexual assault, or stalking, pursuant to the Maryland Healthy Working Families Act and the provisions of this Policy.

B. A full-time employee shall earn sick SSL leave at the rate of fifteen (15) eight-hour workdays per year (i.e. 120 hours per year), accrued on a biweekly basis. Employees who are appointed at lea [LK4] st 50% time shall earn SSL sick leave on a pro rata basis. SSL sick leave is accumulated and carried forward from year to year without limit. [LK5]

~~C. An employee may use on a continuous basis earned leave (sick, annual and personal leaves), advanced sick leave, extended sick leave, leave granted through the leave reserve fund, or unpaid family medical leave, as needed for personal illness, injury, or condition; or for parental leave, subject to the requirements and criteria of the USM “Policy on Parental Leave and other Family Supports for Staff” (VI 7.49) (“Parental Leave Policy”), and other applicable USM policies.~~ [BE6]

C. An employee may request that his/her mental or physical [LK7] illness, injury, or condition disability occurring during a period of annual or personal leave(s) be charged to SSL sick leave. Verification of such illness, injury, or disability may be required by the President or designee as provided in Section IV of this Policy.

~~An employee who returns to regular USM service within three (3) years of separation shall have the unused sick leave earned during the prior service restored, provided the employee returns to a position eligible to earn sick leave.~~

D. An employee who returns to regular USM service within three (3) years of separation shall have the unused sick and safe leave earned during the prior service restored, provided the employee returns to a position eligible to earn sick leave, pursuant to the

provisions of USM “Policy on Reemployment and Reinstatement for Nonexempt and Exempt Staff Employees” (VII-9.61).¹

~~D.~~

E. Except as otherwise noted in this Policy, “family member” is defined as:

1. the employee’s:

a) child, adopted child, foster child, or step child; ~~or a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child’s age;~~

b) legal guardian;

c) grandparent, adopted grandparent, foster grandparent, or step grandparent;

d) grandchild, adopted grandchild, foster grandchild, or step grandchild;

e) sibling, adopted sibling, foster sibling, or step sibling; or

~~any other relative who permanently resides in the employee’s household for whom the employee has a legal obligation to provide care;~~ [BE8]

f) spouse; and

2. the employee’s or spouse’s:

a) parent, adoptive parent, foster parent, step parent; or

b) an individual who acted as the parent, or who stood *in loco parentis*, when the employee or spouse was a minor.

F. An employee’s use of SSL for the reasons set forth in Section III.A.5 below is limited to eight, eight-hour workdays per year (i.e. 64 hours per year).

III. PERMISSIBLE USE OF SICK AND SAFE LEAVE

~~E.A.~~ SSL ~~ick~~ leave shall be granted by the President or designee when an employee is absent because of:

1. Mental or physical illness, injury, or condition ~~disability~~ of the employee.

¹ Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel and Pensions Article-, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.

2. A pre-scheduled and approved, or emergency medical appointment, examination, or treatment for the employee with an accredited, licensed or certified medical provider listed in Section V.C. of this Policy that cannot be scheduled during non-work hours.

3. ~~Mental or physical illness, injury, or condition of~~ the employee's ~~family member~~ ~~member~~, and medical appointments, examinations or treatments for the ~~immediate~~ family member with an accredited, licensed or certified medical provider listed in Section V.C. of this Policy that cannot be scheduled during non-work hours.

~~1.~~

~~Parental Leave, subject to the provisions of the Parental Leave policy.~~

- a) ~~Immediate family as used in this section of the policy shall mean a spouse, child, step-child, grandchild, mother, father, mother in law, father in law, brother, sister, grandparent, brother in law, sister in law, or legal dependent of the employee irrespective of residence. Use of sick leave shall also be granted to care for any other relative who permanently resides in the employee's household for whom the employee has an obligation to provide care.~~

~~3.~~

- b) ~~The President or designee may require an employee to provide certification by a medical provider listed in Section V.C of this policy to demonstrate this obligation or to authenticate the need for the employee to care for the ill family member.~~

4. Death of a relative.

- a) For the death of a close relative, the President or designee shall grant the use of up to three (3) days of accrued ~~SSL sick leave~~. If the death of a close relative requires an employee to travel, requiring staying away from home overnight, upon request the President or designee shall grant the use of up to a maximum of five (5) days of accrued ~~sick leave~~ ~~SSL~~ for this purpose.
- b) ~~“Close relative” as used in Section III.A.45. in this section of this policy shall mean a spouse, child, step-child, mother, father (or someone who took the place of a parent), mother-in-law, father-in-law, grandparent of the employee or spouse, grandchild, son-in-law, daughter-in-law, brother, sister, brother-in-law, or sister-in-law, or other relative who permanently resided in the employee’s household.~~ [BE 9]
- c) The President or designee shall grant the use of up to a maximum of one (1) day of ~~SSL sick leave~~ for reasons related to the death of the employee’s or his/her spouse’s aunt, uncle, niece, nephew.

5. ~~Subject to the use limits set forth in Section II.F above, dDomestic violence, sexual assault, or stalking committed against the employee or the employee’s family member, and the SSL is being used:-~~

- a) ~~to obtain for the employee or the employee’s family member:-~~

i. medical or mental health attention that is related to the domestic violence, sexual assault, or stalking;^[BE10]

ii. services from a victim services organization related to the domestic violence, sexual assault, or stalking; or

iii. legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or;

~~-b) During the time that the employee has temporarily relocated due to the domestic violence, sexual assault, or stalking.~~^[LK11]

~~6. Parental Leave, subject to the provisions of the USM "Policy on Parental Leave and other Family Supports for Staff" (VI-7.49) Parental Leave policy.~~

~~7. Pregnancy-related disabilities, childbirth, and immediate recovery there from.~~^[BE12]

~~5.~~^[LK13]

~~A female employee may request the use of accrued sick leave for any period of time related to temporary disability during pregnancy or related to childbirth and immediate physical recovery there from.~~

~~A female employee planning to request the use of sick leave for the purposes listed in this subsection shall be governed by the provisions of this policy.~~

~~The employee shall keep the President or designee informed of any changes to her condition which affect the length of time that she will need to be away from work.~~

~~8. Birth of a child or placement of a child with the employee for adoption within six months following birth or adoption.~~

~~^[LK14]Accrued sick leave may be used to care for a child following the birth of a child or placement of the child with the employee for adoption, subject to the provisions of the USM Parental Leave Policy.~~

~~III~~.IV. DIRECTED USE OF ~~SICK LEAVE~~SSL/MEDICAL EXAMINATIONS

- A. The President or designee, in accordance with the Institution's policy on Family and Medical Leave, may direct an employee to use accrued ~~sick leave~~SSL if he/she determines that an employee is unable to perform the responsibilities of his/her position due to mental or physical illness, injury, or condition. ~~disability~~.

B. While in either active work status or on any type of employee-related ~~sick leave~~SSL, an employee may be required to undergo a medical examination(s) and evaluation(s), and may be required to provide verification of fitness for duty, as directed by the President or designee to ascertain whether the employee is able to regularly and routinely perform the responsibilities of his/her position.

1. If the examination is conducted by a physician selected by the USM Institution, the Institution shall bear the costs of such medical examination. The employee may, however, see his/her own physician at the employee's own cost.
2. If the examination(s) reveal that an employee is unable to regularly and routinely perform the responsibilities of his/her position, action may be taken by the President or designee in accordance with policies on voluntary separation, termination, reasonable accommodation, modified duty or disability retirement, if applicable.

~~3.~~ 3. In cases where there is a conflict between the evaluation, prognosis, diagnosis or recommendation of the employee's personal health care provider and the physician selected by the USM Institution, the President or designee may choose which health care provider's report to follow; or may require subsequent medical examinations and evaluations in deciding what steps should be taken regarding the employee's sick leave status or continued employment. If subsequent medical examinations and evaluations are required, the expense of such shall be borne by the USM Institution. The decision of the President or designee is final.

IV.V. VERIFICATION OF ABSENCES CHARGED TO ~~SSL SICK LEAVE~~

- A. In order to assure medical attention for an employee or to prevent the abuse of ~~SSL-sick leave usage~~, the President or designee may require an employee to submit verification of the need to use ~~of~~ accrued ~~SSL-sick leave~~, advanced or extended sick leave, including to authenticate the need for the employee to care for an ill family member.
- B. Verification may include, but may not be limited to:
1. A written statement from the medical provider (as listed in Section IV.C. of this Policy) indicating that the employee is required to be absent from work due to mental or physical illness, injury, or condition;
 2. The duration of absence from work;
 3. Prognosis of employee's ability to return to work;
 4. Title and original signature of an accredited, licensed or certified medical provider;

5. Documentation of the birth or ~~adoption of~~ placement of the employee's child with the employee for adoption or foster care; and, if sick leave is requested under the Parental Leave Policy; and
 6. Any other information necessary to verify that the employee's use of SSL -sick leave is in accordance with this Policy and other applicable USM policies;
- C. Medical verification as outlined in this Policy may be obtained by an accredited Christian Sciences practitioner, or by the appropriate of any of the following licensed or certified medical providers:
1. Physician;
 2. Physical Therapist;
 3. Clinical Psychologist;
 4. Dentist;
 5. Oral Surgeon;
 6. Chiropractor;
 7. Podiatrist;
 8. Certified Nurse Practitioner;
 9. Certified Nurse-Midwife; ~~or~~
 10. Licensed ~~Clinical Certified~~ Social Worker ^[BE15];
 - ~~10. Clinical~~
 11. Licensed Clinical Professional Counselor;
 12. Optometrist;
 13. Physician Assistant; or
 14. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits pursuant to the provisions of USM "Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees" (VII-7.50). ^[LK16]

V.VI.ADVANCED SICK LEAVE

- A. An employee who sustains a temporary, recoverable mental or physical illness, injury, or serious ^[BE17] condition, or serious disability ~~or who is ineligible for paid parental leave under the Parental Leave Policy~~ may request advance use of sick leave ("Advanced Sick Leave" or "ASL"), subject to the following ~~four~~ conditions:

The employee shall:

1. hHave exhausted all other types of accrued leave; and
2. hHave a satisfactory record of ~~sick leave usage and work~~ performance ^[LK18] and no record of sick leave or SSL abuse.

- B. ~~Advanced sick leave~~ Advanced Sick Leave is not an entitlement. The granting of requests for ~~advanced sick leave~~ ASL shall be at the discretion of the President or designee based on operational needs and the employee's record of work performance and record of sick leave or SSL abuse.
- C. ~~Advanced sick leave~~ ASL shall not be granted in instances where the mental or physical illness, or injury, or condition, or serious disability occurred on the job, and the employee has been granted accident leave or temporary total disability benefits by the Workers' Compensation Commission.
- D. Written requests for ~~advanced sick leave~~ ASL shall be submitted to the President or designee and shall be supported by written verification by an accredited, licensed, or certified medical provider or appropriate documentation of the birth or adoption of a child, if the employee is requesting parental leave, as outlined in Sections IV.B and IV.C of this Policy.
- E. Sick leave may be advanced as follows:
1. In the first year of service, ~~A~~ advanced Sick Leave will be prorated based upon the employee's length of service and FTE at the time ~~it is~~ the ASL is requested.
 2. Thereafter, ~~advanced sick leave~~ ASL is advanced at the rate of fifteen (15) working days per year of service to a maximum of sixty (60) working days in any one calendar year;
- F. The use of ~~advanced sick leave~~ ASL constitutes a debt for which payment shall be enforceable upon the employee's return to work or upon the employee's separation from employment, whichever is earlier. Upon return to work the minimum rate of payback for ~~advanced sick leave~~ ASL shall be at one-half the rate that ~~sick leave~~ SSL and annual leave ~~is-are~~ earned. An employee may elect to pay back ~~the ASL advanced sick leave~~ debt by applying any earned leave to the debt, or by reimbursing the USM with cash.
- G. Annual, sick and holiday leaves earned, and personal leave credited while on ~~ASL~~ advanced sick leave shall be applied as earned/credited.
- H. Additional requests for ~~advanced sick leave~~ ASL will not be granted until all previously granted ~~advanced sick leave~~ ASL has been repaid. The only exception to this provision is in cases where the maximum amount of advanced sick leave had not been requested originally and additional ~~advanced sick leave~~ ASL, consecutive to that already granted, is needed to cover the employee's continued absence arising from the original mental or physical illness, injury, or condition ~~disability~~.
- I. The President or designee may refer an employee who is on advanced sick leave as follows:
1. The employee may be referred to an USM Institution-named physician for periodic examinations to determine the nature and extent of the illness, the employee's progress

toward recovery, the length of time necessary for recovery, and an estimated date of return to work.

2.—If there is a conflict between the employee's physician and the USM Institution-named physician, the provisions of Section ~~IV~~H.B.3 shall apply.

2.

~~VI~~VII.EXTENDED SICK LEAVE

- A. An employee who is appointed at least 50% time and who sustains a temporary, recoverable mental or physical illness, injury, or ~~serious condition~~^[BE19], or serious disability or is eligible for parental leave under the Parental Leave Policy^[BE20] may request Extended Sick Leave (“ESL”), subject to the ~~three~~ following conditions:

The employee shall:

1. hHave been in USM and/or State service for at least five (5) years;
 2. hHave exhausted all types of accrued leave and Aadvanced Ssick LLeave; and
 3. hHave a satisfactory record of ~~sick leave usage and~~ work performance^[LK21] and no record of sick leave or SSL abuse.
- B. ~~Extended sick leave~~Extended Sick Leave is not an entitlement. The granting of requests for ~~extended sick leave~~ESL shall be at the discretion of the President or designee based on operational needs and the employee’s record of work performance and record of sick leave or SSL abuse.
- C. The maximum cumulative total of ~~ESL~~extended sick leave available to an employee while in USM or State service is twelve (12) work months (52 work weeks).
- D. Annual, sick and holiday leave earned, and personal leave credited while on ~~extended sick leave~~ESL shall be applied as earned/credited.
- E. Written requests for extended leave shall be submitted to the President or designee and shall be supported by written verification by an accredited, licensed or certified medical provider as outlined in Section ~~s IV . B. and IV.C.~~ of this Policy.
- F. The President or designee may refer an employee who is on ~~extended sick lea~~ESL as follows:
1. The employee may be referred to an Institution-named physician for periodic examinations to determine the nature and extent of the illness, the employee's progress toward recovery, the length of time necessary for recovery, and an estimated date of return to work.

~~2.~~—If there is a conflict between the employee's physician and the Institution-named physician, the provisions of Section ~~III.B.3.IV.B.3.~~ shall apply.

~~2.~~__

~~VII.~~VIII. OTHER

~~—For other related policies, please see Parental Leave Policy, Policy on Leave without Pay, Policy on Leave Reserve Fund, Policy on Family and Medical Leave, and Policy on Accident Leave. USM Human Resources policies are available on the USM's website at <https://www.usmd.edu>.~~

IMPLEMENTATION PROCEDURES:

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her Institutional community, and post it on its Institutional website.

VII - 1.40 - POLICY ON CONTINGENT STATUS EMPLOYMENT FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents December 13, 1996; Amended, February 9, 2001; Amended, July 10, 2002; Amended, October 22, 2004; Amended October 9, 2015; [Amended xx xxx, 2019](#))

I. PURPOSE

Establishes a USM policy on the appointment and compensation of individuals for Contingent Status employment including, in some instances, the provision of certain benefits.

II. DEFINITIONS

- A. Contingent Category I - Any Contingent Status employee whose written agreement (contract) is for a term of six months or less regardless of the percentage of time worked and regardless of whether it is seasonal or intermittent in nature (works “if and when needed”).
- B. Contingent Category II - Any Contingent Status employee whose written agreement (contract) is for more than six months, but no more than 12 consecutive months; and is on a fulltime basis or on a part-time basis of 50% or more of fulltime employment; and is not seasonal or intermittent in nature
- C. Contingent Status Employment - A Non-Regular Status of employment for Nonexempt or Exempt Staff positions in the USM.
- D. Contingent Status Employee - A person (non-faculty employee) who (1) pursuant to a written agreement, provides personal services to an institution for pay; (2) is not employed as a Regular Status employee in a budgeted position; (3) whose compensation, terms and conditions of employment are governed by this policy and a written contract and not by the USM policies generally applying to Regular Status Nonexempt and Exempt staff; and (4) has an employer-employee relationship with the institution in which the institution furnishes necessary supplies and equipment, and a place to work; has the right to control and direct the details, means and results of the performance of the services; and has the right to discharge the person from employment.
- E. Family Member –
 - a. The employee’s:
 - a. Child, adopted child, foster child, or step child; a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child’s age;
 - b. Legal guardian;

- c. Grandparent, adopted grandparent, foster grandparent, or step grandparent;
- d. Grandchild, adopted grandchild, foster grandchild, or step grandchild;
- e. Sibling, adopted sibling, foster sibling, or step sibling; or
- f. Spouse; and

F. The employee's or spouse's:

- a. Parent, adoptive parent, foster parent, step parent; or
- a-b. An individual who acted as the parent, or stood *in loco parentis*, when the employee or spouse was a minor.

III. TERMS AND CONDITIONS

A. All Contingent Status employees:

1. must meet the minimum qualifications for the position;
2. shall be paid at a rate that at least meets the minimum of the pay range for the position's job class. Other compensation changes must be made in accordance with the Chancellor's Salary Guidelines.
3. shall not have any grievance rights under any State, University System of Maryland, or Institutional policy, unless such policy specifically provides otherwise;
4. shall not be entitled to participate in the State Pension System or the USM Optional Retirement Program;
5. shall be covered by applicable Federal and State of Maryland Equal Employment Opportunity and Affirmative Action laws and other applicable USM employee protection policies; and
6. will be considered for a regular status vacancy in the same or a similar classification, if they should decide to apply.

B. Each written agreement (contract) for a Contingent Status employee shall specify:

1. the appropriate contingent category: Category I or Category II. If it is a Category I appointment, it shall specify whether it is Seasonal or Intermittent or percentage of time worked;
2. the salary/hourly rate of pay;
3. the duration of the contract, including a provision that both the employee or employer have the right to terminate the agreement for any reason following notice as specified in the agreement;

4. the duties to be performed; and
5. the specific benefits and rates of leave accrual provided.

IV. CATEGORIES OF CONTINGENT STATUS EMPLOYMENT

Agreements for contingent status employment shall not be offered on terms which are not included in one of the two categories of contingent status employment as follows:

A. Contingent Category I Employees:

1. shall not be required to be hired through competitive recruitment or selection;
2. shall not be entitled to receive fringe benefits except as required by the Patient Protection and Affordable Care Act (PPACA) [and the Maryland Healthy Working Families Act.](#) [\[BE1\]](#)
3. may have their contract renewed indefinitely by executing new contracts of up to six months at a time for 49% or less of fulltime employment. However, if they have contracts of 50% or more of fulltime employment lasting for a period of six consecutive months, they shall be eligible for contract renewal to a lifetime maximum of 12 months under Contingent Category I in that position.
4. shall not be entitled to receive service credit for the time served in this category unless they have worked 50% or more of fulltime, on a consecutive basis, immediately preceding appointment to a Regular Status position through a competitive process. The term “service credit” is not applicable to any retirement rights;
5. shall have the mandatory payroll deductions and mandatory employer paid subsidies as described in Sections V.A.6.and 7. below.

B. Contingent Category II Employees:

1. are required to be hired through competitive recruitment and selection;
2. shall be entitled to receive at least the minimum benefits as specified in this policy (Section V.A.);
3. subject to paragraph IV.B.6., may have their contract renewed by executing new contracts of up to one year at a time;
4. shall be entitled to service credit for the time served in this category, if appointed, without a break in service, as a Regular Status employee. The term “service credit” is not applicable to any retirement rights;

5. shall be given a written performance evaluation under the USM's Performance Management Program guidelines (USM-BOR VII-5.20).
6. may be eligible for employment status conversion:
 - a. after three consecutive years of service in the Contingent Category II at the same institution, Contingent Category II employees who remain employed by the institution shall be converted to a Regular Status position, subject to all the policies and procedures of Regular Status employees.
 - b. This provision does not apply to employees in positions funded through a Research/Service Grant or Contract, or through Clinical Revenue; Athletic Coaches; employees on internships; and those employees who have chosen not to be converted to Regular Status employment.
7. who are converted to Regular Status without a break in service will have contingent time served in the current position counted toward probationary period.

V. BENEFITS

- A. The minimum benefits to be provided to Contingent Status employees, on an annual basis, are listed below. These benefits shall be pro-rated for contracts of less than one year and for less than fulltime employment.

1. Basic Leave Benefits:

Contingent Category II employees are eligible for paid leave, [as follows](#):

- a. ~~which includes~~ Five (5) days of annual leave; the following eight (8) holidays: New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, and Christmas Day; [and](#) three (3) days of sick [and safe](#) leave ("[SSL](#)").
- b. [Annual leave and SSL \(sick leave is defined as leave are available to the extent accrued and available, and may be used for the following purposes:](#)
[including](#)^[BE2]:
 - i. [To care for or treat the employee's mental or physical illness, injury, or condition;](#)
 - ii. [To obtain preventative medical care for the employee, or the employee's](#)
[family Member](#)^[BE3];

- iii. To care for a Family Member with a mental or physical illness, injury, or condition;²
- iv. For maternity or paternity leave within six months of the birth or adoption of a baby;^[BE4]
- v. ~~If~~The absence from work is necessary due to domestic violence, sexual assault, or stalking committed against the employee, or the employee's Family Member, and the leave is being used: (1) to obtain for the employee or the employee's Family Member medical or mental health attention related to the domestic violence, sexual assault, or stalking; to obtain~~(2) to obtain for the employee or the employee's Family Member services from a victim services organization related to the domestic violence, sexual assault, or stalking;~~(2) to obtain for the employee or the employee's Family Member services from a victim services organization related to the domestic violence, sexual assault, or stalking;~~(3) for to obtain for the employee or the employee's Family Member legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or~~(4) during the time that the employee has temporarily relocated as a result of~~due to the domestic violence, sexual assault, or stalking.~~

c. to the employee when the employee is sick or is needed to care for the employee's sick spouse, child or legal dependent; and it only may be used in accordance with institutional policies that govern use of sick leave for Regular Status employees); and~~L~~leave for jury duty as called to serve or other leave for which the institution has granted approval.

d. Additionally, individual contracts shall address whether leave that is not used by the end of the contract term can be carried over to another contract; whether the institution shall pay the employee for it, with the exclusion of sick leave~~SSL~~; or whether it is forfeited.

a.e. Institutions shall keep a record of an employee's accrued but unused SSL balance on the effective date of separation. If the employee is re-hired in the USM within 37 weeks after leaving the employment of an institution, any accrued but unused -SSL that was available immediately prior to separation shall be restored.^[BE5] Any such leave may only be used in accordance with USM policy.

2. Health Insurance Program and Prescription Plan:

Certain Contingent Category I and II employees may participate in the State Health Insurance programs and Prescription Plan that are available to State employees. Participation shall be in accordance with regulations of the State Department of Budget and Management and any applicable Federal rules and regulations.

3. USM or Institution-Sponsored Insurance Programs:

Contingent Category II employees may participate in USM or Institution sponsored insurance programs (e.g., long-term disability; life insurance; health insurance) by paying 100% of the premiums directly to the provider.

4. Tuition Remission:

Contingent Category II employees may participate, at their home institution only, in the USM's Tuition Remission program.

5. Tax Deferred Programs:

Contingent Category I and II employees may participate in Supplemental Retirement plans that are approved by the State of Maryland and USM, and as permitted by law and regulations.

6. Mandatory Payroll Deductions:

Contingent Category I and II employees shall have the required mandatory deductions via payroll deduction, e.g., Maryland and Federal Income Tax withholding, and Federal Insurance Contributions Act (FICA) which includes Social Security and Medicare.

7. Mandatory Employer Paid Subsidies:

Contingent Category I and II employees shall have the required mandatory employer paid subsidies, e.g., Unemployment Insurance, Workers Compensation Insurance, and FICA contributions, which include Social Security and Medicare.

B. Negotiable Benefits:

At the discretion of the employing institution, a Contingent Category II employee may be offered benefits supplemental to the minimum benefits listed in Section V.A. above consistent with those available to Regular Status employees in a similarly situated job class and employment category.

C. Other:

Contingent Category I and II employees may participate in other programs with voluntary deductions, e.g., charitable contributions; State Employees Credit Union (SECU).

VI. USM REPORTING REQUIREMENT

In order to monitor the use of this policy, the USM requires the President of each institution to report on an annual basis the usage of contingent employment at their

institutions. The report format shall be provided by the USM-HR Office to the Presidents.

IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this policy, develop procedures as necessary to implement this policy, communicate this policy and applicable procedures to his/her Institutional community, and post it on its institutional website.

XXX – x.xx - POLICY ON SICK AND SAFE LEAVE FOR CERTAIN ELIGIBLE CONTINGENT CATEGORY I AND OTHER PART-TIME, HOURLY, OR NON-REGULAR STAFF AND STUDENT EMPLOYEES

(Approved by the Board of Regents xxxxxx xx, 2019)

I. PURPOSE

This policy establishes and governs Sick and Safe Leave (“SSL”) for certain eligible Contingent Category I and other part-time, hourly, or non-regular staff and student employees of the University System of Maryland, pursuant to the Maryland Healthy Working Families Act. Employees covered by this Policy are otherwise ineligible to earn paid leave under any other USM or Institutional policy, procedure, or contract.

II. DEFINITIONS

- A. Sick and Safe Leave (“SSL”) is paid leave that may be used to the extent it is accrued and available, for the following purposes:
1. To care for or treat the employee’s mental or physical illness, injury, or condition;
 2. to obtain preventive medical care for the employee or the employee’s Family Member;
 3. to care for a Family Member with a mental or physical illness, injury, or condition;
 4. for maternity or paternity leave within six months of the birth or adoption of a baby;
 5. the absence from work is necessary due to domestic violence, sexual assault, or stalking committed against the employee or the employee’s Family Member, and the leave is being used: (i) to obtain for the employee or the employee’s Family Member medical or mental health attention related to the domestic violence, sexual assault, or stalking; (ii) to obtain for the employee or the employee’s Family Member services from a victim services organization related to the domestic violence, sexual assault, or stalking; (iii) to obtain for the employee or the employee’s Family Member legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or (iv) during the time the employee has temporarily relocated due to the domestic violence, sexual assault or stalking.
- B. “Family Member” is defined as:
1. the employee’s:

- a) child, adopted child, foster child, or step child; a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child's age;
 - b) legal guardian;
 - c) grandparent, adopted grandparent, foster grandparent, or step grandparent;
 - d) grandchild, adopted grandchild, foster grandchild, or step grandchild;
 - e) sibling, adopted sibling, foster sibling, or step sibling; or
 - f) spouse; and
2. the employee's or spouse's:
 - a) parent, adoptive parent, foster parent, step parent; or
 - b) an individual who acted as the parent, or who stood *in loco parentis*, when the employee or spouse was a minor.

III. TERMS AND CONDITIONS

A. Eligibility

1. Non-regular, part-time, and hourly staff and student employees who regularly work at least 12 hours per week, or who have at least 30% full-time equivalence in the sum of all positions, and who are otherwise ineligible to earn paid leave under existing USM policies.
2. Employees who regularly work fewer than 12 hours a week are ineligible to earn SSL.

B. Accrual Rate and Limits

1. An employee eligible under this Policy shall earn SSL at a rate of one hour for every 30 hours worked, up to a maximum accrual of 40 hours in a calendar year.
2. SSL shall be accrued in bi-weekly increments. Alternatively, at the institution's discretion, the employee's SSL entitlement may be "front-loaded," i.e., provided at the beginning of an employee's appointment.
 - a) If SSL is accrued in bi-weekly increments, up to 40 hours of accrued but unused SSL may be carried forward into a new calendar year, unless the employee's appointment is funded by a grant or contract that is limited to 1 year and is not subject to renewal.

- b) If the SSL entitlement is front-loaded, carry forward of unused SSL balance into a new year shall not be permitted.
 3. An employee shall not use more than 64 hours SSL in any calendar year, for any reason. An employee's SSL balance shall not exceed 64 hours at any point in time.
 4. SSL shall not be used by an employee in the first 106 days of an appointment.
 5. An employee shall not earn SSL during a 2-week pay period in which the employee worked fewer than 24 hours.
 6. When an employee separates from USM employment, SSL that is accrued but unused shall be forfeited.
 - a) The institution shall keep a record of the employee's accrued but unused SSL balance on the effective date of separation.
 - b) If the employee is re-hired in the USM within 37 weeks into an SSL-eligible position, any accrued but unused SSL that was available immediately prior to separation shall be restored and added to the employee's SSL leave bank. Any such leave may only be used in accordance with USM policy.
- C. Notice Requirements
 1. An employee is required to provide seven days' notice of a planned SSL absence to their supervisor when the circumstances are foreseeable, i.e., a scheduled medical appointment.
 2. In the event an SSL absence is not foreseeable, the employee shall notify the supervisor as soon as practicable.
 3. A supervisor may deny an employee's SSL request if:
 - a) the employee failed to provide the required notice and the employee's absence will cause disruption;
 - b) the stated purpose for requesting SSL is not listed in section II.A..
- D. Absence Verification

An employee may be required to provide written documentation that the SSL was used for purposes provided in Section II.A if:

1. the employee uses SSL for more than two consecutive shifts or for more than two consecutive work days; or
2. the employee uses SSL during the first 120 calendar days of employment.

E. Miscellaneous

1. An employee eligible under this Policy shall receive a written appointment letter, contract, or employment agreement that defines key terms and conditions. This shall include how SSL is earned, proper usage, limits, how the employee may check the balance, notice requirements for planned absences, and a statement that the employee must provide written verification that the SSL was used for purposes provided in Section II.A. if used during the first 120 days of employment.
2. Improper use of SSL is prohibited. An institution shall not apply absence control measures when an employee uses SSL in accordance with this Policy, if doing so could lead to an adverse action being taken against the employee.
3. Employees eligible for SSL under this Policy do not have grievance rights under any USM or Institutional policy or collective bargaining agreement. If an employee disputes the manner in which this Policy has been administered to a particular circumstance of theirs, the employee may request in writing a review by the Institution's Human Resources Office within 30 days of the incident that gave rise to the employee's concern. A written response shall be provided to the employee within a reasonable time period.

IV. IMPLEMENTATION PROCEDURES

Each President shall identify their designee(s) as appropriate to implement and administer this Policy, develop procedures as necessary, and communicate this Policy to affected employees, and on the institution's Policy website.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Tuition Schedule for New MS Program

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: The University of Maryland, Baltimore has proposed a new MS in Medical Cannabis Science and Therapeutics program within the School of Pharmacy. This new program will be offered at the Universities at Shady Grove campus. The program is awaiting approval from the Maryland Higher Education Commission (MHEC). It is anticipated that MHEC will approve the program in June with the first students entering fall 2019.

The graduate program is slated to include both online and face-to-face instruction and designed to “foster a deeper knowledge and understanding of the science, clinical therapeutics, and policy related to medical cannabis.” University officials hope the program will attract health care practitioners, scientists, growers, policy professionals and others with an interest in medical cannabis.

Medical cannabis was legalized in Maryland in 2013 and is regulated by the Maryland Medical Cannabis Commission.

ALTERNATIVE(S): The Board may elect to adjust the recommended tuition and fees rates. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2020 tuition and fees revenue from the MS in Medical Cannabis Science and Therapeutics program is \$173,000.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the tuition and fees rates for new the MS in Medical Cannabis Science and Therapeutics program as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

	<u>FY 2019</u>	<u>FY 2020</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
<u>UNIVERSITY OF MARYLAND, BALTIMORE</u>				
SCHOOL OF PHARMACY				
MS IN MEDICAL CANNABIS PROGRAM (Offered at USG Campus)				
In-State Tuition	N/A	631.70	N/A	N/A
Out-of-State Tuition	N/A	792.70	N/A	N/A
Technology Fee- per credit hour (not to exceed \$60.00 per semester)	N/A	10.00	N/A	N/A
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	N/A	22.00	N/A	N/A
USG Facilities Fee	N/A	20.00	N/A	N/A
Off Campus Services Fee - per credit hour (not to exceed \$60 per semester)	N/A	25.00	N/A	N/A
USG Auxiliary Fee -per credit hour	N/A	20.80	N/A	N/A

Notwithstanding any other provision of this or any other USM publication, the USM reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by USM institutions and the USM Board of Regents.



TOPIC: University of Maryland, College Park: Creation of Business Entity to Lease, Improve and Operate Space to Support Biotechnology Research and Workforce Development

COMMITTEE: Finance

DATE OF FINANCE COMMITTEE MEETING: June 12, 2019

SUMMARY: Section 12-113 of the Education Article of Maryland permits the Board of Regents to “...establish, invest in, finance, and operate businesses or business entities when the Board finds that doing so would further one or more goals of the University and is related to the mission of the University.”

The University of Maryland, College Park (“University”) seeks Board of Regents approval to create a Maryland non-stock corporation, to be qualified as a non-profit corporation and known as The Biotechnology Training, Education, and Research Partners, Inc. (B-TERP).

B-TERP will support and further the University’s mission in the multidisciplinary fields of biotechnology and biomanufacturing, particularly to create and apply knowledge, provide outstanding instruction, and to share its research, educational and technological strengths with Maryland companies working to grow in the industry. B-TERP’s primary responsibilities will be to lease, build-out, equip and operate a state of the art mock Good Manufacturing Practice (mGMP) biomanufacturing facility (the “New mGMP Facility”) and make the facility accessible to the University, its research partners (especially the National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL)), and industry and academic students and trainees. (NIIMBL is a public-private partnership dedicated to advancing biopharmaceutical manufacturing innovation and workforce development.)

The University’s contribution to the University of Delaware’s proposal to the National Institute for Standards and Technology (NIST) was critical to the successful award and formation of NIIMBL. The Maryland Department of Commerce (“Commerce”) and Montgomery County supported the proposal by offering \$2.2 million from the Maryland Economic Development Authority Fund (MEDAF) for renovating and upgrading the existing mGMP facility at the Institute for Bioscience and Biotechnology Research.

NIIMBL has selected the University to run one of three testbeds in its SPIDER (Sensors and software for Process control, Integration, Data analysis, process Evolution, and Reporting) Automation Network, which will be housed in the New mGMP Facility. This testbed’s capabilities will need to grow as new technologies and processes emerge, so the University expects to augment the MEDAF investment in the New mGMP Facility through 1:1 matching funds awarded through NIIMBL’s competitive funding process.

Because the University, being an instrumentality of the State, is ineligible to receive MEDAF funding, and because of time constraints for submitting the MEDAF grant application, the University of Maryland Enterprise Corporation (UMEC), a University affiliated non-profit corporation, has submitted the grant application for the MEDAF grant. If the grant is awarded, UMEC, with Commerce approval, will name B-TERP as the grant designee for the funds. B-TERP will be formed as a new non-profit corporation of the University only if (i) Commerce and Montgomery County award the grant and sign an acceptable grant agreement with UMEC permitting UMEC to designate B-TERP as the grant recipient, and (ii) the

conditions set forth in the Chancellor’s recommendation are satisfied. (UMEC’s primary function is acting as ground lessor of land used for the development of the University’s research park in College Park, the Discovery District. Therefore, the Board of Directors of UMEC agreed that it would be preferable to form B-TERP for the special purpose of developing and operating the New mGMP Facility.)

ALTERNATIVE(S): The University possibly could provide minor upgrades to the existing mGMP facility if University funding is available, but the University cannot provide funding to build-out or equip a state of the art facility at the scale or with the cutting-edge content for training that will be provided by the New mGMP Facility.

FISCAL IMPACT: MEDAF funds will cover all of B-TERP’s costs to lease, renovate, modernize, equip and operate the New mGMP Facility. B-TERP’s leasing and operation of University-owned property for the New mGMP Facility will neither impact the University’s debt capacity, nor have any private use implications. During the lease term, there will be rent paid to the University, and at the end of the lease term, all improvements and equipment will revert to University ownership.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the creation of B-TERP conditioned upon (i) review of the Maryland State Ethics Commission, and (ii) B-TERP will not seek grants that could be awarded directly to the University, with the exception of leveraging NIIMBL matching funds for the New mGMP Facility.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 6/12/19
<hr/>	
BOARD ACTION:	DATE:
<hr/>	
SUBMITTED BY: Ellen Herbst (301) 445-1923	
<hr/>	



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Purchase of Steam Services

COMMITTEE: Finance

DATE OF MEETING: June 12, 2019

SUMMARY: University of Maryland, Baltimore (UMB) requests approval from the Board of Regents to enter into a sole source contract to purchase steam from Veolia Energy Baltimore Heating LLP, the sole provider of steam in Baltimore City. The University has used steam service as the source of heating and for its process loads (e.g., sterilizers, humidification) for the past seventy years.

The contract period will be from July 1, 2019 to June 30, 2039, with two five-year UMB unilateral renewal options. The estimated dollar value of the contract over the initial twenty-year contract period is \$118 million.

The request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures, Section VIII. 3.10 for procurements exceeding \$5 million.

CONTRACTOR(S): Veolia Energy Baltimore Heating LLP, Baltimore, MD

ALTERNATIVE(S): There are no alternatives to the award of this contract. Veolia Energy Baltimore Heating LLP is the sole provider of steam services in Baltimore City.

FISCAL IMPACT: The steam capacity billing rate is a fixed rate over contract period with no escalation, and Operation and Maintenance rates capped at the local Consumer Price Index (CPI) per year. The contract rate structure is nearly identical to the current contract.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, Baltimore the award of the aforementioned contract consistent with the University Systems of Maryland Procurement Policies and Procedures.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: 2019 USM Dashboard Indicators

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: Each year, the Board of Regents receives the Dashboard Indicators (DBIs) which summarize critical measures of success and compliance in a wide array of Board initiatives. The DBIs are organized into categories based on the USM Strategic Plan. The indicators displayed are meant to remain stable over time to provide the Regents with a ready comparison of current to past performance. Wherever possible, benchmarks based on peer performance, Board policy, or institutional policy are provided. The DBIs include pages of indicators focused on the external environment, the System as a whole, and each USM institution.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



**UNIVERSITY SYSTEM
of MARYLAND**

DASHBOARD INDICATORS

**Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)
University of Maryland Center for Environmental Sciences (UMCES)**

**Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
June 2019**

Background

The Dashboard Indicators were established by the Board of Regents in 2005 by the workgroup for Effectiveness and Efficiency. The purpose of the indicators was to assess progress across USM institutions for meeting performance benchmarks in key areas. In 2010, USM made a major revision to align the dashboard indicators with the 2010-2020 Strategic Plan.

There are five major categories for dashboard: 1) Affordability, Success and Diversity & Inclusion; 2) Faculty 3) Economic & Workforce Development; 4) Stewardship; and 5) Effectiveness & Efficiency. Although Dashboard Indicators are classified in only one category, some indicators may relate to more than one. If a benchmark was established, the performance standard was established by either Board Policy, State Policy, National Standards, Peer Averages or Institutional Goals. Dashboard Indicators measure both the current attainment against the previous three-year trend as well as determining if the current performance met the established benchmark.

The purposeful design of the Dashboard Indicators was a single point in time when all institutional progress may be reviewed. The data are updated annually, based on the most recent data available for the institution and its peers. In some cases, the data lag institutionally-available information, but it is important to note that official sources (e.g., IPEDS) publish national data following a lengthy collection, editing, and review cycle.

In total, there are over 200 Dashboard Indicators by institution and topic areas. This summary provides a brief overview of institutional and goal-related trends. For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737 or Laura Walker, alwalker@usmd.edu, 301-445-1966.

Dashboard Indicators Summary for 2019

The 2019 Dashboard Indicators provide a “snapshot” overview of the USM and its institutions. It brings together data from many USM reports, publicly available federal data sets and data from the institutions themselves. The summaries noted below were selected to highlight specific trends and challenges drawn from the System and Institutional Dashboards.

Affordability, Success, Diversity & Inclusion.

Tuition & fees, the percentage of students with financial aid, and the average student debt at graduation are affordability indicators. These indicators must be considered as a whole because of the inter-indicator interactions. Tuition & fees continue to increase moderately impacting student debt. Similarly, student loans count as financial aid and increase the percentage of students with debt. While costs increased moderately, institutions have also increased institutional aid to mitigate the impact of such an increase. The average student debt increased moderately but remains less than the peer averages.

Generally, many of the institutional trends show improved student quality and graduation rates. Retention rate results are mixed across institutions. Graduation rates and retention rates fell below peer benchmarks for half of the USM institutions.

As for access, the number of underrepresented minorities are increasing across all USM institutions, and, for most institutions, the numbers are greater than peer averages. The number of Maryland Community College transfers are increasing for USM but not for each institution.

Faculty

Faculty salaries are increasing but the percentile ranks remain below the 85th percentile benchmark. Most institutions are increasing the percentage of the operational budget allocated for instructional costs, but most are still below peer averages. Student-faculty ratios remain low and better than peer averages. Finally, Research & Development (R&D) dollars per faculty and awards per faculty are increasing for most institutions measured.

Economic & Workforce Development

With a few exceptions, the performance in the Economic & Workforce Development indicators is not improving. US Patents issued, adjusted gross license revenue, licenses & options executed, and the number of start-up companies are below the three-year trend. On the positive side, most USM institutions have increased the number of students enrolled in upper-level STEM courses, and the R&D dollars per faculty have been improving.

Fiscal Stewardship

A majority of USM institutions met their fund balance goals and approximately half of the institutions met their institutional fundraising goals. The key areas where USM institutions differ from the peer institutions are the operating expenditures for instructional and administrative costs. While instructional expenditures are increasing, USM institutions tend to spend less on instructional costs and more on administrative costs compared to peer averages.

Effectiveness & Efficiency

Most USM institutions continue to increase the classroom utilization rates, improve the facilities renewal allocations, improve the percentage of credit hours taught by non-traditional methods, and improve time-to-degree. That said, most institutions are below the benchmark performances in these areas with the exception of course hours taught by non-traditional methods.





Anatomy of a Dashboard Indicator

1. Indicator number -
(use to look up definitions,
sources)

2

2. Desired direction
of measure over time
(This measure should
decrease over time.
Could also be + or NC.)

Year	6-year graduation rate	
2013	65%	
2014	68%	
2015	70%	
2016	71%	
2017	<i>71%</i>	
Benchmark		70%

3. Year of data

5. Benchmark data
compared to current
italicized data

6. Benchmark data

4. Color code for
IMPROVEMENT
(previous three-year
average trend)

7. Color code for
ADEQUACY
(benchmark
comparison)

8. Letter indicates benchmark group
(Peers, Natl. Std., BOR Policy, State
Policy, Institutional Goal).

Summary of 2018 Core Dashboard Indicators

As of 5/28/19

Note: Data are the most recent available for any given indicator. Years are not the same for all indicators.

#	Indicator	UMCP	UMBC	UMB	BSU	CSU	FSU	SU	TU	UB	UMES	UMUC	UMCES	System
1	Average SAT	1322	1251		942	930	1025	1180	1133		954			
2	6-year graduation rate	85%	63%		40%	24%	49%	71%	72%		38%			67%
3	2nd-year retention rate	95%	87%		73%	65%	76%	83%	85%	70%	63%			74%
4	Afr.-Amer., Hispan., & Native Amer. as % of total undergraduates	22%	26%		88%	81%	37%	19%	29%	51%	79%	50%		35%
5	% of applicants who were admitted (new freshmen & transfer students)	49%	62%		35%	38%	79%	64%	74%	55%	55%			
6	MD community college transfers	2,014	1,315		391	192	460	720	2,621	515	113	3,624		12,258
7	Resident undergrad tuition & fees	\$10,595	\$11,778		\$8,233	\$6,625	\$9,172	\$9,824	\$9,940	\$8,958	\$8,302	\$7,416		\$10,089
8	% of undergraduates receiving financial aid	65%	73%		84%	86%	79%	79%	72%	84%	87%	43%		
9	Average undergraduate debt burden upon graduation	\$28,122	\$27,221		\$29,433	NA	\$29,802	\$26,940	\$26,460	\$21,500	\$21,000			
10	Average alumni giving rate	5.6%	3.9%		4.2%	4.4%	4.6%	6.8%	3.9%	3.8%	1.4%	0.9%		
21	Average faculty salary	\$131,506	\$100,095		\$84,842	\$76,619	\$78,032	\$81,557	\$82,628		\$87,808			
22	Faculty salary %ile	81	67		69	52	45	57	57		76			69
23	Awards per 100 full-time faculty (5yrs.)	5.0	4.0											
24	Student to faculty ratio (X FTE students per 1 FTE faculty)	18	18	7	16	14	14	16	17	14	13			
31	Total R&D expenditure per full-time faculty	\$349,400	\$165,701	\$268,574*							\$42,936			
32	U.S. Patents issued	35	10	26										70
33	Adjusted gross license income received	\$783,303	\$50,824	\$4,788,731										
34	Licenses & options executed	15	0	43										57
35	Upper division STEM enrollment	7,502	3,826		340	87	382	617	2,014	270	388	9,025		24,451
38	Number of start-up companies	32	5	20			1	20	0	6	0			85
41	Expenditures for instruction as % of total operating expenditures	32%	37%	26%	46%	35%	45%	53%	48%	45%	49%	27%		
42	Expenditures for administration as % of total operating expenditures	8%	13%	11%	21%	32%	20%	16%	19%	18%	17%	23%		
43	Fund balance increase: goal achieved	Met goal	Met goal	Met goal	Met goal	Met goal	Met goal	Met goal	Met goal	Met goal	Not met goal	Met goal	Met goal	
44	% of fundraising goal achieved	134%	116%	122%	67%	98%	94%	110%	113%	124%	68%	100%	49%	
51	Classroom utilization rate	83%	58%		65%	70%	51%	67%	63%	36%	64%			62%
52	Facilities renewal \$ as % of replacement value	2.2%	0.7%	0.9%	2.7%	0.6%	1.2%	2.4%	2.2%	0.2%	0.1%		2.4%	1.6%
53	% of undergrad credits from non-traditional method	13.1%	13.2%		20.7%	21.2%	20.9%	13.3%	7.5%		22.6%			13.7%
54	Time to degree (Years)	3.9	4.3		5.1	5.9	4.0	4.0	4.2		4.9			4.1
55	Teaching workload: courses per FTE faculty	5.6	6.6		7.5	9.3	7.2	7.4	7.0	7.1	7.0			

*Includes only medical school faculty

Is performance IMPROVING on the Dashboard Indicators?*

● Same or better ● Worse

As of 5/28/19

	DBI#	Indicator	UMCP	UMBC	UMB	BSU	CSU	FSU	SU	TU	UB	UMES	UMUC	UMCES
Student Success, Diversity & Inclusion and Affordability	1	Average SAT	●	●		●	●	●	●	●		●		
	2	6-year graduation rate	●	●		●	●	●	●	●		●		
	3	2nd-year retention rate	●	●		●	●	●	●	●	●	●		
	4	Afr.-Amer., Hispan., & Native Amer. as % of total undergraduates	●	●				●	●	●	●			●
	5	% of applicants who were admitted (new freshmen & transfer students)												
	6	MD community college transfers	●	●		●	●	●	●	●	●	●	●	
	7	Resident undergrad tuition & fees												
	8	% of undergraduates receiving financial aid												
	9	Average undergraduate debt burden upon graduation	●	●		●	●	●	●	●	●	●	●	
	10	Average alumni giving rate	●	●		●	●	●	●	●	●	●	●	●
Faculty	21	Average faculty salary	●	●		●	●	●	●	●		●		
	22	Faculty salary %ile	●	●		●	●	●	●	●		●		
	23	Awards per 100 full-time faculty (5yrs.)	●	●										
	24	Student to faculty ratio (X FTE students per 1 FTE faculty)	●	●	●	●	●	●	●	●	●	●		
Economic & Workforce Developmt.	31	Total R&D expenditure per full-time faculty	●	●	●							●		
	32	U.S. Patents issued	●	●	●									
	33	Adjusted gross license income received	●	●	●									
	34	Licenses & options executed	●	●	●									
	35	Upper division STEM enrollment	●	●		●	●	●	●	●	●	●	●	
	38	Number of start-up companies	●	●	●				●	●	●	●	●	
Stewardship	41	Expenditures for instruction as % of total operating expenditures	●	●	●	●	●	●	●	●	●	●	●	●
	42	Expenditures for administration as % of total operating expenditures	●	●	●	●	●	●	●	●	●	●	●	●
	43	Fund balance increase: goal achieved	●	●	●	●	●	●	●	●	●	●	●	●
	44	% of fundraising goal achieved	●	●	●	●	●	●	●	●	●	●	●	●
Effectiveness & Efficiency	51	Classroom utilization rate	●	●		●	●	●	●	●	●	●		
	52	Facilities renewal \$ as % of replacement value	●	●	●	●	●	●	●	●	●	●		●
	53	% of undergrad credits from non-traditional methods	●	●		●	●	●	●	●	●		●	
	54	Time to degree (Years)	●	●		●	●	●	●	●	●		●	
	55	Teaching workload: courses per FTE faculty	●	●		●	●	●	●	●	●	●	●	

Improved/Same

17 15 9 15 8 12 15 13 7 9 5 2

Worse

9 11 2 4 10 9 6 8 8 12 3 1

* The most recent year compared with the average of previous 3 years.

Is performance ADEQUATE on the Dashboard Indicators?

● Same or better ● Worse

As of 5/28/19

	#	Indicator	UMCP	UMBC	UMB	BSU	CSU	FSU	SU	TU	UB	UMES	UMUC	UMCES	
Student Success, Diversity & Inclusion and Affordability	1	Average SAT													
	2	6-year graduation rate	●	●		●	●	●	●	●		●			
	3	2nd-year retention rate	●	●		●	●	●	●	●	●	●			
	4	Afr.-Amer., Hispan., & Native Amer. as % of total undergraduates	●	●				●	●	●	●		●		
	5	% of applicants who were admitted (new freshmen & transfer students)													
	6	MD community college transfers													
	7	Resident undergrad tuition & fees													
	8	% of undergraduates receiving financial aid													
	9	Average undergraduate debt burden upon graduation	●	●		●		●	●	●	●	●	●		
	10	Average alumni giving rate													
Faculty	21	Average faculty salary	●	●		●	●	●	●	●		●			
	22	Faculty salary %ile	●	●		●	●	●	●	●		●			
	23	Awards per 100 full-time faculty (5yrs.)													
	24	Student to faculty ratio (X FTE students per 1 FTE faculty)	●	●	●	●	●	●	●	●	●	●			
Economic & Workforce Developmt.	31	Total R&D expenditure per full-time faculty	●	●	●							●			
	32	U.S. Patents issued			●										
	33	Adjusted gross license income received			●										
	34	Licenses & options executed													
	35	Upper division STEM enrollment													
	38	Number of start-up companies													
Stewardship	41	Expenditures for instruction as % of total operating expenditures	●	●	●	●	●	●	●	●	●	●	●	●	
	42	Expenditures for administration as % of total operating expenditures	●	●	●	●	●	●	●	●	●	●	●	●	
	43	Fund balance increase: goal achieved	●	●	●	●	●	●	●	●	●	●	●	●	
	44	% of fundraising goal achieved	●	●	●	●	●	●	●	●	●	●	●	●	
Effectiveness & Efficiency	51	Classroom utilization rate	●	●	●	●	●	●	●	●	●	●	●	●	
	52	Facilities renewal \$ as % of replacement value	●	●	●	●	●	●	●	●	●	●	●	●	
	53	% of undergrad credits from non-traditional methods	●	●		●	●	●	●	●	●	●			
	54	Time to degree (Years)													
	55	Teaching workload: courses per FTE faculty	●	●		●	●	●	●	●	●	●	●		
Meets benchmark			11	8	4	6	5	5	11	8	5	6	4	0	
Does not meet benchmark			5	8	5	8	8	10	4	7	6	9	1	2	

University System of Maryland
Dashboard Indicators, June 2019

As of 5/28/19

N = National standards based upon weighted average of 4-year public universities

Student Success, Diversity & Inclusion										
Year	S2 6-year graduation rate	S3 Average (3-yr.) 2nd year retention rate	S4 Afr.-Amer. Hispan., Nat. Amer. as % of UGs	S6 MD comm. college transfers	S7 Average weighted resident UG tuition & fees (Yr. beginning) chg.	S11 % of Maryland market share (Public/Private/CCs)	S12 Institutional financial aid for undergrads as % of undergrad tuition revenue	S13 Institutional financial aid for undergraduate students (millions)		
2013	63%	73%	33%	11,882	\$8,558 4%	42.3%	15%	\$123.9		
2014	63%	74%	33%	11,182	\$8,833 3%	42.9%	16%	\$132.5		
2015	65%	74%	34%	11,603	\$9,389 6%	45.0%	17%	\$141.0		
2016	65%	74%	35%	11,544	\$9,606 2%	45.7%	17%	\$144.7		
2017	67%	74%	35%	12,154	\$9,843 2%	47.6%	17%	\$151.3		
2018				12,258	\$10,089 3%	48.7%	14%	\$134.4		
Benchmark	60%	75%	27%							

Faculty			Economic Development			Workforce Development			Funding		
Year	S21-1 Aver. faculty salary (Research univ.)	S21-2 Aver. faculty salary (Master's univ.)	S22 Wgtd. aver faculty salary %ile	S32 U.S. Patents issued	S34 Licenses & options executed	S38 Number of start-up companies	S35 Upper division STEM enrollment	S36 Number of teaching graduates	S37 Number of nursing graduates	S48 Operating expend. per FTE stdt. (Excl. auxil./hosp.)	S49 Funding guideline % achieved (FY)
2013	\$107,715	\$71,872	67	68	42	67	17,138	1,718	1,276	\$28,120	74%
2014	\$116,024	\$77,233	80	70	52	131	19,281	1,246	830	\$30,185	76%
2015	\$119,120	\$78,951	81	89	58	139	20,805	1,077	861	\$29,549	72%
2016	\$118,385	\$80,799	75	76	61	114	22,162	1,092	1,075	\$29,857	72%
2017	\$124,169	\$81,812	75	90	70	70	23,538	1,096	1,116	\$30,595	72%
2018	\$124,513	\$82,559	69	70	57	85	24,451	974	1,150		72%
Benchmark	\$109,910	\$83,701	85%							\$31,972	100%

Stewardship							Effectiveness & Efficiency				
Year	S41 State appropriations per FTE student	S42 System Office admin. as % of System's total operating expend.	S43 Unrestricted net assets to debt ratio	S44 Fund balance increase: goal achievement	S45 Credit rating (Moody's)	S46 % of annual fundraising dedicated to endowment	S47 Total funds raised (annual) (000s)	S51 Classroom utilization rate	S52 Facilities renewal \$ as % of replacem. value	S53 % of undergrad. credits from non-tradit. methods	S54 Time to Degree
2013	\$8,136	0.4%	121%	Met goal	Stable	14.2%	\$232,150	66%	1.4%	14.5%	4.2
2014	\$8,591	0.5%	111%	Met goal	Stable	12.5%	\$256,528	65%	1.1%	16.9%	4.3
2015	\$9,063	0.4%	74%**	Met goal	Stable	14.2%	\$335,074	64%	0.9%	12.2%	4.3
2016	\$9,370	0.6%*	82%	Met goal	Stable	16.3%	\$276,594	63%	1.0%	12.6%	4.0
2017	\$9,378	0.6%	86%	Met goal	Stable	18.3%	\$292,281	64%	1.3%	12.9%	4.1
2018			96%	Met goal	Stable	21.7%	\$408,193	62%	1.6%	13.7%	4.1
Benchmark	\$7,648	Rank 27 of 30		Meet goal				66%	2.0%	10.0%	

* Change in IPEDS finance reporting

** Recalibrated for new accounting standard on pensions

*** Only include undergraduates

External Fiscal

Funding guideline % achieved (FY)											
	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
2005	53%	64%	73%	63%	77%	84%	56%	61%	65%	70%	43%
2006	51%	70%	78%	74%	80%	80%	53%	64%	67%	72%	34%
2007	94%	108%	90%	104%	100%	141%	72%	81%	82%	99%	40%
2008	74%	93%	82%	79%	90%	132%	73%	74%	78%	88%	61%
2009	87%	101%	93%	78%	88%	107%	75%	72%	82%	82%	39%
2010	74%	112%	77%	65%	68%	50%	61%	65%	73%	69%	46%
2011	62%	101%	67%	63%	63%	45%	57%	64%	72%	62%	43%
2012	70%	111%	69%	63%	66%	46%	69%	62%	75%	71%	37%
2013	77%	116%	75%	70%	76%	45%	71%	65%	76%	75%	54%
2014	84%	127%	90%	75%	87%	55%	60%	62%	78%	97%	40%
2015	95%	126%	86%	70%	65%	66%	72%	62%	80%	85%	53%
2016	89%	128%	85%	71%	60%	64%	68%	59%	75%	78%	53%
2017	86%	138%	85%	74%	68%	63%	71%	61%	80%	78%	26%
2018	93%	138%	85%	81%	67%	68%	74%	62%	79%	64%	24%
2019	73%	126%	69%	66%	61%	65%	72%	61%	77%	79%	17%

Operating expend. per FTE student (Excl. auxil./hosp.)											
	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
2005	\$13,554	\$15,562	\$11,363	\$10,391	\$11,108	\$13,191	\$46,596	\$23,059	\$31,270	\$20,605	\$17,266
2006	\$13,885	\$13,736	\$12,764	\$10,859	\$11,881	\$14,230	\$48,802	\$23,979	\$33,087	\$21,009	\$18,961
2007	\$14,770	\$18,924	\$13,637	\$11,217	\$12,275	\$15,090	\$50,438	\$25,720	\$33,645	\$18,214	\$17,569
2008	\$14,778	\$18,114	\$14,843	\$10,973	\$12,608	\$15,625	\$55,374	\$26,326	\$34,538	\$18,473	\$17,585
2009	\$15,269	\$19,617	\$15,102	\$12,499	\$13,743	\$14,629	\$55,333	\$26,522	\$36,444	\$19,233	\$18,534
2010	\$15,821	\$21,749	\$14,598	\$11,892	\$13,009	\$15,606	\$56,458	\$25,759	\$36,281	\$18,353	\$18,704
2011	\$14,766	\$23,063	\$14,706	\$11,556	\$13,052	\$15,698	\$57,345	\$26,620	\$37,303	\$18,385	\$19,153
2012	\$15,381	\$24,627	\$15,533	\$12,899	\$14,794	\$14,848	\$55,889	\$25,011	\$38,981	\$20,600	\$18,299
2013	\$16,942	\$22,270	\$16,103	\$13,088	\$13,639	\$15,608	\$56,435	\$25,690	\$40,232	\$21,036	\$19,399
2014	\$17,984	\$23,900	\$17,335	\$13,888	\$14,219	\$17,031	\$69,623	\$26,464	\$42,959	\$22,377	\$20,718
2015	\$17,118	\$25,800	\$17,811	\$14,026	\$14,918	\$18,108	\$73,671	\$27,319	\$42,972	\$24,293	\$15,550
2016	\$18,161	\$29,484	\$18,259	\$14,098	\$14,635	\$19,210	\$73,830	\$27,355	\$43,796	\$22,626	\$15,928
2017	\$17,293	\$32,272	\$18,922	\$15,217	\$14,963	\$19,840	\$78,036	\$29,364	\$44,659	\$27,011	\$15,140
Benchmark	\$20,823	\$21,014	\$19,408	\$20,666	\$17,437	\$19,854	\$63,945	\$31,004	\$64,132	\$22,198	\$17,314

State appropriations per FTE student											
	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
2005	\$5,074	\$6,161	\$5,231	\$4,199	\$4,012	\$4,380	\$11,249	\$6,667	\$9,955	\$6,396	\$1,277
2006	\$5,362	\$6,104	\$5,843	\$4,359	\$4,183	\$4,771	\$12,119	\$7,200	\$10,364	\$6,629	\$1,365
2007	\$7,418	\$9,482	\$6,691	\$4,957	\$4,783	\$5,420	\$12,966	\$8,094	\$11,735	\$7,593	\$1,492
2008	\$7,558	\$10,266	\$6,853	\$5,021	\$4,939	\$5,260	\$13,641	\$8,451	\$12,220	\$8,374	\$1,890
2009	\$7,586	\$10,715	\$6,731	\$5,201	\$4,842	\$5,219	\$11,162	\$8,404	\$12,003	\$8,072	\$2,034
2010	\$6,733	\$11,457	\$5,804	\$4,475	\$4,281	\$4,422	\$11,771	\$7,217	\$10,524	\$7,135	\$1,776
2011	\$7,521	\$12,150	\$6,475	\$5,001	\$4,796	\$4,859	\$13,231	\$8,534	\$12,035	\$7,589	\$1,972
2012	\$7,817	\$12,849	\$6,858	\$4,989	\$4,944	\$5,038	\$13,253	\$8,540	\$12,187	\$7,907	\$1,804
2013	\$8,177	\$13,006	\$6,943	\$5,043	\$4,887	\$4,996	\$13,232	\$8,339	\$12,218	\$7,902	\$1,850
2014	\$8,319	\$14,726	\$7,246	\$5,088	\$4,848	\$5,176	\$16,544	\$8,399	\$12,567	\$8,919	\$2,010
2015	\$8,651	\$16,869	\$7,725	\$5,571	\$5,359	\$5,696	\$19,007	\$9,096	\$13,520	\$9,512	\$1,793
2016	\$9,304	\$18,154	\$8,080	\$6,069	\$5,697	\$6,146	\$19,879	\$9,538	\$13,822	\$9,740	\$1,751
2017	\$9,154	\$19,889	\$8,426	\$6,251	\$5,925	\$6,701	\$20,113	\$9,924	\$13,814	\$11,712	\$1,597
Benchmark	\$9,047	\$10,071	\$7,568	\$8,427	\$6,148	\$7,176	\$9,701	\$10,628	\$9,358	\$9,362	\$1,637

University System of Maryland
Dashboard Indicators, June 2019

As of 5/28/19

Italicized figures are figures against which national comparisons should be made.

Workforce Development									E23
Year	E1 % of Maryland residents with at least a bachelor's degr.	E30 % of Maryland residents with advanced degree or more	E2 Doctoral scientists, engineers, & health professionals employed in MD	E4 Science & engineering doctorates awarded	E5 Per capita personal income	E6 Unemployment rate (June)	E12 Persons in science & engineering occupations as % of workforce	E14 Average/Median high-tech wage	E23 Current population estimates (as of July 1) (for comparison purposes)
2013	37.4%	17.1%	32,600	1,124	\$52,792	7.5%	7.4%	NA	5,928,814
2014	38.2%	17.5%	NA	1,066	\$54,783	6.1%	7.4%	\$101,849	5,976,407
2015	38.8%	17.7%	34,250	1,194	\$56,916	5.3%	7.5%	\$104,659	6,006,401
2016	39.3%	18.5%	NA	1,082	\$58,504	4.9%	7.6%	\$107,193	6,016,447
2017	39.7%	18.3%			\$60,171	4.3%	7.6%	\$95,921*	6,052,177
2018					\$62,914	4.0%			6,042,718
Benchmark	32.0%	12.3%	6th (MD's rank)	14th (MD's rank)	5th (MD's rank)	4.0%	2nd (MD's rank)	3rd (MD's rank)	19th (MD's rank)

R&D		
Year	E8 Academic R&D expenditures in science & engin. (millions)	E22 University R&D expenditures in life sciences (millions)
2013	\$3,376	\$1,557
2014	\$3,515	\$1,622
2015	\$3,705	\$1,737
2016	\$3,744	\$1,656
2017	\$3,970	\$1,784
2018		
Benchmark		

Economic Development			
Year	E7 SBIR awards (\$ millions)	E16 Venture capital disbursed per \$1,000 of Gross Domestic Product (\$)	E15 High-tech establishments as % of business establishments
2013	245	\$1.67	12.11%
2014	234	\$1.64	12.33%
2015	NA	\$2.62	
2016	188	\$1.53	
2017	229	\$1.67	
2018			
Benchmark	5th (MD's rank)	14th (MD's rank)	5th (MD's rank)

Support of Higher Education			
Year	E17 St. gen. funds for higher educ. per \$1,000 of personal income (FY)	E18 State gen. funds for higher educ. per capita	E19 State gen. funds for higher educ. per headcount student
2013	\$5.39	\$274.25	\$4,074
2014	\$5.58	\$306.81	\$4,838
2015	\$5.60	\$302.57	\$4,846
2016	\$5.56	\$310.54	\$5,049
2017	\$5.66	\$330.33	\$5,342
2018	\$5.45	\$331.60	\$5,419
Benchmark	25rd (MD's rank)	9th (MD's rank)	12th (MD's rank)

*Prior to 2016: Average of high-tech wage was used/from 2017: Median of high-tech wage is used

Bowie State University
Dashboard Indicators, June 2019

Italicized figures are figures against which peer comparisons should be made.
** Measure used by U.S. News*

As of 5/28/19

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student Success, Diversity & Inclusion							Alumni		
Year	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers	10 Alumni giving rate		
2013	890	35%	72%	92%	54%	353	5.9%		
2014	881	33%	72%	90%	57%	310	5.7%		
2015	874	41%	72%	89%	60%	419	5.5%		
2016	868	37%	74%	89%	45%	227	4.7%		
2017	942	40%	73%	88%	38%	495	4.2%		
2018					35%	391			
Benchmark*	928-1101 (25th & 75th %ile)	49% P	76% P						
Faculty				Affordability			Workforce Dvlp.		
Year	21 Aver. faculty salary	22 Wgtd. aver. faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning) % chg.	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	35 Upper division STEM enrollment		
2013	\$69,115	53	16	\$6,971	5%	\$27,833	280		
2014	\$73,818	69	16	\$7,299	5%	\$30,300	319		
2015	\$75,770	71	16	\$7,657	5%	NA	294		
2016	\$78,882	70	16	\$7,880	3%	NA	309		
2017	\$80,598	67	16	\$8,064	2%	\$29,433	336		
2018	\$84,842	69	16	\$8,233	2%		340		
Benchmark*	\$83,701 P	85% B	17 P			\$25,969 P			
Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacemt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	40%	18%	Met goal	138%	66%	4.6%	13.5%	4.7	8.0
2014	38%	18%	Met goal	89%	65%	3.0%	12.7%	5.2	7.8
2015	41%	20%	Met goal	113%	64%	1.6%	17.2%	5.4	7.3
2016	44%	22%	Met goal	88%	65%	1.5%	17.0%	5.4	8.0
2017	46%	21%	Met goal	108%	67%	1.5%	17.6%	5.0	7.6
2018			Met goal	67%	65%	2.7%	20.7%	5.1	7.5
Benchmark*	48% P	17% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

Coppin State University
Dashboard Indicators, June 2019

Italicized figures are figures against which peer comparisons should be made.
** Measure used by U.S. News*

As of 5/28/19

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student Success, Diversity & Inclusion							Alumni	
Year	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers	10 Alumni giving rate	
2013	877	14%	64%	85%	39%	238	11.0%	
2014	890	18%	65%	85%	43%	256	9.6%	
2015	895	18%	66%	84%	39%	186	3.9%	
2016	862	17%	66%	81%	39%	267	4.2%	
2017	930	24%	65%	81%	37%	219	4.4%	
2018					38%	192		
Benchmark*	939-1119 (25th & 75th %ile)	52% P	76% P					

Faculty				Affordability			Workforce Dvlp.	
Year	21 Aver. faculty salary	22 Wgtd. aver faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning)	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	35 Upper division STEM Enrollment	
2013	\$67,647	55	14	\$6,252	9%	86%	99	
2014	\$72,201	68	14	\$6,132	-2%	88%	111	
2015	\$73,809	67	13	\$6,362	4%	92%	120	
2016	\$75,843	62	13	\$6,448	1%	85%	114	
2017	\$77,185	61	14	\$6,536	1%	86%	102	
2018	\$76,619	52		\$6,625	1%	86%	87	
Benchmark*	\$83,701 P	85% B	20 P				\$24,101	

Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacemt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	35%	23%	Met goal	115%	69%	0.4%	13.9%	4.8	9.0
2014	35%	25%	Met goal	92%	NA	0.2%	16.3%	7.0	8.5
2015	34%	24%	Met goal	103%	NA	0.2%	25.7%	6.5	8.1
2016	39%	30%	Met goal	121%	71%	0.5%	19.9%	6.9	9.0
2017	35%	32%	Met goal	70%	70%	0.6%	25.1%	6.9	9.3
2018			Met goal	98%	70%	0.6%	21.2%	5.9	9.3
Benchmark*	44% P	16% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

Frostburg State University
Dashboard Indicators, June 2019

Italicized figures are figures against which peer comparisons should be made.
** Measure used by U.S. News*

As of 5/28/19

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student Success, Diversity & Inclusion						
Year	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers
2013	980	47%	73%	29%	62%	412
2014	985	49%	75%	34%	62%	478
2015	969	51%	76%	36%	66%	564
2016	942	47%	76%	37%	65%	525
2017	1025	49%	76%	37%	73%	532
2018					79%	460
Benchmark*	948-1136 (25th & 75th %ile)	54% P	76% P	30% P		

Alumni
10 Alumni giving rate
4.7%
4.7%
5.0%
5.4%
4.6%

Faculty			Affordability			
Year	21 Aver. faculty salary	22 Wgt'd. aver faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning)	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation
2013	\$69,213	39	15	\$7,728	4%	\$20,058
2014	\$74,693	52	15	\$7,982	3%	\$24,916
2015	\$76,281	57	16	\$8,488	6%	\$25,463
2016	\$77,035	50	15	\$8,702	3%	\$24,827
2017	\$78,644	52	14	\$8,914	2%	\$29,802
2018	\$78,032	45		\$9,172	3%	
Benchmark*	\$83,701 P	85% B	18 P			\$27,750 P

Workforce Dvlp.	Economic Dvlp.
35 Upper division STEM enrollment	38 Number of start-up companies
423	3
445	4
399	3
481	6
394	5
382	1

Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacmt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	40%	17%	Did not meet goal	92%	60%	1.2%	16.7%	4.5	7.4
2014	38%	15%	Did not meet goal	118%	55%	0.6%	21.6%	4.3	7.3
2015	40%	15%	Met goal	109%	55%	0.4%	18.2%	3.9	7.4
2016	45%	19%	Met goal	91%	56%	1.2%	17.9%	3.9	7.2
2017	45%	20%	Met goal	129%	53%	0.7%	18.3%	3.9	7.1
2018			Met goal	94%	51%	1.2%	20.9%	4.0	7.2
Benchmark*	49% P	16% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

Salisbury University
Dashboard Indicators, June 2019

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* Measure used by U.S. News

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Student Success, Diversity & Inclusion						
Year	1 Average SAT*	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers
2013	1160	67%	82%	16%	58%	915
2014	1156	66%	82%	17%	60%	730
2015	1160	67%	81%	18%	64%	847
2016	1150	69%	83%	18%	68%	726
2017	<i>1180</i>	71%	83%	19%	67%	786
2018					64%	720
Benchmark*	1008-1184 (25th & 75th %ile)	62% P	79% P	25% P		

Alumni
10 Alumni giving rate
7.3%
6.4%
6.7%
6.1%
6.8%

Faculty			Affordability			
Year	21 Aver. faculty salary	22 Wgt'd. aver faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning)	8 % of undergrads receiving financial aid	9 Average undergraduate debt burden upon graduation
2013	\$72,039	51	16	\$8,128	6%	\$23,545
2014	\$77,848	69	16	\$8,560	5%	\$24,567
2015	\$79,589	70	16	\$9,086	6%	\$25,376
2016	\$80,756	62	16	\$9,364	3%	\$26,940
2017	\$81,802	62	<i>16</i>	\$9,582	2%	\$26,940
2018	\$81,557	57		\$9,824	3%	
Benchmark*	\$83,701 P	85% B	16 P			\$28,690 P

Workforce Dvlp.	Economic Dvlp.
35 Upper division STEM enrollment	38 Number of start-up companies
612	5
658	3
641	15
628	24
626	11
617	20

Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacem. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tchng. workload courses per FTE faculty
2013	47%	14%	Met goal	295%	68%	2.6%	17.0%	4.3	7.4
2014	45%	14%	Met goal	146%	68%	1.2%	17.9%	4.0	7.3
2015	47%	14%	Met goal	103%	68%	1.7%	11.4%	4.0	7.1
2016	56%	18%	Met goal	172%	65%	2.1%	11.5%	4.0	7.3
2017	53%	16%	Met goal	104%	69%	1.6%	11.5%	3.9	7.5
2018			<i>Met goal</i>	110%	67%	2.4%	13.3%	4.0	7.4
Benchmark*	53% P	18% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

Towson University
Dashboard Indicators, June 2019

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Student Success, Diversity & Inclusion						
Year	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers
2013	1088	65%	85%	21%	62%	2,848
2014	1084	68%	86%	22%	61%	2,143
2015	1087	70%	86%	24%	67%	1,937
2016	1080	71%	86%	26%	74%	2,311
2017	1133	72%	85%	29%	72%	2,552
2018					74%	2,621
Benchmark*	1048-1215 (25th & 75th %ile)	64% P	82% P	20% P		

Alumni
10 Alumni giving rate
4.3%
3.8%
5.1%
4.5%
3.9% ■

Faculty			Affordability			
Year	21 Aver. faculty salary	22 Wgtd. aver faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning) % chg.	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation
2013	\$72,444	59	17	\$8,342 3%	70%	NA
2014	\$78,288	73	17	\$8,590 3%	70%	\$25,936
2015	\$79,751	73	17	\$9,182 7%	71%	\$25,785
2016	\$80,786	66	17	\$9,408 2%	71%	\$25,483
2017	\$82,260	65	17	\$9,694 3%	71%	\$26,460 ■
2018	\$82,628 ■	57 ■		\$9,940 3%	72%	
Benchmark*	\$83,701 P	85% B	19 P			\$28,781 P

Workforce Dvlp.	Economic Dvlp.
35 Upper division STEM enrollment	38 Number of start-up companies
1,461	1
1,530	0
1,672	0
1,732	0
1,907	0
2,014 ■	0 ■

Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacemt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	42%	14%	Met goal	112%	67%	3.0%	8.7%	4.3	7.3
2014	38%	14%	Met goal	116%	65%	2.3%	11.1%	4.3	7.2
2015	40%	14%	Met goal	99%	63%	1.4%	8.1%	4.3	7.1
2016	46%	17%	Met goal	87%	60%	2.1%	8.2%	4.3	7.1
2017	48% ■	19% ■	Met goal	68%	63%	2.3%	6.6%	4.2	7.0
2018			Met goal ■	113% ■	63% ■	2.2% ■	7.5% ■	4.2 ■	7.0 ■
Benchmark*	53% P	14% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

University of Baltimore
Dashboard Indicators, June 2019

As of 5/28/19

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Student Success, Diversity & Inclusion										Alumni	
Year	1-UB % of graduates who pass bar exam on initial attempt	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers	4-UB Number of minority students graduating annually (UG & Grad/Prof)	5-UB % of economically disadvantaged students	10 Alumni giving rate			
2013	85%	72%	51%	75%	690	604	75%	5.6%			
2014	80%	73%	53%	70%	630	635	70%	5.0%			
2015	66%	72%	53%	67%	651	676	78%	4.7%			
2016	68%	74%	53%	65%	655	716	66%	4.2%			
2017	67%	70%	51%	55%	567	789	49%	3.8%			
2018	67%			55%	515	754	88%				
Benchmark*	TBD	79%	49%			426	75%				

Faculty				Affordability			Workforce Dvlp.	Economic Dvlp.
Year	2-UB Sponsored research \$ per F-T faculty (000s)	3-UB % part-time faculty	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning)	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	35 Upper division STEM enrollment	38 Number of start-up companies
2013	\$35	54%	16	\$7,838	2%	86%	289	9
2014	\$37	52%	15	\$8,018	2%	86%	286	0
2015	\$38	52%	15	\$8,326	4%	86%	287	1
2016	\$41	53%	15	\$8,596	3%	85%	275	0
2017	\$58	55%	14	\$8,824	3%	85%	286	0
2018	\$74	53%		\$8,958	2%	84%	270	6
Benchmark*		49%	18			\$23,855		

Stewardship				Effectiveness & Efficiency				
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacem. value	7-UB % of stdts. involved with non-traditional learning activities	55 Tching. workload courses per FTE faculty
2013	39%	23%	Met goal	304%	48%	1.0%	44%	6.4
2014	40%	21%	Did not meet goal	111%	52%	0.6%	44%	7.3
2015	41%	21%	Met goal	107%	46%	1.4%	45%	6.9
2016	44%	21%	Met goal	98%	51%	0.5%	49%	6.7
2017	45%	18%	Met goal	114%	54%	1.1%	53%	7.0
2018			Met goal	124%	36%	0.2%	56%	7.1
Benchmark*	48%	14%	Meet goal	100%	66%	2.0%	7.5	

University of Maryland, Baltimore
Dashboard Indicators, May 2019

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As of 5/28/19

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Student Success, Diversity & Inclusion										Economic Dvlp.	
Year	1-UMB Passing rate on Bar (Law) exam	2-UMB Passing rate on medical licensure exam	3-UMB Passing rate on nursing licensure exam	4-UMB Passing rate on dentistry licensure exam	10-UMB Total headcount enrollmt.	11-UMB Afr.-Amer., Hispan., & Nat. Amer. as % of total headcount enrollment	12-UMB Graduate & 1st prof. as % of total hdct. enrollment	38 Number of start-up companies			
2013	83%	99%	93%	96%	6,284	19%	89%	8			
2014	78%	99%	97%	99%	6,276	20%	87%	15			
2015	76%	97%	90%	94%	6,329	22%	86%	18			
2016	79%	96%	93%	98%	6,482	24%	86%	13			
2017	77%	97%	88%	99%	6,703	24%	86%	19			
2018	80%	99%	87%	100%	6,777	24%	87%	20			
Benchmark*	TBD	97%	N	N		17%	P	P			

Faculty					Economic Development				
Year	5-UMB Natl. ranking NIH awards to public medical schls.	6-UMB Natl. ranking: NIH awards to public & priv .dental schls.	7-UMB No. of specialty law programs ranked in top 10 nationally	24 Student to Faculty Ratio	13-UMB Grant & contract awards (millions)	14-UMB/31 Total R&D expenditures in medicine per F-T medical faculty	32 U.S. Patents issued	33 Adjusted gross license income received	34 Licenses & options executed
2013	14	5	3	6	\$479	\$245,876	25	\$835,817	23
2014	15	6	2	7	\$499	\$226,765	28	\$1,120,101	30
2015	16	11	2	7	\$498	\$224,977	33	\$1,215,991	39
2016	17	9	2	7	\$494	\$246,865	32	\$1,276,140	34
2017	15	10	2	7	\$554	\$268,574	30	\$1,482,785	39
2018	16	10	2	7	\$667		26	\$4,788,731	43
Benchmark*	Top 10	Top 10		16		\$301,119	5% annually	5% annually	

Stewardship				Effectiveness & Efficiency		Workforce Development		
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	52 Facilities renewal \$ as % of replacemt. value	16-UMB Number of nursing graduates (BSN, MS, PhD, DNP)	17-UMB Number of pharmacy graduates (PharmD)	18-UMB Number of dentistry grads (DDS)
2013	25%	9%	Met goal	129%	0.9%	632	163	127
2014	25%	9%	Met goal	66%	0.8%	614	153	128
2015	25%	9%	Met goal	96%	0.5%	666	164	127
2016	27%	10%	Met goal	71%	0.6%	636	152	124
2017	26%	11%	Met goal	106%	0.8%	614	157	130
2018			Met goal	122%	0.9%	698	149	132
Benchmark*	37%	10%	Meet goal	100%	2.0%			

University of Maryland, Baltimore County
 Dashboard Indicators, June 2019

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Year	Student Success, Diversity & Inclusion						Affordability			Alumni
	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. colleg transfers	7 Resident UG tuition & fees (Yr. beginning) % chg.	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	10 Alumni giving rate
2013	1218	65%	86%	22%	67%	1,418	\$10,068 3%	70%	\$22,755	3.7%
2014	1214	61%	87%	22%	64%	1,352	\$10,384 3%	70%	\$25,831	3.6%
2015	1210	63%	87%	23%	63%	1,351	\$11,006 6%	69%	\$26,534	3.7%
2016	1217	64%	87%	24%	61%	1,382	\$11,264 2%	70%	\$25,505	3.6%
2017	<i>1251</i>	63%	87%	26%	64%	1,311	\$11,518 2%	70%	\$27,221	3.9%
2018					62%	<i>1,315</i>	\$11,778 2%	73%		
Benchmark*	1170-1346 (25th & 75th % ile)	73%	89%	23%					\$28,808	

Year	Faculty				Economic Development				Workforce Dvlp	
	21 Aver. faculty salary	22 Wgtd. aver faculty salary %ile	23 Awards per 100 FTfaculty (5 yrs.)	24 Student to Faculty Ratio	31 Total R&D expendit. per FT faculty	32 U.S. Patents issued	33 Adjusted gross license income received	34 Licenses & options executed	38 Number of start-up companies	35 Upper division STEM enrollment
2013	\$87,894	56	2.8	20	\$157,612	5	\$191,721	1	10	3,284
2014	\$94,379	75	2.5	19	\$160,823	7	\$284,153	1	4	3,582
2015	\$96,271	73	2.9	19	\$164,116	12	\$180,366	2	8	3,745
2016	\$97,492	69	3.1	19	\$165,642	7	\$124,645	4	8	3,793
2017	\$99,376	70	3.8	18	<i>\$165,701</i>	12	\$266,864	4	6	3,819
2018	<i>\$100,095</i>	67	4.0			10	<i>\$50,824</i>	0	5	3,826
Benchmark*	\$94,254	85%		17	\$177,015					

Year	Stewardship				Effectiveness & Efficiency				
	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacem. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	34%	11%	Met goal	238%	60%	0.6%	18.4%	4.3	6.9
2014	34%	11%	Met goal	84%	65%	0.7%	18.3%	4.6	7.2
2015	34%	11%	Met goal	199%	62%	0.8%	12.6%	4.5	7.2
2016	37%	13%	Met goal	107%	59%	0.6%	13.1%	4.5	7.0
2017	37%	<i>13%</i>	Met goal	108%	58%	0.7%	13.2%	4.4	6.5
2018			<i>Met goal</i>	116%	58%	0.7%	13.2%	4.3	6.6
Benchmark*	47%	13%	Meet goal	100%	66%	2.0%	10.0%	5.5	

University of Maryland, College Park
Dashboard Indicators, June 2019

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* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Year	Student Success, Diversity & Inclusion						Affordability			Alumni	
	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers	7 Resident UG tuition & fees (Yr. beginning) % chg.	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	10 Alumni giving rate	
2013	1299	84%	95%	21%	47%	1,930	\$9,161	3%	66%	\$25,254	5.8%
2014	1305	85%	95%	22%	49%	2,234	\$9,427	3%	66%	\$25,131	6.6%
2015	1306	86%	95%	22%	47%	2,143	\$9,996	6%	67%	\$26,818	6.6%
2016	1305	87%	95%	23%	50%	1,911	\$10,182	2%	66%	\$27,559	6.1%
2017	1322	85%	95%	22%	47%	1,986	\$10,399	2%	65%	\$28,122	5.6%
2018					49%	2,014	\$10,595	2%	65%		
Benchmark*	1246-1424 (25th & 75th %ile)	86%	95%	15%						\$25,820	

Year	Faculty				Economic Development				Workforce Dvlp	
	21 Aver. faculty salary	22 Wgtd. aver faculty salary %ile	23 Awards per 100 FTfaculty (5 yrs.)	24 Student to Faculty Ratio	31 Total R&D expendit. per FT faculty	32 U.S. Patents issued	33 Adjusted gross license income received	34 Licenses & options executed	38 Number of start-up companies	35 Upper division STEM enrollment
2013	\$113,372	84	4.6	18	\$348,602	38	\$575,485	18	29	5,846
2014	\$122,160	94	4.3	18	\$334,681	35	\$727,424	21	103	6,161
2015	\$125,559	95	4.9	17	\$329,693	44	\$847,046	17	94	6,201
2016	\$124,155	86	4.4	17	\$337,551	37	\$836,035	23	62	7,200
2017	\$131,316	88	4.3	18	\$349,400	48	\$676,102	27	45	6,950
2018	\$131,506	81	5.0			35	\$783,303	15	32	7,502
Benchmark*	\$116,105	85%		17	\$306,748					

Year	Stewardship				Effectiveness & Efficiency				
	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacmt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	32%	8%	Met goal	109%	69%	1.7%	17.7%	4.0	5.6
2014	32%	8%	Did not meet goal	127%	71%	1.4%	21.0%	4.1	5.6
2015	33%	8%	Met goal	145%	71%	1.2%	10.6%	4.1	5.4
2016	32%	8%	Met goal	105%	70%	1.1%	11.6%	3.5	5.5
2017	32%	8%	Met goal	94%	72%	1.8%	12.6%	3.9	5.7
2018			Met goal	134%	83%	2.2%	13.1%	3.9	5.6
Benchmark*	38%	9%	Meet goal	100%	66%	2.0%	10.0%		5.5

University of Maryland, Eastern Shore
Dashboard Indicators, June 2019

As of 5/28/19

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** Measure used by U.S. News*

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student Success, Diversity & Inclusion							Alumni	
Year	1 Average SAT	2 6-year graduation rate	3 Average (3-yr.) 2nd year retention rate	4 Afr.-Amer., Hispan., Nat. Amer. as % of UGs	5 % of applicants admitted (new freshmen & transfer students)	6 MD comm. college transfers	10 Alumni giving rate	
2013	880	32%	68%	75%	57%	135	2.5%	
2014	861	37%	70%	75%	63%	181	3.3%	
2015	844	33%	70%	76%	51%	152	2.9%	
2016	921	36%	66%	78%	39%	114	1.9%	
2017	954	38%	63%	79%	39%	97	1.4%	
2018					55%	113		
Benchmark*	908-1086 (25th & 75th %ile)	46% P	76% P	52%				

Faculty			Affordability			Economic Dvlp.		Workforce Dvlp.		
Year	21 Aver. faculty salary	22 Wgtd. aver faculty salary %ile	24 Student to Faculty Ratio	7 Resident UG tuition & fees (Yr. beginning)	8 % of undergrads receiving financial aid	9 Average* undergraduate debt burden upon graduation	31 Total R&D expendit. per FT faculty	38 Number of start-up companies	35 Upper division STEM enrollment	
2013	\$70,881	61	14	\$6,998	4%	88%	\$28,486	\$54,774	2	403
2014	\$70,881	72	14	\$7,287	4%	86%	\$20,375	\$54,442	1	425
2015	\$76,049	68	15	\$7,625	5%	87%	\$21,000	\$52,655	0	369
2016	\$84,202	82	14	\$7,804	2%	85%	\$21,000	\$46,091	0	355
2017	\$85,752	76	13	\$8,042	3%	84%	NA	\$42,936	0	353
2018	\$87,808	76		\$8,302	3%	87%			0	388
Benchmark*	\$85,425 P	85% B	16 P				\$28,540 P	\$24,700 P		

Stewardship				Effectiveness & Efficiency					
Year	41 Expend. for instr. as % of oper. expend. (Excl. auxil./hosp.)	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.)	43 Fund balance increase: goal achievement	44 % of fundraising goal achieved	51 Classroom utilization rate	52 Facilities renewal \$ as % of replacemt. value	53 % of undergrad. credits from non-tradit. methods	54 Time to degree in years	55 Tching. workload courses per FTE faculty
2013	41%	12%	Did not meet goal	75%	69%	0.7%	13.9%	4.7	8.1
2014	39%	13%	Did not meet goal	115%	69%	0.2%	14.8%	4.7	7.4
2015	39%	13%	Met goal	95%	69%	0.2%	17.2%	4.8	7.2
2016	44%	16%	Met goal	116%	67%	0.2%	19.5%	4.7	8.2
2017	49%	17%	Did not meet goal	148%	67%	0.1%	21.2%	4.8	7.0
2018			Did not meet goal	68%	64%	0.1%	22.6%	4.9	7.0
Benchmark*	47% P	15% P	Meet goal B	100% I	66% S	2.0% B	10.0% B		7.5 B

University of Maryland University College
Dashboard Indicators, June 2019

As of 5/28/19 *Italicized figures are figures against which peer comparisons should be made.*
* Measure used by U.S. News

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

Student Success, Diversity & Inclusion								
Year	Stateside						Worldwide	
	1-UMUC Total undergraduate headcount enrollment +	4 Afr.-Amer. Hispan., Nat. Amer. as % of UGs +	2-UMUC African-Amer. as % of total UGs +	3-UMUC % of students who are economically disadvantaged +	4-UMUC % of students who are 25 years of age or older NC +	6 MD comm. coll. transfers +	6-UMUC Number of stateside online courses +	7-UMUC Number of worldwide online enrollments (students x classes enrolled in +)
2013	28,273	44%	31%	47%	83%	2,840	978	261,101
2014	26,740	46%	29%	50%	83%	2,574	981	243,303
2015	35,154	43%	27%	49%	80%	3,093	956	248,104
2016	42,892	44%	26%	48%	80%	3,140	923	265,520
2017	44,219	44%	26%	44%	80%	3,303	862	274,581
2018	45,604	50%	26%	46%	79%	3,624	865	288,336
Benchmark*	>22300	21%		Maintain or increase	≥80%		Maintain or increase	≥175,000

Year	Affordability		Economic Dvlp.			Workforce Development		Alumni	
	7 Resident UG tuition & fees (Yr. beginning) % chg.	8 % of undergrads receiving financial aid +	Worldwide		Stateside		10 Alumni giving rate +		
			8-UMUC Total no. of off campus or distance education enrollments +	10-UMUC No. of technology & management post-baccalaureates awarded +	35 Upper division STEM enrollment +				
2013	\$6,642 3%	47%	318,074	2,864	5,401			2.0%	
2014	\$6,834 3%	62%	294,226	3,225	6,613			1.8%	
2015	\$7,146 5%	43%	294,568	3,283	6,989			1.7%	
2016	\$7,266 2%	42%	309,768	3,523	8,290			1.2%	
2017	\$7,386 2%	43%	317,094	3,622	8,765			0.9%	
2018	\$7,416 0%	43%	329,337	4,502	9,025				
Benchmark*		25-30%	>251,000	≥1300					

Year	Stewardship			Effectiveness & Efficiency	
	Worldwide		Stateside	Stateside	
	41 Expend. for instruction as % of oper. expend. (Excl. auxil./hosp.) +	42 Expend. for admin. as % of oper. expend. (Excl. auxil./hosp.) -	43 Fund balance increase: goal achievement +	44 % of fundraising goal achieved +	11-UMUC Operating budget savings as % of state-supported budget +
2013	28%	13%	Met goal	90%	2%
2014	29%	14%	Met goal	133%	2%
2015	27%	20%	Met goal	52%	2%
2016	27%	22%	Met goal	67%	2%
2017	27%	23%	Met goal	40%	2%
2018			Met goal	100%	2%
Benchmark*	37%	30%	Meet goal	100%	2%

University of Maryland Center for Environmental Sciences
 Dashboard Indicators, June 2019

As of 5/28/19

* Benchmark = Comparison to external standard (P = peers; B = BOR policy; N = national standard; S = State policy; I = institutional goal)

National Eminence/Quality					
Year	Students		Faculty		
	1-UMCES Average GRE score of incoming students directed by UMCES faculty		2-UMCES Number of peer reviewed publications by UMCES faculty	3-UMCES Number of citations per peer reviewed publication	9 - UMCES Total R&D expendit. per Core faculty*
2013	1232		168	35.9	\$675,770
2014	1250		200	38.3	\$686,676
2015	1250		164	40.5	\$705,405
2016	1250		159	43.9	\$702,712
2017	312		180	46.3	\$811,111
2018	313		185	47.0	
	new score system				
Benchmark*					


Workforce & Economic Development				
Year	5-UMCES	6-UMCES	7-UMCES	8-UMCES
	Number of UMCES-sponsored Chesapeake Bay restoration projects	Number of K-12 teachers trained in UMCES environmental projects	Number of K-12 students involved in UMCES environmental education projects	Total R&D expenditures (000s)
2013	183	442	11,000	\$53,683
2014	229	608	11,000	\$50,814
2015	214	888	11,000	\$52,200
2016	212	1309	11,000	\$55,000
2017	194	1753	11,000	\$58,400
2018	184	305**	11,000	
Benchmark*				


Stewardship		
Year	43	44
	Fund balance increase: goal achievement	% of fundraising goal achieved
2013	Did not meet goal	180%
2014	Met goal	95%
2015	Met goal	99%
2016	Met goal	54%
2017	Met goal	49%
2018	Met goal	
Benchmark*	Meet goal	100%

Effectiveness & Efficiency	
Year	52
	Facilities renewal \$ as % of replacem. value
2013	0.8%
2014	0.4%
2015	0.3%
2016	0.4%
2017	0.3%
2018	2.4%
Benchmark*	2.0%

* Core Faculty = TTT + Research Professor Lines

IMPROVEMENT – a comparison with past performance

If currently at or above the average of the 3 previous years:  Green

If currently below the average of the 3 previous years:  Red

ADEQUACY – a comparison with peer, BOR policy, national standard, state policy or institutional goal

If currently at or above the benchmark:  Green

If currently below the benchmark:  Red



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: USM Capital Projects: Periodic Status Report

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: This report provides information on the status of capital improvement projects systemwide. Included are contract awards, completions, and detailed project schedules. The attached report reflects activity for the nine-month period starting August 1, 2018 and ending April 30, 2019.

Highlights include:

- Two design awards (\$4.7 million) to Maryland firms
- Ten construction awards (\$149.4 million)
- Nine construction awards to Maryland firms (\$145.1 million)
- Seven project completions (\$196.3 million)

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR’S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: REPORT ACCEPTED FOR INFORMATION DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



SUMMARY: USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS
AS OF APRIL 30, 2019

This report provides information on capital projects System-wide, excluding maintenance and energy performance contracts. Projects are funded through a variety of sources: State capital and operating funds, including facilities renewal; internal funding through the System Funded Construction Program (SFCP); private funds; and federal grants. This report is a summary of contract awards, project completions and project schedules for the nine-month period beginning August 1, 2018 and ending April 30, 2019. Only construction projects that are \$1 million, or greater, are included in this report.

ONGOING PROJECTS:

As of April 30, 2019, there are a total of 62 projects System-wide either pending design, or in design or construction, that are managed by the service centers.

CONTRACT AWARDS:

Design Awards

CSU Percy Julian Science Building Renov	Holback + Quinn Evans (MD)	\$ 2,973,873
UMBC Retriever Activities Ctr (RAC)	Marshall Craft Assoc. (MD)	\$ 1,745,267

Two design contracts for \$4.7 million were awarded during the nine-month period ending April 30, 2019.

Construction Awards, Including Design/Build and Construction Management

CSU Percy Julian Sci Bldg Ren CM Pre-Constr	Barton Mallow (MD)	\$ 340,000
BSU New Parking Lot (400 cars)	Oakmont Contracting (MD)	\$ 2,677,189
FSU Ed & Health Sci Center CM Pre-Constr	Barton Mallow (MD)	\$ 460,501
TU Athletic Fields Replacement	Field Turf USA (PA)	\$ 4,312,320
TU Glen Dining Hall Renovation	Turner Construction (MD)	\$ 7,954,000
TU 7800 1 st & 2 nd Floor Renovation	Oakmont Contracting (MD)	\$ 2,438,645
TU University Union Exp & Renov Bid Pkg #1-4	Barton Mallow (MD)	\$ 88,640,008
UMBC Retriever Act Ctr (RAC) CM Pre-Constr	J. Vinton Schafer (MD)	\$ 354,973
UMCP Cole Field House Renov Bid Pkg #7	Gilbane Bldg Co. (MD)	\$ 40,727,724
UMCP Stamp Student Entrance Renov.	DPR Construction (MD)	\$ 1,497,011

Ten construction awards for a total of \$149.4 million were made during the nine-month period ending April 30, 2019.

PROJECT COMPLETIONS:

UMCP - Brendan Iribe Center for Computer Science and Innovation	\$ 152,250,000
UMCP - Dorchester Hall Renovation	\$ 10,300,000
UMCP - Mowatt Lane and Union Lane Garages Renovation	\$ 1,770,000
UMCP - Relocate Tennis Courts (Cole spin-off project)	\$ 1,650,000
UMCP – School of Public Health Labs/Studios Renovation	\$ 9,210,835
SU - Severn Hall Architectural Renovation	\$ 8,000,000
UB – Replace USPS Maintenance Facility	\$ 13,180,000

Seven projects for a total cost of \$196.3 million were completed in the nine-month period ending April 30, 2019.

PROJECT TABLE: The attached information includes schedules for ongoing activities in the FY2020 Capital Improvement Program and the FY2019 System Funded Construction Program.

USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS AS OF April 30, 2019

STATE-FUNDED CIP PROJECTS											
SYSTEM-FUNDED NON-STATE/AUXILIARY PROJECTS											
Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMCP	Cole Fieldhouse Conversion/ Expansion (aka Human Performance & Academic Research Facility) Architect: Cannon Design, MD Contractor: Gilbane, MD	2/3	195,700,000	State/NBF	6/15	CM-10/15	12/15	12/19	195,700,000	MCCBL 15, 16, 17; 18, 19; Cash	0.00
TU	New Science Facility Architect: Cannon Design, MD Contractor: Whiting Turner, MD	1	183,819,000	State/NBF	8/14	CM	10/17	8/20	183,819,000	MCCBL 12,16,17;18, 19; 40th Bond Resolution, Bond Premium, Cash	0.00
TU	College of Health Professions Bldg.	1	165,953,000	State					5,266,000	MCCBL 19	160,687,000
USG	Biomed Sc. & Eng. Ed. Facility Architect: Cooper Carry, Inc. of Georgia Contractor: Gilbane Bldg. Co., MD	1	162,481,000	State	5/14	CM	6/16	7/19	162,481,000	MCCBL 13, 14, 15, 16, 17, 18	0.00
BSU	Communication Arts & Humanities Building	1	131,835,000	State	10/19		2/22	4/24	5,100,000	MCCBL 19	126,735,000
UMBC	Interdisciplinary Life Sc. Bldg. Architect: Ballinger, PA Contractor: Whiting Turner, MD	1	123,047,000	State	4/15	CM- 4/15	5/17	8/19	120,788,000	MCCBL 14, 15, 16, 17, 18, 40th Bond Resolution	2,259,000
TU	Union Addition/Renovation Architect: Design Collective, MD Contractor: Barton Mallow, MD	2/3	108,770,000	SFCP	12/16	CM	10/18	8/20-Add'n 8/21-Renov	70,670,000	38th, 39th, 40th Bond Resolutions	38,100,000
UMCP	Chemistry Building Ph 3, Wing 1 Replacement Architect: Whiting-Turner, MD	3	102,899,000	State	5/19	D/B	1/21	6/23	22,063,000	MCCBL 18, 19; Cash	80,836,000

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMCP	New Residence Hall (900 beds) Contractor: Holder Construction, VA	1	100,900,000	SFCP	2/18	D/B	6/19	8/21	66,500,000	39th, 40th Bond Resolutions	34,400,000
UMES	School of Pharmacy and Allied Health Contractor: Gilbane Bldg. Co., MD	1	89,898,000	State	9/17	CM	1/20	1/22	16,563,000	MCCBL16, 17, 19 UMES trnsfr	73,335,000
FSU	Education and Health Sciences Center Architect: Ayers St. Gross	1	86,876,000	State	6/18	CM	3/20	3/22	11,700,000	MCCBL16, 17, 18, 19	75,176,000
USM	Southern MD Regional HEC Architect: Cooper Cary Inc., GA	1	85,995,000	State/NBF	8/16	CM	10/19	10/21	18,964,000	MCCBL 13,14,15,16, 19; Cash	67,031,000
UMB	Central Electric Substation and Electrical Infrastructure Upgrades, Phased Engineer: RMF Engineering, Inc., MD	5	74,920,000 (All) 29,377,000 (Ph 1)	State	3/17	GC/CM	5/19-ph1	5/20-ph 1	31,613,000	MCCBL 16,17, 18, 19, Cash	2,236,000
UMCP	IDEA Factory Bldg. Design/Build Contractor: Clark Construction (MD)	1	50,000,000	SFCP	9/18	D/B	12/19	8/21	50,000,000	Cash	0.00
UMCP	North Dining Hall Replacement	1	49,650,000	SFCP	2/18	D/B	6/19	8/21	11,500,000	39th, 40th Bond Resolution	38,150,000
UMCP	School of Public Policy Bldg. Architect: Leo Daly, DC Contractor: J. Vinton Schafer, MD	1	45,000,000	State/NBF	7/17	CM	2/20	3/22	23,194,000	Cash, MCCBL 17, 18, 19	21,806,000
CSU	Percy Julian Bldg. Renovation for the College of Business Architect: Quinn Evans & Goody Clancy	3	44,008,000	State	1/19	CM	07/20	03/22	2,970,000	MCCBL 17, 18	41,038,000

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
FSU	New Residence Hall <u>Contractor:</u> P.J. Dick, Inc., PA	1	42,895,000	SFCP	5/17	D/B	6/18	2/20	26,618,000	Cash, 40th Bond Resolution	16,277,000
UMCP	Replace North Dining Hall <u>Contractor:</u> Holder Construction Group, VA	3	39,450,000	SFCP	2/18	D/B	5/29	6/21	11,500,000	39th, 40th Bond Resolution	27,950,000
UMBC	Retriever Activities Center Renewal <u>Architect:</u> Marshall Craft Assoc., MD <u>Contractor:</u> J. Vinton Schafer & Sons, MD	3	28,200,000	SFCP	10/18	CM	12/19	8/21	2,200,000	Cash and FY 2020/21 Auxiliary Revenue Bonds	26,000,000
UMBC	Utility Upgrades	5	17,274,000 - all 4,372,000, ph1	State	7/19	GC	12/19	5/22	5,382,000	MCCBL 18, 19	11,892,000
FSU	Five Dorm Renovation <u>Architect:</u> In-house	3	14,400,000	SFCP	7/16		7/17	8/19	5,700,000	39th Bond Resolution; Cash	8,700,000
UB	Replace USPS Maintenance Facility <u>Contractor:</u> Whiting Turner, MD	3	13,180,000	SFCP	8/15	D/B	9/17	11/18	13,180,000	Cash	0.00
UMB	Howard Hall/Bressler Research Bldg. Substation <u>Engineer:</u> RMF Engineering, MD	5	13,000,000	SFCP	8/17	GC	9/19	2/21	13,000,000	Cash	0.00
UMCP	Chemistry Renovations to Wings 2,3,& 5 <u>Architect:</u> HCM, MD; <u>Contractor:</u> Kinsley, MD	3	12,500,000	State	5/18	On-Call CM	7/19	4/20	12,500,000	Cash	0.00
UMCP	Rosborough Ln. Garage (300 sp.)	1	12,000,000	SFCP	4/19	CM	4/21	4/23	2,000,000	40th Bond Resolution	10,000,000

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMES	Flood Mitigation	5	10,434,000	State	10/19		7/21	7/22	1,008,000	MCCBL 19	9,426,000
TU	Glen Dining Hall Renovation <i>Architect: GWWO, MD</i> <i>Contractor: Turner Constr., MD</i>	3	10,400,000	SFCP	1/18	GC	1/19	1/20	10,400,000	Cash	0.00
SU	Maggs Natatorium Renovation <i>Contractor: Whiting Turner, MD</i>	3	10,000,000	SFCP	3/18	D/B	2/20	6/20	10,000,000	Cash	0.00
UMBC	Hillside /Terrace Systems Upgrades <i>Architect: Design Collective, MD</i> <i>Contractor: Jeffrey Brown and Whiting-Turner (MD)</i>	3/5	9,850,000	SFCP	7/18	CM	3/19	8/20	5,500,000	Cash	4,350,000
UMB	Interprofessional Education Ctr.	1	9,300,000	SFCP			9/19	3/21	3,000,000	Cash	6,300,000
UMCP	School of Public Health Labs and Studios Renovation <i>Contractor: J. Vinton Schafer, MD</i>	3	9,210,835	SFCP	8/16	CM	4/18	10/18	9,210,835	Cash	0.00
UMES	Agricultural Research and Education Center	1	9,066,772	SFCP	2/19	D/B	1/20	1/21	9,066,772	Grants/Cash	0.00
UMB	Renovate 121 N. Greene St.	3	8,000,000	SFCP	12/18		9/19	3/21	8,000,000	Cash	0.00

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMCP	HJP Wing 2 Mech Rm. (part of Campuswide Bldg. System and Infrastructure Improvements) Architect: Design Collective, MD Contractor: J. Vinton Schafer, MD	5	8,080,000	State	11/15	CM-12/15	6/19	1/20	8,080,000	MCCBL 14; FR	0.00
SU	3D Arts Building Renovation Architect: Whitman Requardt, MD	3	5,400,000	SFCP	7/19	DB	5/20	9/20	5,400,000	Cash	0.00
SU	Field Hockey Stadium	3	5,000,000	SFCP	10/19		7/20	10/20	500,000	Cash	4,500,000
BSU	Marshall Library HVAC Improvements, Ph 1 Architect: Kibart, MD	5	4,900,000	SFCP	3/18	GC	10/18	12/19	4,900,000	Cash	0.00
TU	Practice Field Improvements Contractor: FieldTurf USA, Inc. (PA)	5	4,900,000	State	11/17	D/B	11/18	7/19	4,900,000	Plant Funds; MCCBL 17, 18	0.00
TU	Glen Plaza Renovation	5	4,400,000	SFCP	8/18	TBD	5/20	7/21	4,400,000	Cash	0.00
UMCP	Construct New Office Bldg. for Central MD Research/Educ. Ctr., Clarksville	1	4,300,000	SFCP	10/18	D/B		10/19	4,300,000	Cash	0.00
UMB	Elevator/Fire Alarm Improve. in Various Garages (including Pearl St. Garage) Architect: UMB in-house design Contractor(s): Maranto & Sons, QSS, Brawer Builders, Emjay of MD	5	4,130,000	SFCP	7/13	GC, D/B	1/14	6/19	4,130,000	35th Bond Resolution	0.00
UMBC	Stadium Improvements	4	4,000,000	State	4/19	CM	5/20	8/21	4,000,000	MCCBL 18	0.00

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMB	Bressler Research Bldg. Electrical Substations 2 - 7 Renewal Design: In-House (UMB Engineering)	5	3,500,000	SFCP	2/19		2/20	2/21	3,500,000	Cash	0.00
BSU	New Parking Lot (400 cars) Architect: WBCM, Maryland Contractor: Oakmont Contracting, MD	5	3,500,000	SFCP	2/18	TBD	3/19	9/19	3,500,000	Cash	0.00
UMCP	Animal Sciences Wing 3 Replace Air Handlers (part of Campuswide Infrastructure Improvements) Architect: Kibart, MD Contractor: Maryland Mechanical, Inc.	5	3,400,000	State	9/16	On-Call GC	10/17	5/19	3,400,000	MCCBL 13, 14	0.00
UMB	Health Sciences Facility I - Cooling Tower Replacement Engineer: MS Engineering, MD Contractor: Emjay Engineering, MD	5	2,900,000	State/NBF	6/14	GC	3/17	1/19	2,900,000	CFR/Cash	0.00
UMCP	Chemistry Wing 2 AHU Replacement Architect: P&C Design Services	5	2,500,000	SFCP	6/17	GC	4/19	8/19	2,500,000	Cash	0.00
UMCP	Union Lane Garage Renovation Architect: Kibart, MD Contractor: Maryland Mechanical	3	2,425,000	SFCP	12/18	GC	5/19	8/19	2,425,000	Cash	0.00
UMB	MSTF Air Handling Units and Exhaust System Renewal	5	2,400,000	SFCP	9/18		9/19	9/20	2,400,000	Cash	0.00
UMB	School of Pharmacy Bldg. Electrical System Renewal	5	2,300,000	SFCP	5/19		5/20	5/21	2,300,000	Cash	0.00
UMB	Emergency Exit Upgrades	5	2,300,000	SFCP	4/18		7/18	2/21	2,300,000	Cash	0.00

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMB	Howard Hall Exhaust System <i>Architect: BKM of MD</i>	5	2,000,000	SFCP	4/18	GC	5/19	6/20	2,000,000	Cash	0.00
UMB	HSFII Fire Alarm System Renewal	5	1,900,000	SFCP	10/18	Open Bid	9/19	6/20	1,900,000	CFR/Cash	0.00
UMCP	Mitchell Infrastructure Renovation	5	1,832,000	SFCP	11/15	TBD	8/18	3/19	1,091,500	FR	740,500
UMB	108 N. Greene Street Chiller Extension	5	1,800,000	SFCP	4/19	Open Bid	1/20	6/21	1,800,000	Cash	0.00
UMB	School of Medicine Compressed Air System and Centralized Vacuum System Renewal for Multiple Bldgs.	5	1,600,000	SFCP	2/19		2/20	11/20	1,600,000	Cash	0.00
UMCP	Campus Creek Restoration <i>Architect: A. Morton Thomas, MD</i> <i>Contractor: Meadville Land Services, Inc., PA</i>	5	1,495,000	State; Grant; NBF	6/15		6/19	10/19	1,495,000	Cash; FR	0.00
UMCP	Create a Studio Classrm. For the Seigel Learning Ctr. in Patterson Hall	3	1,400,000	SFCP	4/18		9/18	1/19	1,400,000	Cash	0.00
UMB	Biomedical Research Bldg. Air Handler <i>Contractor: Min Engineering, MD</i>	5	1,400,000	SFCP	10/17	GC	12/18	10/19	1,400,000	Cash	0.00

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements	
UMB	Medical School Teaching Facility - Replace Condensate Removal System <i>Engineer: RMF Engineering, MD</i> <i>Contractor: Emjay, MD</i>	5	1,400,000	SFCP	8/16	GC	9/17	9/18	1,400,000	Cash	0.00	
UMB	HS/HSL Cooling Tower Replacement <i>Architect: RMF Engineering, MD</i> <i>Contractor: Boland, MD</i>	5	1,400,000	SFCP	6/17	GC	3/18	5/19	1,400,000	Cash	0.00	
UMB	737 Lombard St. Elevator Replacement <i>Consultant: Ashland Industrial</i> <i>Contractor: Delaware Elevator</i>	5	1,200,000	SFCP	9/16	GC	7/17	9/18	1,200,000	Cash	0.00	
UMB	School of Pharmacy HVAC Fan Coil Units/Heating & Cooling Piping Replacement <i>Architect: Burdette Koelher, Murphy & Associates, MD</i>	5	1,200,000	SFCP	1/18	GC	1/19	7/20	1,200,000	Cash	0.00	
Total Program (State and non-State/ Auxiliary)			\$2,067,679,607	Estimated Economic Impact (full-time jobs):				7,754	Jobs supported by the capital program per DBM formula of 7.5 FTE direct (construction-related) jobs per \$1M investment divided by a rough average duration of construction from award through completion of 2 years			

Codes: 1 New facility Total cost: Total estimated project cost including planning, construction & equipment.
 2 Addition/Expansion/Extension Start design: Date of BPW approval of architect/engineer. CM = Construction Management
 3 Renovation or Replacement Construction Start: Date of BPW approval of contractor. D/B = Design/Build
 4 Alterations and Addition Completion: Date of substantial completion/beneficial occupancy. GC = General Contractor
 5 Infrastructure OCGC = On-Call General Contractor

KEY NBF = Non-budgeted funds; MCCBL = State General Obligation Bonds; AFBA = Academic Revenue Bonds (approved by State); FR = Facilities Renewal
 USM Bonds = USM Auxiliary Revenue Bonds; CASH = Institutional funding, including cash and plant funds



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT

Minutes from Open Session

June 12, 2019

Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 2:30 P.M. at The Universities at Shady Grove.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (phone), Mr. Gossett, Mr. Pope, Mr. Wood. Also present were: USM Staff -- Chancellor Caret (phone), Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Lurie, Mr. McDonough, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White, Ms. Wilkerson; University of Maryland Eastern Shore – President Anderson (phone) and Mr. Primus (phone); Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM’s Independent Auditor) – Mr. Alkunta, Ms. Booker, Mr. Smith.

The following agenda items were discussed:

1. Update of UMES’ Progress to Address Audit Findings from Its Most Recent Office of Legislative Audit Report – Information & Discussion

UMES’ President and Vice President of Administration and Finance provided an update on the status of corrective actions undertaken in response to the Office of Legislative Audit report issued on January 4, 2019.

2. SB & Company, LLC Audit Plan for the FYE 2019 Independent Audit of Financial Statements – Information & Discussion

The Audit Partner for USM’s Independent Auditor (SB&Co.) presented the planned scope, strategy and approach that they will be following for their audit of USM’s June 30, 2019 financial statements and the A133 Single Audit.

3. Update of Board of Regents Enterprise Risk Management Workgroup Activity – Information & Discussion

The Board of Regents had agreed that a policy on Enterprise Risk Management (ERM) and Crisis Management (CM) should be developed to demonstrate the importance of ERM and CM and guide the Chancellor and Presidents in their implementation of ERM and CM processes.

As the first step in the policy’s development, USM’s Vice Chancellor of Administration and Finance presented the ERM and CM Statement of Intent.

Mr. Pope made the motion for submission of the Statement of Intent to the full Board for its final approval. [Seconded by Mr. Gossett; unanimously approved.]

4. Board of Regents Policies Reviewed by the Committee on Audit During FY 2019 - Information

USM's Director of Internal Audit provided the following policies/bylaws which have been reviewed by the Committee on Audit and will now be conveyed to the Full Board at its June 21, 2019, meeting: Committee on Audit Charter; Board of Regents Bylaws §3, *Committee on Audit Charge*; and Policy VIII-7.20 – *Policy on External Audits*.

5. Completed Office of Legislative Audit Activity - Information & Discussion

Since the March 27, 2019 audit committee meeting, the Office of Legislative Audit (OLA) has not issued any audit reports on USM institutions.

6. Follow up of Open Action Items from Prior Audit Committee Meetings and Senate Bill 719, University System of Maryland's Board of Regents – Transparency and Oversight - Information & Discussion

USM's Director of Internal Audit provided a status update of four action items from the March 2019 audit committee meeting. Presentation materials also included earlier action items and their statuses. The Director also presented the Audit Committee's Annual Work Plan FY 2019 and its completion status.

The Committee also discussed strategies for ensuring compliance with Senate Bill 719.

7. Reconvene to Closed Session

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Mr. Gossett; unanimously approved.]

Open session adjourned at 3:51 P.M.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT

Minutes from Closed Session
June 12, 2019

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Mr. Gossett; unanimously approved.] The closed session commenced at 3:51 P.M.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (phone), Mr. Gossett, Mr. Pope, Mr. Wood. Also present were: USM Staff -- Chancellor Caret (phone), Mr. Brown, Ms. Denson, Ms. Herbst, Mr. McDonough, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White, Ms. Wilkerson; University of Maryland Eastern Shore – President Anderson (phone) and Mr. Primus (phone); Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM’s Independent Auditor) – Mr. Alkunta, Ms. Booker, Mr. Smith.

The following agenda items were discussed:

1. USM’s Director of Internal Audit provided an update on Office of Legislative Audit activity currently in process. (§3-305(b)(13)).
2. USM’s Director of Internal Audit provided an update of engagement additions, cancellations, and completions to the Office of Internal Audit’s 2019 plan of activity. (§3-103(a)(1)(i)).
3. USM’s Director of Internal Audit provided a status update of investigations and reported criminal allegations received by the Office of Internal Audit. (§3-305(b)(12)).
4. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 4:18 P.M.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Implementation of AGB Recommendations and Legislative Actions (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: The Board will discuss progress on implementation of both the AGB report recommendations and legislative actions in Senate Bill 719.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: June 21, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Draft Freedom of Speech and Expression Value Statement and Guidelines

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: Friday, June 21, 2019

SUMMARY: The free exchange of ideas and information is central to higher education’s foremost obligation of fostering both intellectual development and the discovery and dissemination of knowledge. USM and its institutions hold true to that concept and right. To that end, the System presents a draft freedom of speech and expression values statement to articulate that commitment and guidelines to help our institutions as they navigate complex freedom of expression- and freedom of speech-related issues on our campuses. The following values statement and guidelines were developed by a workgroup of campus experts and USM staff and has been reviewed by the USM presidents, provosts, vice presidents for student affairs, shared governance councils, and the Office of the Attorney General.

ALTERNATIVE(S): The regents may not approve the statement and guidelines, may make recommendations, or may ask for additional information.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR’S RECOMMENDATION: That the Board of Regents approve the Freedom of Speech and Expression Value Statement and Guidelines.

COMMITTEE ACTION: DATE: June 21, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906, 410-576-5734

DRAFT FREEDOM OF SPEECH AND EXPRESSION VALUE STATEMENT AND GUIDELINES
May 31, 2019

Freedom of Speech and Expression Statement of Values

The free exchange of ideas and information is central to higher education's foremost obligation of fostering both intellectual development and the discovery and dissemination of knowledge. Scholarship and learning can only flourish in an environment in which the unfettered expression of all ideas is nurtured. To that end, the University System of Maryland (USM) is committed to promoting and protecting every person's freedom to express their views, however controversial, in a lawful manner.

With certain exceptions, such as threats of physical violence and unlawful harassment, free speech is protected by the United States Constitution. The State of Maryland and the USM share the commitment to free speech that is imbedded in our nation's constitution. Any effort to limit protected speech based solely on content is a violation of USM's legal and academic responsibilities and is therefore impermissible.

The USM's duty to advance facts and the truth -- as well as our commitment to the students, faculty, and staff who comprise the USM community -- can also impose an obligation to condemn, confront, or correct speech that is hateful or discriminatory. Institutional leaders and other campus community members may counter speech designed to denigrate others or undermine evidence-based scholarship with additional speech. Offensive speech cannot be banned, but it can—and often should—be challenged.

A healthy and thriving community also depends on the civility of its members towards one another. Although offensive speech cannot be prohibited, USM community members have a responsibility to demonstrate mutual respect for their peers and colleagues. Concerns about civility and mutual respect cannot, however, be used as a justification for stifling discussion of ideas, however offensive or disagreeable those ideas may be to some members of the USM community.

As a statewide community of scholars and learners, USM is committed to fostering vigorous debate based on facts and evidence. With that in mind, and in keeping with USM's civic education and engagement initiative, institutions should inculcate among students an appreciation for the importance of free speech, as well as an understanding of how to communicate effectively and respectfully regarding contentious issues.

Finally, the physical safety of all USM students, faculty, and staff is paramount. USM's campuses serve as homes, centers of learning and scholarship, community hubs, and workplaces. Neither unlawful harassment nor violence, nor the threat of violence, can be tolerated. In safeguarding the physical safety of every member of the USM community, regardless of their background or views, we can enable, rather than stifle, the process of free inquiry and intellectual exchange that is at the heart of any academic enterprise.

In considering their obligations to support free speech and expression, while promoting civility and ensuring every person's physical safety, USM institutions should be guided by the following principles.

Promoting Free Speech and Free Expression

USM institutions have an obligation to protect every person's freedom to speak and to hear all views. Hateful speech that does not rise to the level of a true threat or unlawful harassment cannot be banned.

USM institutions have no obligation to protect any person from exposure to speech with which they might disagree. Exposure to all perspectives, including those that may be deemed disagreeable or even offensive, can be an essential part of the educational experience and can help foster a greater understanding of how to respect a person while communicating a differing opinion.

USM institutions may restrict time, place, and manner of speech under uniformly applied guidelines, but cannot restrict protected speech based on content.

Protecting and Fostering Community

USM institutions must protect the physical safety of all community members, react to threats of violence or destruction, and penalize unlawful conduct. They must also work to prevent and respond to unlawful harassment that is based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, or any other legally protected class.

Institutional leaders may take positions on the content of speech, particularly if the speech is uncivil and/or designed to denigrate other community members based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class.

USM institutions may respond to offensive, but permitted, speech by fostering opportunities for other speakers with contrary viewpoints. Offensive speech is combatted most effectively not through speech bans, but through additional speech and communication.

USM institutions should provide support services to community members negatively impacted by offensive, but permitted, speech.

In accordance with applicable law, USM institutions must track and annually report on hate crimes.

To more effectively promote understanding and set appropriate expectations with an ever-evolving community of students, faculty, and staff, USM institutions should proactively communicate their commitment to protecting free speech and expression among their respective communities every semester.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Amendments to USM Policy on Sexual Misconduct (VI-1.60)

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: Friday, June 21, 2019

SUMMARY: SB 607 (2018), Higher Education – Sexual Assault Policy – Disciplinary Proceedings Provisions, requires the governing body of each institution of higher education to adopt and submit to the Maryland Higher Education Commission a revised written policy on sexual assault by August 1, 2019. With guidance from the Office of the Attorney General, USM staff presents the attached, proposed amendments to the USM Policy on Sexual Misconduct (VI-1.60), which we believe includes the revisions that are required in order for the policy to be minimally compliant with State law. All changes are noted on the attached document, but highlights of the amendments include the:

1. Addition of a definition of sexual coercion;
2. Description of the rights of a student who alleges a violation or a student who responds to an allegation of a violation of the sexual misconduct policy. Those rights include, but are not limited to:
 - a. prompt and equitable disciplinary proceedings and resolutions;
 - b. treatment with dignity, respect, and sensitivity;
 - c. timely written notice of: the reported violation and potential sanctions; a party's rights and responsibilities under applicable policies and procedures; civil and criminal options; hearing, meeting, or interview logistics; a final determination; any sanction imposed; and the party's rights to appeal and a description of that process;
 - d. participation in the disciplinary proceedings;
 - e. assistance by a licensed attorney and/or advocate;
 - f. the presence of no more than 2 people, including a personal supporter, attorney, or advocate, at any hearing, meeting, or interview during the disciplinary proceedings;
3. Permission to use mediation or other informal mechanism to resolve complaints under certain circumstances;
4. Inclusion of student access to counsel paid for by the Maryland Higher Education Commission; and
5. Addition of certain limitations on consideration of certain evidence about a student.

The revised policy also contains a provision relating to an employee training requirement under Maryland law that became effective October 1, 2018.

Although these changes are mandated by state law, the USM team has shared or will be sharing this draft with human resources coordinators, Title IX coordinators, vice presidents for student affairs, provosts, and government relations staff in advance of presentation at the June 21, 2019 meeting of the Board of Regents at which the proposed amendments will be voted upon. Moreover, these stakeholder groups and the USM shared governance bodies will be fully consulted when more substantive changes (e.g., any provisions for faculty and staff and amendments based on any final federal Title IX regulations) are considered in Fall 2019.

ALTERNATIVE(S): The regents may make recommendations or ask for additional information, but ultimately, the updated policy must be approved for USM to be in compliance with Maryland law effective August 1, 2019.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the proposed amendments to USM Policy on Sexual Misconduct (VI-I.60).

COMMITTEE ACTION: DATE: June 21, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906, 410-576-5734

UNIVERSITY SYSTEM OF MARYLAND

VI-1.60 - UNIVERSITY SYSTEM OF MARYLAND POLICY ON SEXUAL MISCONDUCT (Approved by the Board of Regents, June 27, 2014; Amended June 19, 2015; Amended [DATE])

PURPOSE & APPLICABILITY

The University System of Maryland (USM) is committed to providing a working and learning environment free from Sexual Misconduct, including sexual and gender-based harassment, sexual violence, dating violence, domestic violence, sexual exploitation, and sexual intimidation. USM prohibits and will not tolerate Sexual Misconduct. Sexual Misconduct is a form of sex discrimination prohibited by state and federal laws, including Title IX of the Education Amendments of 1972 as amended (“Title IX”) and Title VII of the Civil Rights Act of 1964 as amended, and also may constitute criminal activity.

USM endeavors to foster a System-wide climate free from Sexual Misconduct through training, education, prevention programs, and through policies and procedures that promote prompt reporting, prohibit retaliation, and promote timely, fair and impartial investigation and resolution of Sexual Misconduct cases in a manner that eliminates the Sexual Misconduct, prevents its recurrence, and addresses its effects. All students, faculty, and staff of USM institutions (including USM regional centers), as well as the USM Office and third parties and contractors under USM or USM constituent institution control, are subject to this policy regardless of sex, sexual orientation, gender identity and gender expression. This Policy applies to Sexual Misconduct in connection with any USM institution, office or regional center education programs or activities, including Sexual Misconduct: (1) in any USM institution facility or on any USM institution property; (2) in connection with any USM or USM institution sponsored, recognized or approved program, visit or activity, regardless of location; (3) that impedes equal access to any USM institution education program or activity or adversely impacts the employment of a member of the USM community; or (4) that otherwise threatens the health or safety of a member of the USM community. Nothing in this policy is intended to supersede or conflict with any federal compliance obligation.

I. Definitions

For purposes of this Policy, the following definitions apply. While institutions may adopt their own definitions that do not conflict with the language below, institutions are strongly encouraged, at a minimum, to adopt the elements of these definitions in institution policies/procedures:

- A. Consent** means a knowing, voluntary, and affirmatively communicated willingness to mutually participate in a particular sexual activity or behavior. It must be given by a person with the ability and capacity to exercise free will and make a rational and reasonable judgment. Consent may be expressed either by affirmative words or actions, as long as those words or actions create a mutually understandable

USM Bylaws, Policies and Procedures of the Board of Regents

permission regarding the conditions of sexual activity. Consent may be withdrawn at any time. Consent cannot be obtained by force, threat, coercion, fraud, manipulation, reasonable fear of injury, intimidation, or through the use of one's mental or physical helplessness or incapacity. Consent cannot be implied based upon the mere fact of a previous consensual dating or sexual relationship. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.

- B. Dating Violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- C. Domestic Violence** means violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant, or by any other person against an adult or youth complainant protected from those acts by domestic or family violence laws of Maryland.
- D. Interim Measures** means reasonably available steps an institution may take to protect the parties while a Sexual Misconduct investigation is pending.
- E. Responsible Employee** includes any employee who (1) has the authority to take action regarding Sexual Misconduct; (2) is an employee who has been given the duty of reporting Sexual Misconduct; or (3) is someone another individual could reasonably believe has this authority or duty. At a minimum, Responsible Employees must include: the Title IX Coordinator and any Title IX Team members, all institution administrators, all non-confidential employees in their supervisory roles, all faculty, all athletic coaches, institution law enforcement, and all other non-confidential first responders.
- F. Retaliation** means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or USM policy relating to Sexual Misconduct, or because an individual has made a report, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to Sexual Misconduct. Retaliation includes retaliatory harassment.

G. Sexual Assault

Sexual Assault I. – Non-Consensual Sexual Intercourse

USM Bylaws, Policies and Procedures of the Board of Regents

Any act of sexual intercourse with another individual without Consent. Sexual intercourse includes vaginal or anal penetration, however slight, with any body part or object, or oral penetration involving mouth to genital contact.

Sexual Assault II. – Non-Consensual Sexual Contact

Any intentional touching of the intimate parts of another person, causing another to touch one’s intimate parts, or disrobing or exposure of another without Consent. Intimate parts may include genitalia, groin, breast, or buttocks, or clothing covering them, or any other body part that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

H. Sexual Coercion means the use of unreasonable pressure in an effort to compel another individual to initiate or continue sexual activity against the individual’s will. A person’s words or conduct are sufficient to constitute coercion if they wrongfully impair another individual’s freedom of will and ability to choose whether or not to engage in sexual activity. Coercion includes but is not limited to intimidation, manipulation, threats of emotional or physical harm, and blackmail. Examples of coercion include threatening to disclose another individual’s private sexual information, or threatening to harm oneself if the other party does not engage in the sexual activity.

I. Sexual Exploitation means taking non-consensual or abusive sexual advantage of another person for one’s own advantage or benefit or for the advantage or benefit of anyone other than the person being exploited.

J. Sexual Harassment is any unwelcome sexual advance, unwelcome request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when: (1) Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, evaluation of academic work, or participation in any aspect of a USM or USM institution program or activity; (2) Submission to or rejection of such conduct by an individual is used as the basis for academic, employment, or activity or program participation related decisions affecting an individual; or (3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, i.e., it is sufficiently severe or pervasive to create an intimidating, hostile, humiliating, demeaning or sexually offensive working, academic, residential or social environment.

K. Sexual Intimidation means (1) threatening to sexually assault another person; (2) gender or sex-based Stalking, including cyber-Stalking; or (3) engaging in indecent exposure.

L. Sexual Misconduct is an umbrella term that includes Dating Violence, Domestic Violence, Sexual Exploitation, Sexual Harassment, Sexual Intimidation, Sexual Violence, and Stalking.

Commented [BE1]: We recommend adding this definition because SB607 references “sexual coercion” when describing types of cases in which informal resolution mechanisms are not permitted, but does not define the term. SU, FSU, CSU, BSU, and UB all use some version of “unreasonable pressure” language in their definitions of coercion/sexual coercion. Those policies also mention that coercion may occur or does occur after the individual communicates that they don’t want to engage in the sexual activity, which we have not included here. If language to that effect is incorporated, we recommend it being a possible circumstance in which coercion may exist, but not be a requirement. UMCP and Towson use a different definition that provides a number of examples. (UMBC, UMB, UMUC, and UMES do not define the term.) We opted for a blend of language, some of which is found in St. Mary’s College of Maryland’s policy, that pulls the various USM institutions’ definitions together and also focuses on wrongfully impairing someone’s freedom of will and ability to choose whether or not to engage in the sexual activity (FSU also currently incorporates this notion).

Commented [BE2]: We revised this language to more closely track the EEOC Title VII guidelines on sexual harassment, and for clarity.

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USM Bylaws, Policies and Procedures of the Board of Regents

M. Sexual Violence is a form of Sexual Harassment and refers to physical sexual acts perpetrated without Consent. Sexual Violence includes rape, Sexual Assault, sexual battery, and ~~Sexual Coercion.~~

N. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress.

II. Institutional Obligations

A. Title IX Compliance Oversight

1. Title IX Coordinator

Each Chief Executive Officer of a USM institution shall designate a Title IX Coordinator responsible for coordinating the institution's efforts to comply with and carry out its responsibilities under Title IX.

The Title IX Coordinator must have adequate training on the requirements of Title IX, including what constitutes Sexual Misconduct, Consent, credibility assessments, and counter-intuitive behaviors resulting from Sexual Misconduct. The Coordinator must understand how relevant institution policies and procedures operate and must receive notice of all reports raising Title IX issues at the institution.

2. Title IX Team

Depending on the size and specific needs of the institution, the institution may want to identify a Title IX Team, which may include the Title IX Coordinator, Deputy Title IX Coordinators, Title IX investigators, and representatives from campus safety, Student Affairs, the Provost's Office, and Human Resources. The Title IX Coordinator shall be responsible for coordinating the activities of the Title IX Team.

B. Notice of Nondiscrimination

1. Content

Each institution must publish a notice of nondiscrimination that contains the following content:

- a. Title IX prohibits the institution from discriminating on the basis of sex in its education program and activities;
- b. Inquiries concerning the application of Title IX may be referred to the institution's Title IX Coordinator or the Office for Civil Rights; and

Commented [BE3]: This language does not belong in this policy, and the statement may not be accurate in all cases of sexual violence.

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Deleted: Sexual Violence, in any form, is a criminal act.

USM Bylaws, Policies and Procedures of the Board of Regents

- c. The Title IX Coordinator and any Title IX Team Member's title, office address, telephone number and email address. The institution's web site must be kept up to date with the name of the institution's current Title IX Coordinator.

2. Dissemination of Notice

The notice must be widely distributed to all students, employees, applicants for admission and employment, and other relevant persons. The notice must be prominently displayed on the institution's web site and at various locations throughout the campus, and must be included in publications of general distribution that provide information to students and employees about the institution's services and policies. The notice should be available and easily accessible on an ongoing basis.

C. Prompt Investigation and Resolution

1. Investigation

Once an institution knows or reasonably should know of possible Sexual Misconduct, it must take immediate and appropriate action, in accordance with its internal procedures, to investigate or otherwise determine what occurred. This obligation applies to Sexual Misconduct covered by this Policy regardless of where the Sexual Misconduct allegedly occurred, regardless of whether a parallel law enforcement investigation or action is pending, and regardless of whether a formal complaint is filed.

2. Prompt Resolution

If the institution determines that Sexual Misconduct has occurred, the institution must take prompt and effective steps to eliminate the Sexual Misconduct, prevent its recurrence, and address its effects.

- a. In this subsection, "prompt" generally means within 60 calendar days from the time a report is brought to the institution's attention until an initial decision is rendered.
- b. There may be circumstances that prevent an institution from meeting the 60-day timeline. When an institution is unable to meet the 60-day timeline, the institution should document the reasons why it was unable to meet the 60-day timeline.

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3. Notice of Outcome

USM Bylaws, Policies and Procedures of the Board of Regents

As permitted by law, the institution must notify the parties concurrently, in writing, about the outcome of the complaint and whether or not Sexual Misconduct was found to have occurred. The institution must also concurrently inform the parties of any change to the results or outcome that occurs before the results or outcome become final, and the institution must inform the parties when the results or outcome become final.

D. Policy & Procedures

1. General

a. Each institution shall adopt and publish policies and procedures, as needed, that:

i. Prohibit Sexual Misconduct;

ii. Prohibit Retaliation against any individual who reports, justifies, assists, or participates in any manner in a Sexual Misconduct investigation, hearing, or proceeding;

iii. Maintain employee and student procedures that provide for the prompt and equitable reporting, investigation, and adjudication of Sexual Misconduct and/or Retaliation cases;

iv. Require prompt Interim Measures be implemented, as necessary, to protect the parties during the investigation and adjudication processes;

v. Apprise the institution community of various USM institution resources and education programs, as well as other community resources and programs, geared to promote the awareness of and eliminate Sexual Misconduct, prevent its recurrence; and, as appropriate, remedy its effects; and

vi. Are easily understood, easily located, and widely distributed.

b. Each institution shall ensure that Sexual Misconduct cases undergo an appropriate legal sufficiency review by counsel prior to any decision.

2. Required Content

At a minimum, policies and procedures must:

a. Include a statement prohibiting Sexual Misconduct and Retaliation;

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USM Bylaws, Policies and Procedures of the Board of Regents

- b. Define Consent, Dating Violence, Domestic Violence, Retaliation, Sexual Harassment, Sexual Exploitation, Sexual Intimidation, Sexual Misconduct, Stalking, and Sexual Violence;
- c. Identify Responsible Employees required to report any knowledge of Sexual Misconduct to the Title IX Coordinator;
- d. Identify confidential and non-confidential medical, counseling and advocacy resources on and off campus to assist individuals affected by Sexual Misconduct, including sexual assault centers, victim advocacy offices, women’s centers, and health centers;
- e. Identify options and procedures for immediate and ongoing assistance following an incident of Sexual Misconduct, including encouragement to obtain immediate medical help and notify law enforcement as appropriate (especially to receive guidance in the preservation of evidence needed for proof of criminal assaults and the apprehension and prosecution of assailants), institution resources available to help obtain such medical or law enforcement assistance, and available Interim Measures; ▼
- f. Detail the following:
 - i. Identify who can file a complaint of Sexual Misconduct with the institution (to include students, institution employees, and third parties);
 - ii. Explain how to file a complaint;
 - iii. Identify to whom such complaints should be directed;
 - iv. Describe any institutional policies governing confidentiality;
 - v. Identify the institution’s amnesty policy for parties or witnesses who violate drug use, alcohol or other student conduct policies. At a minimum, institutions must have an amnesty policy that prohibits student conduct action (except for a mandatory intervention for substance abuse) for a violation of alcohol or drug use policies by a student who reports Sexual Misconduct to the institution or law enforcement or participates in a Sexual Misconduct matter as a witness, if the institution determines that (1) the violation occurred during or near the time of the alleged Sexual Misconduct; (2) the student made the report of Sexual Misconduct, or is participating in an investigation as a witness, in good faith; and (3) the violation was not an act

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USM Bylaws, Policies and Procedures of the Board of Regents

that was reasonably likely to place the health or safety of another individual at risk;

- vi. Inform the parties about Interim Measures and how to request them. Each institution must provide notice, in writing, to the parties about options for, and available assistance in, obtaining no contact or protective orders, enforcing existing and lawful no contact or protective orders, and changing academic, transportation, residential, and working situations, if such an accommodation is reasonably available. The institution also must advise the parties of existing options for counseling, health, mental health, victim advocacy, legal assistance, and other services available on and off campus;
- vii. Explain the parties' options and rights, as well as institution responsibilities, regarding notification of law enforcement and campus authorities, as well as student conduct options;
- viii. Afford an investigative process and adjudicative process that provides the parties equal opportunity to present relevant witnesses and evidence throughout the process, and affords the parties similar and timely access to information to be used during any process;
- ix. Explain that the parties are entitled to the same opportunities to have others present during an institution disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an adviser of their choice, and explain the scope of any adviser's role or potential involvement;
- x. Specify "preponderance of the evidence" as the standard of review, which shall be the same standard of review that is used in other disciplinary proceedings at the institution for allegations of code of conduct violations involving discrimination or harm to another individual;
- xi. Identify the range of possible employment and student sanctions for those found responsible for Sexual Misconduct, up to and including suspension, dismissal, expulsion and termination of employment;
- xii. Provide an appeal process that is equally available to the parties;

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USM Bylaws, Policies and Procedures of the Board of Regents

xiii. Require the institution, after a legal sufficiency review, to inform the parties, concurrently and in writing, as permitted by law, about the outcome of any investigation, adjudication, and appeal conducted under this policy;

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xiv. Designate reasonably prompt timeframes for the major stages of the process, and set forth the procedure for extending such timeframes, to include the timeframes within which (1) the institution will conduct a full investigation, (2) the parties will receive a notice of outcome, and (3) the parties may file an appeal;

xv. Provide an affirmative statement to the institution community that the institution will take steps to prevent the occurrence of any Sexual Misconduct and remedy its discriminatory effects;

xvi. Advise the community of institutional programs that endeavor to promote the awareness of Sexual Misconduct and prevent its occurrence; and

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xvii. Advise the community of external options for reporting Sexual Misconduct, including local law enforcement, the Equal Employment Opportunity Commission and the U.S. Department of Education Office for Civil Rights;

g. Include a description of the rights of a student who alleges a violation of, or a student who responds to an allegation of a violation of, the institution's sexual misconduct policies, including:

i. Treatment with dignity, respect, and sensitivity by institution officials during all phases of the disciplinary proceedings;

ii. A fair and impartial investigation;

iii. Disciplinary proceedings and resolutions that are prompt and equitable and provide an opportunity for the parties to be heard;

iv. Timely written notice of:

1. The reported violation, including the date, time, and location of the alleged violation, and the range of potential sanctions associated with the alleged violation;

2. The party's rights and responsibilities under the institution's sexual misconduct policies and procedures

Commented [BE4]: We have kept this requirement limited to students as in SB 607. However, a non-student party should generally be treated equitably if a student is the opposing party, and these are only minimum requirements.

USM Bylaws, Policies and Procedures of the Board of Regents

- and information regarding other civil and criminal options;
3. The date, time, and location of each hearing, meeting, or interview that the party is required or permitted to attend;
 4. A final determination made by the adjudicating official or body regarding whether a policy violation occurred and the basis for the determination;
 5. Any sanction imposed, as permitted by law; and
 6. The party's rights to appeal and a description of the appeal process;
- v. Participation in the disciplinary proceedings, including:
1. Access to the case file and evidence regarding the incident obtained by the institution during the investigation or considered by the adjudicating official or body, with personally identifiable or other information redacted as required by applicable law;
 2. Offering testimony at a hearing or, if the institution's process does not include a hearing, to the adjudicating official;
 3. Submitting evidence, witness lists, and suggested specific questions to be posed to the other party involved in the disciplinary proceedings by investigators or the adjudicating official or body;
 4. Providing and reviewing testimony electronically or in a way in which the parties are not required to be in the physical presence of one another;
 5. Reviewing and providing written responses to reports and proposed findings; and
 6. Appealing a determination or sanction;
- vi. Assistance by a licensed attorney, an advocate supervised by an attorney, or a trained advocate throughout the disciplinary proceedings, including by the attorney or advocate's:
1. Attendance at hearings, meetings, and interviews with the party;
 2. Private consultations with the party during hearings, meetings, and interviews, except during questioning of the party at a hearing; and
 3. Assistance with the party's exercise of any right during the disciplinary proceedings; and
- vii. Notwithstanding whether a student accesses counsel paid for by the Maryland Higher Education Commission (MHEC) as described in Section II.D.2.j of this Policy, the presence of no

Commented [BE5]: This limitation is not included in SB607 but we have added it here because in cases where the respondent is a student, FERPA may be an issue in notifying the complainant of any sanctions. The Clery Act requires that notification of the "result" be provided simultaneously to both parties, including any sanctions imposed, in proceedings involving allegations of sexual assault, stalking, dating violence, or domestic violence. 34 C.F.R. § 668.46(k)(3)(iv). In proceedings not covered by Clery requirements, FERPA provides an exception allowing higher-ed institutions to share the final results of disciplinary proceedings (including any sanctions imposed) to the reporting party only in cases of crimes of violence (which include forcible sex offenses—defined in App. A to pt. 99 as rape, sodomy, sexual assault with an object, or fondling) or specific non-forcible sex offenses (statutory rape or incest). 34 C.F.R. §§ 99.31(a)(13); 99.39; App. A. The Dep't of Ed's 2017 Q&A (Interim Guidance) advises on p. 6 that for proceedings not covered by Clery and where a FERPA exception does not apply, such as in certain cases of harassment, the reporting party should be notified only of sanctions imposed on the responding party that directly relate to the reporting party (e.g., a no-contact order). If the proposed federal Title IX regulations are finalized as is, those regs will require institutions to provide both parties simultaneously with a written determination, including any sanctions imposed on the respondent; the proposed Title IX regulations also clarify that the regulations' requirements are not obviated or alleviated by FERPA requirements. In cases where the respondent is an employee, we do not think the PIA or other State law precludes compliance with SB607 or the Clery Act.

USM Bylaws, Policies and Procedures of the Board of Regents

more than two people, including a personal supporter of the party's choice, an attorney, or an advocate, at any hearing, meeting, or interview during the disciplinary proceedings;

h. Provide a student party with notice, presented in an appropriate and sensitive format, before the start of the disciplinary proceedings, of:

Commented [BE6]: Same comment as above—this is limited to students as in SB607.

- i. The student's right to the assistance of an attorney or an advocate;
- ii. The legal service organizations and referral services available to the student; and
- iii. The student's right to have a personal supporter of the student's choice at any hearing, meeting, or interview during the disciplinary proceedings;

i. Permit the use of mediation or other informal mechanisms for resolving a complaint if:

Commented [BE7]: Same comment as above—this is limited to where the complainant is a student as in SB607.

- i. A complaining student requests an informal mechanism;
- ii. All parties to the complaint, and the institution, agree to the use of the informal mechanism;
- iii. The institution participates in the informal mechanism by providing trained staff;
- iv. Any party may end the informal mechanism at any time in favor of a formal resolution proceeding; and
- v. The alleged misconduct does not involve Sexual Assault or Sexual Coercion; and

Commented [BE8]: This term is undefined in SB607. We have added a new defined term in the definitions section of this policy.

j. Permit a current or former student who makes a complaint or responds to a complaint on which a formal Title IX investigation is initiated, and who was enrolled as a student at the institution at the time of the incident that is the basis of the complaint, to access counsel paid for by MHEC, unless the student knowingly and voluntarily chooses not to have counsel, and provide that in accordance with COMAR 13B.09.01:

- i. A student may select and retain an attorney before the conclusion of the formal Title IX proceedings;

USM Bylaws, Policies and Procedures of the Board of Regents

- ii. A student may obtain from MHEC, through MHEC's website, a list of licensed attorneys who have indicated that they will represent such students in Title IX proceedings on a pro bono basis or for reduced legal fees; and
- iii. A student's attorney may seek reimbursement of certain legal costs and fees from MHEC's Legal Representation Fund for Title IX Proceedings, subject to the availability of funding.

Commented [BE9]: Inclusion of language to this effect is required by proposed COMAR 13B.09.01.03. We will want to make sure the final regulation is consistent.

3. Prohibited Content

Policies and procedures may not include any of the following content:

- a. Requirement that the parties attempt to resolve any Sexual Misconduct matter informally;
- b. Requirement for or allowance of mediation or other informal mechanisms for resolving a complaint in Sexual Assault cases, or Sexual Coercion cases where the complainant is a student;
- c. Allowing a party to personally cross-examine the other party, if an institution allows cross-examination;
- d. Allowing or requiring the institution to wait until a concurrent law enforcement proceeding concludes to begin any Sexual Misconduct investigation, Interim Measures or adjudication;
- e. Allowing questioning or evidence about the complainant's sexual history with anyone other than the respondent during any adjudication proceeding (in a proceeding where such evidence or questioning may be appropriate);
- f. Allowing questioning or evidence about a student respondent's prior sexual history with anyone other than the complainant during any adjudication proceeding, except to:
 - i. Prove the source of injury;
 - ii. Prove prior sexual misconduct;
 - iii. Support a claim that a student has an ulterior motive; or
 - iv. Impeach a student's credibility after that student has put his or her own prior sexual conduct at issue;

Commented [BE10]: This term is undefined in SB607. We have added a new defined term in the definitions section of this policy. The prohibition on using informal resolution mechanisms in cases involving sexual coercion where the complainant is a student is added here because of SB607's requirements (also see Section II.D.2.i of this policy).

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Commented [BE11]: USM asked that we keep in USM's existing prohibition on allowing any questioning or evidence about the complainant's sexual history with anyone other than the respondent in (e), but the policy must still limit consideration of a student respondent's prior sexual history with anyone other than a party as provided in SB607. SB607 limits consideration of either party's history to these 4 purposes; including the purpose stated in (i) (prove source of injury) might not make sense in the case of a student respondent's history.

USM Bylaws, Policies and Procedures of the Board of Regents

g. Allowing questioning or evidence during any adjudication proceeding about a student's history of mental health counseling, treatment, or diagnosis, unless the student consents;

Commented [BE12]: Limited to students as in SB607.

h. Discouraging a student from retaining an attorney as described in Section II.D.2.j of this Policy; and

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i. Discouraging a reporter from notifying local law enforcement of alleged Sexual Misconduct.

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III. Clery Act Compliance

In handling Sexual Misconduct reports, each institution remains responsible for complying with the requirements of the Crime Awareness and Campus Security Act of 1990 ("Clery Act") and its amendments. Institutions must comply with Clery Act requirements, including crime recording and reporting requirements, where compliance is not otherwise reached by actions under this policy.

IV. Agreements with Local Law Enforcement & Rape Crisis Programs

Each institution must, at a minimum, pursue formalized agreements with (1) the institution's local law enforcement agency and (2) a State designated rape crisis program and/or federally recognized sexual assault coalition. Agreements with law enforcement agencies must comply with Title IX and clearly state when an institution will refer a matter to a local law enforcement agency. Agreements with rape crisis or sexual assault programs must formalize a commitment to provide trauma-informed services to victims of sexual assault and to improve the institution's overall response to sexual assault.

V. Training

A. Prevention and Awareness Education

Each institution must develop and implement preventive education, directed toward both employees and students, to help reduce the occurrence of Sexual Misconduct. At a minimum, these educational initiatives must contain information regarding what constitutes Sexual Misconduct, definitions of consent and prohibited conduct, the institution's procedures, bystander intervention, risk reduction, and the consequences of engaging in Sexual Misconduct. These educational initiatives shall be for all incoming students and new employees. Each institution also must develop ongoing prevention and awareness campaigns for all students and employees addressing, at a minimum, the same information. Educational initiatives for employees shall comply with state law requirements. Md. Code Ann., State Pers. & Pens. § 2-203.1.

B. Training for Persons Involved in Sexual Misconduct Cases

USM Bylaws, Policies and Procedures of the Board of Regents

All persons involved in any way in responding to, investigating, or adjudicating Sexual Misconduct reports, including but not limited to, the Title IX Team, Responsible Employees, law enforcement, pastors, counselors, health professionals, resident advisers, and complainant advocates, must have annual training in receiving, reporting and handling complaints of Sexual Misconduct; must be familiar with the institution's procedures; and must understand the parameters of confidentiality.

VI. Campus Sexual Assault Climate Survey

On or before March 1, 2016, and at least every two (2) years thereafter, each institution shall: (1) develop an appropriate Sexual Assault campus climate survey using nationally recognized best practices for research and climate surveys; and (2) administer the Sexual Assault campus climate survey to students in accordance with the procedures set by MHEC. On or before June 1, 2016, and at least every two (2) years thereafter, each institution shall submit to MHEC a report in accordance with the requirements set forth in Md. Code Ann., Educ. § 11-601(g).

VII. Record Keeping

Each institution must keep records of Sexual Misconduct matters, including, but not limited to records of any (1) complaints/ reports of Sexual Misconduct; (2) investigation, adjudication and resolution of complaints; (3) training (including, but not limited to, lists of trainees, training dates and content); and (4) related surveys and reports. Records must be maintained in accordance with the institution's Records Retention Schedule.

Replacement for: USM BOR VI-1.20 Policy on Sexual Harassment and USM BOR VI-1.30 Policy on Sexual Assault in their entirety.

This policy should be cross-referenced with USM BOR VI-1.50 Policy on the Reporting of Child Abuse & Neglect.

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Each Chief Executive Officer shall promptly communicate this policy and applicable procedures to his/her institutional community after the Board of Regents approves the policy. Each Chief Executive Officer also shall promptly identify his/her Title IX Coordinator and other designee(s), as appropriate for this policy. No later than December 31, 2014, each institution must develop procedures as necessary to implement this policy; and shall forward a copy of its Title IX designations and procedures, and any subsequent changes in such designations and procedures, to the Chancellor.

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Report of the Nominating Committee (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: Article II of the USM Board of Regents Bylaws stipulates that “officers of the Board shall be elected at the annual meeting of the Board...” and that they “... shall hold offices from the time of their election and until their successors are elected at the next annual meeting.” Recent legislative action, Senate Bill 719, requires the election of officers in December of each year. The nominating committee has proposed retaining the Board’s officers in their current positions until the December Board meeting when the election of new officers is scheduled to take place.

ALTERNATIVE(S): The board can choose to vote for new officers during the 2019 annual meeting or to not move on this matter.

FISCAL IMPACT: None.

CHANCELLOR’S RECOMMENDATION: The Chancellor recommends retaining the current officers until new officers are elected at the December Board meeting.

COMMITTEE ACTION:

DATE: June 21, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: President Search Updates (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: The Board will receive an update on the Coppin State University and University of Maryland, College Park president searches.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:

DATE: June 21, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: 2019-2021 Proposed Board of Regents Meeting Schedule

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: Proposed meeting dates for full board meetings for 2019-2021.

ALTERNATIVE(S): Alternative dates can be suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR approve the proposed dates.

COMMITTEE ACTION:

DATE: June 21, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906



2019-2021 PROPOSED FULL BOARD MEETING SCHEDULE

(All meetings will be at 8:30 a.m. except in April and September which will start at 9:00 a.m.)

September 20, 2019
Coppin State University

October 16-17, 2019 (Board Retreat)
Location: **TBD**

November 22, 2019
Universities at Shady Grove

December 20, 2019
University of Maryland, College Park

February 21, 2020
University of Maryland, Baltimore County

April 24, 2020
Bowie State University

June 19, 2020
Frostburg State University

September 18, 2020
University of Maryland Global Campus

October 21-22, 2020 (Board Retreat)
Location: **TBD**

November 20, 2020
Salisbury University

December 18, 2020
University of Maryland, Baltimore

February 19, 2021
TBD

April 16, 2021
Towson University

June 18, 2021
University of Maryland Eastern Shore

FOR INFORMATION ONLY

**2019-2020 PROPOSED COMMITTEE ON ORGANIZATION AND
COMPENSATION MEETING DATES
(START TIME: 8:30 a.m. – Locations to be determined)**

September 12, 2019

November 19, 2019

December 12, 2019

January 30, 2020

March 26, 2020

May Presidential Review Meeting: TBD

June 4, 2020

**2019-2020 PROPOSED COMMITTEE ON FINANCE MEETING DATES
(START TIME: 10:30 a.m. – Locations to be determined)**

September 12, 2019

November 19, 2019

December 12, 2019

January 30, 2020

March 26, 2020

June 4, 2020

**2019-2020 PROPOSED COMMITTEE ON EDUCATION POLICY AND
STUDENT LIFE MEETING DATES
(START TIME: 9:30 a.m. – Locations to be determined)**

September 6, 2019

November 5, 2019

January 7, 2020

March 6, 2020

May 5, 2020

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

James T. Brady

University System of Maryland Board of Regents

WHEREAS, James T. Brady served as a member of the University System of Maryland Board of Regents from March 2015 through November 2018, a tenure which included service from September 2016 through November 2018 as Chairman of the Board of Regents; and

WHEREAS, during his tenure, Regent Brady demonstrated a deep and unwavering commitment to the quality of public higher education in Maryland; and

WHEREAS, he provided valuable guidance and insight on issues of great importance to the University System of Maryland and the students we serve, particularly in the areas of access, affordability, and quality; and

WHEREAS, the focused leadership Regent Brady provided as Board Chair was instrumental in the University System of Maryland's nationally recognized efforts to advance all aspects of public higher education in Maryland, including effectiveness, efficiency, and economic impact; and

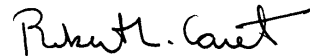
WHEREAS, he effectively carried out the duties and responsibilities conferred upon him by the Board of Regents in such a manner that his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Jim Brady's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Jim Brady its best wishes for success in all his future endeavors, and its sincere gratitude for his dedicated service.



Linda R. Gooden
Chair, Board of Regents



Robert L. Caret
Chancellor, University System
of Maryland

June 21, 2019

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Langston O. Frazier

University System of Maryland Board of Regents

WHEREAS, Langston O. Frazier served as a member of the University System of Maryland Board of Regents from July 2018 through June 2019; and

WHEREAS, Regent Frazier demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland; and

WHEREAS, he brought a thoughtful perspective to issues impacting the University System of Maryland throughout his year-long tenure as Student Regent, serving on the Committee on Education Policy & Student Life, the Committee on Economic Development & Technology Commercialization, the Committee on Advancement, and the Intercollegiate Athletics Workgroup; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings with state officials, at commencements, and at numerous other academic events; and

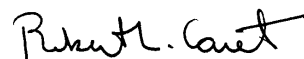
WHEREAS, he has been a full partner on the Board, focusing not only on issues affecting the students we serve, but on every issue;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Langston Frazier's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Langston Frazier its best wishes for success in all his future endeavors and its sincere gratitude for his dedicated service.



Linda R. Gooden
Chair, Board of Regents



Robert L. Caret
Chancellor, University System
of Maryland

June 21, 2019

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Robert L. Pevenstein

University System of Maryland Board of Regents

WHEREAS, Robert L. Pevenstein served as a member of the University System of Maryland Board of Regents from July 2015 through May 2019; and

WHEREAS, his tenure on the Board of Regents was marked by a deep and passionate belief in the ability of the University System of Maryland to provide quality education to the students we serve, strengthen the state's economic future, and improve the quality of life in Maryland; and

WHEREAS, he served the University System of Maryland and the Board in numerous capacities, including as a member of the Committee on Economic Development & Technology Commercialization, the Intercollegiate Athletics Workgroup, the Effectiveness and Efficiency (E&E) 2.0 Workgroup, and as Chair of the Committee on Finance; and

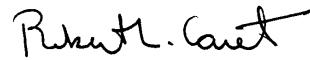
WHEREAS, his insight and experience influenced the work of the Board in ways that will be felt for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Bob Pevenstein's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Bob Pevenstein its best wishes for success in all his future endeavors, and its sincere gratitude for his dedicated service.



Linda R. Gooden
Chair, Board of Regents



Robert L. Caret
Chancellor, University System
of Maryland

June 21, 2019

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Maria Thompson

Coppin State University

WHEREAS, Dr. Maria Thompson served as President of Coppin State University (CSU) from 2015 to 2019, a tenure marked by a strong focus on elevating academic excellence, meeting key regional and statewide workforce needs, and expanding community service efforts; and

WHEREAS, during her tenure at CSU, Dr. Thompson was guided by her commitment to the mission of higher education, her understanding of the vital role of historically black colleges and universities, and her dedication to the students of Coppin and the communities of Baltimore; and

WHEREAS, under Dr. Thompson’s leadership, Coppin made real and meaningful progress in the effort to reestablish itself as one of the nation’s foremost Historically Black Institutions, with initiatives like the Cyber Warrior Diversity Program reaching out to underrepresented students in cybersecurity and the ASPIRE (Academic Success via Postdoctoral Independence in Research and Education) partnership cultivating diversity in the biosciences; and

WHEREAS, as a partner in the University System of Maryland’s Baltimore Power—or B-Power —effort, Dr. Thompson launched Coppin’s “Finish 4 Free” program, opening new pathways for Baltimore City high school students to higher education; and

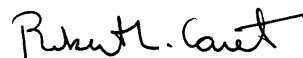
WHEREAS, Dr. Thompson has effectively carried out the duties and responsibilities conferred upon her by the Board of Regents in such a manner that her contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Dr. Maria Thompson’s outstanding contributions to Coppin State University, the University System of Maryland, and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends its best wishes for success in all her future endeavors and its sincere gratitude for her dedicated service.



Linda R. Gooden
Chair, Board of Regents



Robert L. Caret
Chancellor, University System
of Maryland

June 21, 2019



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Scope of Investigation into UMCP Adenovirus (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: The Board is developing a scope of investigation as a continuation of its inquiry into the circumstances relating to the presence of adenovirus on the UMCP campus in Fall 2018, and in response to a May 30, 2019, letter from Governor Hogan requesting that the Board undertake an investigation into UMCP’s actions relating to the presence of adenovirus and the circumstances surrounding Olivia Paregol’s illness and death.

The attached scope of investigation outlines the expertise of the review team, the charge to the team, and the timeline for the investigation.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR’S RECOMMENDATION: The Chancellor recommends approval of the scope of investigation.

COMMITTEE ACTION: DATE: June 21, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: UMCP Independent Monitoring Group (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

SUMMARY: An independent monitoring group has been charged with reviewing University of Maryland, College Park’s implementation of the recommendations in the Walters Report and the report of the Football Commission. Chancellor Emeritus Brit Kirwan will provide an update to the Board on the campus’ implementation of these recommendations.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR’S RECOMMENDATION: Information item.

COMMITTEE ACTION: DATE: June 21, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwickerson@usmd.edu, 410-576-5734



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2019 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

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 a progress report regarding the institutions’ implementation or improvement of their plans. Following is a USM summary, a table of examples of institutional initiatives to meet the stated goals, 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 the Maryland Higher Education Commission. Regents may approve these reports or, by May 21, 2019, make recommendations or inquiries about the reports. Those recommendations will be addressed by the appropriate party and updated files will be presented in advance of the June 21, 2019 BOR meeting, when the full Board will be asked to take action on these reports.

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 2019 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval

DATE: May 7, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

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**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2018-2019**

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

**Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on Education Policy and Student Life
University of Maryland System Office
May 7, 2019**

USM

Institutional Programs of Cultural Diversity Annual Progress Report, 2018-2019

In 2008, the Maryland General Assembly required 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. Within the progress reports, institutions must describe work being done to achieve the following goals:

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty;

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus; and

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

The following tables include select initiatives USM institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions on the USM website. Finally, it should be noted that although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, socioeconomic status, as well as programs and training that address diversity of thought and opinion.

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty.

Table I offers examples of ways our institutions work to increase numerical diversity within their communities. Although institutions approach this goal differently, two themes emerged.

- *Targeted Recruitment and P-20 Partnerships to Increase the Numerical Representation of Underrepresented Students*

Across the USM, dozens of strategies are in use to appeal to underrepresented student populations. USM institutions are:

- engaged in partnerships with high schools in majority minority regions of the state;
- have established MOUs with community colleges to focus on transfer students;
- often offer scholarships to students who are brought to their university through one of these types of programs;
- target marketing in areas that increase the probability of it being viewed by underrepresented minorities;
- partner with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs; and/or
- participating in fairs and other outreach with community-based organizations, other colleges and universities.

- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*

USM institutions are employing a variety of strategies that focus on increasing faculty and staff (to a lesser extent) diversity. Institutions are considering that work from many angles from the recruitment of faculty on through hiring, onboarding, retaining them, and being able to offer opportunities for advancement. Institutions are:

- training search committees to use inclusive hiring practices;
- monitoring the diversity of search committees;
- facilitating pathways to academic careers for graduate and professional students;
- targeting job advertisements to specific publications and networks;
- providing training so departments better understand how implicit bias relates to hiring practices;
- tracking the diversity of applicants and hires;
- creating faculty networking groups and mentoring programs; and/or
- using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2 offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.

- *Programs, Courses, and Training*

A wide variety of programs, courses, and trainings are designed to improve the campus culture. Campus professionals in student affairs as well as academic affairs are providing these opportunities, but this is also where students and student organizations get most involved in working to enhance inclusion and improve interactions among the campus community.

Impressively, initiatives address “diversity” in the broadest sense, as courses, training, and programs address issues of race, ethnicity, nationality, religion, sexual orientation, ability differences, gender, gender identity, and socioeconomic status at least. This work encourages and facilitates collaborations, conversations, and engagement between student groups and other members of the university communities.

- *Diversity and Inclusion Offices and Workgroups*

Several USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials have established or reinvigorating diversity and inclusion workgroups or councils.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes, which is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. Also, annually, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions’ websites, so the information is also available to perspective students and their families. Out of increased concern about

hate crimes and hate-bias incidents, the 2018 Joint Chairmen's Report required the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. The reports were due in October of 2018. All USM institutions responded to the request for information about (1) institution's policies on hate-bias incidents; (2) their plan or process for educating students about hate-bias incidents, including awareness, prevention, and deterrence; (3) and the number of hate-bias incidents that have occurred during the last three academic years.

The reports revealed that although not every institution has a formal policy on hate-bias incidents, they do have policies that effectively prohibit hate-bias incidents, by prohibiting activities such as verbal harassment, intimidation, and hostile expressions against other members of the campus community. Institutions treat hate-bias incidents as violations of the institutions' student conduct policies and respond as they would to other such violations: by investigating the complaint and punishing perpetrators as necessary. Regarding education and awareness, many institutions reported already providing education about hate-bias incidents to students and other members of the campus community via the school's broader cultural diversity training. Others were actively implementing education and outreach regarding hate-bias incidents.

Finally, MHEC found that it was impossible to draw any safe conclusions on the number of hate-bias incidents that occurred at colleges and universities, as institutions were not reporting based on a standardized, statewide definition, so incidents reported seemed to be inconsistent. Hate-bias incidents and hate crimes are not identical, yet it appears that these occurrences were often confused. For now, the most consistent measure of hate-motivated incidents is the count of hate crimes that is reported to the Department of Education for Clery.

Conclusion

These reports demonstrate the importance institutions place on increasing the representation of traditionally-underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

Although there was no formal diversity-related gathering since the last presentation to the Committee in September, diversity and inclusion issues are perennial issues on the agendas of the Council of University System Presidents, the provosts, the vice presidents for student affairs, and the shared governance groups. Additionally, the USM Inclusion and Diversity Council stands ready to help the System develop and implement ideas to move forward on these issues.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. Our colleges and 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. All have identified a number of areas for continuous improvement and/or programs they are willing to continue supporting, as it often takes years for the outcomes of these activities and strategies to be realized. The USM staff will continue to work with the institutions on their compliance with the statute guiding this report, with determining the best ways to bring this information to the Board of Regents, and, most importantly, with conducting the work needed to make our institutions the representative, welcoming, and productive entities we want them to be.



Institutional Programs of Cultural Diversity Annual Progress Report ~ 2018-2019

§11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Table I

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. (Select Examples)				
Institution	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
FSU	<p>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 George’s, 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>Over the last five years, the grant-based TRIO Upward Bound Program has served 181 participants, and 18.8% of these self identified as minorities.</p> <p>FSU’s Upward Bound Regional Math/Science Center provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) selfidentified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p>

SU	Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hiring one teaching post-doc from USM Promise AGEP Network to assist in development of their teaching skills and professional development and to increase diversity of our faculty.	Continue to look for opportunities to bring AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
UB	Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian students by increasing community college outreach.
UMB	Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years.	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported.	Continue to strengthen our diversity recruitment efforts for faculty recruitment.
UMBC	UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents is needed to better identify qualified students who would benefit from the award.
UMCES	Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking.	Faculty/Staff searches completed FY 2019 to date.	26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report.	Continued improvement in search process procedures to attract diverse applicant pool in underrepresented STEM field.

Table 2

<p align="center">Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. (Select Examples)</p>				
Institution	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
BSU	Encourage participation in the China Study Abroad Program.	Number of students participating in the China Study Abroad program.	Over 50 students have participated in the program to date. (Increase from the 30 students noted last year).	Expansion of study abroad opportunities.
CSU	Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues.	Number of student, faculty, and staff participants.	All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Awareness club to be formalized in 2019.	Expand Safe Space to individual units on campus to ensure 100% participation.
TU	CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.	<ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates 	<ul style="list-style-type: none"> • 106 students (92%) earned cumulative GPA(2.5+), 2017-18 • 32 students (15%) earned Dean’s List honors, spring 2018 • 17 students (15%) graduated, spring 2018 <p>CEEP scholars: African-American, 65% Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%</p>	<ul style="list-style-type: none"> • The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.
UMD	Office of Diversity & Inclusion (ODI) - Hate Bias Response Program (HBRP) <ul style="list-style-type: none"> • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including Circles support group. 	<ul style="list-style-type: none"> • Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log 	<ul style="list-style-type: none"> • Over 30 trainings reaching 1000s of campus community members • Regular attendance at Circles 	<ul style="list-style-type: none"> • Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

	<ul style="list-style-type: none"> Developed and implemented online reporting system. 			
UMES	<p>International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.</p>	<p>Number of participants; types of teas and treats served; and types of information shared.</p>	<p>Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students.</p> <p>Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty.</p> <p>Fifty international students have been provided visa request letters to support international family to attend spring commencement.</p> <p>Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).</p>	<p>Personnel to support administrative assistant organize, plan, and implement event.</p>
UMUC	<p>All new hires receive diversity briefing from Chief Diversity Officer during onboarding.</p>	<p># of new hires that have received briefing from Diversity and Equity Team.</p>	<p>24 briefings to 229 new hires (staff/faculty).</p>	

**Institutional Programs of Cultural Diversity Annual Progress Report, 2019
Addendum ~ System-Wide Demographic Tables**

~Undergraduate and Graduate Student Enrollment~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	29.9% (44,395)	32.2% (52,258)	34.4% (60,283)	34.4% (60,626)
Other Minority	8.0% (11,869)	11.3% (18,257)	12.3% (21,557)	12.6% (22,187)
White	49.4% (73,471)	46.2% (74,899)	43.2% (75,591)	41.8% (73,842)
Foreign	4.5% (6,724)	5.0% (8,036)	5.3% (9,363)	5.3% (9,315)
Unknown	8.2% (12,217)	5.3% (8,550)	4.8% (8,382)	5.9% (10,453)
Total	148,676	162,000	175,176	176,423

~Faculty~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	13.6% (1,841)	14.6% (2,220)	15.6% (2,584)	15.5% (2,563)
Other Minority	11.2% (1,513)	10.6% (1,619)	11.0% (1,823)	11.3% (1,881)
White	66.3% (8,977)	64.4% (9,795)	62.7% (10,373)	58.8% (9,757)
Foreign	6.7% (912)	6% (915)	6.2% (1,033)	6.1% (1,008)
Unknown	2.2% (296)	4.4% (672)	4.5% (742)	8.3% (1,376)
Total	13,539	15,221	16,555	16,585

~Staff~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	34.7% (5,810)	34.2% (5,948)	34.2% (5,995)	34.6% (6,013)
Other Minority	6.1% (1,014)	6.2% (1,083)	6.8% (1,185)	7.2% (1,258)
White	55.8% (9,339)	53.9% (9,374)	52.9% (9,272)	52.0% (9,031)
Foreign	1.6% (265)	1.1% (185)	1.5% (268)	1.2% (208)
Unknown	1.9% (310)	4.5% (790)	4.5% (797)	4.9% (853)
Total	16,738	17,380	17,517	17,363

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.

Other Minority includes those identifying with Asian and multiple races.

Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.

BOWIE STATE UNIVERSITY



2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: Bowie State University

Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Gayle Fink, gfink@bowiestate.edu

Overall Guidelines:

- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

Section I: Progress Report: §11-406 of the Education Article 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. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Summary Statement

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains two sections:

1. a progress report on Bowie State University’s Cultural Diversity Plan efforts to increase the numbers of traditionally underrepresented students, faculty and staff populations and a description of initiatives designed to create positive interactions and cultural awareness across the campus,
2. a summary of BSUs Cultural Diversity Plan; and

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believe 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 activities that follow demonstrate Bowie State University’s efforts to increasing the number of traditionally underrepresented groups among students, administrative staff and faculty and ensuring positive interactions and cultural awareness.

Goal 1: Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: Continuous			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	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
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%, Fall 2017 11%, Fall 2018 9%	EAB was hired in spring 2016 to aid in new undergraduate student recruitment. The target pool is adjusted each cycle and included a focus

		<p>New Transfer UNG Fall 2015 18%; Fall 2016 13%, Fall 2017 14%, Fall 2018 14%</p> <p>New Graduate Students Fall 2015 32%, Fall 2016 25%</p>	<p>on increasing non-African-American applicants.</p>
<p>Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report</p>	<p>Overarching measures: Second year retention rates</p> <p>Six-year graduation rates</p> <p>Progression rates</p>	<p>First-time Students 2nd Year Ret - Fall 2014/15/16/17 71%/76%/72%/68%</p> <p>6 Year Grad - Fall 2009/10/11/12 33%/41%/37%/40%/42%</p> <p>Progress to Soph Status in 1 year Fall 14/15/16/17 - 16%/23%/18%/13%</p> <p>Transfer Students (Fall) 2nd Year Ret - Fall 2014/15/16/17 74%/73%/69%/74%</p> <p>5 Year Grad - Fall 2010/11/12/13 50%/55%/49%/54%</p>	<p>Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.</p>
Faculty, Staff and Administrators			
<p>Maintain compliance with the university's Affirmative Action Plan</p>	<p>Tracking over time the number of minorities and females by classification.</p>	<p>The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to set placement goals at this time for any classification. In Fall 2018, 59% of all full-time employees were female and 77% were minority.</p>	<p>Not applicable</p>
<p>Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations</p>	<p>Number of employees trained.</p>	<p>The Title IX office is currently offering in-person training to all full-time employees on sexual harassment and discrimination and sexual violence. Training continue through June 2019. All employees are required to attend.</p>	<p>Continuing regular training programs.</p>
<p>Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.</p>	<p>Number of new full-time faculty that are from diverse groups</p>	<p>Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.</p>	<p>Not applicable</p>

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: Continuous			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <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. 	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
Infuse international and diversity awareness in the curriculum (Academic Affairs)			
Infuse diversity awareness into curriculum of selected programs	Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity		Not applicable
Encourage participation in the China Study Abroad Program	Number of students participating in the China Study Abroad program	Over 50 students have participated in the program to date.	Expansion of study abroad opportunities.
Encourage additional study abroad opportunities	The Global Learning Visits Program in the Department of Social Work, works toward being the model for providing international learning experiences in undergraduate social work education.	During the winter 2019, 7 faculty and students traveled to South Africa.	Expansion of study abroad opportunities in other majors.
Increase College of Business student awareness of Wall Street employment opportunities	Annual National Association of Securities Professionals HBCU annual business lunch in NYC	Bowie State University was the largest group in attendance.	Not applicable
Expand co-curricular programs that promote diversity awareness (Student Affairs)			
Continue Black History Month lectures, performances, and other activities	Participation in activities	Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts	Not applicable
Continue to support the Cultural Festival organized by the International Student Association	Continued activities		
Continue activities related to International Women's Day	Participation in activities		Not applicable

Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student groups	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		
DFPA Theatre Arts program offer more non-traditional and thought-provoking main stage productions that would stimulate discussions about culture and social awareness, particularly in general education offerings.	Number of productions Student discussions in theatre courses	BSU Theatre offered five performances of one main stage production that challenged gender, culture, and religious norms. Faculty reported all THEA 105, Introduction to Theatre, classes engaged in discussions that centered on the musical production and diverse perceptions of culture as related to ethnicity, gender and religion. This is the principal general education course in theatre, enrolling 90 to 120 students each semester.	Gather more immediate evaluation data from audiences to use as part of the discussions in classes. Expand purposed discussions to other upper division theatre courses.
Maintain a campus climate that respects and values diversity (Cabinet)			
Equity Compliance Office	Number and type of investigations	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.	Office of Student Leadership <ul style="list-style-type: none"> An American Descent: Lecture and discussion (May) Social Justice: Lecture and Discussion (Feb) Division of Student Affairs Fall and Spring Conversations with: <ul style="list-style-type: none"> Gay Straight Alliance Racies Saudi Students Club Navigators Student Programs	

		<ul style="list-style-type: none"> • Black Male Agenda: Discussion: Who Am I (Sept) • Black Male Agenda: How to use your liberal arts degree for black liberation (Nov) • Gay Straight Alliance: Healthy Sexuality Workshop (Nov) • Gay Straight Alliance: LGBT and Mental Health Program (Dec) • National Council of Negro Women: Purple Intervention: Lecture and discussion (Nov) • Raices: Bridging Communities Together; Discussion (March) • Raices: DACA Teach In (April) • Raices: Embrace your Raices Discussion (Nov) • Raices: What are your Raices? : Lecture and discussion • SGA: Diversity Fest- Homecoming; Music and Fashion (Oct) • SGA: Fitness Classes based Socacise, (Caribbean influenced workout class) (Fall) • SGA: Miss Bowie State held a feminine products drive for Ghana (March) • Sigma Gamma Rho: Blackish: Viewing and Discussion (Nov) • Sigma Gamma Rho: Supporting Our HBCUs: Discussion (Nov) • Student Alumni Association: Purple Intentions: Discussion (Nov) <p>Zeta Phi Beta: For the Culture (black history month trivia): Participation and Discussion (Feb)</p>	
Continue diversity training programs	Employee attendance	The Office of Human Resources has offered a variety of face to face training sessions over the past year to address different aspects of workplace and classroom diversity. These training sessions have included the following	Continuing regular training programs.

		<p>topics: "Helping Individuals in Distress", "How to Deal with Difficult People", "Creating Effective Teams", "Classroom Behavior Management", "Creating a Classroom Community", and "Learning Styles and Learning Needs." Additionally, the Office of Human Resources provides employees with self-paced training courses through our Skillsoft eLearning platform on workplace and classroom diversity topics. Some of the highlighted workplace diversity courses offered include the following: "Your Role in Workplace Diversity," "Bridging the Diversity Gap," "Workplace Management: Global HR, Diversity, and Inclusion," "The Importance of Diversity and the Changing Workplace", and "Diversity on the Job: Diversity and You."</p>	
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Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. DO NOT INCLUDE STATISTICS.

Bowie State University remains compliant with the reporting requirements Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing appropriate disclosures on an annual basis (<https://www.bowiestate.edu/campus-life/campus-police/clery-act/>)

Section II: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution’s plan for cultural diversity, which is required by §1 I-406 of the Education Article. §1 I-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances 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. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

***Please submit a copy of your institution's plan for cultural diversity.
The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.***

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Appendix A
Bowie State University
Cultural Diversity Plan - Update

Bowie State University is currently revising its approach to cultural diversity and inclusion to align with the goals and objectives in its *Racing to Excellence FY 19 – FY 24 Strategic Plan*. Goal 4 of the Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below.

Goal 4 - Enhancing 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.

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).
- 4.2 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 HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

In the past, the University took a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit is in draft form with initial funding planned for FY 2020.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began to collect base-line student data on intercultural competency and diversity to inform the work of the Diversity and Inclusion Committee by participating in the Educational Testing Service (ETS) HEIghten pilot study. The ETS HEIghten study defined intercultural competency and diversity (ICD) as a “person’s capability to gather, interpret, and act upon radically different cues and function effectively in multicultural situations. Over 200 academic officers at community colleges and four-year institutions participated in the pilot study. Four pilot forms were designed for the ICD assessment. Each ICD form had 80 items and was designed to be less than 40-minutes long. Areas assess included:

- *Analyze and Act*: The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions.
- *Approach*: The overall positivity with which an individual views and responds to cross-cultural interactions.
- *Positive Cultural Orientation*: The evaluation of cross-cultural situations as favorable.
- *Cultural Self-Efficacy*: The belief that one can successfully engage in cross-cultural situations.
- *Suspending Judgment/Perspective Taking*: Active consideration of others’ potential viewpoints and active refrainment of preconceived cultural schema interfering with informed processing.
- *Social Monitoring*: Awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others’ responses to one’s own actions and signals.

Baseline data from HEIghten indicated that BSU students were very close to the proficient level in “Analyze and Act” in “Approach”. BSU students were within .5 points or less of their national comparison peers in Positive Cultural Orientation and Cultural Self-Efficacy. Suspending Judgment/Perspective Taking and Social Monitoring were the areas where BSU students and the comparison group had the largest gaps with BSU students scoring lower than those students at comparison institutions.

The Office of Equity and Compliance and the Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several

opportunities for improvement were identified related to parking and elevator availability and reliability. The finding supported a FY 2019 grant proposal for facilities improvements.

The core value of Inclusion is measured through the Ruffalo Noel Levitz Student Satisfaction Inventory survey administered every three years and being collected in spring 2019. The University is surveying faculty and staff using the Ruffalo Noel Levitz College Employee Satisfaction Survey in fall 2019 to gather updated information on campus climate to inform the cultural diversity plan.

Findings from these and other sources will be used to inform the activity planning for the Diversity and Inclusion unit.

Bowie State University
Senate Bill 438
Institutional Cultural Diversity Plan
February 22, 2009

Having been in the employee ranks of Bowie State University (BSU) for less than six months, I am one of the newest members of the leadership team. I am not the only new member, however; the entire leadership team is new. As Dr. Mickey L. Burnim is in his third year as University President, all of his Cabinet members (five vice presidents, legal counsel, and the director of public relations) and each of the academic deans (Arts & Sciences, Business, Education, and Professional Studies) were hired after his appointment as University President. An addition to the Cabinet, the Athletic Director was added; the person in that position was not a new hire. A series of searches are currently underway to fill critical administrative positions, some of which have been vacant for more than one year. Primary among these slots are the positions of Assistant Vice President for Institutional Effectiveness and Director of Institutional Effectiveness.

As 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 textbook definition of the term, diversity. It is one that acknowledges and recognizes difference and advances knowledge about race, ethnicity, national origin, age, gender, socio-economic status, religion, sexual orientation, veteran's status, disability, and intellectual perspective.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. Efforts to move beyond rhetoric to additional initiatives as required by Senate Bill 438 has been somewhat slow, due, in large part to this period of administrative transition. President Burnim appointed a Strategic Plan Committee in 2006. The committee developed a Strategic Plan for 2007-2012. Details of the Plan can be found at the following address: http://www.bowiestate.edu/UploadedFiles/about/message/reports/strategic_plan/StrategicPlan.81706.pdf. As there is evidence of progress on the BSU campus, please note the following statistical data regarding initiatives as well as an additional listing of campus strategies and initiatives, all of which corroborate our success of our initiatives:

- a. Statistics outlining the ethnic/racial makeup of our campus community;
- b. Several critical documents where the University's commitment to diversity are delineated. Key phrases have been highlighted;
- c. A set of initiatives currently under consideration for implementation in the near future.

A. ETHNICITY STATISTICS AT BSU

ALL EMPLOYEES

BLACK	76.1%
WHITE	12.8%
OTHER	5.3%
HISPA	3.0%
ASIAN	2.6%
AM. IND.	0.1%

STUDENTS

BLACK	90%
WHITE	4%
OTHER	6%

STAFF

BLACK	79.2%
WHITE	8.7%
OTHER	7.1%
HISPA	2.1%
AM. IND	0.3%

FACULTY

BLACK	73.3%
WHITE	16.8%
OTHER	3.6%
HISPA	3.3%
ASIAN	3.1%
PACIF	0.3%

B. CRITICAL DOCUMENTS

INSTITUTIONAL IDENTITY

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, **Bowie State University serves a diverse student population**, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields. Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. **Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.** Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in educational leadership—and is exploring other doctoral programs in information technology and teaching. The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (i.e., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; and provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through

Professional Development Schools, induction programs, and critical issues workshops (i.e., Prince George's County Schools; University of Maryland College Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

VISION

(new shared vision statement; adopted, fall of 2007)

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its **diverse student population** with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

MISSION

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a **diverse student population of Maryland citizens and the global community**.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, **value diversity**, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study. **The University is committed to increasing the number of students from underrepresented minorities** who earn advanced degrees in computer science, mathematics, information technology, and education. Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

With regard to the specifics of Senate Bill 438, the following is an update on progress made at Bowie State University:

- I. 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, develop and implement a plan for improving the program.

BSU Response:

While the University sponsors numerous campus-wide initiatives and activities which support cultural diversity, no formal institution-wide plan has been approved to date. With the recent reorganization of the Academic Affairs area by the new Provost, several new positions have been created that will formalize and bring structure to the University's current efforts and aspirations in the area of cultural diversity. Among these positions are the following:

Assistant Vice President for Undergraduate Studies

Responsibilities: Among the primary foci of this new position are two retention-centered initiatives; (a) to provide greater academic oversight of several University student support services; and (b) to provide leadership for a new initiative at BSU, the creation of several Learning Communities. Support from the provost's office will have the cumulative effect of strengthening the University's efforts to support the special needs of our diverse student population.

Status of Search: Underway/Projected start date – July 1, 2009

Assistant to the Provost for Special Initiatives

Responsibilities: This unique new position will have a rotating portfolio of responsibility—one that will focus on a smorgasbord of initiatives that the University wishes to advance. One of the primary focus areas for the first year will be the University's Honors Program. The goal is one of making this program more select while increasing participation from majority and international students.

Status of Search: Underway/Projected start date – July 1, 2009

Coordinator for International Programs

Responsibilities: Embracing the full definition of diversity, BSU seeks to further increase its international profile, particularly with students and faculty as well as to provide the necessary accommodations to insure the success of its international students and faculty. This new position will allow the University to focus more closely this critical area.

Status of Search: Underway/Projected start date - July 1, 2009

Coordinator for Learning Communities and Interdisciplinary Studies

Responsibilities: A retention initiative, this new position reports to the newly created position Assistant Vice President for Undergraduate Studies.

Status of Search: Underway/Projected start date - July 1, 2009

With these positions in place by the beginning of the Fall, '09 semester, the Provost plans to appoint a special task-force charged to lead the University community in the creation of a BSU Cultural Diversity Plan.

- III. Include an implementation strategy and a timeline for meeting the goals within the plan. Include the following:
 - A. Description of the way the institution addressed cultural diversity among its students, faculty, and staff populations;
 - B. Description of how the institution plans to enhance cultural diversity, if improvement is needed;
 - C. Process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus as defined under title 10, subtitle 3 of the Criminal Law Article and consistent with federal under 20 U.S. 1092 (F) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
 - D. Summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff.

BSU Response:

Proposed timeline for meeting goals		
Institutional charge to Task-Force	-	September, 2009
Deadline for Report from Task-Force	-	November, 2009
Public Presentation of BSU Cultural Diversity Plan to University Community	-	December, 2009
1 st Phase of Implementation (Preparation for this phase will be included in the budget for AY 09-10)	-	January, 2010
2 nd Phase of Implementation (Depending on budget and Approval of anticipated curricula changes)	-	Each semester following proposed Jan., 2010 implementation date

A&B. While the University is moving aggressively to raise the bar in the way it addresses the concerns of international students, faculty, and staff, it is currently depending on Mr. Robert Batten, Interim Dean of Student Affairs and International Student Advisor, who brings issues and concerns of international students to the University's attention.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. The role of the University Relations and Marketing (URM) team at Bowie State University (BSU) is to support internal constituents develop better long-term relationships with BSU students and external constituents. The URM team performs its role by using various marketing tools while incorporating the institutions mission and vision at the same time as adhering to the institutions core values: excellence, integrity, civility, diversity, and accountability. Examples of diversity in recent market collateral are seen in the following:

- Graduate View Book which provides testimonies from
- Male Professor of African descent
- Female Alumna of Asian descent
- Female international student, from Thailand
- Female African American student
- Semester promotions that highlight varying ethnic groups
- Inclusion of the Bowie State's five core values in brochures

BSU also has a LGBT (Lesbian, Gay, Bisexual & Transgender) Resource Center. Its mission is as follows: (1) To provide programs and services that promote academic and personal growth for all of its students; (2) To assure unrestricted access to and full involvement in all aspects of the institution; and (3) To serve as a catalyst for the creation of a campus environment free from prejudice, bigotry, harassment, violence and one that is hospitable for all students.

The following are examples of activities that have been initiated or supported in support of cultural diversity by the Division of Student Affairs:

- Asian Bazaar
- African Bazaar
- Latin Bazaar
- International Cultural Fair
- We actively recruit all students for leadership roles
- Actively recruit all student for RA positions
- Fraternities and Sororities are all multicultural

- Diversity Training is at the core root of RA training.
 - Staff Council started a Development
 - Created a GLBTQA Advisory organization
- C. Hate Crimes are reported by the 8th day of each month on the Monthly Uniform Crime Reports and are submitted to the Maryland State Police. The Supplementary Hate Bias Incident Report Form is filled out which gives the date of the incident, report number, and the circumstances surrounding the incident. These statistics are generated by the Maryland State Police Central Records. Ms Clery requires accounting for those Hate Crimes where there is a reported homicide, rape, robbery, assault, B&E, larceny, or motor vehicle theft.
- D. Recent application for State Grants
- Agency: MHEC (Maryland Higher Education Commission)
 - Title: Accelerated BSU Program with Retention and Success Initiatives
 - Objective: Expand the State’s nursing capacity through shared resources and increased focus on student retention and success.
 - Focus Group: Transfers from community colleges, military in active duty, second- degree seekers.
- IV. 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.
- BSU Response:**
Future Plans related to Cultural Diversity
While BSU has brought speakers to campus, it has no distinguished speaker series nor does it have a concert series. Such a series will be started at BSU during the 09-10 academic year. Such a speaker series can bring to campus well-known speakers with a variety of perspectives—political and otherwise. Taking advantage of its strategic location and rich cultural offerings, BSU can easily find outstanding speakers and world-renowned concert artists in the Greater Baltimore-Washington area. Such a series would serve to bring faculty, students, and staff back to campus for the evening.
- V. On or before May 1 of each year, each institution shall submit the plan to the governing body of the institution for the governing body’s review.
BSU Response: We will comply.
- VI. On or before August 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.
BSU Response: We will comply.

COPPIN STATE UNIVERSITY



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

AY 2018 - 2019

April 17, 2018

Office of Academic Affairs

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT
COPPIN STATE UNIVERSITY
AY 2018 - 2019

BACKGROUND

Education Article 11-406, of the Code of Maryland Regulations, states that each public institution must annually submit updates on plans of cultural diversity. At Coppin State University (CSU), diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are, or have been underrepresented in higher education. Additionally, the University’s programs, strategies, and activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland (USM), CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through programming, instruction and training of the student body, faculty, and staff. Using the template provided by the USM, details of the plan are provided below.

SECTION I: Progress Report on Goals 1-3

<i>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</i>			
<i>Timeline: 2020</i>			
Programs/Initiatives	Metrics	Progress 2018-2019	Areas of Improvement
1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.	1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications	1. The proportion and mix faculty changed over the previous year. Asian faculty increased from 3.7% to over 5%, while Afr. Americans decreased from 85% to 75% and White faculty increased from 9% to 12%.	1. The University should continue recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. % of Staff Participants trained	2. 100% Housing Staff Participated in training during 2018-19.	2. Continue annual training and assessment.

<p>3. Recruitment of International Students, including student-athletes</p>	<p>3. Percent International Students; number and percent student-athletes</p>	<p>3. Percent of international students has declined from 14.6% to 12.1%</p>	<p>3. Enhance recruitment to target international students.</p>
<p>4. Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community</p>	<p>4. Number of participants annually</p>	<p>4. There were over 110 participants; a positive reception of the event and positive interactions among student, faculty, and staff attendees.</p>	<p>4. Provide formal evaluation tools for next year’s event to be developed.</p>
<p>5. Diversity and Academic Programs –The School of Education has plans to broaden the scope of diversity within its academic programs. Also, within the scope of General Education, future plans are to infuse diversity into General Education and conduct assessments.</p>	<p>5. Data from future assessments on students’ learning and experiences.</p>	<p>5. Anticipated results include greater awareness and inclusion of persons of all race and ethnicities in instructional programs and examples, and in students’ practical experiences.</p>	<p>5. New Initiatives; measures under development; School of Education proposed teaching in urban setting courses to be approved by curriculum committee in spring 2019.</p>
<p>6. Denim Day</p>	<p>6. Number of Participants by student group.</p>	<p>6. The event was conducted last year but metrics not captured; invitations to be sent to all students; will count # International students and LGBTQIA.</p>	<p>6. This event will be held fall 2019; a count of metrics by student group.</p>

Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline: 2020			
Programs/Initiatives	Metrics	Progress	Areas of Improvement
<p>1. Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues.</p>	<p>1. No. of student, faculty, and staff participants.</p>	<p>1. All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Pynk, an awareness club will be formalized in 2019.</p>	<p>1. Expand Safe Space to individual units on campus to ensure 100% participation.</p>
<p>2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include CLAC, Our House, LLCs, etc.</p>	<p>2. No. of Programs; participants; university success rates.</p>	<p>2. There over 200 students served. The full impact on student success are measured through the campus’ retention and graduation rates.</p>	<p>2. Need to attain and sustain level funding for selected mentoring and support programs; need evaluation data of each event to measure impact.</p>
<p>3. Professional Development for Staff by all units on campus conducted by Human Resources - HR provided training on Workplace Civility and Conflict Resolution hosted by MD Commission on Civil Rights; workshops on unconscious bias held during University Day.</p>	<p>3. No. of participants per training; no. of workshops</p>	<p>3. A grand total of 412 participants with workshops with positive Interactions and Cultural Awareness; (Dimension of Diversity-10; Conflict Res.=31; Unconscious Bias – 350; Implicit/Unconscious Bias-21). Total campus-wide workshops=5</p>	<p>3 & 4. All new hires are given civility and conflict management information at the time of hiring. Process was formalized during 2018 year and continued in 2019.</p>
<p>4. Professional Development for Faculty by all units on</p>	<p>4. No. of participants; workshops</p>		<p>4. Training on tools for Advisement help with knowledge of special</p>

<p>campus – Academic Affairs</p> <p>5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.</p> <p>6. Cultural Awareness Expo in Athletics</p> <p>7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all divisions – flyers, seminars, and lectures.</p> <p>8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.</p>	<p>5. No. Participants by race/ethnicity</p> <p>7. No. of Students, faculty, staff participants and no. served</p> <p>8. No. of students served</p>	<p>5. Diverse staff of 10 women, 2 Blacks, 17 African American, 1 Hispanic, 6 Asian, 5 White, 1 Native Amer., 1 Mid-East</p> <p>7. Progress will be measured fall 2019.</p> <p>8. No. of students enrolled each semester have less issues and concerns with visas.</p>	<p>population groups needs; 2 trainings held during 2018-19.</p> <p>5. Expand the event beyond the IT Division; contingent on funding.</p> <p>6. This is a planned event for the fall 2019.</p> <p>7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.</p> <p>8. This will be measured fall 2019.</p>
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Statement 1 (do not include statistics): Reporting of Institutional Goal 3 - Hate Crimes

INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES

Although hate crimes have been zero or minimal at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University’s website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police will conduct an investigation of all complaints filed in a timely manner. The information is communicated to the public using the campus’ annual Public Safety Campus Crime Report, which is posted to the university’s home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and

requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

Students are able to report crimes through the Office of Community Standards and Conduct within the Division of Student Affairs. Reports may also be made to the Division of Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, and if necessary, Baltimore City's Police Department.

Faculty and Staff are able to report crimes through the Office of Human Resources or the Coppin State Police. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU developed a plan that includes incident response protocols and a process for tracking reported incidents. This was a requirement by the Joint Chairs last year.

APPENDIX

SECTION II: INSTITUTIONAL PLAN NARRATIVE

SECTION III: INSTITUTIONAL DATA

SECTION II: INSTITUTIONAL PLAN NARRATIVE – Report on Progress

CSU's defines cultural diversity as strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or 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), disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion is a central to the institution's mission.

Institutional Mission Statement (revised 2018; approved 2019)

Coppin State University, a historically black institution in a dynamic urban setting, serves a multi-generational 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.

Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals accomplish greater diversity and inclusion. Data below and explanations show progress towards greater diversity and inclusion.

Since the 2008-2009 baseline year, the University has experienced a decline in enrollment within all student categories. However, the University has been able to maintain a diverse student population. During 2018-19, there was a slight increase in the percentage African American students from 77.8% to 79%. Hispanic and Latino students declined slightly from 2.8% to 2.6%. White students experienced a slight increase from 1.5% to 2%, while international students declined from 14.6% to 12.1%.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, Athletics, Administration and Finance, Information Technology, and Academic Affairs have supported the University's efforts to attract and retain a proportional mix of students that reflect the community. However, there is room for continued improvement.

The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA

students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.

- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year and sophomore students. Students receive intrusive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by full-time academic advisors and retention coordinators. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results show a higher freshmen to sophomore retention rate and academic achievement when compared to the University.
- **Connecting Ladies across Campus (CLAC)** - CLAC is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, sustaining academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports CSU women of all backgrounds.
- **Child Development Center** – *(Currently Closed for Renovations)* Child care services offered through the James E. McDonald Child Development Center support students, employees of the University, and the community with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children. The Center addresses both the need of the campus community as well as provides quality service to the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Center, contributing to their academic preparation.
- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. They assist students in crisis, intervene in potentially life threatening situations, provide quality outreach programs and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increase the understanding of challenges faced by students and promotes psychological well-being.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.
- **Center for Adult Learners (CAL)** - The Center was formed with the adult learner in mind, given that the average age of the CSU student is 26 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

Administrative Staff

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered on a regular basis and are available to all members of the campus community at least two or more times per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced an increase in the number of staff members between AY 2017-18 and AY 2018-19. The total number of staff increased from 246 to 360. The number of African American staff increased from 192 (78%) to 304 (84.4%), while Asian staff decreased from 6.5% to 2.8%. White staff also decreased from 13.4% to 8.3%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

Diversity among Faculty

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus 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 are able to reach remote areas.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific. Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

The following data show that overall, faculty recruitment has somewhat slowed. In AY 2018-2019, the University had 250 members of personnel classified in a type of faculty position; down from 376 in the previous year (*Note: the faculty count includes all faculty, Full-time, tenure/tenure track, full-time, non-tenure/tenure track, adjuncts, and library personnel classified as faculty*). Out of the 250 faculty members, 56% are female and 44% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (75.2%). The Asian faculty member population increased from 3.7% to 5% and Caucasians increased from 9% to 12%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

SECTION III: DEMOGRAPHIC DATA ONLY

STUDENTS

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.7%	722	2751	2519	86%	562	1957	2250	77.8%	478	1772	2162	79%	424	1738
Am. Ind. Alaska Native	4	0.1%	2	2	3	0%	1	2	3	0.1%	0	3	8	0.3%	0	8
Asian	10	0.2%	0	10	21	1%	7	14	18	0.6%	6	12	10	0.4%	3	7
Hisp./Lat.	17	0.4%	8	9	71	2%	25	46	81	2.8%	32	49	70	2.6%	22	48
White	90	2.2%	25	65	57	2%	25	32	42	1.5%	20	22	55	2%	25	30
Nat. Am. Pac. Islander	0	0.0%	0	0	1	0%	1	0	0	0.0%	0	0	0	0%	0	0
Two or More Races	0	0.0%	0	0	36	1%	11	25	30	1.0%	10	20	52	2%	14	38
Foreign	0	0.0%	0	0	175	6%	59	116	422	14.6%	118	304	332	12.1%	90	242
Not Identified	457	11.3%	139	318	56	2%	8	48	46	1.6%	8	38	49	1.7%	9	40
TOTAL	4051	100%	896	3155	2939	100%	699	2240	2892	100%	672	2220	2738	100%	587	2151

FACULTY

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	325	86.2%	125	200	321	85.4%	118	203	188	75.2%	69	119
Am. Ind. Alaska Native	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1	1	0%	0	1
Asian	13	3%	9	4	12	3.2%	8	4	14	3.7%	8	6	13	5.0%	8	5
Hisp./Lat.	2	0%	1	1	4	1.1%	2	2	5	1.3%	3	2	3	1.2%	1	2
White	20	4%	12	8	33	8.8%	26	7	34	9%	26	8	30	12%	23	7
Nat. Am. Pac. Islander	0	0%	0	0	0	0.0%	0	0	0	0%	0	0	0	0%	0	0
Two or More Races	0	0%	0	0	1	0.3%	0	1	0	0%	0	0	52	13%	14	38
Foreign	0	0%	0	0	2	0.5%	2	0	0	0%	0	0	11	4.4%	7	4
Not Identified	2	0%	0	2	0	0.0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	447	100%	170	277	377	100%	163	214	376	100%	156	220	250	100%	111	139

STAFF

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	204	76.4%	79	125	192	78%	72	120	304	84.4%	108	196
Am. Ind. Alaska Native	0	0%	0	0	1	.4%	0	1	1	.4%	0	1	1	0%	0	1
Asian	13	4%	10	3	13	4.9%	9	4	16	6.5%	10	6	10	2.8%	7	3
Hisp./Lat.	1	0%	0	1	2	.7%	1	1	3	1.2%	1	2	4	1%	2	2
White	37	12%	27	10	38	14.2%	27	11	33	13.4%	25	8	30	8.3%	19	11
Nat. Am. Pac. Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or More Races	0	0%	0	27	1	.4%	0	1	1	0.4%	0	1	2	0.1%	1	1
Foreign	0	0%	0	0	8	3%	6	2	0	0%	0	0	8	1.2%	4	4
Not Identified	0	0%	4	4	0	0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	9	3%	132	132	267	100%	122	145	246	100%	25	138	360	100%	142	218

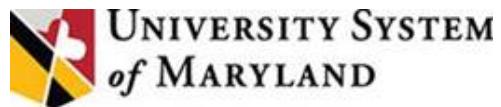


One University. A World of Experiences.

**CULTURAL DIVERSITY PROGRAM
ANNUAL PROGRESS REPORT
2018-19**

**PREPARED BY THE OFFICE OF THE PROVOST
April 2019**

Submitted to:



2018-19
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 16, 2019

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This report follows the University System of Maryland guidelines for the 2018-2019 Annual Progress Report on Frostburg State University’s Cultural Diversity Program. The report contains the following three sections:

SECTION I:

FROSTBURG STATE UNIVERSITY’S PROGRESS REPORT ON USM GOALS ONE, TWO, AND THREE

- Summary Statement 1
- Table 1: USM Goal 1 (FSU Goals 1-3) 3
- Table 2: USM Goal 2 (FSU Goals 4 and 5) 7
- USM Goal 3
(FSU Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents) 12

SECTION II (APPENDIX A)

- Frostburg State University’s Cultural Diversity Program 13

SECTION III (APPENDIX B)

- Institutional Demographic Data 23

Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2018. These data outline FSU’s significant progress over the last ten years towards achieving its diversity goals.

SECTION I - SUMMARY STATEMENT

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University's *Core Values Statement*: "Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program 2008-2018 puts this value into action. The program is intended to help the institution more effectively recruit and retain individuals from groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The Cultural Diversity Program 2008-2018 establishes five institutional goals together with strategies for their attainment (see Section II). The University has made significant advances toward achieving the five goals of the program over the 10-year period 2008-2018.

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

Strategies under this goal include enhancing marketing and recruitment efforts that target members of underrepresented groups as well as expanding college-readiness and bridge programs offered by the University.

The University has made notable progress in this area over the 10-year period 2008-2018. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2008, minority students represented 26.1% of Frostburg's overall undergraduate population; and, in the fall of 2018, minority students comprised 42.48% of the overall undergraduate population. The proportion of African American students rose from 21.9% in fall 2008 to 31.18% in fall 2018, and the percentage of Hispanic/Latino students increased from 2.1% to 5.0% over that same period. (Though this institutional goal specifically references *undergraduate* students, Frostburg's minority *graduate* student population has also appreciably grown over this 10-year period. In the fall of 2008, minority students represented only 4.18% of Frostburg's overall graduate population; by fall of 2018, minority students comprised 19.82% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 13.5% of the new transfer population in fall 2008 compared to 28.7% in fall 2018.

2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

Strengthening and expanding student support, mentoring, and advising programs are identified strategies under this goal.

Advances have been made in this area over the 10-year period 2008-2018, particularly with respect to undergraduate minority graduation rates. The second-year retention rate for all minority students has somewhat increased over the past decade, from 72% for all minority students in cohort fall 2009 to 74% for all minority students in cohort fall 2017. The second-year retention rate for African American students rose from 73% for cohort fall 2009 to 77% for cohort fall 2017. The six-year graduation rate for all minority students rose from 38.8% for cohort year 2002 to 49% for cohort year 2012. The six-year graduation rate for African American students rose from 42% for cohort year 2004 to 48% for cohort year 2012. In fall 2018, University President Ronald Nowaczyk appointed Ms. Arlene Cash the inaugural Vice President for Enrollment Management. This position consolidates important recruitment and support services for students who are considering Frostburg and throughout their college careers, with the aim of being more intentional and efficient in our recruitment and student support offerings.

3. Enhance the Cultural Diversity of Faculty and Staff

Strategies include continuing the activities of the ADA/EEO Compliance Office's Minority Recruitment Plan, expanding efforts to attract and retain minority faculty, and providing additional support for college and departmental minority faculty recruitment and retention plans.

The relative size of the minority tenure/tenure-track faculty population at Frostburg has remained fairly constant over the 10-year period 2008-2018. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2008 and 14.7% of the total tenure/tenure-track faculty population in fall 2018. There has been a small increase in minority representation among executive-level staff. In fall 2008, 5.26% of executive-level staff were African American/Black and no executive-level staff were Asian or Hispanic/Latino. In fall 2018, the rates of representation rose to: African American/Black (6.05%), Asian (1.61%), and Hispanic/Latino (.4%). The most notable gains have been at the level of professional staff. The rates of minority representation at that level in 2008 were: African American/Black (4.05%), Asian (2.03%), Hispanic/Latino (.68%); and, by fall 2018, these rates increased to: African American/Black (6.74%), Asian (5.62%), Hispanic/Latino (1.12%)

4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion*, Frostburg's *Center for Student Diversity, Equity, and Inclusion*, and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain this goal. Frostburg maintains a website (<https://www.frostburg.edu/about-frostburg/cultural-diversity/index.php>) showcasing its diversity initiatives, and providing easy access to diversity-related resources for students, faculty, and staff.

In spring 2019, University President Ronald Nowaczyk, working with the University Advisory Council, formed a revamped University Council on Diversity, Equity & Inclusion (UCDEI). The new University Council will replace the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The UCDEI is more inclusive in its membership, with more student and staff representatives, and is better aligned with national best practices. Like the PACDEI, it will meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity. It will also oversee the University's Cultural Diversity Program, which will be reviewed and updated in AY 2019-20.

The Center for Student Diversity, Equity and Inclusion (CSDEI) fosters a sense of community among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. Frostburg is a campus affiliate of the National Coalition Building Institute (NCBI), and the CSDEI coordinates a variety of NCBI diversity-training programs, including an Introduction to Diversity Workshop that is required of all first-year, full-time students. FSU established the Office of Gender Equity in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence.

Minority students are robustly represented in the student leadership population at Frostburg: Resident Assistants (66.6%); Lane University Center (46.2%); Civic Engagement leaders, including the ECHO Stars program, (74.1%); Student Activities/Greek Life (36.8%); Cultural Events Series (57.1%); Social Marketing Team (50.0%); and Student Government Association (27.6%). There are currently 13 student organizations at Frostburg with overt diversity-related missions.

Cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity, including African American Studies, Cultural Anthropology, Foreign Languages & Literature, International Studies, and Women's Studies.

5. Promote the Understanding of International Cultures

Identified strategies under this goal are increasing the number of international students on campus, enhancing international programming at the University, increasing international opportunities for students and faculty, and promoting intercultural knowledge at all levels of the campus.

The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad. The number of international students enrolled at Frostburg has significantly increased over the past decade, from 34 in fall 2008 to 285 in spring 2019. Currently, international students on Frostburg's campus represent 14 nationalities, with the largest constituencies from China and Saudi Arabia. The University currently has 22 exchange partners and three cooperative-degree programs, with plans to add a fourth by summer 2019. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. Any state financial support of these strategies that can be garnered by the University of System of Maryland would greatly assist Frostburg's efforts. An approach to providing Frostburg State University and other Maryland institutions of higher education additional resources to enhance diversity and cultural awareness programs is to make competitive state grants available for these purposes. In the past, the state has funded important initiatives that have helped to transform and improve higher education in Maryland. The University would welcome the opportunity to apply for diversity program funds provided through the Maryland Higher Education Commission and the University System of Maryland.

Section I - Table 1

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			
Timeline for meeting FSU Goal 1 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
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> <ul style="list-style-type: none"> a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria. b) Continue to arrange recruitment trips to urban high schools in Maryland. c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students. 	<p>The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidates offered staff positions at the University.</p>	<p>Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 37% for the fall 2018 class.</p> <p><i>Data Source: PeopleSoft Queries F09; orig SSS file F18</i></p> <p>During fall 2017 and spring 2018 (to recruit the Fall 2018 class): Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 30 visits at 24 high schools in Baltimore City.</p> <p>See results under FSU Diversity Goal 3.</p>	<p>Continue to investigate other avenues of "prospect" and "inquiry names" 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.</p>
<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</p> <ul style="list-style-type: none"> a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides. 	<p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 700 prospective high school students during 19 different bus trips to FSU from primarily minority high schools. Additionally, 60% of prospective fall 2018 students attending the "admitted student receptions" sponsored by the Admissions Office were minorities (69 of 117 students).</p>	

<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) 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>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 181 participants, and 18.8% of these self-identified as minorities.</p> <p>FSU's <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) self-identified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.</p>	
<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p> <p>c) Provide additional individualized support services to transfer students.</p>	<p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> <p>Services provided to transfer students.</p>	<p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 29% in fall 2018. <i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2019, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).</p> <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> <p>Students who transfer to FSU without a declared major or are non-degree seeking (students who transfer with a GPA less than a 2.0) are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student's academic advisor and provide a welcoming connection to the campus, including training on the campus student information and learning management systems. Nineteen new transfer students were served through CAAR in the 2017 academic year; four of those students are African-American. CAAR offered Transfer Student Listening sessions in group and individual formats and 19 students took advantage of these in spring 2019.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 2 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
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>a) 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>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2017 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (77%) and minorities (74%) are similar to the rate for the total student population (77%).</p> <p>The retention rates improved from 71% (cohort fall 2016) to 77% (cohort fall 2017) for African Americans and from 69% (cohort fall 2016) to 74% (cohort fall 2017) for all minorities. The retention rate for all first-time, full-time students improved from 74% (cohort fall 2016) to 77% (cohort fall 2017).</p> <p>The African American retention rate mirrored the overall retention rate for the most recent cohort of first-time, full-time students. While the minority student retention rate was 3% points lower than the overall rate, the cohort showed a 5% point gain from the prior year.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2012): from 39% to 48% for African American students, from 40% to 49% for all minorities, and from 49% to 53% for all first-time, full-time students.</p> <p>FSU has been selected to participate in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute.</p> <p>EAA establishes aspirational standards for institutions to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.</p>	<p>Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.</p>

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Timeline for meeting FSU Goal 3 is 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
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
Strategies are numbered followed by their Action Priorities.			
<p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <ul style="list-style-type: none"> a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. b) 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. c) Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority. e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention. 	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2018, the University's workforce consisted of 1,033 full and part-time employees (387 faculty; 657 staff members; 75 graduate students).</p> <p>Females are employed at a rate of 51.1% (527) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 10% and are represented in 26.9% of the University's administrative offices and 75.0% of academic departments. The University's workforce is comprised of Black/African American 4.7% (49), Asian 4.0% (41), Hispanic/Latino 0.7% (8), Two or more races 0.4% (4) and American Indian/Alaska Native 0.1% (1). White employees represent 90.1% of the university workforce.</p> <p>Frostburg's Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The current cohort, consisting of 12 FSU faculty and staff members, meets monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</p>	<p>Recruit continuously, 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>

Section I - Table 2

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

<p>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p> <p>Timeline for meeting FSU Goal 4 is fall 2018; FSU's Diversity Program will be reviewed and updated and revised in AY 20018-20019</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<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>a) FSU's Center for Student 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><i>FSU's Center for Student Diversity, Equity, and Inclusion</i> programs and 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>During 2018-2019, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). • Coordinate and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop was a little under 90% coming in closer to 88% with a 95% satisfaction rate. Participating in the workshops resulted in an increase in first-year students applying to attend the diversity retreat. 	<p>Explore strategies to increase the effectiveness of the workshops including follow-up activities to increase retention of the knowledge gained; increase in the awareness of the resources available on campus to increase cultural competence; increase attendance.</p>

<p>b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> <p>c) 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>d) 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>FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> <p>FSU <i>President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</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><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>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>During 2018-2019, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities:</p> <ul style="list-style-type: none"> FSU Social Justice Summit (formerly named Diversity Retreat): During the weekend a full day is dedicated to a Workshop on “Building Community through Deeper Connections.” In fall 2018, a total of 37 students, one staff member, two guest facilitators and two FSU alum participated in this retreat. Funds for a second retreat were not secured. However, the impact of the retreat was demonstrated by nine of the retreat participants attending the NCBI Train-the-Trainer one month later. NCBI Train-the-Trainer was held in November 2018 with 25 trainees and 2 facilitators. Nine of the trainees attended the FSU Social Justice Summit; 16 were students; 3 faculty members, 3 staff members, and 2 Chartwells Dining Services staff. This will significantly increase the number of facilitators available to provide workshops for first year students. <p>The President’s Advisory Council on Diversity, Equity and Inclusion was dissolved. In response to feedback provided during the University’s recent strategic planning process, as well as in other focus groups and forums, the University President, the Vice-President of Student Affairs, and Director of the Center for Student Diversity, Equity worked to create a revised University Council on Diversity, Equity and Inclusion.</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 spring 2018 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>In 2016, FSU restructured the previously existing President’s Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU’s Gender-Based Harassment and Elimination Task Force (G-BHAVE). The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large.</p> <p>Beginning in fall 2017, all first-time students were required to complete <i>Think About It</i>, an online educational platform designed by EverFi’s Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S.</p>	<p>Seek funding to sustain activities led by the Center including a second retreat. Holding a second retreat allows more students to participate in the in-depth experience.</p> <p>The Council is expected to hold its first meeting before the end of spring 2019 semester. Council goals and work groups will be established at that time.</p> <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
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<p>e) 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>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p> <p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p>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 <i>Harassment and Discrimination Prevention</i>; an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can 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> <p>FSU's partnership with the University of Maryland College Park, <i>TRIO Academic Achievement Program's McNair Scholars</i> has enrolled 81 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2018-2019 cohort included two students, one African American female and one African American male.</p> <p><i>Identity and Difference courses in the General Education Program (GEP)</i>: The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.</p> <p><i>The African American Studies Program and the Women's Studies Program</i>, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.</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</p>
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FSU's Diversity Goal 5: Promote the Understanding of International Cultures Timeline for meeting Goal 5 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <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 Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
FSU 5.1: Increase the number of international students attending Frostburg State University <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p> <p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p>	<p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p> <p>The number of cooperative-degree programs with overseas partner universities.</p>	<p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to promoting programs for “degree-seeking” international students. In spring 2019, FSU enrolled 285 international students (up from 183 in spring 2018), including 275 degree-seeking students (up from 162 in spring 2018) from 10 countries.</p> <p>The CIE became a member of the Maryland International Education Consortium, which actively recruits international students for Maryland universities.</p> <p>The CIE added one additional exchange partner this year—NEOMA School of Business in Paris, France. The CIE is assisting the College of Business with recruiting students for study abroad opportunities at this new partner university. We expect students from the partner school to begin enrolling at FSU beginning the spring 2020 semester.</p>	<p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.</p>

<p>d) Establish strong connections for international students on campus</p>	<p>The presence of programs designed to connect international students to the campus.</p>	<p>FSU offers a six-week language camp (summer and winter) for incoming international students who need to improve their English language skills before beginning their first semester of classes on the FSU campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American culture.</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>a) Plan and implement student abroad programs conducted or sponsored by the university.</p> <p>b) Plan and implement recruitment activities for students to study abroad.</p> <p>c) Design and implement student abroad opportunities for students led by faculty members.</p> <p>d) 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 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>The presence of faculty led study abroad opportunities for students</p> <p>The presence of international experiences for student members of the President's Leadership Circle.</p>	<p>During the academic year 2018/19, 39 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.</p> <p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2019:</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>In FY 2019, faculty members created and implemented study abroad experiences for students in Ireland, England, Wales, and the Dominican Republic. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.</p> <p>As a result of budgetary constraints, the students in the President's Leadership Circle did not participate in a service-learning trip to Uganda to educate villagers and schoolchildren about hygiene and how to purify their drinking water; however, the PLC hosted John Ochieng, our liaison with Africa Water Solutions in Uganda, for an on-campus visit for twelve days (March 28 – April 9, 2019). Mr. Ochieng visited several classes, made presentations on global leadership to student leaders, and worked with the executive chef for Chartwells to create an authentic Ugandan meal attended by students, faculty, and staff.</p>	<p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</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>

USM Goal 3: *Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery*

**Frostburg State University's Process for Reporting
Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

SECTION II
(Appendix A)



One University. A World of Experiences.

Frostburg State University
Cultural Diversity Program
2008-2018

Prepared by: Office of the Provost

Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students:* Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first generations students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.
2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students:* The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.
3. *Enhance the Cultural Diversity of Faculty and Staff:* The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.
4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity:* The identified strategy for this goal is establishing 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.
5. *Promote the Understanding of International Cultures:* The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, timeframes and responsible units or offices associated with Goal 1.

Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.*

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.*

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- *Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first generation students.*

As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.*

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

Table 1

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students	a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Office of the Provost
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides	2008-2018	Office of Admissions
FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Garrett, Allegany, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges	a) Continue to expand 2 + 2 and dual-degree programs with community colleges	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students	2008-2018	FSU Advising Center

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

The University's is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are

summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

Summary of Strategies and Action Priorities

- *Strategy, 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.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

Table 2

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First- Generation Students			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
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.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, Freshman Progress Survey, TRiO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR);, and HelioCampus	2008-2018	Office of the Provost

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing relationships with doctoral granting HBCUs throughout the United States with demographic populations and geographical locations similar to FSU, utilizing the REGISTRY to fill vacant administrative positions,

requiring all search committees to engage in minority outreach, advertising faculty and staff job openings on websites devoted to diverse hiring, working with the University System of Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementation of an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff	a) Established working relationships with doctoral granting HBCU's with similar demographic populations and geographic location throughout the United States.	2008-2018	Office of the Provost
	b) 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.	2018 (new)	Office of the Provost
	c) Utilize the REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increased employee advancement and retention.	2008-2018	Office of Human Resources

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Frostburg State University’s Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices as well as student organizations that enhance the development of students’ multicultural competency skills. The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

Summary of Strategies and Action Priorities

- *Strategy, 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.*

Action priorities include reaching out to underrepresented students, continuing the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work of the Office of Gender Equity; creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women’s Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

Table 4

GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
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.	a) FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> : 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.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of the <i>Office of Gender Equity</i> 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 relating programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity

FSU 4.1 (Continued) 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.	e) Develop inter-institutional academic opportunities and institutional curricular programs for members of the University community 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.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts.

Table 5

GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus	2008-2018	Center for International Education (CIE) and Office of the Provost
FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics	a) Plan and implement study abroad programs conducted or sponsored by the university	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	<i>d) 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.</i>	2008-2018	Center for International Education

Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

SECTION III (Appendix B)



One University. A World of Experiences.

Institutional Demographic Data

This section includes comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 1:** *Comparison Table for Students*
- ▲ **Table 2:** *Comparison Table for Faculty*
- ▲ **Table 3:** *Comparison Table for Staff*

Section III: Table 1 Student Headcount by Career

Table 1
Student Headcount by Career

Updated March 25, 2019

Career		Fall 2010				Fall 2016				Fall 2017				Fall 2018			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	-	-	-	-	1	3	4	5.13	2	9	11	13.40	1	8	9	13.04
	African American/Black	-	-	-	-	-	-	-	-	-	2	2	2.44	-	2	2	2.90
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	-	-	-	-	25	47	72	92.30	23	45	68	82.90	19	38	57	82.61
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Native Hawaiian or Pac Island	-	-	-	-	-	1	1	1.28	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	1	-	1	1.28	1	-	1	1.22	1	-	1	1.45
	All	-	-	-	-	27	51	78	100	26	56	82	100	21	48	69	100
Graduate	Unknown	2	-	2	0.33	37	63	100	14.00	40	47	87	14.80	31	39	70	11.93
	African American/Black	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64	18	32	50	8.52
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04	9	8	17	2.90
	Hisp/Latino	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21	3	12	15	2.56
	White	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30	136	273	409	69.68
	Other	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57	7	5	12	2.04
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	2	4	6	0.84	4	5	9	1.53	4	10	14	2.39
	All	201	403	604	100	290	424	714	100	218	371	589	100	208	379	587	100
Undergraduate	Unknown	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14	24	28	52	1.12
	African American/Black	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40	751	695	1446	31.18
	Amer Ind or Alaska Nat	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15	1	9	10	0.22
	Asian	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24	41	55	96	2.07
	Hisp/Latino	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59	103	129	232	5.00
	White	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80	1090	1228	2318	49.98
	Other	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40	134	164	298	6.43
	Native Hawaiian or Pac Island	-	-	-	-	1	1	2	0.04	-	1	1	0.02	-	1	1	0.02
	Two or More Races	-	-	-	-	109	111	220	4.50	93	110	203	4.30	82	103	185	3.99
	All	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100	2226	2412	4638	100

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

UG Minority

	2010	2016	2017	2018
N	1405	2140	2064	1970
%	28.87	43.81	43.70	42.48

UG African American

	2010	2016	2017	2018
N	1129	1533	1483	1446
%	23.20	31.40	31.40	31.18

Section III: Table 2 Instructional Faculty

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track
Updated March 25, 2019

Tenure Status	Race/Ethnicity*	2010				2016**				2017**				2018**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	1	1	2	-	1	-	1	0.60	-	-	-	-	-	-	-	-
	African American/Black	-	1	1	-	4	2	6	3.57	3	3	6	3.30	4	3	7	4.29
	Amer Ind or Alaska Nat	-	-	-	-	1	-	1	0.60	1	-	1	0.55	-	-	-	-
	Asian	4	3	7	-	3	3	6	3.57	2	4	6	3.30	2	4	6	3.68
	Hisp/Latino	-	4	4	-	-	1	1	0.60	-	2	2	1.10	-	-	-	-
	White	66	78	144	-	63	86	149	88.69	67	98	165	90.66	62	87	149	91.41
	Other	-	-	-	-	-	4	4	2.38	-	2	2	1.10	-	1	1	0.61
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	All	71	87	158	100	72	96	168	100	73	109	182	100	68	95	163	100
Tenure/ Tenure Track	Unknown	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	7	2	9	-	7	2	9	4.11	7	2	9	4.33	7	3	10	4.90
	Asian	8	7	15	-	13	6	19	8.68	12	5	17	8.17	13	4	17	8.33
	Hisp/Latino	1	3	4	-	1	3	4	1.83	1	3	4	1.92	1	2	3	1.47
	White	113	66	179	-	106	74	180	82.19	96	73	169	81.25	95	70	165	80.88
	Other	-	-	-	-	5	2	7	3.20	5	4	9	4.33	5	4	9	4.41
	All	130	78	208	100	132	87	219	100	121	87	208	100	121	93	204	100
All	201	165	366	100	204	183	387	100	194	196	390	100	189	188	367	100	

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Section III: Table 3 Staff by Principal Occupation Assignment

Table 3
Staff By Principle Occupational Assignment

Updated March 25, 2019

Occupational Code	Race/Ethnicity*	2010					2016**					2017**					2018**					
		Male N	Female N	All N	% %		Male N	Female N	All N	% %		Male N	Female N	All N	% %		Male N	Female N	All N	% %		
Exec/Admin/Mngr	Unknown	-	-	-	-	-	1	1	2	0.83	-	1	1	0.41	-	1	1	0.4	-	1	1	0.4
	African American/Black	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52	6	9	15	6.05	-	-	-	-	
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	1	-	1	1.72	3	-	3	1.24	3	-	3	1.23	3	1	4	1.61	-	-	-	-	
	Hisp/Latino	-	-	-	-	1	-	1	0.41	1	-	1	0.41	-	-	1	0.4	-	-	-	-	
	White	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42	102	125	227	91.53	-	-	-	-	
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	All	36	22	58	100	112	130	242	100	110	133	243	100	111	137	248	100	-	-	-	-	
Teaching Assist	White	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100	-	-	-	-	
	All	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100	-	-	-	-	
Professional	Unknown	2	2	4	2.42	-	1	1	1.05	2	3	5	4.85	-	2	2	2.25	-	-	-	-	
	African American/Black	6	4	10	6.06	1	4	5	5.26	-	4	4	3.88	3	3	6	6.74	-	-	-	-	
	Amer Ind or Alaska Nat	1	-	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	3	-	3	1.81	2	5	7	7.37	3	4	7	6.8	2	3	5	5.62	-	-	-	-	
	Hisp/Latino	-	1	1	0.6	-	2	2	2.11	-	1	1	0.97	-	1	1	1.12	-	-	-	-	
	White	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52	30	42	72	80.9	-	-	-	-	
	Other	-	-	-	-	1	-	1	1.05	-	-	-	-	-	-	-	-	-	-	-	-	
	Two or more races	-	-	-	-	-	-	-	-	-	1	1	0.97	1	2	3	3.37	-	-	-	-	
	All	74	91	165	100	38	56	95	100	37	66	103	100	36	53	89	100	-	-	-	-	
	Clerical	Unknown	-	-	-	-	1	1	2	1.21	-	-	-	-	1	1	2	1.27	-	-	-	-
African American/Black		-	7	7	4.02	5	3	8	4.85	3	6	9	4.92	3	8	11	6.96	-	-	-	-	
Amer Ind or Alaska Nat		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian		1	1	2	1.15	1	1	2	1.21	-	3	3	1.64	-	1	1	0.63	-	-	-	-	
Hisp/Latino		2	1	3	1.72	-	1	1	0.61	-	2	2	1.09	-	-	-	-	-	-	-	-	
White		25	137	162	93.1	35	116	151	91.52	44	123	167	91.26	41	102	143	90.51	-	-	-	-	
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Two or More Races		-	-	-	-	-	1	1	0.61	1	1	2	1.09	-	1	1	0.63	-	-	-	-	
All		28	146	174	100	42	123	165	100	48	135	183	100	45	113	158	100	-	-	-	-	
Technical		Hisp/Latino	1	-	1	2.22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	26	18	44	97.78	-	6	6	100	-	5	5	100	-	4	4	100	-	-	-	-	
	All	27	18	45	100	-	6	6	100	-	5	5	100	-	4	4	100	-	-	-	-	
Skilled Crafts	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1.14	-	-	-	-	
	African American/Black	-	-	-	-	-	1	1	1.03	-	1	1	1.09	-	1	1	1.14	-	-	-	-	
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Hisp/Latino	-	-	-	-	1	-	1	1.03	1	-	1	1.09	1	-	1	1.14	-	-	-	-	
	All	36	1	37	100	53	42	95	97.94	51	39	90	97.83	50	35	85	96.59	-	-	-	-	
Serv/Maint	Unknown	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	African American/Black	-	2	2	2.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	White	36	37	73	94.8	43	2	45	100	44	2	46	100	42	2	44	100	-	-	-	-	
	All	36	41	77	100	43	2	45	100	44	2	46	100	42	2	44	100	-	-	-	-	
All	237	319	556	100	291	365	657	100	293	384	677	100	287	349	636	100	-	-	-	-		

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

2018-2019
Institutional Programs of Cultural
Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Humberto Aristizábal, Associate Vice President
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Cultural Diversity has been an integral part of Salisbury University (SU) for close to a decade, when the institution made a stated commitment through its Cultural Diversity Plan (CDP), pledging to support and advance diversity by targeting certain areas of focus and formulating specific goals.

To date, while SU has achieved a number of notable goals, certain challenges still persist. Since its founding, SU has traditionally attracted primarily White students, faculty and staff. Therefore, increasing recruitment and retention of members pertaining to historically underrepresented groups will remain at the forefront of our efforts. Each school, department, and office has assumed an active role in the recruitment and retention of a diverse contingent and has devised specific approaches. There is a general consensus that specific emphasis should be placed on creating and advancing mentorship and professional growth opportunities for traditionally underrepresented faculty and staff. Enhancing the cultural competency of faculty and staff remains a firm commitment so that, in turn, they can cultivate and foster an inclusive learning environment for our students. In parallel, collective efforts are made to identify and strategically eliminate inequity-related barriers to academic and professional success.

Beyond efforts directed at recruitment and retention, SU recognizes the importance of creating and supporting opportunities for meaningful interactions between campus community members, as a result of which a series of programs and initiatives was created over the years. While said initiatives have had varying degrees of success, SU has not been able to gauge their overall impact on the campus community, a rather arduous task in the absence of a Campus Climate Study. Consequently, the University has decided to commission a general Campus Climate Study – both quantitative and qualitative - within the next twelve months, an invaluable tool in helping us outline the next Diversity Strategic Plan. Moreover, assessing the campus climate is indispensable in identifying areas of concern and/or focus pertaining to diversity, in order to develop innovative, relevant, and tailored programming and in turn, will inform the enhancements to our CDP.

Concurrently, Salisbury is working on formulating the University's General Strategic Plan (2020-2025) which will capture the new University President's vision

for the institution, will incorporate feedback from the campus community through the Campus Climate Study and other means, as well as considerations and corresponding approaches to address current and future trends in higher education. In order to continue to capitalize on the progress that has already been made, SU will not only have to reaffirm its commitment to diversity and inclusion but also to continue to tailor the specifics to ensure the effectiveness of the strategic approach through a truly concerted effort, where every stakeholder becomes a co-creator of a new, diverse, and congruent institutional identity.

The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's Strategic Plan. As such, SU will uphold the institutional commitment to foster an inclusive campus by helping nurture a robust sense of identity and community so that all students, staff, and faculty experience a sense of belonging to the University. The new Center for Equity, Justice and Inclusion inaugurated in December 2018 is a fitting illustration of this endeavor and a promising, meaningful step in that direction.

The University will continue to outline and implement forward-looking action steps to dismantle systemic racism that exists within and beyond all campuses, as well as encourage and promote meaningful interactions across all-campus stakeholders to increase commitment to and support for diversity and inclusion initiatives. This particular long-term objective was catalyzed by the October 2018 workshop on the topic of systemic racism, which was attended by the 80 top SU administrators, including the new University President, as well as leaders from shared governance pertaining to all three campus community contingencies - faculty, staff, and students. This particular learning opportunity elicited courageous conversations and helped identify specific approaches that can be adopted, as well as the stakeholders that should be tasked with the implementation and monitoring. The short-term and intermediate goal is to continue to optimize institutional responses to diversity and inclusion-related matters.

Harmonizing institutional efforts, in general, and abandoning the "silo mentality" is viewed an imperative in achieving the University's long-term goals. This requires the strategic re-alignment of goals for diversity and inclusion. To that end, maintaining an updated internal inventory of diversity and inclusion-related programs and initiatives is essential in the process of identifying potential areas of collaboration and serve a variety of purposes, such as creating learning opportunities in varied formats e.g., trainings, student orientations, targeted workshops, facilitations, etc., to improve cultural literacy, hence endowing the campus community with a more profound understanding of diverse identities and perspectives.

Any efforts to support cultural diversity and inclusion on campus should also translate into a concern and commitment to strengthen the relationship with the broader SU campus community. One of the ways in which Salisbury University has been contributing and should continue to do so is by conducting culturally responsive research that supports community practice. This has concretized into various partnerships over the years. Attesting to that are the University's specific programs in education, arts and community health that impact and benefit the broader community in general, as well as historically minoritized groups in particular. Moreover, the University's cultural offerings typically reflect the diversity of the broader community, with many events being well received and well attended. Lastly, a welcoming and diverse community is undoubtedly a selling point, oftentimes even a decisive factor, for students, staff, and faculty alike when opting to come to SU for education or employment; therefore it is strategic for the University to adhere strongly to the strategic goal of "Fostering Community."

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how the 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
The President has made diversity and inclusion one of his top priorities. In speeches and engagements both internal and external, he has made this point and talked about the importance of having faculty and staff that are representative of the student body and a student body that is representative of the region and the State.	N/A	N/A	N/A
The Seidel School established the AACTE Holmes Scholar program to recruit underrepresented minorities into education career pathways and increase applicant pool for faculty positions to increase number of underrepresented minorities.	Student enrollment. Increase in diversity of candidates in applicant pool for faculty positions resulting in more diverse hires.	Application approved by AACTE. Holmes Coordinator identified. Solicitation of nominations for initial cohort from existing enrolled students. HR demographic data of applicants and faculty hires.	Increase diversity of admitted students across all program areas. Increase diversity of applicant pool for faculty positions.
The Center for International Education (CIE) supported the creation of new employee benefit to provide tuition remission for English Language Institute courses for dependents of newly hired international faculty.	Creation of policy. Enrollment of dependents of international faculty in ELI courses.	Policy created. Forms and process created - two dependents took advantage of the new benefit.	Continuing promotion of services to support international faculty hires.
The Center for International Education improved levels of participation of underrepresented groups in study abroad programs.	Increase in number of students from underrepresented groups studying abroad.	Salisbury Abroad: Global Experiences Internship program provides full-semester credit-bearing internships in nine cities around the world; 70% of participating students in spring 2019 were from underrepresented groups.	Continue to create study abroad programs that attract students from underrepresented groups.
SU opened the Center for Equity, Justice, and Inclusion (CEJI)- a new center for historically marginalized and underrepresented populations which will provide space for research, programming or just hanging out. Current occupants represent three diverse communities: LGBTQIA+, Women's Forum, and individuals with disabilities; each group has access to its own office and shared access to a board and meeting room with an occupancy of up to 75.	N/A	N/A	Three spaces in CEJI are unoccupied, allocation pending upon proposal approval.
Programs such as Powerful Connections (August 19-23, 2018), and the Multicultural Leadership Summit (March 1, 2019) are hosted by the Office of Multicultural Student Services to provide both leadership and mentorship opportunities for students.	75 new students completed the Powerful Connections Program. 75 students participated in a one-day leadership program.	Participating students completed evaluation instruments which used the Likert scale as its basis for satisfaction.	Multicultural Leadership Summit will be expanded to include four county school systems.
Athletic Training staff attend recruiting events at HBCUs.	Twelve students in the MSAT program are from traditionally underrepresented groups.	N/A	N/A
SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented faculty and staff. Ongoing use of Reflective Review Strategy to assess progress in the diversity profiles of the applicant pool, finalist pool, and new hires.	Disclosed source(s) of recruitment during the search and selection process. Diversity metrics of the applicant pool, finalist pool, and new hires.	Increased number of diverse applicants interested in available position vacancies. Approximately 31% of Staff Hires and 25% of New Faculty Hires were from traditionally underrepresented groups.	Identification of opportunities for improvement in generating interest and expanding the applicant pool of diverse applicants. Continued focus and emphasis on attracting, hiring and retaining diverse applicants, faculty, and staff.

June 21, 2019 Board of Regents Meeting - Public Session Agenda

<p>In the Fulton School, minority headcount in 2018-2019 increased by 20 over the previous year. Recruiting strategy is to promote liberal education not by targeting specific minority groups but combating misinformation that promotes “practical” professionally-oriented degrees over “impractical” liberal arts degrees. Nonprofit leadership certification co-curricular program illuminates work in the social justice fields. Participation in Powerful Connections programming in late summer.</p>	<p>No measures to test the specific impact of this messaging. Enrollment data, with the caveat that correlation is not causation, shows increase overall. Participation - launched in 2017-2018 with two students completing the program.</p>	<p>Overall number of Fulton School majors up 3.6% over last year. 100 students in the undergraduate pipeline now; graduate pathway in development.</p>	<p>N/A</p>
<p>The Office of Admissions offers a Counselor Visitation 2-day program every April. Invites high school and community college counselors to visit the campus over a 2-day period to learn more about SU.</p>	<p>Four counselors so far attending from CollegeBound Foundation, which serves underrepresented high school students in the Baltimore, MD, and DC areas.</p>	<p>Will measure this through next year’s admissions funnel to see if these counselors have sent any applicants.</p>	<p>N/A</p>
<p>The Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities. SU admissions staff makes admissions decisions on the spot upon review of an application, test scores, and transcript.</p>	<p>For the reporting period, SU met with 21 schools. From these events, out of 406 students, so far 120 students have committed to SU – they have until May 1st to pay their deposit.</p>	<p>Students interviewed increased by approximately 50 students. Students from these groups are tracked by tagging them in CRM and following them through the admissions funnel. Had a very successful on-campus event for this group this year and will continue that in future years.</p>	<p>Continue to expand the program to new schools particularly NJ.</p>
<p>The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented and marginalized students. Collaboration with SU’s Office of Marketing and Public Relations to advertise in diverse high school and community college student newspapers, outdoors, and in college fair guides in the Washington and Baltimore metro regions.</p>	<p>So far this season, 464 additional diverse students have been admitted and have 103 more deposits date to date (May 1st deadline to deposit.) The Office of Marketing and PR also tracks the reach of placements when possible.</p>	<p>Final results available after May 1st.</p>	<p>Improve tracking of individual recruiting events.</p>
<p>The Office of Admissions offers a multicultural Alliance Reception during Admitted Students Day to welcome prospective students of multicultural backgrounds and their families to Salisbury University, and introduce them to the programs and services offered by the Office of Multicultural Student Services.</p>	<p>SU had a large number of RSVPs with 19 students and 52 in total attending the reception.</p>	<p>Will not be able to track until after May 1st.</p>	<p>Improve communication to encourage students to attend this event or make it a special interest session instead, which is earlier in the day.</p>
<p>The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.</p>	<p>For the reporting period, SU brought 62 diverse groups to campus, totaling approximately 2200 students.</p>	<p>SU saw an increase of 21 more groups and 680 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.</p>	<p>Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.</p>
<p>Active participation of SU administrators in the USM Promise AGEF (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.</p>	<p>Involvement in USM Promise AGEF activities.</p>	<p>Hiring one teaching post-doc from USM Promise AGEF Network to assist in development of their teaching skills and professional development and to increase diversity of our faculty.</p>	<p>Continue to look for opportunities to bring AGEF faculty to SU. Work to convert current post-doc into a tenure-track position.</p>
<p>A grant was awarded for the application by CHEM faculty for Project SEED from the American Chemical Society, which provides funding for fellowships for underrepresented minorities to participate in a summer research program at SU.</p>	<p>Recruitment of 2 URM students for Summer 2019.</p>	<p>None yet – TBD.</p>	<p>Track whether or not participants become college students that major in the sciences.</p>

June 21, 2019 Board of Regents Meeting - Public Session Agenda

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Department of Mathematics, which involves workshops, tours of campus, campus engagement.	Number of URM high school students.	Approximately 30-40 URM students participate each year.	Tracking of student success longitudinally.
The Henson School Dean supported and funded the launch of an informal Society of Black Scientists by a group of enterprising SU students.	Retention of URM students, before and after the launch.	TBD.	Need to formalize the group, see student activity recognition.
Nearly every theory and clinical course in the undergraduate Nursing curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program also contains many illustrations of cultural competency.	Successful completion of BS, MS, and DNP programs by our students (and pass rates on certifications exams.) Participation in international education. Successful accreditation of programs. MHEC funding for Nurse Educator. Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	98.8% first-time NCLEX pass rates, the highest for any baccalaureate institution in Maryland. 2 students went to Nicaragua with local physicians to provide healthcare services to those that otherwise would not have access. The baccalaureate, master's, and DNP programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education.	Continue ongoing monitoring and revising the curriculum as appropriate.
Housing and Residence Life (HRL) made efforts to ensure that staff is representative of the student population.	Measure numbers of diverse HRL staff from year to year.	Out of HRL building director staff, 7 of 12 staff are from underrepresented groups (58%). From a total RA staff of 61, 23 were from an underrepresented group (37.7%).	Continue to aggressively market positions to underrepresented populations.
University Dining Services (UDS) made efforts to engage Muslim students, faculty, and staff by working with suppliers to purchase only Halal whole cut chicken and boneless chicken breasts; purchase Halal ingredients and RTE meals with a separate key-access refrigerator. Allergen, gluten-free & vegan/vegetarian offerings are indicated via the website, corresponding marking are included in the RFP requirements of the new Food Production System.	Increased meal participation numbers.	N/A	Plans are in place to transform the Bistro menu for Fall 2019 to feature GF & Vegan offerings exclusively which will provide a secure destination for those students who have those restrictions or preferences.
The UDS Director, in collaboration with the Admissions Office, maintains an updated script for tour guides to promote the dining services program and provide information about the diverse offerings and ability to accommodate all dietary needs and preferences. The Director meets each semester with the Admissions Department to review program changes and highlight the provisions for different cultures and self-identified dietary commitments.	N/A	Dining Management has intercepted and relayed information to tour groups at all 5 Open Houses thus far.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how the 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; and • co-curricular programming for students. 			
<p>The President's Office has expanded partnerships with the Wicomico County NAACP.</p> <p>The President has directed the Deputy Chief of Staff through the Office of Government and Community Relations to reach out to underrepresented communities throughout the City of Salisbury, Wicomico County Public Schools, and various community organizations.</p>	N/A	N/A	N/A
<p>The Center for Extended and Lifelong Learning has a sustained focus on:</p> <ul style="list-style-type: none"> - P2P Women's Leadership learning circle (P2P = Peer to Peer) - P2P-M millennial women's leadership group - Outreach to the senior citizen community of the Eastern Shore - Collaboration with AARP Maryland and the Alzheimer's Association. 	<p>20 participants, professional women, each month, both on and off campus.</p> <p>12 women in a six-month cohort.</p> <p>Daily contact with the community through educational programming.</p> <p>Educational events.</p>	N/A	Continue to expand reach in all programs through various inbound marketing initiatives.
<p>The Cultural Diversity and Inclusion Consortium Committee continued to assist campus leadership in weaving the diversity strategy by providing advice, monitoring the campus climate as it relates to diversity, inclusion, and equity, advocating for diversity and inclusion. Helped develop guidelines for allocation of spaces in the Center for Equity, Justice, and Inclusion.</p>	<p>The number of meetings.</p> <p>Recommendations made to Executive Staff and University President.</p>	Seven meetings from Fall 2018 to date.	Continue to encourage members of shared governance and student groups to engage in the Committee.
<p>SU hosted the "Introduction to Systemic Racism" workshop, the result of a partnership between the CHHS/Seidel Diversity Group and the OIE, funded through the OIE's mini-grant program.</p> <p>Participants were introduced to the concept of racism as a systemic and structural problem in order to help stakeholders understand how it shapes individual attitudes, impacts institutional norms and the ability to serve all constituents appropriately, as well as the difficulty for traditionally underserved minority groups to access and receive services in a culturally sensitive fashion.</p> <p>The goal was to help SU identify tangible steps racial and equity justice at SU.</p> <p>85 members of the campus community registered for the event (13 students, 21 faculty members, 51 staff members.)</p>	N/A	N/A	Continue to offer support to the Ad-Hoc Committees that were formed after the workshop was concluded to keep the conversation and identify and implement tangible actions.

<p>SU Libraries provided an online resource guide for teaching about diversity and inclusion. SU Libraries provided cultural training programs for library staff. SU Libraries added collections related to diverse populations to support curricular initiatives. SU Libraries co-curricular programming.</p>	<p>Number of views of the guide. Number of training programs. New materials added. The number of events/exhibits.</p>	<p>A SU librarian worked with a Faculty Learning Community to create a library guide, "Diversity and Inclusion Resources for Curricula" https://libraryguides.salisbury.edu/DIRC</p> <p>Required all library staff to take a course on inclusion in the workplace. Offered training (well-attended) on dealing with the homeless and mentally ill populations.</p> <p>Encouraged individual staff to take webinars and online courses related to diversity by not counting cost against their individual professional development allocations.</p> <p>Acquired the digital archive of the Baltimore Afro-American newspaper. More than doubled the size of the Spanish Poetry Book Collection Added special collections material for Asia (20 Japanese lithograph prints from the 1940s; 90 propaganda pieces from India during World War II.)</p> <p>Liaisons spent 10% of departmental book budgets on diversity-related books or DVDs. Panels, book displays, and social media promotion for observance months and holidays.</p> <p>Hosted the traveling AIDS Memorial Quilt for a month and offered a series of related events, including an opening reception, two film screenings, a student-organized drag show, and a panel discussion with a guest speaker.</p> <p>Sponsored a film and panel discussion on Black English and an African-American poetry read-in.</p> <p>Sponsored a workshop on African-American "documentary quilts."</p> <p>Co-sponsored three lectures on African-American history.</p>	<p>Continue to update. Continue to offer several programs each year. Continue to acquire, as budget permits. Continue to offer as staffing and budget allow.</p>
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<p>The Fulton School has been promoting coursework and supporting faculty, students, and staff to foster positive cultural awareness through a plethora of programming, training, and facilitated discussions, with a focus on:</p> <ul style="list-style-type: none"> - Diverse community - LGBTQIA+ issues - Historically marginalized groups: African Americans. Latinx, women - Cultural identity - Masculinity, Disability & Race - Confronting Inequality/Achieving Sustainability - Cultural events (Hispanic Heritage Month, International Francophonie Month, the monthly Chinese tea house) 	<p>16 events were provided 12 topics were presented 13 lectures were held on campus 6 films open to the community 5 community grants awarded through the Fulton Public Humanities network</p>	<p>16 trainings held at SU reaching 510 people. Approx. 150 attended the Anti-Semitism vigil in November 2018, with 100 at the panel discussion.</p>	<p>N/A</p>
<p>The Office of Institutional Equity (OIE) provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting.</p> <p>Training programs and initiatives include Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.</p> <p>A new training series consisting of six workshops were introduced in Fall 2018 geared towards increasing cultural competency for supervisors, department chairs, managers, directors and above. The workshops have been offered in a general format, as well as tailored based on the request from specific departments.</p>	<p>The number of training sessions, number of topics covered, frequency of training sessions.</p>	<p>52 trainings offered since the Fall 2018 semester to date.</p>	<p>Continue to increase exposure for OIE events to increase participation from the campus community. Continue to identify new relevant areas of cultural competency and develop corresponding trainings.</p>
<p>The OIE awarded funding to initiatives that support the goals of recruiting and retaining a diverse group of students, faculty and staff, as well as developing mechanisms to support inclusiveness, engagement, and success among SU campus community members.</p> <p>Grant proposals can be submitted by students, staff, and faculty.</p>	<p>The number of grant proposals submitted over the course of a fiscal year.</p>	<p>11 mini-grants approved totaling over \$16,000 worth of support.</p>	<p>Continue to advertise the program to the campus community. Encourage campus community members and groups to submit proposals.</p>

<p>The Office of Multicultural Services has initiated and supported a variety of programs to advance cultural diversity:</p> <ul style="list-style-type: none"> - Representation Matters - Screening of “Pariah” - Raise our Voices around Intimate Partner Violence - Enlightened Perspective Lecture Series “Code Switching” - Multicultural Alliance Mixer - “The Green Book” - LGBTQIA Awareness Week - Enlightened Perspective Lecture Series “What Can I call You?” - Multicultural Festival - Senior Banquet 	<p>All participants were surveyed at all events.</p>	<p>Each program had expected attendance levels which met the goals of the department and planning committees. Positive responses were consistent for all programs and activities.</p>	<p>Topics related to cultural awareness will consistently be offered across campus on a continuous basis.</p>
<p>The Community Health Department committed to increase exposure to cultural diversity and competency through:</p> <ul style="list-style-type: none"> - Inclusion of LGBTQ panel/guest speakers in coursework (students get to interface with sexual minorities.) - Inclusion of global seminar and study abroad internships. - Project KISS - students get to work with peers from UMES. - Faculty and students engage in various workshops offered by OIE (e.g. Safe Space, Sexual Violence Prevention, Working with Pregnant Students.) - Requirements to adopt health promotion materials to diverse audiences present in five health courses. - Requirements to address health disparities that are linked to underrepresented groups present in seven health courses. - Students complete a cultural competency assessment. - Students have clinical and observation experiences with patients from a variety of populations; outcomes related to cultural competency are addressed throughout the curriculum, emphasizing the interaction of sociocultural issues and healthcare. 	<p>By way of graded assignments integrated into the course, evaluation by faculty leading the project/grant reports, an annual review of faculty dossiers & discussions with students.</p>	<p>Feedback from students and instructors, student grades/accreditation self-study reports, data collected as part of grant progress reports and annual review letters by faculty committees, administrators, discussions with students.</p>	<p>Plans to offer an extra-curricular field trip to national advocacy day in Washington DC in October to supplement in-class work. Faculty in the program are continuously reviewing and assessing viable cultural competency instruments.</p>
<p>The Fellowships Office (SNCF0) is reaching out to a diverse group of students to apply for fellowships. SNCF0 is planning a diversity orientation for students going abroad. The SNCF0 House allows great student interaction. Presentations highlight diversity and challenging traditional ideas of who should apply for Fellowships (development workshops.) Working with many diverse groups on campus and keeping SNCF0 independent to attract and welcome students from across campus.</p>	<p>A number of students from diverse groups who apply for fellowships. Referrals and office visits from departments across campus. Responses to presentations. Use of House and student stories of interactions.</p>	<p>Primary this year: Applicants and winners who self-identified include: 22 students of racial/ethnic diversity, 6 students 1st gen, 6 students Pell Grant, 4 students non-traditional age, 5 students community college transfer, 3 LGBTQ+, 5 students tied to the military, 2 students with disabilities. Good presentations on Faculty Development Day and general presentation to highlight diverse students applying. Stories of students from different viewpoints becoming close through the use of the house, including political diversity (active Republicans interacting well with progressive Liberals/Democrats.)</p>	<p>Reach out to more organizations on campus – try to build relations with TRIO, the OIE. Continue reaching out to students from different backgrounds. Target Community College transfers.</p>

<p>The Social Work department provided various opportunities for students and faculty to have cross-cultural experiences and exposure to diverse perspectives by:</p> <ul style="list-style-type: none"> - Offering coursework on privilege and oppression. - Field trip to the Harriet Tubman Museum and the Anti-Human Trafficking Task Force Exhibit. - Bringing a guest speaker to educate students on refugee experiences. - Sponsoring the Social Justice LLC to provide incoming freshmen to learn and advocate for marginalized and oppressed populations. - Conducting OIE grant-funded Brown Bag Lunch and Learn workshops (3) focused on helping SOWK faculty and staff develop pedagogical strategies related to diversity and inclusion. <p>A joint effort with the Nursing Department led to the development of a global health seminar which includes a study abroad trip to Ecuador focused on increased understanding of social, political, and cultural issues impacting global health.</p>	<p>A faculty-driven study that measures the impact of course on student learning and insight.</p> <p>Graded assignments integrated into the course.</p> <p>Course-based discussion and reflection assignment.</p> <p>Graded discussion and reflection assignment.</p> <p>In-class discussion and reflection.</p> <p>Graded discussion and reflection.</p>	<p>Study data from last 2 years on over.</p> <p>Analysis of assignment grades.</p> <p>Verbal feedback from students related to their experiences and the impact on their learning; student grades.</p> <p>Verbal feedback on faculty about each of the 3 Brown Bags (attendance was between 12 to 20 at each event) where they identify how they plan to utilize the content in their teaching</p> <p>Feedback from students and student grades.</p>	<p>An analysis is ongoing.</p> <p>Helping adjuncts to appropriately address content; inclusion of this type of content in the specialization (MSW) curriculum.</p> <p>Development of non-faculty (i.e. adjunct) training sessions in these areas that can be streamed or provided in the evenings.</p> <p>Need to look at using non-SU trainers/speakers for Brown Bags to provide more intensive training (e.g. CRTL at BCC.)</p>
<p>Housing and Residence Life (HRL) staff (both professional staff and RA staff) received training on topics of diversity and inclusion.</p> <p>As a part of the residential program model, RAs are required to do programs related to cultural awareness.</p> <p>Staff committees focused on programming for specific areas related to cultural awareness (Pride Week, Hunger Games, Tunnel of Oppression)</p> <p>New Committee for next year is a Diversity Committee.</p> <p>HRL markets and supports cultural programs that other departments are doing through our residential program model by requiring RAs to bring residents to programs put on by campus partners.</p>	<p>HRL produces reports to ensure that the RAs are continuing to do programs focused on cultural awareness, as well as bringing residents to university-wide programs.</p>	<p>All HRL staff have gone through Safe Space training.</p> <p>All staff has participated in diversity training facilitated through the Office of Institutional Equity (OIE).</p>	<p>HRL can continue to look for new and emerging topics in the area of cultural awareness to train their staff.</p> <p>HRL will address any issues that may come up in the residence halls through targeted programming.</p> <p>Change the timing for Tunnel of Oppression to have a larger impact on a larger number of students.</p>
<p>The Seidel School has supported and promoted faculty leadership and participation in Diversity Interest Group, which is devoted to understanding and promoting conversation and improved action around topics associated with diversity and inclusion.</p>	<p>Faculty participation in Diversity Interest Group activities.</p>	<p>Host monthly meetings to discuss diversity-related issues and plan programming to facilitate positive interaction and cultural awareness.</p> <p>Book discussion groups on topics related to social justice and diversity.</p> <p>Letters to President and Provost search committees.</p> <p>Campaigns to support local Muslim and LGBTQ+ communities.</p> <p>Representation at University-wide strategic planning sessions.</p>	<p>Communication about activities and events.</p> <p>Enhance SU's cultural climate, building empathy, compassion, and cultural awareness of differences among students, faculty, and staff on campus.</p> <p>Encourage participation from a variety of members of the college and school communities and to enhance openings for learning by providing out-of-the-classroom opportunities for students, faculty, and staff to engage in critical conversations together.</p>

<p>The Seidel School launched and supported various initiatives for students and faculty to increase cross-cultural experiences and exposure to diverse perspectives:</p> <ul style="list-style-type: none"> - Center for Civic Reflection which promotes civic reflection discussions that, by their nature, elicit positive interactions among diverse groups. - Children’s and Young Adult Literature Festival, its mission is to promote diverse children’s and YA authors and illustrators, bring them to campus, and support the work that they do to tell stories outside the dominant narratives and perspectives. - SU’s Teaching and Learning Conference – two Seidel faculty presented on a panel about gender inclusivity in college classrooms. - Social Justice, Equity, and Teaching Transformation (SETT-SU) Faculty Learning Community focused on increasing awareness and sensitivity about diversity and marginalized students’ perspectives and experiences on campus. 	<p>Faculty, staff, and student participation in civic reflection activities.</p>	<p>Attainment of the national Center for Civic Reflection at SU. Participation in the new student civic reflection activity. Hosting annual for SU and broader Salisbury region. Presentation of the Sonia Lynn Sadler Award for an upcoming diverse children’s book illustrator. Shared practical steps faculty, staff, and students can engage in to create positive and inclusive classroom environments. Creation of a Library Guide on Diversity and Inclusion Resources for Curricula accessible by all faculty, staff, and students. Hosting a Diversity Student Roundtable. Sponsored a booth at the Multicultural Fair to promote positive messaging around diversity and inclusivity.</p>	<p>Communication about activities and events. Participation by faculty and staff. Communication about activities and events.</p>
<p>The Center for International Education (CIE) supported the creation of Global Village housing community for AY 2019-20 designed to intentionally bring together international students and American students interested in living in an environment that provides international content through programming.</p>	<p>Creation of community. Enrollment of students in the resident community.</p>	<p>30 international students resided in the Global Village during Fall 2018 semester. 25 international students resided in Global Village during Spring 2019 semester.</p>	<p>The general lease on the property was not signed until March 2019; AY 2019-20 greater promotions and marketing of community to American students.</p>
<p>The Center for International Education promoted strengthening of faculty-led study abroad as high impact practice.</p>	<p>Offering ongoing faculty development opportunities to involve more faculty members and improve the capacity of faculty members engaged in the activity.</p>	<p>Three distinct workshops for faculty on leading “Global Seminars” offered during July and August 2018 and April 2019. Creation of new publication and adoption of new IT commercial software program to better support the administration and execution of faculty-led programs. Funding of three separate travel grants for faculty to create new programs.</p>	<p>There is still more demand from faculty interested in this activity; ongoing support and faculty-development for as many faculty members as possible is critical.</p>
<p>The Public Relations Office tells the diverse stories of SU’s campus community and seeks to gain publicity for the University by sending press releases, PSAs, and media alerts to promote campus events, activities, and achievements. Other efforts include interviews, photo ops, pitches, student hometowns, and more. More than 85 diversity-related topics were spotlighted in the past year. The PR Office promoted cultural events in print and digital media that expose the campus and community to diverse experiences and performers.</p>	<p>PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>N/A</p>	<p>These efforts will continue.</p>
<p>The Office of Marketing placed ads showcased African American History Month activities in <i>Maryland African American Pride</i> and the <i>Salisbury Star</i>. It also was an interview topic on <i>SU on the Air</i>. Women’s History Month activities also were featured in several press releases.</p>	<p>PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>N/A</p>	<p>These efforts will continue.</p>

<p>University Dining Services' (UDS) partnership with the Cultural Event series provides exposure and opportunity to engage. Our menus include more ethnic and culturally specific offerings daily and featured in the Festival of Foods calendar of events.</p> <p>Campus Dietitian and Executive Chef participated in Nutrition Awareness events & Wellness programs to disseminate information on the dining program.</p> <p>They are continually accessible to engage with students and provide support for their particular dietary regimen.</p>	<p>Increase in meal attendance at events.</p>	<p>Not quantified by event. Overall counts at Festival events have increased >500 attendees. The Soul Food dinner attracted close to 800 community participants.</p> <p>Seven students from UMES have interned with Campus Dietitian so far this year.</p>	<p>Continually provide programming to appeal to the diversity of the campus community.</p>
<p>The Office of Sponsored Programs (Graduate Studies and Research) – have partnered with faculty and staff to help secure various awards/grants, including:</p> <ul style="list-style-type: none"> - a project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates. - a project that explores emerging paradigms in parallel computing successful in recruiting traditionally underrepresented students. - a program that provides training sessions, one of the objectives being to help minorities participate in the free enterprise system through government procurement classes offered at SU. - A program to bring philosophy to underserved area high school students. 	<p>6 federal awards 6 state awards 3 local/non-profit/corporate awards</p>	<p>While some programs/awards are new, others have been renewed (i.e. NSF Grant – Research Experience for Undergraduates), an indicator of success.</p>	<p>Continue to offer high-quality assistance to ensure high-quality research administration, responsible stewardship of funds, and sound policies and management of external funds.</p>

Section II: Institutional Plan:

- I. The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's new Strategic Plan (2020-2025) which will be presented to the campus community within nine months to a year. While certain adjustments are foreseeable given the fact that the new Strategic Plan is currently in the works, Salisbury University remains committed to the following diversity and Inclusion (D&I) intermediate and long-term goals and reserves the right to refine and adjust them, as needed.
- Ensure that all students, staff, and faculty feel a sense of belongingness to the University by actualizing best practices around D&I.
 - Provide undergraduate and graduate students with the perspectives, skills, tools, and critical consciousness necessary to be successful in our modern-day society.
 - Ensure that campus leaders exemplify best practices in D&I.
 - Provide more opportunities for mentorship and growth for historically marginalized and underrepresented faculty and staff.
 - Develop the cultural competency of faculty and staff so they're better equipped to provide the best possible and most inclusive learning environment for our students.
 - Create innovative programs that endeavor to make the campus climate more inclusive and supportive of historically marginalized and underrepresented identities.
 - Foster cutting edge research and scholarship on socially constructed identities like race, sexual orientation, ethnicity, gender identity, etc.
 - Create opportunities and programs that facilitate meaningful interactions across all campus stakeholders and the broader community and work to concretize partnerships and connections.
 - Continuously work on efforts to recruit and retain faculty, staff, and students representing historically marginalized and underrepresented identities.
 - Develop cultural consciousness and improve racial literacy through onboarding trainings, student orientations, and campus and targeted workshops offered throughout the year.

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

Salisbury University reaffirms its commitment to promote and support cultural D&I among its various stakeholders through a multi-pronged approach. Endeavoring to enhance recruitment efforts for historically marginalized and underrepresented students, staff, and faculty members remains at the fore of our efforts, paralleled by a commitment to provide adequate onboarding training/student orientation vis-à-vis D&I issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations will continue to work within and across networks and campus communities to build cultural competency, raise cultural consciousness, improve equity, access, and opportunity, and increase feelings of belongingness on campus, as new areas of potential collaborations are identified.

These important objectives are accomplished through programs and initiatives, enhanced curricula and course content, which individually and collectively aim to reflect more accurately the entirety and the diversity of the human experience. Moreover, a visible focus persists on the creation and maintenance of networks, clubs, as well as affinity and resource groups that serve historically underrepresented identities, on facilitating workshops and discussions around D&I topics and issues, and securing support for the D&I Consortium Committee through the shared governance model.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to consolidate and intensify previous efforts, while reserving the option to supplement the current plan with additional goals when appropriate. We will also create new initiatives and update existing ones, aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will further develop the Office of Institutional Equity (OIE)'s year-long diversity curriculum which guides presentations and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will engage in more concerted efforts to collaborate with other offices on campus, as well as faculty members so we can best incorporate the skills and expertise of multiple stakeholders, while addressing D&I issues in the most institutionally holistic way possible. A new series of OIE instructor-led trainings geared towards increasing the cultural competence of supervisors has elicited a positive response from participants and will be offered again in the upcoming year.

With the newly inaugurated (Fall 2018) Center for Equity, Justice and Inclusion currently featuring three identity-based centers serving historically underrepresented and marginalized identities, the focus shifts to allocating the other two remaining spaces so that the entirety of the Center can be utilized at maximum capacity. Throughout the year, we hope to further increase the

exposure of the Center by developing resources, programs, and opportunities, while maintaining a close collaboration with Graduate Assistantships for Women, Latinx, and LGBTQ+ folks, as well as other current staff and faculty into its everyday operations.

SU's D&I strategy is based on the value of diversity in all persons and in all perspectives. This includes, but is not limited to, a clear institutional commitment to create an environment free of discrimination, supportive of all and in which all members of the SU community will have opportunities to thrive personally, academically, and professionally. This strategy implicitly includes the recruitment and retention of exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world.

In its D&I journey, SU has achieved many accomplishments; however, many challenges remain, both present and ahead. Since its founding, SU has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase the recruitment and retention of traditionally underrepresented and marginalized groups, throughout the years, multiple cultural D&I initiatives have been launched with various degrees of success.

Pursuant to the strategic goal as established by the University System of Maryland, Salisbury University will further develop the strategic approach to recruiting and retaining a more diverse faculty. A search and selection process that successfully recruits highly qualified teacher-scholars from under-represented populations cannot be the result of wishful thinking, but rather the result of recognizing and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, the onboarding process for faculty members from under-represented groups will be further refined, as it is deemed vital to SU's institutional success.

SU's mission statement currently identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity," which could potentially be updated or enhanced as a result of formulating the new Strategic Plan (2020-2025) within the next months. Moreover, the new President (who was just inaugurated on April 10, 2019) has recently shared with the campus community four goals, namely: "affordability, inclusion, stewardship, and community," which will help guide institutional approaches and vision. SU's previous Strategic Plan (2014-2018) defined growing diversity among students, faculty, and staff as a crucial aspect to SU's mission, a value the institution has fully embraced. From all indications, increasing the diversity of students, faculty, and staff is paramount to "Fostering Community," which will undoubtedly remain one of SU's goals.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented and marginalized Faculty are:

- A. Develop pathways to recruit and retain a more diverse Faculty at SU.
- B. Identify and address institutional climate issues that will influence whether minority

faculty stay at SU.

The expected outcomes by area are as follows:

Recruitment: The recruitment of a diverse faculty pool for an open position requires SU to publish and distribute vacancies as widely as possible. The expansion of recruiting efforts allows for the position to reach all possible potential candidates. Connections to minority professional associations are also critical to recruitment. Hiring managers and faculty chairs should maintain regular contact with graduate programs in their field and networks of underrepresented groups to encourage promising students to apply for fulltime or adjunct positions after graduation.

Hiring Committees: SU still needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution has conducted a careful review to determine what individuals are placed on committees and what strengths and perspectives those individuals bring. An important part of this process is to understand that there is value in looking for input outside of the discipline or from newer faculty. In essence, in order to cast a wider net, SU must diversify its vision of hiring. This vision is important not only in regard to ethnicity but also in a broader context including seniority, discipline, age, and background.

Mentoring: There is a need to mentor prospective full-time applicants in SU's adjunct pools. An adjunct position could be the gateway to a fulltime job. Because of this natural pipeline, administrators involved in the Faculty hiring process have a responsibility to encourage and guide adjuncts into contributing roles on campus and in the discipline.

Onboarding and Retention: SU needs to identify factors motivating faculty from underrepresented groups, so that they stay with the institution for the maximum time and effectively contribute. Tangible efforts must be taken to ensure onboarding, growth, advancement, and learning. The OIE instructor-led supervisory training series can provide an additional tool for department chairs and deans, to help with retention efforts by increasing cultural competence. To that end, the OIE will continue to lead campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we currently have a "Report a Concern" button hosted on the OIE webpage on the SU website. The information is currently recorded in our cloud-based platform intervention management system. All submissions will be reviewed by the appropriate SU administrators who will determine the adequate way to address each incident. We will also continue to use this data to strategize on ways to be more proactive on campus to mitigate identity-based bias.

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

- More financial support (e.g., scholarships, need-based aid) for recruitment and retention programs to support traditionally underrepresented and marginalized.
- Additional full-time, permanent positions to support targeted D&I effort.

To date, Salisbury University has secured the following awards to advance programs and initiatives geared towards increasing and supporting diversity:

1. **US Dept. of Education – TRIO-Achieve SSS** – Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.
2. **NSF Grant – Research Experiences for Undergraduates (REU)** – The EXERCISE REU program was awarded a 3-year renewal for 2018-2021. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next 3-year phase.
3. **NSF Grant – AGEP Promise Alliance** – Secured further funding for SU's involvement in the AGEP (Alliance for Graduate Education and the Professoriate), a USM effort to increase faculty diversity.
4. **NSF Grant – NOYCE Scholarship Program** – A \$1.2 million federal program for increasing the number of dual science/math and secondary education students, to address a teacher shortage of secondary teachers with bachelor's degrees in their field of study. Program will provide funds for tuition and fees that would allow otherwise unfunded students to continue in their study
5. **NEH Grant – Humanities Common Heritage Program** – Funds for the Nabb Center to create a chronicle and digital archive of historical baseball leagues throughout the Eastern Shore.
6. **USIEF Grant** - Part of the US-India Educational Foundation's 21st Century Knowledge Initiative, which will promote civic engagement among the faculty, students, and community, and use multi-media tools to create interactive documentary films.

STATE AWARDS

7. **Corporation for National Service – AmeriCorps** – Having served the Eastern Shore of Maryland for 20 years, Salisbury University's ShoreCorps/PALS, a state program funded in part by the Governor's Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in the communities by working with children and youth, as well as increasing the capacity of the service sites. Each year, PALS members serve over 14,000 youth and leveraged over 1,300 volunteers in their communities.
8. **The Social Work Department Title IV-E program** through the Maryland Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland's public child welfare programs upon graduation.

9. **Community Health Program – Keep It Safe Sexually** – a program funded by the Maryland Department of Health to broaden the number of students who are aware of safe sexual practices and know their HIV status. In partnership with UMES, this program is led by minority female faculty.
10. **Small Business Development Center (SBDC)** – SBDC Eastern Region receives Maryland State and SBA funding through the University of Maryland College Park SBDC in an effort to assist small business on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients' success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.
11. **The Social Work Department** received funds for Early Childhood Mental Health Consultation (ECMH) and mental health programming in schools from the Maryland State Department of Education for their Early Intervention program.
12. **Lower Shore Childcare Resource Center** received funds from the Maryland State Department of Education for scholarships for child-care providers perusing a bachelor's in early childhood education. These funds are designed to ensure that child-care providers otherwise unable to attend college are able to receive a degree.

LOCAL/NON-PROFIT/CORPORATION/OTHER AWARDS

13. **Whiting Foundation – Philosophy Fellowship** awarded for a program to bring philosophy to underserved area high school students, to spark a lifelong interest in philosophy.
14. **Office of Cultural Affairs** received partial funding from Mid-Atlantic Arts Foundation for “The Crossing,” “Rene Marie: An Experiment in Truth,” Bridgman Packer Dance,” and “La Patronal;” and from the Salisbury Wicomico Arts Council for the Tibetan Monk Residency and Mandala Creation, bringing experiences from diverse cultures to students.
15. **Community Foundation of the Eastern Shore** – funds for Delmarva Public Radio to broadcast live the 2019 National Folk Festival.

TOWSON UNIVERSITY

2018-2019 Institutional Programs of Cultural Diversity Annual Progress Report
Towson University
April 17, 2019

Point of Contact: Dr. Leah Cox, Vice President of Inclusion & Institutional Equity,
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SUMMARY STATEMENT:

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus which will be achieved through senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. This commitment to diversity and inclusivity grounded in respect, hopes to enrich the experiences of our student's faculty and staff. Along with supporting a positive workplace, promote excellence and cultivate the intellectual and personal growth of the entire university community.

"Towson University has a commitment to academic excellence, support for faculty research, research opportunities for students and engagement in the surrounding community." (President, Kim Schatzel)

Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html> along with goals for the upcoming year. The Progress Report summarizes goals established in 2015. This summary statement highlights TU's accomplishments for the 2018-2019 academic year, along with proposed goals for the upcoming academic year.

1. Increasing the tenured and tenured-track underrepresented faculty and retaining them by 10 percent

Hiring

- Continue to review and seek effective institutional outreach resources. Revisions to hiring procedures, search committee trainings and onboarding processes. Dedicating resources to marketing tools for recruitment of underrepresented faculty and staff of color. Providing ongoing support for tenure track faculty
- The Office of the Provost has hired an asst. vice provost for Diversity & Inclusion who will work to identify areas of growth related to faculty searches, hiring, onboarding and retention. Close collaborations with faculty and other administrators across the institution will assist in the development of training, education and new initiatives to increase underrepresented faculty.

Retention

- Diversity initiatives and resources are shared during initial onboarding meetings for faculty. Diversity programs for faculty include, Diversity Faculty Fellows Program, Intergroup Dialogue, Multiculturalism in Action and the National Center for Faculty Development and Diversity (NDFDD) for the upcoming year. Re-develop faculty exit interview processes to increase reporting options and response rates for use in future programming

Evaluation

- Institutional reports will determine the success at the end of the year.
- Exit interviews will assist with changes in processes and support for tenure and tenure track faculty.

Challenges

- The national challenge of identifying and hiring underrepresented individuals in select academic areas. Financial concerns for providing competitive salaries across the national landscape.

2. To ensure that every college or department has one meeting per semester dedicated to cultural competency.

- Each College has a Diversity Action Committee committed to developing and providing annual training and education fall and spring.
- The University has developed two positions focused on educational models and opportunities for cultural competency training.
- The University now has a position that focuses on providing education and training for the institution.
- An institutional focus to provide education and training began in fall of 2018 offering workshops for the university community on a variety of topic related to cultural competency, ally ship and implicit bias.
- Programming for all student organizations focusing on cultural competency began last year
- Revised New Student Orientation that focuses on inclusion, cultural competency and becoming an ally.

Evaluation

- We are currently intentionally devising methods to collect information on trainings and educational opportunities across campus.
- Utilizing evaluation methods, on-line and in person to determine continued needs of the institution.

Challenges

- Meeting the needs of a large constituency with varying needs and levels of understanding.

3. To continue to provide enforcement of university policies on non-discrimination and hate/bias

- The Office of Inclusion and Institutional Equity has worked collaboratively with partners across the campus to respond to and address complaints and reports related to hate/bias.
- Programs focused on ending bias are provided regularly to new employees
- SGA has continuous programming that began in 2016 using the campaign slogan #NotAtTU.

Evaluation

- Number of complaints per year
- Request for workshops and along with written and oral feedback

Challenges

- Helping student navigate the changing landscape, external politics and their understanding of free speech and the universities ability to address bias vs hate.

4. To develop a five-year diversity strategic plan for Towson University

The vice president for Inclusion and Institutional Equity will lead the University in developing a five-year strategic plan to substantially increase diversity in all areas, to promote a campus climate that is fully inclusive, and to ensure that effective systems are in place to create a more equitable TU. The task force will focus on four key areas:

- *What is the climate on campus related to diversity and inclusion and how is it experienced by individuals and members of the community?*
- *What is needed to recruit and retain a more diverse faculty, staff, senior administration and student body?*
- *What measures can be taken to productively provide education as well as prevent insensitivity and discrimination?*
- *How do we further promote a Model of Excellence for Campus Diversity and Inclusion?*

Evaluation

- The plan will develop actionable measurable goals for the University
- The committee will meet yearly to determine progress, need for updates or changes

Challenges

- Ensuring sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion)

Institutional Progress and Changes

Towson University has begun to change and grow in the last decade. The challenges associated with new leadership, changing demographics, external changes in political ideologies that affect the nation as well as our campuses have created the express need to support all the constituents on our campus in a thoughtful and intentional manner.

With the development of the Office of Inclusion and Institutional Equity and the support of Towson's newest President, the institution has begun to create a new inclusive and equitable climate on campus. This has required new programs, policies, structures, and processes that are not just revised but also implemented. This type of systemic change takes time, resources and methods of trust building. In the next few years with the development of positions, policies, programs and initiatives the University will begin to meet its challenge to become a more inclusive and equitable TU.

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan:</p>			
<p>Campus-wide and program-specific recruitment and retention efforts</p>	<p>Metrics to measure how progress of each initiative / strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><i>Office of Inclusion and Institutional Equity</i></p>			
<p>Affinity Groups OIIE supports six faculty/staff groups designed to foster community building, networking, mentoring, and other professional development opportunities for underrepresented populations.</p> <ul style="list-style-type: none"> • <i>Asian Faculty & Staff Association</i> • <i>Black Faculty & Staff Association</i> • <i>Jewish Faculty & Staff Association</i> • <i>Latinx Faculty & Staff Association</i> • <i>LGBTQ+ Faculty & Staff Association</i> 	<ul style="list-style-type: none"> • Participation rates • Self-reported satisfaction with involvement in an affinity group • Evaluation of programs offered by affinity groups 	<ul style="list-style-type: none"> • Each affinity group hosts 4-5 meetings per academic year. • Each affinity group hosts one or more main events for professional and/or personal growth 	<ul style="list-style-type: none"> • Measurement of participation rates • More intentional assessment of affinity group involvement and satisfaction • Evaluating the impact on affinity group participation with retention, advancement, satisfaction

<ul style="list-style-type: none"> • <i>Women Faculty & Staff Association</i> 			
<i>Division of Student Affairs</i>			
<p>SAGE (Students Achieve Goals through Education) SAGE, a peer mentoring program housed in Student Success Programs in the Division of Student Affairs, fosters academic achievement and a sense of belonging primarily for entering first year, underrepresented students.</p> <p>A subset of SAGE students can apply to live together in a Residence Life Learning Community, known as SAGE Community. SAGE Community residents complete a 5-day pre-orientation program and receive specialized support throughout the year.</p>	<p>SAGE Program</p> <ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of SAGE students • Retention and completion rates 	<p>SAGE Program:</p> <ul style="list-style-type: none"> • 395 students (92%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 237 students (55%) earned cumulative GPA of 3.0 or higher, 2017-2018 • 99 students (23%) earned Dean’s List honors, spring 2018 • 35 students (8%) earned cumulative GPA of 2.0 or lower, spring 2018 <p>SAGE students: African-American, 64% Caucasian, 13% Asian American, 5% Latinx, 10% Native American, 6.5%</p> <p>SAGE Community:</p> <ul style="list-style-type: none"> • 52 students (93%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 28 students (50%) earned cumulative GPA of 3.0 or higher, 2017-2018 	<p>SAGE Program</p> <ul style="list-style-type: none"> • Male student participation is a challenge. • SAGE Program staff notices a reduction in mentee participation during the spring semester. <p>SAGE Community</p> <ul style="list-style-type: none"> • SAGE community participants do experience personal conflicts with roommates and/or other community members. • Students voluntarily report grades to the SAGE Community director. A formal reporting process and early warning tool (Student Success Collaborative) will assist SAGE Community staff in assessing classroom performance.

		<ul style="list-style-type: none"> • 14 students (25%) earned Dean’s List honors, spring 2018 	
<p>CROP (College Readiness Outreach Program) CROP is an initiative from Student Success Programs in and focuses upon increasing school attendance, academic achievement, and eventual college enrollment or an alternate career choice among ninth grade students attending designated Baltimore City Public High School through outreach and mentoring activities provided by Towson University students and staff. Current TU students serve as mentors and receive ongoing training.</p>	<ul style="list-style-type: none"> • Student participation, retention levels • School participation levels 	<ul style="list-style-type: none"> • CROP mentor participation has increased 112% this year • Carver High School cohort showed a 17% increase in cumulative GPA • Increase of CROP high school students admitted to TU, from 1 (2016-2017) to 8 (2017-2018) 	<p>Need to increase number of students</p> <p>Resource limitations inhibit growth of CROP to additional Baltimore City schools.</p>
<i>Division of Academic Affairs</i>			
<p>Faculty Search Process now includes: Faculty Search Committee Training Materials, national faculty diversity trends, debiasing materials, and revised interview resources.</p>	<ul style="list-style-type: none"> • Faculty members who complete the training, tracked by search committee, department and college 	<p>New Assistant Provost for Diversity & Inclusion vacancy filled in 2019 7 training requests from committees 1 training request from a department</p>	<p>For FY20, continued implementation and offering of the Faculty Search Committee Training Catalogue, given the recent onboarding of the new Assistant Provost for Diversity & Inclusion</p>

<p>Diversity Faculty Fellows Program provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices.</p> <p>The Provost’s annual January Conference. This year’s theme, “New Beginnings: Ensuring the Academic Success of Transfer Students”.</p> <p>Hiring and onboarding of the Assistant Provost for Diversity & Inclusion. This position is responsible for recruiting, hiring, onboarding, and retention of diversity faculty and librarians of all ranks.</p>	<p>Number of Fellows selected</p> <p>Conference attendance</p> <p>Position filled on January 9, 2019.</p>	<p>10 Faculty Fellows were awarded in 2019.</p> <p>204 registrants and 150+ attendees, 2019</p> <p>Assistant Provost’s listening tour has included over 50 meetings with individuals, affinity groups, and College committees.</p>	
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Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Timeline for meeting goal within the diversity plan:

Efforts designed to create positive interactions and cultural awareness	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
<i>Office of Inclusion and Institutional Equity</i>			
<p>Courageous Conversations: Creating an Equity Lens for TU A 1-day conference for faculty and staff focused on using and equity lens across the campus. External speakers as well as current faculty and staff provided education and instruction for the various breakout sessions.</p> <p>LGBTQ + Ally Training: TU's Ally Training provides resources, tools and strategies for supporting LGBTQ+ communities. Ally Trainings are year-round and open to TU students, staff and faculty. .</p> <p>Discrimination and Implicit Bias Training. Faculty and staff training to understand bias, microaggressions and the impact upon all that we do at our institutions.</p>	<ul style="list-style-type: none"> • Conference attendance rates • Attendee feedback from conference evaluation surveys • Training attendance rates • Attendee feedback from conference evaluation surveys <p>Evaluations Feedback Attendance</p>	<p>Over 280 faculty and staff attended the all-day conference. Written/ digital evaluations were provided to participants. Multiple departments have requested continued training to improve teaching, advising and curricular changes.</p> <p>500 members of the TU community have received ally training in the past 6 months. The number of requests for trainings has increased.</p> <p>All members of the President’s Cabinet have completed training. Multiple units across campus have received training.</p>	<p>Increase numbers of participants</p> <p>Have determined the need for multiple levels of trainings dependent upon the audience. Determine a strategic model to disseminate across the campus. Increase numbers of recipients. Determine multiple methods of information dissemination</p>

<p>Cultural Competency Education and Training OIIE offers a menu of trainings available to faculty, staff and students on key diversity, inclusion, and equity topics.</p> <p>Inclusive Leadership Institute The <i>President's Inclusive Leadership Institute</i> is a professional development program designed to provide the opportunity for selected staff to develop leadership skills through a diverse and inclusive lens, evaluate the success and impact of cross-institutional initiatives, and to help prepare for future leadership roles.</p>	<p>Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.</p>	<p>The program request has increased. Now created train the trainer to facilitate demands.</p> <p>Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.</p>	<p>Increase the representation of men of color. Refine outreach plans for underrepresentation. Implement surveys for every session.</p>
<p><i>Division of Student Affairs</i></p>			
<p>Center for Student Diversity (CSD) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.</p>	<ul style="list-style-type: none"> • Conference attendance rates • Attendee feedback from conference evaluation surveys 	<p>Set It Off: 2000 students, fall 2018 Retreat for Social Justice: 88 students (fall 2018), Diversity Speaker Series: 246 students, fall 2018 TBD, spring 2019</p>	<ul style="list-style-type: none"> • Providing consistent 1:1 advising support and follow up for the growing number of multicultural student organizations directly advised through the CSD.

<p>Set It Off: orientation event connecting new students to campus resources</p> <p>Retreat for Social Justice: 3-day student retreat</p> <p>Diversity Speaker Series: once-a-semester public talk from a high-profile, public intellectual</p> <p>Dr. Martin Luther King, Jr. Celebration</p> <p>Cultural Competency Workshop Series: annual series of eight public trainings on variety of topics</p> <p>Shut It Down: end-of-year community-building social program</p>		<p>Dr. Martin Luther King, Jr. Celebration: 300 attendees, 2019</p> <p>Cultural Competency Workshop Series: 110 attendees through March 2019</p> <p>Shut It Down: TBD, May 2019</p>	<ul style="list-style-type: none"> • CSD continues to struggle with lower visibility as a resource to students, staff, and faculty on campus. • The Assistant Director for Latinx Student Development and Diversity position continues to be vacant, leading to diminished capacity to provide programming and support for Latinx and undocumented students. • Supporting Asian, Pacific Islander, and Desi American Student Development Programs remains a challenge without a fulltime staff position dedicated to this population.
<p>CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic</p>	<ul style="list-style-type: none"> • Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates 	<ul style="list-style-type: none"> • 106 students (92%) earned cumulative GPA of 2.5 or higher, 2017-2018 • 32 students (15%) earned Dean’s List honors, spring 2018 • 17 students (15%) graduated, spring 2018 <p>CEEP scholars: African-American, 65%</p>	<ul style="list-style-type: none"> • The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.

<p>resources, academic success strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.</p>		<p>Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%</p>	
<p><i>Division of Academic Affairs</i></p>			
<p>The College of Liberal Arts hosted the International Film Festival in April 2019. This year’s theme, Indigenous Language from Africa and the Americas</p> <p>Voice of Baltimore: Life Under Segregation is a film created TU faculty Morna Mcdermott and Gary Homana and its premiere was held in Stephens Hall.</p> <p>The Cook Library hosted the annual Human Library, which challenges stereotypes through respectful conversations.</p> <p>COFAC Exhibition: Mastering Infinite Strength: Asia’s Martial Arts. Korean, Japanese, and Chinese Martial Arts</p>	<p>Participation numbers</p> <p>Participation numbers Scheduled showings outside TU</p> <p>Participation, volunteer, and attendance numbers</p>	<p>Continuous attention to the needs of inter</p> <p>35 volunteer “human books” participated, fall 2018</p>	<p>Increase participation thru intentional marketing</p> <p>Determine next exhibit. Provide more support</p>

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. DO NOT INCLUDE STATISTICS.

Towson University (TU) utilizes an online incident report form as a uniform method to document the “What, When & Where” of certain reportable crimes and/or non-criminal hate-motivated incidents that have occurred and have been reported to Campus Security Authorities (CSA) other than the Towson University Police Department.

TU has defined a Hate Crime as “a criminal offense committed against any person or property which is motivated, in whole or in part, by the offender’s bias. Clery reportable hate motivated crimes include Murder, Manslaughter, Sex offenses, Robbery, Aggravated Assault, Simple Assault, Intimidation, Burglary, Motor Vehicle Theft, Destruction of Property, Theft and Arson.”

Although there are many possible categories of bias, under Clery, only the following categories are reported: Race, Gender, Religion, Sexual Orientation, Sexual Identity, Ethnicity/National Origin, and Disability.

For the purpose of Clery, CSAs are required to document (and record the category of prejudice) certain reportable crimes and non-criminal hate motivated incidents that have been reported to them and occurred in the following locations:

1. On-campus property, On-campus residential life buildings, Non-campus property (property or building owned or controlled by the university that is frequently used by students and is not within the same reasonably contiguous geographic area of the institution, or any building/property that is owned or controlled by a student organization that is officially recognized by the university.); and Public property located immediately adjacent to and accessible from campus (includes thoroughfares, sidewalks, streets, and lands).

Confidential and anonymous reports are accepted. While second hand reports are inherently unreliable and are difficult to verify, such reports are also accepted.

Certain individuals, specifically pastoral and professional counselors, are exempt from this requirement to report certain crimes. However, to be exempt from disclosing reported offenses, pastoral and professional counselors must be acting in the role of pastoral or professional counselors.

APPENDIX

Towson University: Diversity Initiatives Progress Report (attached)

Diversity Initiatives Progress Report

In November 2015, a group of students and administrators agreed that the university would work toward the following 12 goals, many of which were already aligned with the university's strategic goals for diversity and inclusion. Here, you can track the university's progress.

1. Increasing the tenured and tenure-track black faculty and retaining them by 10 percent by 2018.

Status: ON TRACK

HIRING

We have implemented an outreach process that requires the development and approval of an Outreach Plan for all tenured or tenure track faculty searches. We continue to review and seek effective institutional outreach resources. Most recently, membership with The PhD Project was secured to provide access to pools of prospective faculty of color.

Revisions to hiring procedures that include additional checkpoints in the search process are under review. Training is provided for faculty search committees that includes information related to best practices before, during, and following the search. Emphasis is placed on the establishment of a fair and equitable search process. Awareness, and avoidance, of implicit bias is discussed. Following search completion, debriefs have begun with the goal of identifying and documenting the most effective methods for recruiting and hiring faculty of color.

We are dedicating resources for the purpose of improving our outreach to prospective faculty of color. A web portal that highlights TU's faculty diversity initiatives and resources is being developed as a marketing tool for prospective faculty. Faculty vacancy announcements will be posted on the prospective faculty web page. A brochure is under development that will serve as an outreach tool for use during conferences and meetings to attract potential faculty of color to TU's faculty employment opportunities.

We have increased our support for academic department chairs and are

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emphasizing their vital leadership role as it relates to diversity and inclusion. Areas for impact include, but are not limited to, recruitment, retention, climate, curriculum, research, and student development. Working with the Council of Chairs Subcommittee on Equity and Inclusion we are bringing relevant resources to facilitate institutional transformation.

We have developed an Inclusion Tool Kit and made the resources available on the Office of the Provost website. Resources located within the tool kit support TU's faculty recruitment and retention goals.

We are in the final stages of development of TU's Faculty Recruitment Incentive Program (FRIP). FRIP, a pipeline program, is designed to increase diversity within the faculty body by placing selected individuals in tenure track positions. FRIP promotes the professional development of underrepresented faculty by facilitating the initialization and completion of graduate work and other appropriate academic pursuits leading to a terminal degree and/or conducting research in their discipline.

Retention

TU's diversity initiatives and resources are highlighted during the initial meeting of new faculty orientation. The orientation program includes periodic meetings throughout the new faculty member's first academic year. Resources and programming are provided for new faculty members during these meetings.

We are supporting the development of communities of care through the networking and collaboration that is take place for TU faculty participating in our diversity programs. TU's Diversity Faculty Fellows Program (DFF) provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify and implement strategies to enhance institutional practices to support and affirm a campus culture that values equity, diversity and inclusion. Through sustained monthly dialogues, the DFF program offers ongoing opportunities for faculty networking and collaboration. TU's Multiculturalism in Action monthly lunch gatherings afford faculty members with opportunities to share information and gather feedback from the TU community regarding their scholarship. This program

has brought together 20 faculty members that are committed to expanding diversity and inclusion at TU and has fostered the formation of a community of supportive scholars. TU's academic Intergroup Dialogue Program (IGD) delivers for-credit opportunities for students to participate in multi-week dialogues to come together across social identify differences. IGD faculty facilitators have established a supportive network that encourages faculty retention.

Focus groups with faculty have been conducted for the purpose of discussing and gathering tools for faculty success at TU. Faculty members shared information regarding what resources and support systems that were most impactful in relation to securing their tenure and promotion. As a result of extremely positive feedback from faculty members, TU's membership with the National Center for Faculty Development and Diversity (NCFDD) is being renewed for next academic year. NCFDD provides resources and programming that support faculty success. A total of 226 individuals have registered and are taking advantage of the resources available through TU's NCFDD membership.

We are in the final stages of developing TU's Faculty Exit Interview Process, designed to offer multiple reporting options for the purpose of increasing response rates. Faculty members may choose to respond in person, via telephone, and/or online. Data gathered from exit interviews will be shared in aggregate form and utilized to inform future programming.

2. Require the president to work with the provost to ensure that every college or department has one meeting per semester dedicated to cultural competency content approved by a student representative that works in the CDSO.

Status: ON TRACK

Each college's Diversity Action Committee or College Council develops annual training; the colleges and department chairs have established that at least one meeting per fall and spring term will be devoted to cultural

least one meeting per fall and spring term will be devoted to cultural competency.

The [Diversity Faculty Fellows Program](#), established in 2015, gives selected faculty members the opportunity to infuse diversity into their existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices. This allows faculty to research ways to enhance diversity and inclusiveness while actively examining their effectiveness in practice. Five fellows were selected for the 2015-2016 academic year; 11 fellows were selected for the 2016-2017 academic year; and 10 fellows have been selected for the 2017-2018 academic year.

The Center for Student Diversity now includes a position for associate director for Cultural Competency Education to help develop educational models and opportunities for [cultural competency training](#) for students and for the [Division of Student Affairs](#).

The [Office of Inclusion and Institutional Equity](#) now has a University-wide Coordinator of Diversity Training and Initiatives.

3. Advocate for IFC fraternities and Pan-Hellenic sororities to have a diversity chair who will promote diversity within their respective organizations and interact with multicultural organizations on campus.

Status: COMPLETED

Ninety-five percent of the councils and chapters have a diversity chair. Diversity chairs are trained on cultural competency by staff from the Center for Student Diversity and are given facilitator training by staff from Fraternity and Sorority Life in order to execute the Greek Life Social Justice training module. Fraternity and Sorority Life worked in close collaboration with the Center for Student Diversity to develop the year-long training module which includes Intro to Social Justice, Identity Development, Current Vocabulary and Language, How to Be an Ally/Commitment to Being an Ally, Chapter Values Alignment with Social Justice Principles, and Developing Culturally Competent Programs.

All new member orientations and Greek summits will now include a module on identity and inclusion.

In spring 2017, 48 social justice programs sponsored by Greek organizations were reported to the Office of Fraternity and Sorority Life.

4. Send a letter to the president of USM Student Council regarding the review and termination of the contract, vendoring, and purchasing of appliances, tools, furniture and any other items produced within Maryland state and federal prisons. Given the status of the prison-industrial complex and the criminalization of black bodies, along with the school-to-prison pipeline, we find it problematic that we finance the same institution that profits off of black bodies.

Status: COMPLETED

Provost Chandler, while still interim president, sent the letter to the USM Student Council president. The Maryland legislature mandates that USM institutions purchase items from Maryland Correctional Enterprises. Any Maryland resident may communicate to legislators an opinion or position on this matter.

5. Advocate to require the SGA to maintain communication with the diverse organizations and their leaders on campus through physical contact, wherein bills and policies that will affect the black student body will be made known and aware to them.

Status: COMPLETED

The [Student Government Association](#) (SGA), through the assistant director of Diversity Outreach, established a core advisory board comprised of eight students from diverse, inclusive backgrounds. Students were recommended to serve based on their interest and involvement in diversity

recommended to serve based on their interest and involvement in diversity and social justice issues. The board is intended to bridge the gap between SGA and student organizations that represent diverse backgrounds, and to inform SGA about issues related to campus climate and make recommendations for programming.

The SGA conducted a survey of all student groups to better understand the effectiveness of senators' outreach to their assigned groups. As a result of the survey, the SGA has implemented a new system of accountability for senators.

The SGA has created a series of diversity-related programs including those relating to Black History Month, Women's History Month, the impact of student activism in the TU community, and other relevant occasions and subjects.

SGA & the [Department of Housing & Residence Life](#) hosted CultureCon on April 7 to highlight, through students and student organizations, a wide variety of cultures and promote multicultural exchange. More than 250 students attended.

In early August, the Division of Student Affairs assisted with the planning and support of the inaugural Ujima Retreat. The program, coordinated by the [Black Student Union](#) president, was designed to build unity across the various black student organizations. About 60 students attended.

During the 2016-2017 academic year, the SGA established *Be Heard Town Hall* forums to promote transparency, build cultural understandings, and foster collaboration. Due to low student attendance, future forums will be offered as needed.

6. Require the University Diversity Council and other institution-wide diversity committees to have diverse (including multi-cultural) representation on the committee that reflects the underrepresented cultures of the student body.

Status: COMPLETED

The Vice President for Inclusion and Institutional Equity will be charged with

reviewing this structure and making strategic recommendations for improvements or modifications, if needed. The new vice president will be tasked with strategic vision for the design, promotion, and delivery of best practices in diversity, inclusion and cultural competency efforts across campus.

The Vice President for Inclusion and Institutional Equity will be developing a five-year strategic plan for Towson University.

The Diversity Action Committee and its hate/bias work group are comprised of diversity-related group representatives.

7. Set an expectation to diversify the representation of the committees determining tenure at Towson University and require college deans to report on their efforts and results. Such efforts could include but are not limited to: Encourage students to complete course evaluations in course syllabi; invite student feedback for pending tenure cases; provide the opportunity for faculty tenure candidates to identify an advocate to serve on any level of their choosing in the tenure process.

Status: COMPLETED

In addition to existing efforts via Blackboard and campus email each term, we have expanded marketing-related efforts to increase participation in course evaluations through messages in social media, T3, the Towerlight, and digital signage throughout campus. Housing & Residence Life also posted reminders throughout residence halls. We also developed an app through which course evaluations can be completed.

We have shared copies of [Promotion, Tenure, Reappointment and Merit \(PTRM\)](#) documents with two of the student leaders involved in establishing these 12 goals, and offered to meet for review. The vice provost will continue to be available to answer questions about this document. The [Appointment, Rank and Tenure \(ART\) Document Revision Committee](#) includes a student to provide input into potential changes to the

document.

We've reminded deans, chairs and departmental PTRM chairs that their faculty have the option of securing an external reviewer for their tenure review.

8. Advocate for the director positions in the SGA to be elected by the people of this university instead of appointed, hired and/or interviewed by the president. The diversity chair is a direct representative of the minority students and should be elected directly by and for minority students.

Status: COMPLETED

After working with the [Council of Diverse Student Organizations](#) (CDSO) and others to identify new approaches, the SGA has amended its constitution to include a call for applications to the position. The CDSO will screen those applications and recommend an individual for appointment to the chair position. While this is an appointment rather than an election, the SGA included the CDSO in the process to ensure that representative consideration on matters of diversity will be considered.

9. Return the Towson University Debate Team to a traveling debate team as soon as possible and no later than fall 2016. The Debate Team is an intellectual fixture in the Towson University black community where black students have been nationally successful and active contributors to bringing justice to black people at this institution.

Status: COMPLETED

The Debate Team participated in some national travel as its handbook was finalized last spring to outline policies and procedures on expectations for participation. The team attended CEDA in spring 2016.

10. Honestly and strictly enforce the university's policies on non-discrimination. Proactively work to create a marketing campaign to educate and communicate our hate/bias procedures and response. Distribute a public statement on Towson University's response on those issues when they occur. Publicly. The mental and emotional health of this university's black students across all intersections need to be taken as seriously as their physical health.

Status: COMPLETED AND ONGOING

A collaborative university-wide group established the hate/bias procedures that were adopted in spring 2016, and a campaign led by the SGA called [#NotAtTU](#) promoted awareness and understanding of those procedures to encourage reporting. The #NotAtTU initiative included a marketing campaign, created by students in the [Division of University Marketing & Communications](#) Student Agency. While the SGA led student-centered approaches, the [Office of the Provost](#) supported and promoted the procedures for faculty, and Housing & Residence Life supported it in residence hall postings.

Over the summer, a work group chaired by the assistant vice president for Student Affairs/Diversity and comprised of faculty, staff, students and administrators reviewed the hate-bias procedures for effectiveness and clarity, and made updates the group deemed necessary.

The Housing & Residence Life "Guide to Community Living" brochure has been updated to reflect the value of inclusive and welcoming communities and the ways to report hate/bias incidents. These will be distributed to every student in fall 2016.

The [Provost Fellow for Diversity and Inclusion](#) position was established to support efforts to diversify the faculty and student body, and to assist in efforts to create a more inclusive and respectful campus community. The first provost fellow served during the 2015-16 academic year. The current Provost Fellow for Diversity and Inclusion is Gilda Martinez-Alba.

The [Provosts' and Deans' Council](#) retreat in summer 2016 focused on diversity to advance understanding and progress in non-discrimination. This included an in-depth discussion of awareness of self-identity and privilege to help in understanding the impact of that perspective on one's own actions and reactions. It also included a discussion of cultural competency, particularly in identifying and setting goals for diversity, equity and inclusion. Training on systematic racism and implicit bias was provided during the fall 2017 Provosts' and Deans' Council retreat.

As of summer 2016, the Office of the Provost now includes an assistant vice president for Diversity & Inclusion to support institutional and divisional goals.

Over the summer, Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.

Over the summer, orientation leaders were trained to facilitate discussions on inclusion.

During summer orientation, all first-year students participated in an orientation program that addressed stereotypes and hidden bias.

Over the summer, the Division of Student Affairs participated in a staff development program in which each staff member examined their own strengths and weaknesses with respect to diversity and inclusiveness. The program also provided best practices for diversity and inclusiveness, and included planning for initiatives in the 2016-17 academic year.

We established the assistant vice president for Diversity & Inclusion position in the Office of the Provost to lead efforts to diversify the faculty and staff of the Division of Academic Affairs and student body, and to oversee efforts to create a more inclusive and welcoming campus climate, particularly in TU's classrooms and the division's work environments.

Students and other TU community members can find information on publicly posted monthly reports of hate and bias incidents on the [NotAtTU](#)

web page. Click on Monthly Reports for Hate Crimes and Bias Incidents, which is found below the definitions of hate and bias incidents.

NEXT STEPS

All efforts at minimizing hate/bias incidents and publicly posting reports are ongoing.

11. Require that policing practices be equitable for black events and white events alike.

Status: COMPLETED

In summer 2015, a committee of administrators reviewed and revised the process for staffing student events. A writing group rewrote the policy, specifically addressing late night parties and complex event policy. As a result, all similar events are required to use the same support and enforcement.

In summer 2016, the committee developed the [TU Student Guide to Planning Events \(PDF\)](#) to increase transparency and better inform students about policies and procedures associated with event planning.

During the 2016-2017 academic year, the Center for Student Diversity conducted a series of dialogues and workshops with Towson University Police Department (TUPD) focusing on equitable policing practices and community building between TUPD and students of color. The engagement with TUPD helps to ensure open communication and understanding between TUPD and students of color.

In summer 2017, an e-learning video was created to train key representatives from student organizations wishing to reserve event and meeting space through Event & Conference Services. The video is designed to help students better understand policies and procedures associated with room requests and reservations.

12. Advocate for the establishment of a course requirement in American race relations for students by meeting with the necessary and appropriate entities (such as the Curriculum Committee, University Senate, MHEC, IISM etc.)

CCM, etc.).***Status: ONGOING***

The Core Curriculum Revisions Task Force Recommendation #4 was to examine Core 11 as the most plausible place within the Core Curriculum where Race in America might be addressed as a theme. During the 2017-2018 academic year a task force was assembled to examine the feasibility of including Race in America as a major theme of Core 11 (U.S. as a Nation). The review was conducted and the task force concurs that Core 11 is the appropriate designation for Race in America. Preliminary recommendations from the task force and tentative implementation plan and timeline were shared at University Senate in February 2018. In fall 2018, a small sub-task force will be assembled comprised of one representative from each department with courses in the category to examine next steps.

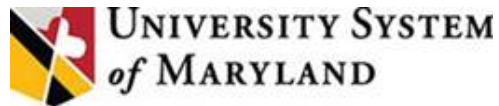
UNIVERSITY OF BALTIMORE



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

SUBMITTED TO



DATE SUBMITTED: APRIL 17, 2019

POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
EXECUTIVE VICE PRESIDENT AND PROVOST

Section I: Summary Statement

Diversity encompasses many ideals at the University of Baltimore (UB) such as race, ethnicity, religious affiliation, sexual orientation, gender identity, disability, foreign nationality, economic status, and non-traditional students. The University embraces the challenges of multi-culturalism and inclusion in its academic and co-curricular programming, enrollment processes, retention initiatives, and hiring decisions. The University of Baltimore values a multicultural and global campus community that encourages the development of intercultural skills and competencies which are all essential to living and working in today's world.

The University of Baltimore's Institutional Plan for Cultural Diversity is aligned with the strategic plan, Re-imagining UB 2018-23. Our diversity plan goals are centered on our values of respect, inclusion, equity, community, and excellence. The plan's strategies are designed to raise awareness, sensitivity, and create a sense of appreciation for UB's diverse community. UB's objective is to cultivate a diverse, equitable, and inclusive climate. The sixth goal of the strategic 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."

The plan emphasizes the following: increasing the diversity of faculty, maintaining and advancing the diversity of our staff, developing more culturally relevant programming, working with our alumni and community partners to help ensure that our students are prepared to live and lead in a diverse, multicultural global environment, and developing the process for reporting hate crimes.

To support this objective, five goals have been established:

- 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.
- Recruit, employ, and retain a diverse faculty.
- Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.
- 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.
- Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Our implementation strategies for meeting these goals can be found in the Institutional Plan for Cultural Diversity located in the Appendix. Below is a brief overview of our progress.

- The Admissions Office has continued to seek ways in which to recruit students of diverse backgrounds. To increase diversity particularly in the Latinx population, the Admissions Office will hire a Latinx/Diversity Admission Counselor. It is anticipated to have that person on board in late spring 2019.
- The University continues to offer the Featherstone scholarships. Featherstone Scholarships are the result of a partnership between the [William & Lanaea C. Featherstone Foundation](#) and the Consular Section of the Mexican Embassy in Washington, D.C. The \$20,000 fund is intended to increase Baltimore's Latino college enrollment and promote higher education. This fall, 10

Latino students will receive scholarships.

- Diversity courses have been revamped or added to curriculum in the College of Arts and Sciences (CAS), College of Public Affairs (CPA), and Merrick School of Business (MSB). Course topics include managing diversity, politics and race, global health, race/ethnicity, gender issues in Criminal Justice, game design, oral communication, and debate. Courses are reviewed to ensure that the course or program has met the program Student Learning Outcomes (SLOs).
- Campus wide efforts to create positive interactions and inclusion awareness among students, faculty, and staff were offered during AY 2018-2019. Programs and events included sponsored lectures, speaker series, collaborations, and partnerships. One example of a collaborative effort was the National Endowment for the Arts (NEA) Big Read grant, which provided funding to engage the community around a book selection. The book *Citizen, An American Lyric* by Claudia Rankin was selected. These events provided opportunities to learn more about diversity and inclusion, multiple courses, colleges, and departments participated in grant activities.
- Expansion of dual enrollments for Baltimore City high school students through USM B-Power Initiative. Increase in participation of Baltimore city high school *students* from 63 (2017) to 237 (2018). And, as a result, 244 students registered for a 3 credit dual enrollment course, a two-fold increase from 2017 (111).
- The College of Arts and Sciences (CAS) graduation requirement in Global Awareness and Diverse Perspectives will continue to offer Global Awareness and Diverse Perspectives certified courses. Outcomes will be assessed as part of a graduation requirement five year cycle.
- The Fannie Angelos Program selects eight Baltimore Scholars from HBCUs to attend the UB School of Law with full tuition. 45 Fannie Angelos scholars are currently at UB and 8 were selected for the 2019 Baltimore Scholars Program. The outcome has been increased diversity in the law school from 33% in 2017 to 41% in 2018.

Implementation of the Institutional Plan for Cultural Diversity began in AY 2018-2019 with the appointment of the University's Culture and Diversity committee. The Committee led by the Director of the Diversity and Culture Center (DCC) is comprised of faculty, students, and staff from UB's shared governance groups. The Committee's primary focus for 2018-2019 has been to review the diversity plan and in consultation with senior leadership and the campus community to establish annual priorities from this plan. The Committee has worked with senior leadership to prioritize implementation of the plan. In 2019-2020, the Committee will recommend the following strategies are priorities:

- Build and maintain an infrastructure that supports and promotes inclusion;
- Plan to design and conduct periodic campus-wide climate surveys (faculty, staff, and students) to frame and direct future action on diversity and inclusion;
- Develop quantitative and qualitative metrics to gain a better understanding of diversity and inclusion at UB;
- Initiate cultural competence training for faculty, students, and staff;
- Collaborate with the Human Resources office to recruit, hire and retain a diverse faculty and staff by developing a faculty and staff recruitment and retention plan; and
- Support academic units in the continued development of curriculum and service that addresses issues of diversity, equity, and inclusion.

Implementation of the plan will continue through AY 2022-23.

Section I: Progress Report – Goal 1

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Table 1

Timeline for meeting goal within the diversity plan: 2018-2023			
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
Elevate the profile of The Bob Parsons Veterans Center to both current and prospective students. Partner with Admissions to establish contact with military-affiliated students during the admissions process. Develop marketing vehicles (i.e., Be YOU at UB success stories) that can be targeted to audiences at local military institutions.	Increase in military-affiliated applications. Increase in military-affiliated matriculations. Continue to increase graduation rates. Increase in the number of website hits.	The military population continues to grow and thrive at UB. Although the overall number of military-affiliated students remained steady at about 360 from Spring 2018 to Spring 2019, the number of military graduates rose from 62 to 82 from Spring 2018 to Spring 2019. This represents a 32% increase in the number of military graduates over the past year.	Enhance relevant and beneficial programming that attracts new students to the Center. Collaborate with Admissions and Marketing to target military-related students at local military institutions.

Section I: Progress Report – Goal 1

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
Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian enrollment by increasing community college outreach.
Charles Hamilton Houston Scholars Program that helps under-represented college students develop academic skills.	Increase diversity of students coming from college pipeline to law school.	Data collected via surveys conducted by the Schaefer Center for Public Policy established an increased interest in attending law school after completion of the program (data collection in progress).	Assess retention rates of students in program.
Fannie Angelos' Program	Increase law school diversity.	45 Fannie Angelos scholars are currently at UB; 8 selected for 2019 Baltimore Scholars Program; Assisted in increasing diversity in the law school from 33% in 2017 to 41% in 2018.	Assess retention rates of students in the Baltimore Scholars Program.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	Increase the number of city students in College Readiness Academy in Fall 2018; Increase the number of city students registered for dual enrollments in spring 2019.	237 city students participated in the College Readiness Academy (81% completed/passed). 244 students registered for 3 credit dual enrollment course in 2018-2019 (up from 195 in 2017-2018).	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	21 new activities were added in 2018-19; Urban Alliance Fun Day, B.E.S.T. network meeting, Greater Baltimore Urban League/Fannie Mae workshop, BCPS FAFSA kickoff, Building STEPS info session, BCPS FAFSA Forward workshop, Code in the Schools College Choice workshop, Faculty Recruitment Fair with BCCC, BCPS FAFSA Forward workshop, BCPS FAFSA Forward workshop, Lyric Opera House College Day for middle school students, Code in the Schools info session, Urban Alliance training session, National	Increase freshmen enrollments from Baltimore City high schools.

Section I: Progress Report – Goal 1

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
		Academic League competition, Code in the Schools Hackathon, Greater Baltimore Urban League/Fannie Mae workshop, BLSYW 10 th Grade Sisterhood Experience, BLSYW film screening, Urban Alliance partnership breakfast, Junior Achievement Entrepreneurship showcase, BLSYW Senior Awards Ceremony	
Enhance the Title IX sexual misconduct online training for all students, staff, and faculty.	<p>The number of students that complete training.</p> <p>A state-mandated biennial sexual assault climate survey of all students.</p> <p>Staff and faculty completion of mandatory biennial training.</p>	Mandated training of currently enrolled UB students is now complete. Training is now focused solely on the incoming student population with all students required to take the training in order to register for classes with minimal exceptions. The next cycle of staff and faculty training is expected to launch the week of April 1, 2019, in keeping with UB’s biennial training schedule.	Continuous enforcement of training requirement through student registration holds and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.
Enhance faculty recruitment, selection and hiring process to identify and confirm candidate pool diversity and representation.	<p>Number and/or percentage of candidate representation.</p> <p>Number of diverse search committee members and hiring authorities.</p>	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	<p>Design and deliver search committee training on managing bias.</p> <p>Assessment of selection process.</p>

Section I: Progress Report - Goal 2

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2

Timeline for meeting goal within the diversity plan: 2018-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs; curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students.	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
Second Chance Program: UB selected for the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Classes are offered at Jessup Correctional Facility.	Evaluate with SLOs for courses; students' satisfactory progress in program; number of students offered parole and taking classes on campus.	Continuous review of course assessment data (ongoing); the current cohort of Second Chance Program students have an average GPA of 3.5; a total of 63 students have been served in this program and 30 have made it into The Helen P Denit Honors Program.	Review of student grades and student reentry has more extensive tutoring support for students in math and other classes; enhanced career services offerings.
Vital Signs 16, a comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
Laws of the United States (LOTUS) - The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Increase enrollment in this program.	16 LLM enrolled for the Fall 2019 entering class; This year's students represent 11 different countries.	Continue the development of LLM-US policy and better align with JD program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	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
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 and addressed both Goals 1 and 2. This program provides a LSAT Prep Program that is open to selected USM institutions. Participants receive a \$1399 grant towards a 16-week Princeton Review "LSAT Ultimate" course.	LSAT success rates; Law school admission rates; Law school graduation rates.	103 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country; 26 at the University of Baltimore. 43 students have graduated from law schools across the U.S; 22 are members of the Maryland Bar.	Increase recruitment and enrollment in LSAT prep course; overall success of LSAT scores. Expand sites.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus is reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served; and services performed.	Course assessment data (review in progress); Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy.	172 Students from 5 schools	98% students showed improvement in attendance	Refine training and support for program.
LAW 570 BALTIMORE SCHOLARS PROGRAM - This course is limited to the eight undergraduate students who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data; acceptance into law school.	Incorporate assessment data and information to refine and enhance course.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. and Maryland's Eastern Shore. Trips included visits to the Holocaust Museum, Harriet Tubman Underground Railroad Museum, and the National Museum of African American History and Culture.	Attendance data	52 students participated in these events. Post event dialogue among participants and positive program evaluations.	Increase faculty participation and invite to post program discussions; increased marketing of programs.
The NEA Big Read focused on Claudia Rankine's 2014 book of poetry, <i>Citizen: An American Lyric</i> . Big Read activities took place on campus.	Attendance data	Approximately 419 students, faculty, staff attended campus wide events.	Increase UB student involvement.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	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
Diversity and Culture Center coordinated Black History Month programming on campus.	Attendance data	Baltimore Rising: Film Viewing and Discussion- 96 attended Voices: A People’s History of the United States- 25 attended The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019) - 125 attended.	Increase program opportunities offered throughout the semester.
The Diversity and Culture Center Safe Space Ally Training program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	Pre and post-test to demonstrate increased knowledge of LGBTQ+ issues, satisfaction and attendance data.	Attendees demonstrated increased knowledge of LGBTQ+ issues and satisfaction with training; 10 new students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings.
A Training and Organizational Development professional was hired in the Office of Human Resources to develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency, and developing cross cultural communication.	Number of faculty, staff and leadership completing trainings.	Surveys on cultural competence have been conducted.	Refine and add to training program.
Poor People’s Campaign Class offered as both Undergraduate (Government and Public Policy/History/Nonprofit Management and Community Leadership and Interdisciplinary Studies) and Graduate Course in Public Administration	Student Participation; Assessment of learning outcomes	The Poor People’s Campaign class won the Network of Schools of Public Policy, Affairs and Administration (NASPAA) national Social Equity Award for 2018	Consideration for additional course offerings.
College of Public Affairs Community Engagement Fellows	Number of students participating; Satisfaction of students and sponsoring agencies; placement of students	Placement of students in different community organizations; increase from 5 to 6 cohorts	Development of sustainability for the program.
The Hoffberger Center hosted two Town hall programs entitled “Speak Up” in which students of African American, Asian American, Hispanic and Middle Eastern	Attendance of 120+ at each event	Feedback from participants	Review evaluations, make program revisions as needed.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	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
descent shared their views about their lives at UB from their culturally diverse perspectives.			
Merrick School of Business Global Field Studies – Thailand (Jan 2019); London (March 2019); Finland (May 2019), Berlin International Summer School Exchange Program (Summer 2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Thailand (4 undergraduate students, 14 graduate students); London (13 undergrads, 7 grads); Finland (5 undergrads, 9 grads) worked with partners to address real business challenges	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context.
Developed extensive curricula on cultural diversity in CMAT 303 (Oral Communication in Business) and CMAT 320 (Argumentation, Debate, and Society). Topics included diversity in the workplace, micro-aggressions, and techniques for choosing language that is appropriate for a diverse workplace.	Student Learning Outcomes (SLO) assessment	Course assessment data	Review by faculty and adjust as needed to meet SLOs.
Counseling Psychology Master’s program is founded on a curriculum emphasizing multicultural education and social justice advocacy with 28+ master’s courses requiring that students use a diversity lens in their work and including cultural immersion experiences.	Student performance measures; Student Learning Objective (SLO) measures	Student performance measures; SLO measures	Implement “closing the loop” strategies based on assessment data.
Speaker Event: The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019). Collaborative program included CAS, Hoffberger Center, DCC, History Club	Attendance	Attendance outcomes- 125 participants.	Review and revise based on program evaluations
Partnered with Morgan State PEARL Laboratory to promote experiential education opportunities for minorities in STEM.	Number of student presentations based on the project.	Research reports (in progress).	Working on outreach to potential participants.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations (in progress).	Number of academic publications and technical reports.	Academic publications and technical reports (in progress).	Pursuing avenues for continued funding.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	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
Program in the College of Arts and Sciences GameLab targeted towards students of color to promote professional skills.	Participation numbers.	Course evaluation and job placement rates (in progress).	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	Number of external grants obtained.	Assessment of external grants obtained (in progress)	Improvements of GameLab equipment/ infrastructure.
The M.S. in Applied Psychology program continues to support international cross-cultural student exchanges and programs of study with universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options (in progress).	Implement 'closing the loop' strategies based on assessment data.
General Education Council assessment of Global Awareness and Diverse Perspectives graduation requirement area.	Number of courses meeting area requirement	24 - representing each undergraduate major program (scheduled for evaluation in May 2019)	Implement 'closing the loop' strategies based on assessment data.
Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT) hosted a Culturally-Responsive Teaching train-the-trainer workshop.	Attendance at event; Number of follow-up events; and Attendance at follow-up events.	24 attendees 18 programs planned so far	Increase collaboration, program development and implementation.
The Merrick School of Business hosted speakers and lectures which focused on diversity; including a book talk and signing by Chris Wilson, author of <i>The Master Plan, My Journey for Life in Prison to a Life of Purpose</i> and Arnold Williams lecture, <i>Lessons from Legends</i> .	Attendance data	Participant Feedback (in progress)	Review feedback and make revisions as necessary
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	18 graduate students met weekly to explore topics of migration and human security (i.e., food security etc.)	This is a second offering of the course. Possibly adding the course to the permanent curriculum.
Special Topics Course: Fundamentals of Social Policy Class offered as both Undergraduate (Government and Public Policy) and Graduate Course in Public Administration	Participation, learning outcomes	21 students from both graduate and undergraduate programs are currently enrolled in the class. (Spring 2019)	Information will be gathered relative to possible future offerings of this class.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	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
GVPP 410 Politics and Race Course	Participation, learning outcomes	30 undergraduate students currently enrolled (Spring 2019)	Developing course under Full Time rather than adjunct instructor
HSER 410: Ethics and Empathy for Public Servants Course	Participation, achievement of student learning outcomes	15 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CRJU 633: Race/Ethnicity and Gender Issues in Criminal Justice Course	Participation, achievement of student learning outcomes	16 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSMG 660 Comparative Global Health Course	Participation, achievement of student learning outcomes	10 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CNCM 740: Ethnic and Cultural Factors Course	Participation, student learning outcomes	21 students enrolled in Fall 2018; 8 in spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSER 320: Gender and the Work Environment Course	Participation, achievement of student learning outcomes	30 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
The College of Public Affairs sponsored the Forum of Black Public Administrators Meeting fall 2018 and the Open Society Institute Conversations about Race Events	Participation	Participant Feedback (in progress)	Provide additional events
Schaefer Center Program: Maryland Equity and Inclusion Leadership Program	Satisfaction of students and organizations	33 participants	Relatively new initiative; assessment in progress
Schaefer Center Program: Baltimore Faith-Based Development Certificate Program	Satisfaction of students and organizations	Organizational progress in development: 12 participants representing 6 organizations	Currently ongoing

Section I: Progress Report - Goal 3

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Hate incidents/crimes at the University of Baltimore (UB) are reported directly to the University of Baltimore Police Department (UBPD). Based upon UBPD policy, these incidents/crimes are investigated by UBPD and reported to the proper agencies. The UB student code of conduct does not specifically address hate crimes. Therefore, there are no student conduct cases that would be considered hate-related. To date, there have been no hate-crime incidents reported and one (1) bias-motivated incident reported for AY 2018-2019.

Section II: Appendix – Institutional Plan for Cultural Diversity

UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023

This diversity plan, 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.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Implementation of the plan began 2018-19 and will continue through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

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](#)¹ 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.

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.

¹ 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.

- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty.

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair 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.

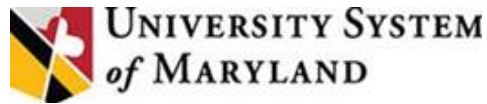
Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- 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.

**UNIVERSITY OF MARYLAND,
BALTIMORE**



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland, Baltimore **Date Submitted:** April 17, 2019

Point(s) of Contact (names and email addresses): Karen D. Matthews, Karen.matthews@umaryland.edu or Gregory Spengler, gspengler@umaryland.edu

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: <u>Varied, but many of the goals tie back to the 2017-2021 Strategic Planning cycle for UMB.</u></p>			
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
Create a setting to foster increased global literacy, connect UMB students with meaningful opportunities abroad, and provide opportunities for students from countries other than the USA to interact with UMB by August 2020 through the development of an International Exchange fellowship program (Academic Affairs).	<ul style="list-style-type: none"> Create a formal exchange program 	<ul style="list-style-type: none"> Obtained donor funding to create joint legal clinic with Chancellor College of Law in Malawi Created “GLOBALtimore Fellowship Program” to support curricular innovation with 10 Fellows on campus. 	Fellows will create opportunities for individuals on campus to gain global literacy without traveling abroad.
Developing strategic partnerships with universities abroad (Academic Affairs).	<ul style="list-style-type: none"> Create formal relationship with university/universities abroad 	<ul style="list-style-type: none"> Relationships established with Coventry University, Haifa University in Israel, University of Gambia, and University of Malawi Chancellor College of Law, and others. Created Global Health Innovation Post Baccalaureate Certificate with Graduate School in Costa Rica. 	

Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law or CSL).	<ul style="list-style-type: none"> # of fairs attended 	<ul style="list-style-type: none"> 10 	
Host single-day pipeline events in the Baltimore Metro area (CSL).	<ul style="list-style-type: none"> # of events organized 	<ul style="list-style-type: none"> 4 	
Coordinate with partners to host events promoting law careers to traditional underrepresented populations (e.g., Hispanic National Bar Association’s Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & Leadership Institute). (CSL)	<ul style="list-style-type: none"> # of events 	<ul style="list-style-type: none"> 8 	
The SNDA and the PreDental Society at UMBC, participated in Generation NextT mentoring program (School of Dentistry or SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	No data to report at this time	Tracking program participants to learn where they enroll
SOD participated in annual presentation to the Meyerhoff Scholars at UMBC (SOD).	<ul style="list-style-type: none"> # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 	UMB is outpacing other dental programs by 5%	Tracking program participants to learn where they ultimately enroll for school
Student National Dental Association (SNDA) hosted Impressions Day – an annual event that exposes college students from targeted populations (underrepresented backgrounds and non-traditional students) to the field of dentistry (SOD)	<ul style="list-style-type: none"> # of participants # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> 75 – 100 participants UMB is outpacing other dental programs by 5% 	Tracking program participants to learn where they ultimately enroll for school
Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. First year attending - information presented to 3 rd and 4 th year college students, post-baccalaureate students, and students enrolled in MS programs (SOD).	<ul style="list-style-type: none"> # of program applicants Amount of current underrepresented minorities in SOD in comparison to other dental programs 		SOD was unable to attend last year but will be attending this year.
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (SOD).	# of program applicants as a result of the program	Impact will remain unknown for 4 – 8 years	Determine a means for offering academic mentoring through high school and college
SNDA partnered with a Girl Scout troop in Baltimore City to provide an oral hygiene presentation (SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	Impact will remain unknown for 8+ years	Offer academic mentoring to middle school students thru and college
Attended the PreDental recruitment event at the National Dental Association Convention (SOD)	<ul style="list-style-type: none"> # of program applicants as a result of the program 	UMB is outpacing other dental programs	Tracking the people that visited the event to

			see where they ultimately enrolled for school
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry which included hands on projects (SOD).	<ul style="list-style-type: none"> # of program applicants as a result of the program 	<ul style="list-style-type: none"> Impact unknown for 8+ years 20 7th grade students visit for 1 week in summer 	Offer academic mentoring through high school and college
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine or SOM).	# of recruitment activities including campus visits at UMB and to UMBC	Consistent # of recruitment activities including campus visits at UMB and to UMBC	<ul style="list-style-type: none"> Increase # of campus visits at UMB and UMBC Increase matriculation of Meyerhoff scholars
Programs and services offered through University of Maryland Scholars (SOM).	# of UM Scholars graduates	Increasing # of UM Scholars graduates	Increase # of UM Scholars graduates continuing to SOM
Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (SOM).	# of interactions with BUILD/ASCEND scholars	Consistent # of interactions with BUILD/ASCEND scholars	Increase # of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for 6-12 grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (SOM).	# of CURE scholar graduates	Growing # of CURE scholar graduates	Increase # of CURE scholar graduates matriculating to SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (SOM).	# of BSIP scholar graduates	Increasing # of BSIP scholar graduates	Increase # of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (SOM).	# of PREP scholar graduates	Increasing # of PREP scholar graduates	Increase # of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (SOM).	# of Bridges to Doctorate scholar graduates	Increasing # of Bridges to Doctorate graduates	Increase # of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnapper Intern Program (NSIP) (SOM).	# of NSIP graduates	Increasing # of NSIP graduates	Increase # of NSIP graduates matriculating to UM SOM
Increased recruitment efforts of graduate students from traditionally underrepresented populations since 2017 through targeted recruitment efforts at	Increased student enrollment from historically underrepresented groups in masters/doctoral programs.	Given that new efforts were made this past recruitment cycle, 2018-2019 academic year, We have	

minority-serving institutions and organizations (School of Nursing or SON).		seen a 3.26 % increase in our enrollments of student of color.	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (SON).	% of promotions	Progress data to be determined, once new HR director position established	Continue to strengthen efforts to promote clear career paths for staff
Enhanced PharmD student recruitment at NACAC events, National Hispanic College Fair events, HBCU college fairs, etc. (School of Pharmacy or SOP)	URM enrollment	13% increase in P1 student enrollment for African American and Hispanic students	Resources for student retention efforts
Recruit diverse graduate students and provide effective mentoring and support to ensure their retention and degree completion (SOP).	<ul style="list-style-type: none"> • # Meyerhoff Fellows • Other awards 	<ul style="list-style-type: none"> • Since 2015 - 10 Meyerhoff Fellows enrolled & 1st PhD completed in 2018 • NIH Diversity Supplement • Carl Storm Minority Travel award • CBI Fellowship • NIH F31 Diversity award • Poster award & Travel award • Department Merit award 	
Expanded educational pipelines for K-12 under-represented students (e.g., school's Bridge to Academic Excellence (ABAE), NSF's CAREER Program, & University CURE Program) (SOP).	<ul style="list-style-type: none"> • Type of activity • # of scholars 	<ul style="list-style-type: none"> • ABAE / 110 students • NSF CAREER Program/4. • UMB Cures Host /3 	Longitudinal tracking system, with local schools to access impact
Secured new global advanced pharmacy practice experiences (APPEs) for students to gain experience with diverse patient populations (SOP).	<ul style="list-style-type: none"> • # of sites • # of students 	<ul style="list-style-type: none"> • 8 APPE Sites • 104 Students experiences 	
Deployed module in CORE ELMS online rotation management system to capture preceptor demographics (SOP).	<ul style="list-style-type: none"> • Increase among various URM preceptors 	<ul style="list-style-type: none"> • Successful deployment of module for new preceptors 	
Facilitate student organizations that bring together diverse groups for mentoring, co-curricular, research, and service activities (SOP).	<ul style="list-style-type: none"> • # & type of events 	<ul style="list-style-type: none"> • Puerto Rico Hurricane relief fundraising • Global Health Brigades to Malawi and Honduras 	Need additional administrative support to continue data management and analysis

		<ul style="list-style-type: none"> • Interprofessional Student Learning & Service Initiatives • Special Conversations on poverty, religion freedom, and social equity. 	
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Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: <u>All goals have completion dates within the 2017-2021 Strategic Planning cycle for UMB.</u>			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff ...	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
The Inclusion and Engagement initiative (I&E) at A&F has been developed to drive our culture change strategy. The goal is to introduce activities and learning opportunities that increase appreciation and value of employee’s unique contributions, and leverage our diverse strengths to cultivate trust, collaboration and accountability. Updates:	We have developed a project plan to implement and track A&F’s Inclusion and Engagement activities.	<ul style="list-style-type: none"> • The Initiative was unveiled during A&F’s Got Talent kick-off activity in February. • We are in the process of forming the I&E Steering Committee to promote coordination and communication of events (Administration and Finance). 	
Promote knowledge, expertise and career development in CITS by encouraging every staff member to attend at least one professional development opportunity during each year through FY 2021 and beyond (Center for Information Technology Services or CITS).	Participation in professional development opportunity	No. of staff that attend professional development opportunities; Continue to encourage participation in this activity.	Need more financial support or free events for employees. Increase events and modules to improve understanding of cultural diversity.
Expand and promote cultural competence in the Center for Information Technology Services (CITS) by celebrating a climate of diversity and inclusion and inviting a member(s) of the UMB Diversity Advisory Council to speak at an all-staff meeting each year, from FY 2018 to FY 2021 (CITS).	# of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018; scheduled to present in April 2019	
The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services or CLS/ESDS).	<ul style="list-style-type: none"> • Issue surveys to faculty and students who use the center • Currently working with 2 UMB Schools 	<ul style="list-style-type: none"> • Hired a full-time Testing Coordinator • Created an online platform for scheduling appointments 	<ul style="list-style-type: none"> • Hired additional student test proctors

		<ul style="list-style-type: none"> Expanded days and hours for the Testing Center 	<ul style="list-style-type: none"> Continued to expand days and hours of availability Roll out Testing Center usage to all UMB Schools
Offer Disability Awareness workshops and seminars (CLS/ESDS).	<ul style="list-style-type: none"> Annual survey to students Program attendance 	<ul style="list-style-type: none"> No data available at this time 60 participants 	Expand disability awareness efforts
Created Scholars for Recovery student group for UMB students who are in recovery	<ul style="list-style-type: none"> Event attendance Membership numbers Program evaluations 	<ul style="list-style-type: none"> Participation data available at end of year 	Publicize the group and programming
The University supports many student affinity groups. (Campus Life Services – Leadership Development and Interprofessional Student Learning & Service Initiatives or CLS/ISLSI).	<ul style="list-style-type: none"> # of University-wide groups # of School-Specific groups 	<ul style="list-style-type: none"> 5 cultural affinity University-wide student organizations 29 school-specific affinity organizations 	Explore ways to assist student organization officer transition and member/executive board recruitment
Continued to offer the cultural responsiveness training program open to all staff and faculty (CLS/ISLSI).	<ul style="list-style-type: none"> Recruitment of cohort members Recruitment of participants Program Retention Rate 	<ul style="list-style-type: none"> 10 participants recruited to participate in 2nd cohort 70% retention rate for AY2018 	Expansion of program is being evaluated
Issued a student campus climate for diversity survey (produced by the Education Advisory Board) in February 2018. Communicated the results and engaged in action planning in Fall 2018 and Spring/Summer 2019 (Student Affairs).	<ul style="list-style-type: none"> Issued survey in Fall 2018 (24% response rate); will issue every two years Analyzed the data Presented findings and engaged in preliminary meaning making & action planning Formed staff, faculty, and student work group Engaged in action planning in Student Affairs on central campus and in each School Reissued annual survey to Social Work students in March 2019 (22.5% response rate) 	<ul style="list-style-type: none"> Reported findings to Senior Leadership Reported findings to 129 students, faculty, and staff during 3 open forums Presented findings and engaged in action planning with the University Student Government Association Presentation and infographic published on website Workgroup formed and engaging in action planning Infographic will be updated to include initiatives and progress 	Continue to share results and create strategic goals and action planning based on survey results
LGBT+ Education Programming (CLS/ISLSI).	<ul style="list-style-type: none"> # of programs offered Total # of participants 	<ul style="list-style-type: none"> 6 programs 43 participants 	With the current collection of program offerings, increased demand placed on

			office. Recruit additional facilitators.
Safe Space Initiative (CLS/ISLSI).	<ul style="list-style-type: none"> • # of programs offered • Total # of participants • # of participants who successfully complete the program and sign the ally pledge • # of individuals trained as facilitators 	<ul style="list-style-type: none"> • 5 programs • 23 total attendees • 35 participants completed the program and signed the ally pledge • 2 individuals completed the Safe Space facilitator training 	Additional publicity to reach individuals in the Schools and others to reach groups that have not participated in a training.
Diversity education co-curricular programming focused on identity and culture (CLS/ISLSI).	<ul style="list-style-type: none"> • # of programs offered • Total # of program participants 	<ul style="list-style-type: none"> • 40 events were offered, 582 total attendees 	Continue cultivating collaborative relationships with student groups, staff/faculty groups, and academic courses.
The Poverty Simulation offered to help participants better understand factors that can influence individual's access to care and utilization of services (Campus Life Services – ISLSI).	<ul style="list-style-type: none"> • # of offerings • # of participants 	<ul style="list-style-type: none"> • 7 offerings • 460 participants 	
Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	<ul style="list-style-type: none"> • Received MHEC approval • Begin course design • Recruit students • Launch course in Fall 2019 	<ul style="list-style-type: none"> • MHEC approval received during Summer 2018 • Course design began Spring 2019 • Enrollment data • Course is on target to launch in Fall 2019 	
Inclusion of multilingual theory and practice in the President's Student Leadership Institute track on Scholarly Research & Teaching (Writing Center or & CLS/ISLSI).	Reflection essay by participants at the end of the academic year	Demonstrated understanding of the role that multilinguality plays in higher education setting	Need to develop more robust assessment practice
Pilot program with an online language learning program Voxy for post-doctoral scholars July 2018 (CLS/Writing Center).	<ul style="list-style-type: none"> • Pre-/Post-tests of participants measuring confidence levels in areas of language use • Comparison of language proficiency test scores before and after the program • Focus groups with participants 	<ul style="list-style-type: none"> • Increase in confidence levels in areas of language use • Increase in proficiency scores by users who frequently used the program • Qualitative data from focus groups that indicate the positive effect of the program on participants' continued language learning 	Development of a plan on how to continue offering Voxy in a credit setting in the Graduate School

<p>Global Perspective Communication Program: student and post-doctoral fellow participants meet in a one-hour, facilitated weekly conversation to explore common interests; discuss concerns about U.S. academic and social life; and identify and deliberate matters of cultural, social, and political importance (Writing Center & Office of International Services)</p>	<p>Evaluations from participants and facilitators</p>	<p>Report of increase in awareness of issues around global perspectives as a result of these sessions</p>	<p>Increase # of participants and explore offering compensation to facilitators</p>
<p>Increase the number of multilingual students served at the UMB Writing Center, which includes editing the mission statement that addresses multilinguality</p>	<p># of total appointments/clients</p>	<p>Increase in total # of appointments and/or clients compared to previous years</p>	<p>Increase outreach to faculty teaching in UMB's seven Schools to educate them about our work in the area of multilinguality to encourage referrals to the Center</p>
<p>Professional development of student writing consultants that focuses on antiracist and participatory and culturally sustaining pedagogies (Writing Center)</p>	<p>Evaluations from student consultants</p>	<p>Self-reports by student consultants that the training modules make their consultation practice more effective</p>	<p>Develop a more robust assessment method; create materials for future cohort based on consultant experiences</p>
<p>3-day dissertation boot camp in collaboration with the UMB PROMISE program</p>	<ul style="list-style-type: none"> • Evaluations from participants • Self-reported progress on their dissertations 	<ul style="list-style-type: none"> • Increase in confidence levels writing their dissertation • Increased output by doctoral students 	<p>Recruit larger # of students</p>
<p>Summer U Camp provides a free or relatively low cost (to the family of the child) summer camp opportunity for middle school students who attend any of the southwest city schools. Programming includes STEAM activities as well swimming and recreational activities.</p>	<ul style="list-style-type: none"> • Unique and total # of campers • Total # of camper hours 	<ul style="list-style-type: none"> • Total # of Campers: 30 • Total # of Camper Hours: 2905.9 hours 	<ul style="list-style-type: none"> • Explore additional ways to support the personal needs of Campers • Develop tools to measure Camper experience • Develop tools to measure the experiences of the counselors
<p>To reduce barriers to employment and encourage career mobility, <u>career development consultations</u> offered to employees who traditionally had little to no career path or make a wage equal to the living wage (Human Resource Services - Office of Career Development or HRS/OCD).</p>	<p># of participants</p>	<p>29 staff participated in individual career development consultations. 3 group consultations held to work with multiple employees with common interests.</p>	

To reduce barriers to employment and encourage career mobility, <u>computer classes</u> that introduce tasks necessary for most administrative jobs offered to employees who traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	40 staff members have participated in the introductory computer classes	
To reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	1 staff member was placed in internal internships	
University partnered with the City of Baltimore on a Live Near Your Work program (max of \$16,000) to the purchase of a home near campus (HRS).	# of participants	23 UMB employees received benefits through the program since January 2018	
Execute a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDP) for employees' career development paths. IDP progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (HRS/OCD).	Successful creation and deployment of module	Career Plan & Succession module created and deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	Use the module to its full capabilities, clarify workflows, update job data, & employee profiles must be accurate in HRMS system - occur in Phase II of implementation.
Leveraging Diversity in the Workplace Learning Path (HRS)	<ul style="list-style-type: none"> # of online workshop Workshop completions 	<ul style="list-style-type: none"> 8 workshops 36 workshop completions 	
Culturally Competent Leadership session offered through the Emerging Leaders program (HRS)	<ul style="list-style-type: none"> # of participants 	<ul style="list-style-type: none"> 25 participants 	
A Manager's Guide to Diversity, Inclusion, and Accommodation (HRS)	<ul style="list-style-type: none"> # of participants 	<ul style="list-style-type: none"> 1294 participants 	
Foster a culture that embodies the University's core values and that enables and encourages members of the School's community to achieve their highest potential (SOD)	Tracking the # of Formal Training and Development Experiences for Faculty	<ul style="list-style-type: none"> 8 groups of Chairs, Department Heads, Faculty & Staff met once a month since June 2018 to discuss: 12 Elements of Great Managing, UMB's Core Values, SOD'S Strategic Plan Discussed Emotional Intelligence & Stress Management at 2018 staff retreat 27 diversity courses on Learning Management 	

		System available to faculty and staff	
Now requiring unconscious bias education for students, and training for faculty and senior administrative staff, including SOM admissions committee and interviewers (SOM).	<ul style="list-style-type: none"> • # of students and faculty trained • Percentage of faculty and staff who have completed the training • Climate survey results 	<ul style="list-style-type: none"> • Over 750 students trained • Faculty data currently not available 	Data forthcoming, developing a Diversity Dashboard to help monitor race and gender of faculty across department and rank
Developing Equitable Faculty Search Policy, Equitable Promotions Initiative and Equitable Salary Initiative which will help cultivate an inclusive and equitable SOM environment (SOM).	<ul style="list-style-type: none"> • Will use Diversity Dashboard to monitor faculty diversity and equity across rank and salary 	<ul style="list-style-type: none"> • Not available at this time 	Continuously monitoring data and consider strategies to address any disparities discovered
Programs and services offered through Student National Medical Association (SOM).	<ul style="list-style-type: none"> • Attendance at Annual Banquet and events • Attendance at interview day lunches • # and attendance of community activities • Faculty/student mentor pairings 	<ul style="list-style-type: none"> • Increased student attendance at SNMA Annual Banquet • Consistent student presence at SNMA Second Look Day Happy Hour and member attendance at interview lunches 	<ul style="list-style-type: none"> • Increase faculty presence at SNMA Annual Banquet • Increase applicant attendance at Second Look Day Happy Hour
Programs and services offered through Latino Medical Student Association (SOM)	# and attendance of community engagement activities	Consistent # and attendance of community engagement activities	Develop faculty/student mentorship pairings
Re-establish a National Black Nurses chapter (SON).	<ul style="list-style-type: none"> • Re-establish chapter • Elect executive board 	<ul style="list-style-type: none"> • Group re-established in 2018 • New Executive board elected • NBNA Downtown Baltimore Chapter nationally recognized at annual conference for being the smallest yet largest student run chapter (2018) 	Be more inclusive to other traditionally represented groups
Efforts underway to Re-establish Men in Nursing (SON)	<ul style="list-style-type: none"> • re-establish Chapter • Elect Executive Board 	<ul style="list-style-type: none"> • General meeting held Fall 2018-Leadership still forming 	

<p>Utilize focus groups to understand diversity and inclusion training wants and needs (SON).</p>	<ul style="list-style-type: none"> • Held focus groups in 2018 • Organize focus group information into themes for use in determining training areas of concentration 	<ul style="list-style-type: none"> • Building on Focus Groups to deploy Implicit Bias train the trainer teams (2019) • Current task force(s) organized to address academic achievement (and bias) of our minority students • Piloting 1st Generation course (18 students enrolled) • Senior Executive Leadership teams had extensive Implicit Bias training. (Fall 2018) 	<p>Continuing to determine mechanisms for monitoring trainings and measuring improvement</p>
<p>Offer faculty and staff development day during any month with 5 Mondays (SON).</p>	<ul style="list-style-type: none"> • Offer development days • Secure internal and external experts to discuss diversity and inclusion topics 	<ul style="list-style-type: none"> • Professional Development days held in October 2018, April 2018, and April 2019 • Secured internal and external experts to present content 	
<p>Establish affinity group that meets monthly for fellowship and to examine ways to improve employee engagement (SON).</p>	<ul style="list-style-type: none"> • Establish groups • Increased mean score in climate survey and employee engagement 	<p>Five affinity groups - Diversity Book Club, LGBTQ Ally group, Random Acts of Kindness, Fitness & Fun, Diversity</p>	<p>Groups started to hold monthly meetings & School events to build community</p>
<p>Formed a Center for Women in Pharmapreneurism to prepare women to pursue innovative solutions to health care challenges (SOP).</p>	<p>Currently drafting strategic plan</p>	<p>Secured \$1 million for endowed funding for center</p>	
<p>Incorporate BaFa' BaFa' cross cultural simulated training for PharmD students (SOP).</p>	<p>Conduct pre and post survey for appreciation of diversity, awareness of political and social issues, appreciation of individual differences, sensitivity to ethical issues, and the appreciation of other races, cultures, & religions.</p>	<p>Cultural Diversity factor post simulated training</p>	
<p>Evaluate PharmD Graduating Student Survey results that indicate the degree to which students agree or disagree with whether PharmD curriculum prepared students to identify and address issues affecting diverse patient populations (SOP).</p>	<p>Survey results</p>	<ul style="list-style-type: none"> • 94% of students agree/strongly agree that curriculum prepared them to identify cultural disparities in healthcare. • 93% of students agree/strongly agree that curriculum prepared them to recognize and address cultural 	

		<p>disparities in access to and delivery of healthcare.</p> <ul style="list-style-type: none"> 99% of students agree/strongly agree that APPE experiences allowed them direct interaction with diverse patient populations 	
Support the school's PATIENTs research program to increase patient-health system collaboration and promote greater health equity in West Baltimore (SOP).	Participation of advisory group members in workshops, surveys, health fair, etc.	No data to report at this time	
Deployed a module in the CORE ELMS online rotation management system to provide preceptor continuing education (SOP).	# of Preceptor CE Courses & Participation rate	Successful deployment of CE module for preceptors	
Encourage participation in diversity training programs and promote awareness to cultural diversity among staff (Office of Philanthropy).	No metrics to report here.	Achieved significant cultural diversity with 33% of current staff from minority groups	We need to do more in the way of metrics.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. DO NOT INCLUDE STATISTICS.

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §1 I-406 of the Education Article. §1 I-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances 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. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit a copy of your institution's plan for cultural diversity.

The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Appendix A

Section II: Institutional Plan and Implementation Timeline

The University of Maryland, Baltimore (UMB) is currently in the third year of executing its strategic priorities outlined in the 2017-2021 Strategic Plan (the “Plan”). This Plan encompasses six themes, 28 strategic outcomes, and 303 goals and serves as the guidepost to direct our collective actions. Across the institution, senior leaders have aligned their unit plans with the Plan to ensure the integrity of a shared purpose, enhanced accountability, and continued improvement by adjusting our strategies with appropriate initiatives to accomplish our goals. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing those institutional barriers that challenge attainment of our cultural diversity goals while also developing attainable tactics that support our objectives.

President Perman leads our efforts to ensure that cultural diversity is a strategic priority. In this regard, the theme – Inclusive Excellence – in our strategic plan addresses this objective. This theme accounts for 14% (42) of all goals in the Plan, all of which are at varying stages of completion across the institution. These goals and their implementation status are discussed in Section 1 of this report. Additionally, the progress report for the execution phase of the Plan can be found on the UMB strategic plan [website](#).

Dr. Perman also continues to value the advice and counsel from the Diversity Advisory Council (DAC), a body comprised of at least one liaison from each of our seven schools, and a representative from the staff and faculty senate, human resource services, and the student body to inform initiatives and efforts. The school liaisons are responsible for communicating DAC efforts to faculty, staff, and students in their respective domains. In 2018-2019, the DAC created an affinity group initiative and institutional guidelines to provide an environment where faculty and staff can share prevailing ideology and purpose. The first affinity group established by members of the UMB community is Latinos Unidos. Latinos Unidos provides opportunities for Latino faculty, staff, and students to connect and share expertise to promote professional development and raise awareness of issues impacting the Latino/a community. We anticipate additional affinity groups will be created between now and the next diversity reporting cycle.

Students

Each of the Schools and central campus engage in a variety of efforts to improve cultural diversity. The campus continues to recruit diverse student, staff and faculty populations that embody the demographics of our nation. For example, spring 2019 enrollment data reveal that the diversity of our student population increased by 2% over the previous period. The following section will highlight examples of significant campus-wide initiatives during the 2018-2019 academic year focused on supporting underrepresented populations, advancing the intercultural competencies of all students, and student food security.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to understand and measure students’ experiences, perceptions, and behaviors with respect to diversity and inclusion on campus. In Fall 2018, the results were shared with University and School leaders. During Spring 2019, the findings were presented and preliminary meaning making and action planning occurred with the following: Student Affairs Deans from the seven Schools, Division of Student Affairs/Campus Life Services staff, three open forums, and the University Student Government Association. Comprehensive action planning is occurring via a work group containing student, faculty, and staff representation from each School and central campus; with the Student Affairs Deans from each School during a retreat in May; and the Division of Student Affairs/Campus Life Services with the work concluding in July 2019. The campus published the presentation and infographic summarizing key findings on the UMB website. The infographic will be updated with key

initiatives and findings based on future administrations of the survey. UMB will administer the survey every two years, with the exception of the School of Social Work. Social Work will issue the survey every year because many students are enrolled in two-year programs.

A campus-wide multicultural center taskforce met between September 2018 and February 2019 to explore the need and focus of a “center” at UMB. The co-chairs, the Assistant Vice President of Student Affairs and a student, met with approximately 289 students during 10 meetings held with one or more student governing bodies or leadership groups within each School and the University Student Government Association. The taskforce learned about current diversity efforts through presentations given by individuals representing seven departments/initiatives and the Schools to avoid duplication of programming and services and to find opportunities for collaboration and synergy. The taskforce collected data from students, faculty, and staff via an online survey. In addition, we reviewed the resources offered by peer institutions and professional guidelines established for multicultural centers. A student work group provided additional insights. The taskforce recommended the creation of a taskforce and submitted the report to University leaders in February 2019 for consideration.

A campus food security committee administered a survey during the Fall 2018 semester to better understand and address food insecurity among our students. The student survey data and the food security committee generated a list of recommendations that we are implementing.

Staff and Faculty

The Human Resource Services (HRS) unit works closely with the Diversity Advisory Council and each of the Schools and administrative departments to further the goals of making UMB a more diverse and inclusive environment. In partnership with the DAC, HRS established a set of goals that included staffing and development action items. HRS also initiated the first ever campus-wide Climate and Engagement survey in 2016 and the follow-up survey in 2019.

HRS is committed to fostering a diverse and inclusive environment at the university. HRS operations span the university and through our people-related processes, we are able to collaborate to positively impact the experiences of both staff and faculty. We will continue to share data and best practices across the university and provide expert input in key areas, including staff and faculty training, organizational development, employee relations, and recruitment. In this regard, UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. In addition, we demonstrate our commitment to diversity, equity and inclusion by seeking the most qualified candidates to fill positions regardless of race, gender, sexual orientation, or other under-represented designations. Consequently, senior leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups. For example, in spring 2018, UMB hired its first female chief of police and a female associate vice president for facilities and operations - males have always occupied these positions. Along with university leadership, HRS, institutional research, and the DAC are examining trends, evaluating survey results, and other metrics to inform our diversity efforts to positively impact our diversity and inclusion goals.

Process for Reporting Campus-Based Hate Crimes

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than ten days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, the UMB Department of Public Safety provides policy disclosure, collect, classify and count crime reports, crime statistics and issue emergency notifications, and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data is initiated annually by the 1st of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

Summary of Any Resources, Including State Grants, Needed by the Institution to Effectively Recruit and Retain a Culturally-Diverse Student Body

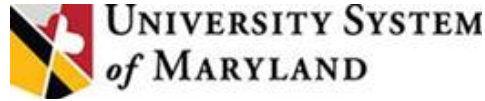
UMB professional schools are able to recruit and retain some of the best underrepresented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding would allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom provides a richness to human services and health care educational experience.

Minority students represented 2,935 (44%) of the 6,678 enrollment total during Spring 2019. UMB awarded \$2,653,078 in state funds to 436 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, the School of Nursing, BSN, The School of Medicine, Doctor of Physical Therapy, and the Department of Medical & Research Technology. Fourteen percent of the minority students enrolled in Spring 2019 received diversity state funding. Minority diversity differs based on the school/program.

2018-2019 Academic Year Diversity

Unit	Dollar Amount	Number of Students
School of Medicine - MD	\$1,495,000	66
School of Dentistry - DDS	\$ 422,000	87
School of Dentistry – BSDH	\$ 5,300	1
Carey School of Law - JD	\$ 350,117	33
School of Pharmacy - Pharm D	\$128,575	53
School of Social Work - MSW	\$127,018	50
Physical Therapy - DPT	\$ 18,283	18
School of Nursing – BSN	\$ 83,045	110
Department of Medical & Research Technology	\$ 23,740	21
Total Awarded	\$2,653,078	436

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**



**2018-2019
Institutional Programs of Cultural Diversity Annual Progress Report**

Institution: University of Maryland, Baltimore County

Date Submitted: 04/17/2019

Point(s) of Contact (names and email addresses): Beth Wells, bwells@umbc.edu

Section I: Progress Report

UMBC's plan to improve cultural diversity, as well as its broad diversity goals and strategies, are outlined in its new 2019 Diversity Plan, submitted with this report. As a historically-diverse institution UMBC supports enhanced diversity both through pursuit of explicit diversity goals and through the ongoing business of the University (e.g., support of transfer students). The pages that follow delineate the granular level programs and metrics supporting diversity at UMBC.

Table 1: Reporting of Goals

<p>USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2019 Diversity Plan): To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. UMBC Goal 2 (from 2019 Diversity Plan): To encourage and support individual development and advancement.</p>			
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 is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Enrollment Management: Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled</p>	<p>Attendance for the Spring 2018 event: 38 students; 86 total guests</p>	<p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>
<p>Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled</p>	<p>Attendance for the Spring 2018 event: 97 students; 296 total guests</p>	<p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>
<p>UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.</p>	<p>Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.</p>	<p>For Fall 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.</p>	<p>Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.</p>

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 is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Enrollment Management contd... UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.</p>	<p>Number of students who identify UMBC as a school of interest. Number of students who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.</p>	<p>For Fall 2019, 7842 students indicated interest in UMBC. Of those, 1268 applied for admission, 810 were admitted. For Fall 2018 entering class, 7,026 students indicated interest in UMBC. Of those, 1,244 applied for admission, 871 were admitted and 661 were offered a scholarship. 318 Confirmed.</p>	<p>Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.</p>
<p>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 fields.</p>	<p>Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.</p>	<p>The most recent workshop was held in October 2018 for the 2019-20 application year. Twenty students and their families attended the event (a total of 48 attendees). All twenty students successfully completed and submitted the FAFSA.</p>	<p>The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.</p>
<p>High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.</p>	<p>Number of high schools served through the program each year. Number of students and families served through the program each year.</p>	<p>For calendar year 2018, the office provided more than 11 separate financial aid events at 10 area high schools, which included presentations as well as FAFSA completion forums. Over 400 students and families were served.</p>	<p>The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.</p>
<p>“Golden Ticket” Pre-Orientation Advising –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.</p>	<p>Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.</p>	<p>In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising. All 11 students were retained from first semester to second semester. 100% semester retention rate. Average fall 2017 gpa of participants is 2.9. Fall 17 Cohort first-year retention rate (n=11) = 100%, Average first-year GPA 2.666 (as of 9/25/18)</p>	<p>Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process and modes of communication (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program. Consider a follow up program to check in on students throughout the semester, particularly those who</p>
		<p>In Summer 2018, 13 students and their families participated in the Golden Ticket pre-orientation advising. One student deferred admission. 11 out of the 12 students were retained from first semester to second semester. One student did not return - 91% semester retention rate. Average fall 2018 gpa of participants is 2.775.</p>	<p>demonstrate the need for additional support.</p>

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 is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE</p>	<p>In AY 18-19, STRIDE offered our campus-wide focused conversation series and our target consultations to departments and search committees. Met with academic deans, the URM Executive Committee, and other faculty groups informally to discuss progress and needs. Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.</p>	<p>In AY 18-19, STRIDE offered the following workshops from our Recruitment Series: 1) Developing and Effective Diversity Hiring Recruitment Plan (September/May), 2) Developing Shared Evaluation Criteria (November), 3) Best Practices for Reducing Implicit in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February). STRIDE also offered a new Retention conversation, Best Practices for Welcoming New Faculty (April). STRIDE also consulted with all of the searches in our College of Engineering and Information Technology for AY 18-19. In October 2018, STRIDE presented at the University of California Long Beach Faculty Diversity Retreat.</p>	<p>Continue the expansion of our work with our STEM searches. Develop more conversations around retention. Continue the dissemination of our work to internal and external audiences.</p> <p>Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.</p>
<p>Interfolio Faculty Search</p>	<p>Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.</p>	<p>The Office of the Provost, in partnership with the Deans' office's use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage.</p>	<p>Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.</p>
<p>Postdoctoral Fellowship for Faculty Diversity</p>	<p>Conversion of postdocs from Cohort V into tenure track positions. Engagement with College of Engineering and Information Technology.</p>	<p>Converted 5 of the 7 fellows from Cohort IV to tenure track positions at UMBC. Implemented on-boarding training for mentors, chair, support staff and postdocs. Implemented streamlined reporting process, which includes semester Faculty Development Plans, and End-of-Semester Progress reports for postdocs and mentors.</p>	<p>Expansion of the postdoctoral fellowship or a similar model into the College of Engineering and Information Technology. Assessing Cohort V in preparations for Cohort VI (2021-2023).</p>
	<p>Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program.</p>	<p>Developed a Postdoctoral Fellowship Brochure for recruitment. Will welcome three new fellows for Cohort V (2019-2021).</p>	<p>Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism.</p>
<p>Pilot of CNMS Natural Sciences Pre-professoriate fellowship</p>	<p>Successful hiring of pre-professoriate fellows in the current Physics and Chemistry and Biochemistry searches. Conversion of current pre-professoriate fellow in Biological Sciences to Assistant Professor. Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.</p>	<p>We successfully hired a Pre-Professoriate fellow in Biological Sciences in 2017. We also hired a URM Assistant Professor from the Biological Sciences applicant pool. This academic year, we have two new searches in Physics and Chemistry and Biochemistry.</p>	<p>Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.</p>

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 is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Graduate School - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland’s AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, and the Meyerhoff Graduate Fellows Program.</p>	<p>We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered.</p> <p>Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.</p>	<p>Underrepresented Minority Students = 68% (not including those who identified within the broad category of “Asian-American/Pacific Islander”) 45% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.</p>	<p>We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (63%) learned about the program through their summer research/internship programs, faculty, or university staff members</p>
<p>PROMISE Engineering Institute (PEI): As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.</p>	<p>PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.</p>	<p>Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.</p>	<p>An official launch was held on August 18, 2018 as part of the PROMISE AGEP’s Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.</p>
<p>Human Resources - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions.</p> <p>Utilize system for data collection and reporting.</p>	<p>Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).</p>	<p>Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).</p>	<p>Additional training to search committees</p>
<p>Women’s Center - Returning Women Students Scholars + Affiliates Program</p>	<p>Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins.</p>	<p>\$64,750 in scholarships awarded in FY19; 23 scholars + 5 affiliates are part of program.</p> <p>Program assessment was conducted in Fall 2017 to include survey and focus groups. Overall participants reported that the RWS Program had a positive impact on different aspects of their lives, including financial support, personal care, and sense of community.</p>	<p>Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program. The program evaluation specifically identified creating better outreach to campus departments and provided unique messaging and support for USG students.</p>
<p>1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, food insecurity (the Women’s Center is a Retriever Essential food pick-up location) etc.</p>	<p>Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.</p>	<p>In FY19 (through 4/9/19) staff have recorded at total of 273 1-1 conversations with students, faculty and staff: 112 1-1 conversations with students and F/S related to sexual misconduct (several of these conversations have been reported to the Title IX Coordinator); 61 1-1 conversations with students/faculty/staff related to mental health; 51 1-1 conversations with students/staff/faculty related to LGBTQ issues; 13 related to race/racism.</p>	<p>Increase continued awareness about this critical Women’s Center service; increase staffing in order to also meet the increase in numbers.</p>

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Meyerhoff Scholars Program - During the AY 2018- 2019, there were a total of 7 staff and 281 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	281 students enrolled for the 2018-2019 academic year, of whom 67% are African American, 15% Caucasian, 8% Asian, 9% Hispanic, 0.5% Native American and 0.5% Pacific Islander.	
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 88% (84% URM) Average GPA – 3.40 (3.31 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2018-2019 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 62 Placement into Graduate and Professional Programs – 50 (81%) (64% URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 312 (74% URM) Total MD/PhDs – 59 (88% URM) Total Degrees – 847 (74% URM)	Every year more students are graduating from programs all across the country. Give support and advising to current Alumni.
MARC U STAR- Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPHD program upon the completion of a bachelor's degree.	We have 40 slots with 20 juniors and 20 senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPHD and PhD programs. In 2018 of the 24 graduates 12 enrolled in PhD or MDPHD programs (50%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.
CWIT: Increase the participation and success of female and URM undergraduates in engineering and information technology.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 CWIT scholar cohort (13 students) was 92% female and 23% URM. Incoming fall 2018 Cyber Scholar cohort (15 students) was 60% female and 40% URM. Overall GPA of current CWIT Scholars is 3.46 and of current Cyber Scholars is 3.62. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.	Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.
We have secured a NSF grant aimed at increasing the diversity in COEIT majors by supporting transfer students from Maryland community colleges. It supports the T-SITE Scholars program.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 T-SITE scholar cohort (8 students) was 50% female and 38% URM. All had financial need. Overall GPA of current T-SITE Scholars is 3.46. Overall retention rate in computing and engineering for T-SITE Scholars is 100%.	Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.
We conduct two events each year, Cyber 101 and Bits & Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.	Demographics and numbers of participants	This year, Bits & Bytes served 20 girls, 6 of whom (30%) were from under-represented minorities. Cyber 101 served 21 girls, but demographic data is not available.	We continually assess and improve the effectiveness of these outreach programs.

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 is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Sherman STEM Teacher Scholars Program – increase URM students. For students pursuing elementary certification, opened up allowable majors to non-STEM, Education Department approved majors</p>	<p>Number of students who matriculate into the program from year to year</p>	<p>This is our baseline data: 2007-2016 (N=11; 100% STEM majors) – 18% URM 2016-2018 (N=18; 28% STEM majors) – 50% URM</p>	<p>Continue to recruit a diverse group of students committed to urban education and STEM content integration in the elementary classroom</p>

Table 2			
USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. UMBC Goal 3 (from 2019 Diversity Plan): To provide conditions for personal success. UMBC Goal 4 (from 2019 Diversity Plan): To provide a culture of safety, inclusion and respect			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative 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, and • Co-curricular programming for students. 			
Graduate School --The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African- Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders).	Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2018 SSI workshops focused on science communication, preparation for leadership, and academic success.	In 2018, the # of participants who completed the survey was 86. 92% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in- Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.	Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.
Human Resources - Diversity Session: Disability as Diversity on the Job (HR Diversity Learning Track; 10/23/2018)	Learn more about what disability, the interactive process, and accommodation are about, as well as challenges that affect the connection with campus resources in this dynamic session. Providing reasonable accommodation is part of UMBC's core value, and the Office of Accessibility and Disability Services staff has designed this training to explain the process and offer expert guidance.	12 attended (12 staff)	66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.
Intercultural Development (HR Diversity Learning Track; 03/04/2019)	This theory-based workshop provides UMBC staff with an opportunity to explore the concept of inclusive excellence within the framework of intercultural development. During the workshop, participants will explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural difference our own biases as well as illuminating and effectively confronting those of others.	9 attended (5 staff, 4 faculty)	45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session
Race in the Workplace, Parts 1 & 2 (spring 2019)	Two sessions, including a keynote speaker and a discussion co-facilitated by Allison Manswell and Brett Kirkpatrick, dives into the topic of Race in the Workplace and detailed concepts of organizational culture shift and career development for people of color. It includes an opportunity for participants to have their questions about race answered in a safe environment.	35 (34 staff , 1 faculty) attended keynote and 23 (21 staff, 1 faculty, 1 student) attended discussion	75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Human Resources contd. Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).</p>	<p>11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; and 11.11% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.</p>	<p>62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.</p>
<p>ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.</p>	<p>17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.</p>	<p>66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.</p>
<p>Intercultural Development (HR Diversity Learning Track; 5/10/2018)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference.</p>	<p>18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.</p>	<p>36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.</p>
<p>Student Affairs (Career Center) collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.</p>	<p>Student Attendance. Post-participation survey measured: Satisfaction</p>	<p>56 students attended the Spring 2019 conference compared to 76 in spring 2018. Received the "Best Practices in International Education" award for this work at the 2019 NASPA Annual Conference.</p>	<p>Continue to increase student participation.</p>

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <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. 	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Student Affairs (Campus Life-Mosaic) – Safe Zone Program Workshops on sexual orientation, gender identity, and LGBTQ Allyship	Use participant post workshop evaluations that include Likert scale and open-ended questions	Participants reported that the training offered a safe place to learn. Allowed participants to understand the root meanings of various concepts, specifically related to romantic orientation and gender identity.	Increase visibility of and attendance in workshops through targeted promotion to student orgs, offices and depts.
Student Affairs (Campus Life-Mosaic) Paw Talks Series - An interactive, cultural sharing experience highlighting diverse speakers from around the country.	Use participant, post workshop evaluations that include a Likert scale and open-ended questions.	Quantitative: Average satisfaction rating of 4.46/5 across all events up until 04/05/19. Qualitative: Example of PawTalks participant answer to "What did you like most about this event?": "Queenearth and J were very accessible and welcoming. I love creating space at UMBC to really talk about queerness and race."	Seek out more student org and faculty/staff partners to expand the size and diversity of student audiences
Student Affairs (Res Life) : Held several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).			Ongoing development around metrics and evaluations process for training
Student Affairs (Campus Life) Campus Life Student Staff Training-Cross-Cultural Communication and Interaction.	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying one facet of their identity; Recognizing how one's own identity impacts their work; Identifying tips for using inclusive language.	92% of participants reported being able to identify tips for making language more inclusive; 92% report they can identify one facet of their own identity; 90% of participants reported they understand how their identity impacts their work.	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.,
Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro- aggressions; Using skills to address micro- aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <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. 	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Student Affairs – (Professional Staff Development) Staff Development workshops and training including Understanding Islam and Working with Muslim Students, Growing Up Trans, Black America Since MLK video showings and discussion, Disabilities and Counseling, Restorative Practices, Mental Health First Aid, Cross Cultural Facilitation Training, Disability Services Webinar, Safe Zone Training, Access for Mental Health Conditions, Collegiate Recovery Programs, Title IX Response, Behaviors of Concern.	Meeting attendance tracked and surveys administered to determine results of learning outcomes	Over 90% of survey responses indicate meeting learning outcomes. 90% of exit interviews with exempt and nonexempt staff indicate that access to and attendance at staff development opportunities were important to their experience at UMBC. PMP data	Routine communication from departmental staff about topical areas needed and requested.
Student Affairs (Athletics) - RISE Campus Conversation and survey for staff and students co-sponsored with the America East Conference a solution-orientated conversation focused on bringing Retriever Athletics and campus community together to identify strategies to help advance diversity, equity, and inclusion initiatives on campus, discuss misconceptions, and determine positive strategies for change.	Staff, student and community attendance to conversation; survey distributed by America East Conference	Over 35 staff, community members, students and student athletes in attendance; America East will be compiling data from the surveys and sharing with the respective institutions	Continuing to make Spread Respect and RISE events/surveys a part of the ongoing conversation and experience for staff and students
PHED 202 Curriculum for first year student-athletes on topics of diversity and inclusion	End of semester course evaluation	In progress	Continue to create opportunities for student athletes to engage in conversations around diversity and inclusion.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students.
Women’s Center One-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans Visibility Film Screening, Knowledge Exchanges; Take Back the Night, etc.)	Event surveys/assessment; Attendance uploaded to myUMBC participant data in order to access better data about students using these programs.	100% of survey respondents agreed that “As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue.” (n = 80) (FY18 data since FY19 is not available as of yet) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57) (TBTN 2019 data not available as of yet)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Women's Center contd.. - On-going identity-based discussion-based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students); Women in STEM; and We Believe You (for survivors of sexual violence); Beginning in March of 2019, Women's Center re-launched Telling Our Stories Project which provides opportunities for women of color to debunk stereotypes and share personal narratives about themselves</p>	<p>Attendance and observation rubrics completed by group facilitators; Attendance for Between Women and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs.</p> <p>No data has been collected as of yet on relaunch of TOS</p>	<p>Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Between Women moved from meeting every other week to once a week due to increased/consistent attendance</p>	<p>Attendance at some of these discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming; Spectrum programming moved from 1-time events since group meetings happen in Counseling Center and through LGBTQ Student Union and therefore a rebranding of this program needs to be considered</p>
<p>Week-long initiative dedicated to social justice + diversity called Critical Social Justice (CSJ) (co-sponsored by 18 other campus departments and offices)</p>	<p>Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills; Program Evaluation conducted by graduate psychology student in Fall 2017</p>	<p>Data from 2018 post-event surveys indicated 47.2% reported a better understanding of specific social justice issues; 57.5% reported gaining Strategies for engaging in activism; 48% reported a better understanding of social justice overall; 45.7% reported gaining a commitment to engaging in inclusive excellence (n = 172). The overall theme from the program assessment was the CSJ participants firmly believed that CSJ is an important campus initiative.</p>	<p>A common theme from the program assessment was the lack of awareness from the campus community about CSJ from select campus groups/constituents.</p>
<p>Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro aggressions</p>	<p>Workshop surveys Supporting Survivor workshop is a pre/post survey</p>	<p>Participation numbers continue to increase for Supporting Survivors of Sexual Violence workshop FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop)</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor- responsive campus (FY19 data not yet available)</p>	<p>Limited capacity to present workshops due to a small staff; With increased attention on sexual violence this year at UMBC, staff was unable to provide as many workshops on other topics; Women's Center is receiving more requests to advise and support training for staff around gender pronouns and trans inclusion.</p>

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Women's Center contd... Workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures</p>	<p>Pre and Post workshop surveys</p>	<p>Participation numbers continue to increase. FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop)</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus (FY19 data not yet available)</p>	<p>Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; more trainers</p>

Item 3:
USM Goal 3: Provide a statement regarding the process for the reporting of hate-based crimes as consistent with federal requirements under Clery, **UMBC Goal 3 (from 2019 Diversity Plan):** To provide a culture of safety, inclusion and respect.

The UMBC Police have specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up. Lastly a mass email notification is sent to the community notifying them of the incident.

2019 Diversity Plan-UMBC

DIVERSITY PLAN UMBC April 2019

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

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

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

4. 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.

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)

- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)

2019 Diversity Plan-UMBC

- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

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)

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,
COLLEGE PARK**



**2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

Institution: _____ **University of Maryland, College Park** _____ **Date Submitted:** _____ **4/17/19** _____

Point(s) of Contact (names and email addresses): _____ **Cynthia Edmunds, Interim CDO, cedmunds@umd.edu** _____

Total Document Length excluding Appendices: 10 – 12 pages

Section I: Progress Report: §I 1-406 of the Education Article 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. Progress on the following institutional goals should be reported:

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Summary Statement of your institution's plan to improve cultural diversity. (2-3 pages max)

2018-2019 marked another year of transitions at The University of Maryland, College Park due to external scrutiny and internal process improvement. As the University swiftly implemented the recommendations of external athletic review boards, President Loh faced another challenge with turnover in the Office of Diversity and Inclusion. Moving quickly, President Loh appointed Cynthia Edmunds interim CDO in August upon the resignation of Roger Worthington and his return to the faculty. The President's charge to Interim CDO Edmunds was to identify actionable steps following from recommendations of the Joint Task Force on Inclusion and Respect, the External Review, and the Campus Climate Survey. Additionally, she as the leader of the Office of Diversity and Inclusion (ODI) was to develop a comprehensive communications program to fully capture and promote the full breadth of diversity, equity and inclusion activities within UMD; finally, President Loh tasked Interim CDO with preparing ODI for the inaugural Vice President of Diversity and Inclusion (VPDI).

Interim CDO Edmunds asked ODI to review all of the documents produced in recent years related to equity, diversity, and inclusion (EDI) at UMD. The synthesis of 500+ pages of information and recommendations yielded a clear consensus as to where UMD should/could focus on enhancing EDI. These were: Collaboration & Coordination of diversity and inclusion efforts across campus, Resource Allocation, Leadership & Accountability, Communication, Training & Development (visual included in the Appendix).

During all of the transitions, including personnel changeover and status shifts (ODI, MICA, ADVANCE, UHR, and others), resource availability, and other changes that occur during the regular course of academic life, offices, units, departments, and colleges continued to provide direct services to students, faculty, staff and the community to improve cultural diversity, enhance personal experiences, and foster a sense of belonging. The Self-Study Report in the Appendix provides a comprehensive overview of equity, diversity, and inclusion efforts at UMD. Also in the Appendix is the External Review that provides an analysis of UMD by expert observers who used multiple investigatory research techniques to gather a deeper view of what is currently being done at UMD and what opportunities remain to be explored. The University has already acted on one recommendation, namely to elevate the role of CDO to VP and expediently conducting a thorough search leading to the selection of VPDI Dodd.

The major goals outlined in the Strategic Plan (included in the Appendix) of the University remain unchanged and units continue to work towards them; the short-term goal of selecting a new VPDI has been met with the selection of Dr. Georgina Dodd. VPDI Dodd will take up her position in June 2019. Her initial plan of action includes a listening program wherein she will meet with a broad range of campus constituents to learn what matters to them, what they see as issues – and strengths – and what they offer to UMD. She will also have responsibility for collaborating with colleges on localized DI efforts; the short-term goal remains to fully understand the breadth of EDI activities on campus, to vigorously promote them, and to analyze their impacts. She will be supported in her efforts by the work done by ODI and the campus in the past few years.

Areas of emphasis for UMD remain unchanged from previous years and are reflective of Goals 1 and 2 of this report. UMD aims to:

- Improve recruitment and retention of under-represented faculty;
- Improve recruitment and retention of under-represented minorities, with specific attention to African-American students. Recent data provided by enrollment services and IRPA reveal a multi-year, downward trend in application, acceptance, and matriculation rates;
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp.

The tables below highlight some of the efforts UMD makes towards achieving these goals. Unfortunately, it is not complete, and UMD does not currently have a systematic process to capture all of its EDI initiatives and efforts. This challenge has been identified by President Loh and assigned to ODI to solve with the assistance and support of Strategic Communications and other units as necessary.

While this report catalogs broadly many successful and visible efforts, there are many other similar efforts within individual colleges or departments that (as of this year) do not automatically get credited in this report because UMD does not have an official, centralized data collection point or process. Creating that mechanism and process will be crucial short-term goals for UMD to achieve within the next few years under the leadership of VPDI Dodd.

Areas of Success:

- Successful VPDI search
- Implementation of Hate Bias Program Response Protocol
- Creation of Enrollment Action Committee , a cross campus partnership to study and improve African American student numbers
- Second Thriving Survey underway (April 2019) following 2 years of positively shifting work-life perceptions on campus
- Campus Climate Survey report (April 2019) provided additional reinforcement of findings of Joint Task Force Report and External Review.
- Successful Director of OCRSM search
- Reorganization of the Counseling Center to provide additional mental health services to students

During this year of tremendous challenge, UMD continues to improve equity, diversity, and inclusion (EDI) efforts. Established efforts continue such as the President’s Commissions on Disability, Ethnic Minority, LGBT, and Women’s Issues, and new initiatives continue to be envisioned and actualized. UMD continues to move towards its strategic diversity goals and meeting challenges with pragmatic optimism.

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: 2018 (see pages 19-20 of Transforming Maryland in the appendix)</p> <p>Format: Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.</p>			
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>The Office of Undergraduate Admissions has created a multi-tiered strategy designed to impact students from prior to the point of application through enrollment and includes:</p> <ul style="list-style-type: none"> • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • The number of interactions with traditionally underrepresented students and those who support them • The number of students who chose to apply for admission • The numbers of these students who complete the application process • The number of these students that apply, enroll, and graduate from Maryland 	<p>From Fall 2017 to Fall 2018, the percentage of incoming first-year students who are underrepresented minorities decreased.</p>	<p>We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing. We have experienced great success in attracting talented and diverse students to the university over time. We anticipate periods when the numbers may not increase, and at times may even dip</p>

			because of unforeseen factors. As we are currently experiencing one of those periods, we are redoubling our recruitment efforts while we continue to learn and adjust our strategies.
<p>Graduate School initiatives include the following:</p> <ul style="list-style-type: none"> • Annual Networking Reception for Diverse Students and Faculty • PROMISE AGEP programming and activities including PhD Completion Workshops • Fall Harvest Dinner and Networking Reception • Writing retreats • Annual Research Symposium and Professional Development Conference • Invited guest speakers of STEM initiatives • Bi-monthly listening sessions with URM graduate students • Spring Speaker Series • Conversations on Graduate Diversity Series • Continued outreach for URM undergraduate research programs nationally and HBCU institutions 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Tracking for the last five years of URM students from initial application to admissions to enrollment 	<p>From 2017 to 2018, we have seen an increase in overall graduate student enrollment with a slight increase in URM enrollment.</p>	<ul style="list-style-type: none"> • Continue to identify and develop appropriate recruitment methods and outreach • Build relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. • Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool • Expand fee waiver programs • Support of more UMCP faculty for recruitment initiatives
<p>Academic Achievement Programs (AAP), recruitment and retention programs in support of low-income and first- generation students. Specific programs include the following:</p> <ul style="list-style-type: none"> • Student Support Services/Intensive Educational Development program 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey Monkey questionnaires and other evaluation forms 	<p>(Data gathered separately by USMD per Report Instructions)</p>	<ul style="list-style-type: none"> • Examine closely AAP students' attitudes and student's actual performance

<ul style="list-style-type: none"> • McNair Post-Baccalaureate Achievement Program • Educational Opportunity Center • Educational Talent Search • Summer Transitional Program 	<ul style="list-style-type: none"> • Addressing academic, personal, and behavioral problems 		
<p>University of MD Incentive Awards Program, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Thorough review of students' academic performance on a semester basis • Customized interventions based on review • Number and quality of co-curricular experiences (e.g., internships, research, etc.) 	<ul style="list-style-type: none"> • First-year retention rate: 95% • Six-year graduation rates: 85% (both equal to all UMD students) 	<ul style="list-style-type: none"> • Refinement of intervention efforts according to students' demonstrated needs • Enhanced connections between potential employers and IAP students
<p>Office of Multi-ethnic Student Education (OMSE), College Success Scholars (CSS) program – aimed at retention/graduation of Black and Latino men.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • First-year retention rates • Retention and graduation rates (compared to non-CSS participants) 	<p>CSS has served 378 Scholars since 2007. Cohorts 2007 through 2009 achieved a one-year retention rate of 90% Cohorts 2010–2017 had an overall one-year retention rate of over 90%. The average six-year graduation rate for 2007-2011 cohorts are as follows: Cohort 2007 a six-year graduation rate of 100% Hispanic Male CSS students higher by 8.23%. Black or African-American CSS students higher by 19.78 Black and Hispanic Male CSS students 3.5% higher than UMD student population, including non-minority students.</p>	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support 100% retention and graduation rate goals • Additional resources (personnel and materials) to support increased number of students served
<p>OMSE Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Number of Sessions 	<ul style="list-style-type: none"> • Estimated 1000+ hours tutoring sessions were provided. 	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support our

	<ul style="list-style-type: none"> • Demographics of tutees 	<ul style="list-style-type: none"> • Individual and group sessions • Estimated over 600 students attended large review sessions 	<p>goal of providing tutoring in subjects/ courses with the most critical need</p> <ul style="list-style-type: none"> • Additional resources (personnel and materials) to support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance
<p>Student Success Initiative (SSI) provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • IRPA’s 6-year graduation rates 	<p>(Data gathered separately by USMD per Report Instructions)</p>	<ul style="list-style-type: none"> • Identifying students in need of support earlier in their matriculation at Maryland
<p>ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. We do the following ADVANCE activities:</p> <ul style="list-style-type: none"> • ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments) • 5 year-long faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid- career and senior leaders); groups meet once a month for 2 hours • Inclusive Hiring Pilot: assists search committees with integrating inclusive hiring practices into their faculty search processes • TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene • Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data) • Participant database where we compare the retention and advancement of ADVANCE activity participants to non-participant peers • Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports • Exit interviews and retention interviews (faculty who are leaving and those who we successfully retained) 	<ul style="list-style-type: none"> • Review of annual retention data shows that since 2010 fewer women assistant professors have resigned pre- tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller • There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision • Women and URM advance participants are more likely to be retained by the university than peers who did not participate • Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders • ADVANCE trained more than 77 search committees from 40 departments on strategies to 	<ul style="list-style-type: none"> • Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture • More women department chairs, STEM center directors • Support needed for women PTK and TT faculty to attend conferences with children • Roll out of inclusive hiring pilot to entire campus of faculty searches

<ul style="list-style-type: none"> • Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications • One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice 		<p>mitigate implicit bias in hiring and attract a diverse applicant pool</p> <ul style="list-style-type: none"> • There is a slight increase in URM hires among pilot searches • Pre/post surveys indicate faculty found training helpful <p>Financial commitments in recognition of the ADVANCE Program’s success 2015-2020:</p> <ul style="list-style-type: none"> • Office of the Provost • Office of Diversity & Inclusion • Research Office • All 12 colleges 	
<ul style="list-style-type: none"> ▪ University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program. The program provides innovative and efficient human resources services and solutions. Promoting an environment of inclusion, trust, and respect 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Staff and faculty composition and employment and promotion transactions (used to identify Problem Areas and Placement Goals) 	<p>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.</p>	<ul style="list-style-type: none"> • Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p>			
<p>Timeline for meeting goal within the diversity plan: <i>No Timeline specified in 2010 plan</i></p>			
<p>Format: Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; 	<p>Metrics to measure how progress of each initiative/strategy is being assessed.</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>

<ul style="list-style-type: none"> • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 			
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Training Program (Staff, Students, and Faculty).</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Engagement with colleagues on issues of diversity, equity, and inclusion using intergroup work • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community <p>Measurements of success:</p> <ul style="list-style-type: none"> • Number of trainings delivered and number of participants • Satisfaction surveys 	<ul style="list-style-type: none"> • Responded to consistent stream of requests for trainings • Met all requests that offered flexibility in terms of scheduling • Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored training. • Partnered with multiple offices and departments across campus to deliver training. 	<ul style="list-style-type: none"> • Longitudinal assessments especially for one-time trainings • Expansion of the skill-based practice within the trainings • Stronger series for supervisors • More trainers for program to be sustainable and to meet increasing need • Peer education opportunities
<p>DTE Intergroup Dialogue Program (WEIDP), courses in race, gender, immigration, disability, sexuality, among other topics – the largest group of cultural competency course offerings.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey designed specifically for WEIDP completed by each student at the end of each course • Numeric Data 	<p>Academic Year 2018-19:</p> <p>Number of Dialogues: 30 Number of Students:210 Number of Facilitators: 81 Survey Response Rate: 88.89%</p>	<ul style="list-style-type: none"> • Increase partnerships • Ongoing review of course content • Continuous improvement of facilitator training • Continuous outreach to increase the diversity of students enrolled • Expansion of undergraduate, junior facilitation opportunities and engagements • Continued faculty/staff dialogue opportunities
<p>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center within ODI</p>	<p>The primary metrics to evaluate progress are:</p>	<ul style="list-style-type: none"> • Educational materials reaching over 15,000 people/year 	<ul style="list-style-type: none"> • More intentional outreach to units not currently engaged

<p>Multiple initiatives spanning support and sponsorship of groups, learning programs, leadership development, and community engagement-outreach</p> <p>Rainbow Terrapin Network Program, a campus-wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.</p> <p>Speakers Bureau Peer Education Program, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations.</p> <p>One Year Project features programming geared towards LGBTQ+ and allied students who are in their first year at UMD</p> <p>Quelcome campus-wide welcome event for all LGBTQ and allied staff, faculty, students, and alumni to welcome new students, foster networking, and to showcase some of the resources and opportunities on campus or in the community.</p> <p>Q Camp LGBTQ+ Community-Building Retreat for University of Maryland, College Park Undergrads</p> <p>Lavender Graduation recognizes an important milestone in the lives of our LGBTQ+ and Allied graduates. Each LGBTQ+ graduate will receive a rainbow tassel and a certificate of achievement. This event also provides an opportunity for our community to come together and honor those among us who have worked to make College Park a better place for LGBTQ+ people.</p> <p>Lavender Leadership honor society celebrates and develops leadership for LGBTQ+ social justice</p>	<ul style="list-style-type: none"> • Number of individuals attending programs • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Evaluations 	<ul style="list-style-type: none"> • About 45 units actively engaging with self-assessment of good practices • In-depth online and in-person trainings reaching ca. 500/year • About 1,600 individuals receiving a presentation by the peer educators each year • About 2,000 individuals participating in LGBTQ programming 	<ul style="list-style-type: none"> • Continuous updating of all materials and practices to reflect current good practices • Recording of all student queries to shape the content of the course/training for the subsequent year
<p>Multicultural Involvement and Community Advocacy (MICA) advises and supports more than 100 identity-based student organizations; coordinates the seven campus-wide celebration of history/heritage/pride theme months; provides opportunities and spaces that affirm students and their identities; builds inclusive communities</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Attendance • Marketing and collateral distribution • Internship E-Portfolio • Course Reflections 	<p>MICA's efforts supporting history/heritage theme celebration months included:</p> <ul style="list-style-type: none"> • APA Heritage Month, Black History Month, Latinx Heritage Month, Pride Month 	<ul style="list-style-type: none"> • Expanding assessment of long-term student involvement • Outreach to academic-focused identity-based student organizations

<p>among diverse member and creating social change locally, nationally, and globally. Offerings include: MOSAIC Diversity and Leadership Retreat is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership. MICA Community Organizing Student Internship Program is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. MICA Monologues Series, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. MICA TOTUS Spoken Word Experience is a credit-bearing experience that will help you explore marginalized identities and silenced voices in and through poetry to spark dialogue and action around identity, social justice and lived experience. The underlying goal of TOTUS is to promote a greater understanding of social justice through spoken word poetry by examining self and society in relation to systems of power and inequality.</p>	<ul style="list-style-type: none"> •Social Media Engagement •Learning Outcome Survey and Focus Groups: <ul style="list-style-type: none"> • sense of belonging • educational empowerment • social consciousness • organizational management • resilience • intercultural & intra-cultural interaction • • 	<p>Native American Indian Heritage Month, Multiracial Heritage Month, and Women’s History Month</p> <ul style="list-style-type: none"> • Programs offered during 2018-’19 academic year reached over 5,000 students, faculty, staff and visitors on the UMCP campus. • Over 50 individual students participated in MOSAIC Retreat and 9 Interns planned more than 10 peer-education events •More than 400 hours of advising provided to student organizations and individuals students 	<ul style="list-style-type: none"> •Outreach to less engaged student population
<p>Nyumburu Cultural Center – Black Male Initiative (BMI), a Black Men’s Leadership Series. NewsBreak, Weekly Civic Engagement Forum for Undergraduate Students.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Six-item attitudinal survey that inquired into students’ success behaviors and quest for academic excellence • Student testimonials regarding program’s impact on cognitive and affective domain success 	<p>Regular meetings held with consistent attendance for all of Nyumburu Cultural Center initiatives. Multiple student testimonials attesting to success of BMI, NewsBreak and other special programming.</p>	<ul style="list-style-type: none"> • Increased marketing with social media other than emails • Increased informal communication via student assistants and faculty/staff • Recruitment of new students • Funding for outreach to academic student communities, better assessment of impact

<p>Office of Civil Rights and Sexual Misconduct (OCRSM) Required online training for students, staff, and faculty. Live training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct. OCRSM also participates in outreach and awareness programs with Campus Partners.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Training completion rates • Number of presentations and outreach events provided 	<p>Undergraduate Student Sexual Misconduct Training:</p> <ul style="list-style-type: none"> • Undergrads: 92% completion • Grad Students: 71% completion • 90+ trainings delivered 	<ul style="list-style-type: none"> • Continue to improve training completion rates, particularly among grad students, faculty and non-supervisory staff • Continue to increase awareness of our office and UMCP nondiscrimination policies.
<p>Office of Diversity & Inclusion (ODI) – Grants, support for diversity programming and cultural awareness across campus.</p> <p>ODI - Hate Bias Response Program</p> <ul style="list-style-type: none"> • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including Circles support group. • Developed and implemented online reporting system 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Provision of funds to encourage and make possible diversity- themed efforts by others on campus <ul style="list-style-type: none"> • Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log 	<ul style="list-style-type: none"> • Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus • Over \$52,000 disbursed for a wide variety of initiatives supporting greater cultural awareness <ul style="list-style-type: none"> • Over 30 trainings reaching 1000s of campus community members • Regular attendance at Circles 	<ul style="list-style-type: none"> • Increase awareness of ODI support and sponsorship <ul style="list-style-type: none"> • Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

UMD Hate/Bias Response Protocol (adopted 2018)

- **Acknowledge receipt of the report and review within 48 hours. The University of Maryland Police Department (UMPD) will offer a verbal acknowledgement and conduct an investigation. The Office of Civil Right and Sexual Misconduct (OCRSM) will provide electronic acknowledgment when reports are submitted via website. The Office of Diversity and Inclusion’s (ODI) Program Manager for Hate/Bias Response will provide outreach.**
 - UMPD

- Receive and acknowledge report; assess & conduct baseline investigation.
- Exhaust investigation to determine if further action is needed or if the case is referred or closed.
- Track and map incident for criminal patterns.
- Share the report with OCRSM and ODI.
- OCRSM
 - Online hate/bias reporting form includes an automated response that acknowledges receipt of report.
 - Track incident for pattern of bias or discrimination.
 - Share data about the reports with UMPD and ODI as they are received.
- ODI
 - Share data about reports with UMPD and OCRSM as they are received.
- **Refer individuals who report to campus resources for support and guidance.**
 - UMPD
 - Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response.
 - OCRSM
 - Automated response for hate/bias incident report form will include list of campus resources for support and guidance. Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response.
 - ODI
 - Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.
- **Inform and consult with relevant campus administrators regarding any necessary and appropriate action.**
 - UMPD, OCRSM, ODI
 - Send confidential notification to relevant campus administrators.
- **Coordinate community outreach and educational programming to address campus climate issues.**
 - ODI
 - Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Criminal and/or University sanctions may be pursued against perpetrators of true threats, hostile environment harassment or other legally actionable misconduct. Sanctions will not be pursued when speech is determined to be legally protected.

Clery Act Requirements:

The Hate Bias Response Program Manager in coordination with UMPD follows Clery guidelines for reporting hate bias incidents annually in the ASR in accordance with procedures outlined by the US Department of Education. Per FBI policy, the Hate Bias Response Program Manager may also report hate crimes on a case by case basis to the FBI. Policy guidance available here: https://www2.ed.gov/campus-crime/HTML/pdf/cs_hate_crimes.pdf.

Section II: Appendices

- Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion)
- Self-Study Report
- Consolidated Recommendations Visual
- External Review

Equity, Diversity, & Inclusion at the University of Maryland Self-Study Report

This study provides an overview of the current state of equity, diversity, and inclusion (EDI) at the University of Maryland in College Park. It is supported by the Report of the Joint President/Senate Task Force on Inclusion and Respect, a Preliminary Report of the UMD Campus Climate Study conducted in February 2018, a Report on Diversity Assets at UMD, a Human Resources Strategist Report on the current needs of the Office of Diversity and Inclusion (ODI) at UMD, and the proposed FY19 base budget for ODI.

Contents

<i>Contents</i>	1
<i>Background</i>	2
Leadership.....	2
Offices that Promote EDI.....	3
Diversity in the Curriculum.....	4
<i>Current Context</i>	5
Diversity plan.....	5
Troubling campus incidents.....	6
Actions following the murder of 2 nd Lieutenant Richard Collins III.....	7
<i>Overview of Self-study Process</i>	9
<i>Brief Analysis</i>	10
All Diversity General Education Courses, 2017-2018.....	13
Conclusions.....	14
<i>Works Cited</i>	16

Background

The University of Maryland College Park was founded in 1856 as the Maryland Agricultural College. Like other institutions of higher learning at the time, it was created to benefit the sons of landowners. As Maryland was a slave state, many of those landowners also owned slaves. Indeed, of the twenty-four original trustees, sixteen were slave owners (Steven, 2011). The student body began to become a bit more diverse in the 1870s with the admission of male international students primarily from Latin and South America. One of the most notable early international students was Pyon Su, class of 1891. He was the first Korean to receive a degree from any American college or university. Non-black women were first admitted in 1916 concurrent with the institution's renaming as Maryland State College. In 1920, the college became part of the existing University of Maryland. The first black students were admitted in 1951 despite the "separate but equal" stance of then President Harry Clifton "Curley" Byrd (president, 1936-1954).¹ The first African American member of faculty, M. Lucia James, began in 1955 and continued working with classes until her death in 1977 (umdarchives, 2015).

Desegregation did not begin in earnest until 1977 when a federal appeals court ordered Maryland colleges to speed up the process (Barnes, 1977). Though more slowly than we would wish, the University continues to become a more diverse and inclusive institution. We have sought to transform the campus into a national leader on issues of EDI. Evidence of our national stature was manifested in 1998 with the publication of the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published by the University of Maryland with the Association for Colleges and Universities (Office of Human Relations Programs, University of Maryland, College Park, 1998). More recently, UMD received the 2015 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, and for over five years running, we have been recognized by Campus Pride as among the "best of the best" LGBTQ-friendly campuses (Seabolt, 2015).

Leadership

Many dedicated members of the campus community have guided the progress of EDI. The most notable have been four exceptional leaders beginning with Dr. John Slaughter (chancellor, 1982-88). Slaughter was one of the first African American chancellors of a major state university. He challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community" (Holter, 1983). Under his leadership, the university moved from being an institution focused on compliance to an academic community that proactively addressed diversity.

¹ The football stadium at College Park was named for Byrd when it was built in 1950. His name was stripped from the stadium in 2015 to remove one of the most prominent symbols of a painful aspect of campus history. President Loh explained that the effort was not intended to "purge history," but to find a "principled compromise." Byrd's name is now memorialized in one of the campus libraries (Wenger, 2015).

Among his many accomplishments, Dr. William E. Kirwan (president, 1988-98) led the institution's defense to a legal challenge of the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense was a first step in developing the now wide-spread use of the diversity rationale to advance affirmative action goals in higher education (Synnott, 2005).

Dr. C. D. Mote, Jr. (president, 1998-2010) built on earlier accomplishments and expanded on the focus of our commitment to diversity. He sponsored programs that reach into Maryland communities with large numbers of disadvantaged students and created pipelines for these students to obtain an affordable college education. Graduation rates of students from all racial/ethnic backgrounds grew with substantial progress in closing the achievement gap. He championed the rights of LGBT people with aggressive support for domestic partner benefits, and established family-friendly policies and programs to help faculty, staff, and students balance academic, work, and family responsibilities ("Dr. C.D. 'Dan' Mote, Jr.," 2016).

Dr. Wallace D. Loh (president 2010-present) continues in the tradition established by his three immediate predecessors. During his tenure, the first strategic plan for diversity was adopted, the position of chief diversity officer (CDO) was created, and diversity officers were established in each of the colleges and divisions. On July 6, 2017, Loh announced that the position of CDO would become a vice president. "A VP for Diversity and Inclusion indicates a major institutional commitment of effort and resources..." (Loh, 2017b). In an interview with the Baltimore Sun, Loh spoke of \$3.8 million for new diversity measures (Campbell, 2018).

Offices that Promote EDI

A variety of units promoting EDI have been established over the years. The first unit with a broad, campus-wide, multidimensional mission for EDI was the Office of Human Relations Programs (1971). It has evolved over time and is now the Office of Diversity & Inclusion (ODI). Today, ODI is considered a department with three sub-departments. They include the Nyumburu Cultural Center (1971), the LGBT Equity Center (1998), and Diversity Training and Education (2017). Diversity Training and Education (DTE) evolved from an interim version of what was the Office of Human Relations Programs and the current ODI.

Other important units focused on diversity with campus-wide responsibilities have included the Office of Multi-Ethnic Student Education (1971), Accessibility & Disability Service (1977), the Maryland Incentive Awards Program (2000), and the Multicultural Involvement and Community Advocacy Office (2006). As the dates suggest, each of these units was established in response to concerns raised at the time of their founding, but there was no overarching vision or plan into which they fit. They were also scattered into different administrative structures within the university. Today, the Office of Multi-Ethnic Student Education (OMSE) and the Maryland Incentive Awards Program (IAP) are located in the Office of Undergraduate Studies. Accessibility & Disability Service (ADS) is part of the Counseling Center. The Multicultural Involvement and Community Advocacy Office (MICA) is within the Stamp Student Union. While collaboration

between units is encouraged, accountability and reporting flows to the heads of the units where these various offices are located in the institution. These units are all mentioned in the 2010 diversity strategic plan (Diversity Plan Steering Committee, 2010).

In addition to these units, others may not have a specific focus on diversity, yet they serve a high proportion of students of color, economically disadvantaged students, and others with identities protected by law and university policy. This would include units such as Academic Achievement Programs in the Office of Undergraduate Studies. Many of these are cited in the Report on Diversity Assets at UMD.

Most recently, students have called for an indigenous cultural center, a Latinx cultural center, and an increase in the number of designated prayer spaces on campus for Muslim students (Hughes, 2016). An increase in resources for additional identity groups is not new. This is particularly true for a Latinx center, community resources for people with disabilities that go beyond compliance, and a Women's center.² Given the highly decentralized nature of existing resources, it is difficult to know where any new resources should be placed or even who should be responsible for attending to these needs or overseeing accountability assessments to measure impact and progress to broader institutional goals and objectives.

Within the colleges and divisions, there is a multitude of additional units and other ongoing efforts in support of EDI. Many of these are detailed in the Report on Diversity & Inclusion Assets at UMD. Like the campus-wide efforts, these were typically created in response to local specific needs with accountability and reporting within their respective colleges and divisions. Collaborations vary widely and may include the involvement of campus-wide units, but collaborations across major organizational boundaries is less frequent.

Diversity in the Curriculum

Interdisciplinary programs have been part of the university since at least 1945 when the American Studies program began. Other academic programs focused on social identities have been established over time. They include African American Studies (1969), Women's Studies (1977), Jewish Studies (1980), Latin American Studies (1989), Asian American Studies (2000), Lesbian, Gay, Bisexual, and Transgender Studies (2002), Persian Studies (2004), and U.S. Latino Studies (2007). These programs and the courses they offer are indispensable for any comprehensive academic institution and UMD's offerings are highly regarded.

These areas of scholarship are interdisciplinary by their nature and frequently involve a small cadre of core faculty within a specific department along with many more affiliate faculty from other departments. Courses taught by affiliate faculty tend to be cross-listed with the program

² Luke Jensen has been aware of these efforts over the last twenty years. In particular, requests for support of Latinx students and students with disabilities were submitted to the Moving Maryland Forward Grant Program while he was chair. Some of the proposals were not funded primarily because there was no logical "home" for the resources.

and the academic home of the faculty member. Affiliate faculty may also play a role in any conferences, symposia, lecture series, etc. These collaborations are concentrated in the colleges of Arts and Humanities, and Behavioral and Social Sciences. There are few structural organizational incentives or supports specifically designed to foster collaborations that extend beyond their academic home, and in some ways the decentralized framework of the institution may be prohibitive of such collaborative partnerships.

Undergraduate students have had a General Education diversity requirement since 1990. Today, the requirement consists of six credit hours. Students must complete two Understanding Plural Societies courses (3-6 credits), or one Understanding Plural Societies course (3 credits) and one Cultural Competence course (1-3 credits). In cultural competence courses, students are required to think about their own culture and how it compares with others, and they must negotiate across cultural difference. Plural societies courses are more about systems and structures. It could all be very theoretical or completely historical. For example, Classics course, CLAS311 Inventing Ancient Greek Culture, is an understanding plural societies course.

Current Context

[Diversity plan](#)

The University published its first strategic plan for diversity in 2010 (Diversity Plan Steering Committee, 2010). The core of the plan included a set of recommendations in six categories. They were a) leadership, b) climate, c) recruitment and retention, d) education, e) research and scholarship, and f) community engagement (see Appendices for a copy of the 2010 Diversity Plan). The Diversity Plan triggered the creation of the position of CDO, but the first hire was made as an associate vice president reporting directly to the provost rather than the recommendation of the 2010 Diversity Plan for the CDO to be a vice president reporting directly to the president (p. 14). President Loh has recently announced the elevation of the CDO to the level of vice president along with new resources to support the Office of Diversity and Inclusion.

Kumea Shorter-Gooden was appointed as the first CDO in 2012 and served until January 2017. Dr. Shorter-Gooden was instrumental in the creation of diversity officers in each of the colleges and divisions as called for in the plan (p. 15). This important achievement began the process of building a more robust infrastructure to address issues of diversity and inclusion.

Responsibilities for implementation as outlined in the plan were pushed from the CDO, provost, and president, to the separate colleges and divisions. Diversity officers regularly provided goals and plans for implementation of the plan within their separate units, but there was no annual progress report posted on the university website, and the individual reports from the colleges and divisions were not shared publicly (pp. 27-28).

Shorter-Gooden resigned in January 2017. Cynthia Edmunds became the interim CDO in January until Roger L. Worthington was appointed beginning on July 6, 2017.

Troubling campus incidents

In recent years, a number of troubling campus incidents have occurred with a negative impact on campus climate. They include a 2015 racist, sexist email by a member of a fraternity on campus. The email became public. The administration expressed indignation and anger over the language while stressing free speech rights. Many students felt frustrated. They believed that condemning speech without also punishing those who expressed it did not go far enough (New, 2015).

In May 2016, there was an incident involving the University of Maryland Police that played out against the national discussion on police violence against African Americans. On May 21, campus police received a call about a party at an apartment complex on campus. The 911 callers reported a potential fight and underage drinking. It was later determined that the call was retaliation by non-UMD students who had been denied entry into the party. At the scene, the two officers initially spoke with people in the parking lot who pointed them to the party claiming there were weapons inside. When they arrived at the party, the hosts assured the officers that there was no fight and there were no weapons. The situation escalated to the point that the police used pepper spray. The Prince George's County Fire and EMS Department arrived on the scene and they attempted to treat partygoers who came into contact with the spray. The police felt that crowd control around those being treated was becoming difficult. Once again, they used pepper spray to disburse the crowd. Chief David Mitchell later stated that the use of pepper spray did not adhere to department standards and added, "We should have handled the situation with more diplomacy" (Thomas, 2016).

The number and intensity of incidents grew rapidly after the 2016 presidential election. Posters promoting a white supremacist group appeared on campus in December (Moyer, 2016). Alarmed at this development and the outcome of the election, a coalition of 25 student groups came together as ProtectUMD. They presented a list of 64 demands to the university (Hughes, 2016). While President Loh responded by praising the students' engagement and passion, he noted that work was already underway to advance progress on some of the demands whereas other demands were dismissed as misguided and inappropriate for campus action. Some students found his reaction inadequate (Loh, 2017a).

On April 27, 2017, a noose was found in one of the fraternity houses on campus (Wells, 2017). Reports mention that it was found by a black chef in the kitchen of the house. The news sparked a student march and sit-in protest (Limon, 2017). Frustration among students on campus were raised because the perpetrator(s) was/were never charged with a criminal act or violation of the conduct policy, and the fraternity was never sanctioned either.

About 3:00 a.m. on May 20, 2017, 2nd Lieutenant Richard Collins III was murdered on our campus. Lt. Collins was about to graduate from Bowie State University, an Historically Black College or University (HBCU) about 12 miles from College Park. He was visiting friends at UMD and was waiting for an Uber when he was attacked. Sean Urbanski, a student at UMD, was charged with the murder, which was elevated to a hate-crime charge three months later. News

of the murder shocked and traumatized the campus and made national headlines (“Opinion | A Murder at College Park,” 2017).

Many saw the murder as indicative of the campus climate. For example, students, especially students of color, took a slogan that had been associated with UMD Athletics, “Fear the Turtle,” and voiced their experiences on Twitter. “I had straight As in HS but more than once YT [white] classmates have told me I am only here bc of affirmative action #FearTheTurtle.” “Turned away from a frat party because I’m Black #FearTheTurtle.” “When your story of sexual assault is not taken seriously #FearTheTurtle.” And so on (Higginbotham, Byrne, & Donlan, 2018).

Against this backdrop, during the first week of classes in the fall of 2017, an email exchange became public between a professor teaching a mock trial class and one of his coaches. The coach sent an email to the instructor (who also happened to be her father) to inquire about whether to admit one or more Latino students into the mock trial class following auditions, stating, “There were three (obviously) Latino students who came; 1 was mediocre, two were pretty bad...but we have almost no Latino students on the team. If I were to rank purely on performance, I would probably only take one of them. Should I take 2? All three? None have mock trial experience” (Silverman, 2017). The email was accidentally sent to all students in the class, and one of the students (who had been identified as “mediocre”) posted the email to Twitter, resulting in an uproar on campus, in part because it occurred during the first week of classes of the semester that followed the murder of 2nd Lt. Collins (which occurred the previous May). The instructor and the coach were both asked to step down from teaching the course. However, there was extensive media coverage of the incident, some of which included OP-ED articles defending (or criticizing) the actions and reputations of the coach and instructor as “affirmative action.”

Also, during the Fall 2017 semester, the Diamondback student newspaper published an article quoting the Title IX Coordinator and the UMPD as providing two different numbers for reports of hate-bias incidents on campus (27 from the Office of Civil Rights and Sexual Misconduct but only 15 from UMPD). Strategic Communications attempted to explain the discrepancy in a statement issued to the Diamondback and the campus, stating that the two offices had different criteria for taking reports. The issue came quickly following the release of a new hate-bias protocol and the announcement of a search for a new program manager for hate-bias response by the Office of Diversity and Inclusion.

[Actions following the murder of 2nd Lieutenant Richard Collins III](#)

When Lt. Collins was murdered, an active search for a new permanent CDO was well underway. Given the now more urgent need, President Loh and Provost Rankin made a special plea for Roger Worthington to accept the job, promising to elevate the position to the rank of Vice President (Loh, 2017b). Professor Worthington was chair of the Department of Counseling, Higher Education and Special Education in the College of Education. A nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, he had deep expertise and experience as both a scholar and a practitioner. He had been co-chair of the

search committee and issued several conditions before considering the request. Ultimately, he accepted and became Interim Associate Provost and CDO on July 6, 2017. On September 7, 2017, he spoke of the urgency of the work, citing the murder of Lt. Collins and a white supremacist rally at the University of Virginia. He outlined ten concrete early steps needed to strategically and methodically assess and improve EDI at UMD (Worthington, 2017).

Substantial progress has been made with Worthington's outline. The list and the April 2016 state of each follow.

- Joint Task Force on Inclusion and Respect – the final report became public on April 17, 2018 (included in the materials for the site visit team) and recommendations to be presented to the University Senate on April 24, 2018.
- Rapid-response campus team to assist victims of hate and bias on campus – the membership of the team has been established; the leader of this team, Program Manager for Hate/Bias Response, a newly created position, to begin on April 20, 2018.
- New UMD Student Leadership Council for Diversity, Equity, and Inclusion – first meeting was held November 16, 2017; subsequent meetings have been delayed.
- Reinvigoration of the President's Commission on Disability, Ethnic Minority, LGBT, and Women's Issues – convening of the respective chairs occurred in the Fall 2017, and meetings with two Commissions (Racial-Ethnic and Disability) also occurred in the fall.
- Dialogue and discourse on diversity and inclusion – a consultant was contracted to meet with campus leaders of dialogue programs at UMD and has submitted a draft proposal for the a new Campus-wide Difficult Dialogues Initiative; resources have been set aside in ODI to provide funding for the new initiative once it has been announced.
- New Center for Diversity and Inclusion in Higher Education (CDIHE) – established in the summer of 2017 under the leadership of Roger Worthington as the executive director and Candace Moore as the director; two post-docs have been hired along with staffing support from CHSE and two part-time graduate assistants; the CDIHE has convened a national thought leaders conference in January and begun planning to co-host a conference in October with the Difficult Dialogues National Resource Center.
- Campus-wide external benchmarking and review of diversity and inclusion programs, activities, and resources – site visit April 25-27, 2018, with final report expected in May.
- Campus Climate Study – data collection in February of 2018 with a preliminary report of findings now available (included in the external review materials) and a final report expected in June.
- Revision of Diversity Strategic Plan – to be informed by the Joint Task Force, the external review, the campus climate study, along with additional campus voices; scheduled for 2018-19 academic calendar year.
- Black History and the University of Maryland: A Campus Landmark Walking Tour – self-guided version went live online in February at <http://umd.edu/blackhistorytour>; in-person, guided tours available beginning on April 28, 2018. Developed in collaboration with Dr. Kim Nickerson.

It is important to underscore that these steps are not an end product. Rather, they are intended to provide data and recommendations for moving forward.

ODI was and is seen as a central organizing unit for issues of EDI for the entire campus. As the data and recommendations come in from a variety of sources (e.g., Climate Study, Joint Task Force Report, HR Strategist Report, External Review Report), ODI will need to expand dramatically to undertake the many new responsibilities coming on top of existing ones. At its height, there were at least eight full-time positions plus graduate assistants and occasional contractual employees. Yet in August 2017, the unit had only two full-time staff, the CDO and an Executive Administrative Assistant, and a small cadre of graduate assistants, a couple contractual employees, and additional staff on overloads or administrative adjustments. We began our work by backfilling existing positions, a task that remains incomplete.

President Loh recognized almost immediately that additional resources would be needed if UMD was to adequately address the many issues of EDI that were raised in the wake of the murder. Initially, he committed \$100,000 to ODI to begin working toward a campus-wide response. In January, he spoke of \$3.8 million set aside for new diversity measures in an interview with the Baltimore Sun (Campbell, 2018).

Overview of Self-study Process

The need for campus-wide external benchmarking and review of diversity and inclusion programs was publicly stated in an email by Worthington to the entire campus on September 7, 2017 (Worthington, 2017). In order to complete a self-study in a timely manner, we decided to begin with the map of Diversity, Inclusion, Equity and Social Justice Assets created by Kevin Allison the previous spring. Allison was an American Council on Education (ACE) Fellow working with President Loh. The map came at the request of Cynthia Edmunds, Interim CDO from January through July 5, 2017. It was the first attempt, at least in recent years, to provide an overview of these assets across campus. We understood Allison's map as an excellent effort. It may not have captured everything, but it did include the major elements.

The map is organized thematically rather than where the various assets are physically located within the university. Identifying organizational location was the first task. We next determined which units should supply additional information. These included academic programs, research units, student support and services, community engagement, and a few others. We did not include some of the of the safety and governance units such as the Department of Public Safety and the ombuds officers. Having identified the units and programs, we then determined the information that would be useful and should be readily available or easily obtained.

On February 2, the requests for information were sent to nearly sixty (60) different campus units, with a deadline of February 23 to submit the data. Given the type of information, we felt a short turnaround was reasonable. It would also encourage brevity.

Most reports arrived on time, several required an extra effort to obtain, and a few never responded. The reports vary considerably in the amount of data and the level of detail. Assisted by three graduate students, we summarized the reports. We attempted to impose some degree of uniformity, but the variety from one report to the next caused variations in the summaries. Allison's map, the organizational structure showing the institutional home for each asset, the assets arranged thematically, and the summaries of the reports are found in the appendix, Report on Diversity Assets at UMD.

The report of the Joint President/Senate Task Force on Inclusion and Respect is complete and will be presented to the University Senate on April 24. Given the visibility of their work and the importance to EDI associated with their recommendations, their report is also included in the appendix.

The third item in the appendix is a preliminary analysis of the data collected in a climate survey deployed earlier in the 2018 spring semester. It is followed by a report from our human resources consultant with information on backfilling positions and projecting needed new positions. Finally, ODI's budget request for fiscal year 2019 (beginning on July 1, 2018) is included.

In sum, the materials for the external review team includes the following:

1. Overview and brief analysis
2. Report on Diversity Assets at UMD
3. Report of the Joint President/Senate Task Force on Inclusion and Respect
4. Preliminary Report on the climate survey conducted during the spring 2018 semester
5. Report from human resources strategist

Brief Analysis

The Report on Diversity Assets at UMD was produced by Kevin Allison from Virginia Commonwealth University during his ACE Fellowship with President Loh during the 2016-17. It was the first and most comprehensive attempt to map our campus diversity assets in the history of the institution. This self-study report, building on the work of Dr. Allison, takes the work to another stage in the process of our campus-level review of EDI efforts at UMD. The report submitted by the external review team will then advance the work to yet another level by offering conclusions and recommendations based on a comprehensive review of EDI assets never before attempted in this institution.

In collecting data from the various EDI assets, we were struck by the variety of assets and their wide distribution within the institution. The quality of many diversity assets is made evident in the individual reports, while others are already highly respected and known to be valuable to the university by their reputation. Even so, the perspective gained from this exercise is only the beginning of any comprehensive understanding of EDI work at UMD. Simply gaining an overview of these efforts is a formidable task. When individuals who are actually engaged in EDI

work at UMD struggle to gain a comprehensive understanding of what we have and what we do, it is no wonder that others are unaware and do not know where to turn to learn more. Other reports underscore the general issue of “not knowing.”

The missions of EDI units run the gamut. Those with the broadest responsibilities tend to be located in the Office of the Provost, in the Office of Undergraduate Studies, and in the Division of Student Affairs. Those in the colleges tend to be generally aligned with fields of study included within their particular college.

There are extremely few articulations of how EDI units relate to one another, or an overarching mission or vision of the university. This theme was also articulated in the recently released Joint President/Senate Task Force Report:

- Diversity programming is not comprehensive and does not have a broad overarching vision.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

One is struck by missing data regarding programming. Both traditional academic programs and so-called nonacademic EDI units and initiatives were asked to provide the name and a brief description of each of their programs. We also asked for the goals or objectives of each and the number of participants. For the nonacademic EDI units, we also asked for key indicators of success. Sometimes, a goal or objective could be gleaned from the description. Numbers were reported sporadically. Relatively few provided key indicators of success. There are many possible reasons why a unit failed to report these data. One could fairly conclude that such data were either not easily assembled, or they simply didn't exist. The sheer number of reports coupled with our aggressive timeline precluded returning to the various units for clarification.

One cannot fairly ascertain from the report summaries precisely which units did not supply all the requested data. For example, the Office of Civil Rights and Sexual Misconduct, and the Lesbian, Gay, Bisexual, and Transgender Equity Center both provided very long and detailed responses. These data were omitted in the process of summarizing due to the exceptional length of their reports. While essential in evaluating the individual units, omitting that data in these cases seemed reasonable for this report due to the overall paucity of these data and the consequent inability to provide any global analysis.

The reports provide an impressive list of key collaborations with off campus entities. UMD is connected to a wide variety of community and scholarly organizations with both our academic and nonacademic EDI units. Collaborations within the university are fairly predictable. Academic units included in this study appear to be dependent on traditional units for affiliate faculty and cross listing of courses. They are concentrated in two of the colleges. Collaborations across major organizational boundaries are less frequent. Nonacademic units also collaborate in fairly predictable ways. Research centers collaborate with related academic units. There is at

least one exceptional example of wide ranging collaboration in this category, the Consortium on Race, Gender and Ethnicity (CRGE). While CRGE is exceptional in the breadth of collaborations, it could be predicted given the interdisciplinary mission of CRGE. Overall, research units appear to be a bit less siloed than academic units, yet still relatively insular.

Collaborations of other types of nonacademic units are also somewhat predictable. There are many examples of EDI units collaborating primarily with other EDI units. One notable exception is the Lesbian, Gay, Bisexual, and Transgender Equity Center which has established liaisons with units as diverse as the University Career Center and The President's Promise, and the Department of Resident Life. These established relationships may explain why Campus Pride highly rates UMD for being among the most LGBTQ+ friendly institutions of higher learning in the United States (Seabolt, 2015).

Surprisingly, there are instances where a lack of collaboration is indicated. For example, there are three (3) different initiatives in support of black male students. They are in the Nyumburu Cultural Center (NYUM) reporting to ODI, the Office of Multi-Ethnic Student Education (OMSE) reporting to Undergraduate Studies (but which formerly reported to ODI until 2017), and the Student Success Initiative within the Office of the Vice President for Student Affairs. NYUM did not cite OMSE or the Student Success Initiative under collaborations. OMSE did not provide any information on collaborations. We are left to wonder if the different programs work in concert or in competition with one another.

Similarly, there are a handful of dialogue programs on campus, including Common Ground (Resident Life), Words of Engagement Intergroup Dialogue Program (WEIDP; Office of Diversity and Inclusion), in addition to a dialogue program run by the Clarice Performing Arts Center, and others. These programs were developed in different units across campus, for different purposes, to serve different constituents, and operate from differing conceptual frameworks, but pursue similar goals, but in the absence of collaborative partnerships and without recognizable communication between the organizers. The Office of Diversity and Inclusion has begun working toward the establishment of a campus-wide dialogue initiative that could bring together these disparate programs under the framework of a Campus-wide Difficult Dialogues Initiative. Under this conceptual framework there will be an effort to build collaborative partnerships that have the capacity to broaden the scope of work on dialogues across campus and increase the impact—building an initiative that will be greater than the sum of its parts. The need for this initiative has also been highlighted by one of the findings and one of the recommendations of the Joint President/Senate Task Force Report:

- Faculty and staff do not have the tools necessary to facilitate dialogue on issues of hatred and bias in the classroom and in the workplace.
- Develop a comprehensive prevention and education initiative on diversity, inclusion, and respect for all members of the campus community that includes content areas such as implicit bias, cultural competency, bystander intervention, and civic engagement. The initiative should draw upon expertise from campus scholars and should be administered by the Office of Diversity & Inclusion (ODI). (p. 24)

During the 2017-2018 academic year, courses fulfilling the Cultural Competence requirement were offered by twenty-four different programs with unique prefixes (e.g., ENGL for English, AASP for African American Studies, etc.). Understanding Plural Societies were offered by thirty-eight programs. These are programs rather than departments as one department may have more than one program (e.g., Women’s Studies, [WMST] and Lesbian, Gay, Bisexual, and Transgender Studies [LGBT] are both programs in the Department of Women’s Studies). As mentioned above, many of these courses are cross-listed. For example, courses in African American, Asian American, and LGBT literatures appear as both English courses and courses within the programs focused on those particular groups. Typically, the home for the course is in the more traditional academic unit, in this case English.

Data from Testudo, UMD’s online schedule of classes, collected in February 2017, show the following number of seats available, the number assigned, and fill rate for all general education courses offered during the 2017-2018 academic year (minus summer courses). For cross-listed courses, each seat is counted only once.

All Diversity General Education Courses, 2017-2018

Fall 2017	offered	issued	fill rate
Cultural Competency Courses	921	773	83.93%
Understanding Plural Societies Courses	7,767	6,524	84.00%

Winter 2018	offered	issued	fill rate
Cultural Competency Courses	175	110	62.86%
Understanding Plural Societies Courses	1,104	664	60.14%

Spring 2018	offered	issued	fill rate
Cultural Competency Courses	875	747	85.37%
Understanding Plural Societies Courses	6,780	6,298	92.89%

While the fill rate may indicate sufficient seats for the diversity requirement, a deeper analysis would likely show that the summary numbers alone do not tell the whole story. Also, the impact of this requirement on a broader diversity agenda would also require a deeper analysis. They undoubtedly support a sense of belonging for students with the relevant social identity, but they may have limited impact on students without those identities. For example, an LGBTQ+ student may find a home and develop academic interests in LGBT Studies and never venture into any of the other academic programs focused on diversity. Some have called for the general education requirement to “teach tolerance” (de Silva, 2017). In other words, with an increased level of scrutiny regarding the frequency of hate-bias incidents and dissatisfaction with the campus response to them, there have been a number of proposals to directly tailor the diversity requirements in the undergraduate general education curriculum to foster greater

competencies (awareness, knowledge and skills) to interact with others without bias and discrimination (intentional or unintentional).

While the Office of Undergraduate Studies is responsible for the General Education Program, responsibility for the development of specific courses is diffused throughout departments, programs, and individual faculty members. In 2014 and 2016, the Office of Undergraduate Studies and ODI worked together to provide incentives for two cohorts of faculty to develop new courses to fulfill the cultural competencies requirement in an effort to expand the number of courses offered to satisfy this requirement. They jointly offered seminars on the development of the courses with economic incentives to complete the process—from successfully developing a course to receiving approval to fulfill the cultural competence requirement to offering the course and completing an evaluation once the course was completed. The program was short-lived, in part because the senior administrator who initiated the program left her position, and in part due to challenges related to the administration, funding and resources to support the program.

For nonacademic units, we requested data on two key resources, space allocation and budget totals for fiscal year 2018. For space allocation, the majority did not report on square footage. Exceptions include those who occupy a whole building, such as NYUM and the Center for Young Children (CYC). Other exceptions are more difficult to explain. When reported, space allocation does not appear to be generous and is frequently tight. Two examples of especially small allocations given the nature of the units are ODI and Academic Achievement Programs (AAP).

Reports on budgets reveal that some units have significant resources derived primarily from outside the university. The most dramatic examples include the Center for International Development & Conflict Management (CIDCM) with about 97% of their budget from outside sources, the Maryland Population Research Center (MPRC) with about 93.5% from outside sources, and the Center for Minorities in Engineering (CMSE) with either 87.5% or 82% from outside depending on how one calculates additional support from their dean. These centers all received research funding and are located within colleges. Reports from nonacademic units, especially those with a broad EDI mission, have little or no funding from outside the university. Their budgets are typically small in relation to their functions. ODI has proposed an organizational plan to hire a development officer within our office to pursue external funding from donors, foundations, and other sources. The Nyumburu Cultural Center (part of ODI) has also proposed to hire a staff member with primary responsibilities for alumni relations and donor development, but at this time the search has not been approved.

Conclusions

UMD has many outstanding units focused on EDI, yet it is difficult to know who is doing what. The old adage seems applicable: “The left hand doesn’t know what the right hand is doing.” The formidable task of gathering data on EDI units speaks to the need for better information sharing. This issue is also evident in the other studies provided. We do not have a particularly

coherent approach nor are we very good about sharing information. From the Joint President/Senate Task Force Report:

- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing has been done.
- Students, in particular, are frustrated that they hear about hate/bias incidents from outside sources before they receive information from the University.
- The University does not fully appreciate the importance of social media when communicating information about incidents.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

The scattered locations of EDI units and the lack of any articulation of how units relate to the university's overarching EDI mission or goals indicate problems associated with decentralization, fragmentation, and silos. One can point to outstanding EDI units, but we are left wondering how or if they add up to any cohesive university vision. Their scattered nature indicates no consistent reporting or accountability. Until recently, ODI has provided mostly symbolic leadership for EDI efforts on campus, with limited funding and diminished capacity due to be short-staffed—nevertheless, the commitment from President Loh to infuse new resources may help to elevate the level of the office beyond symbolism to a fully functional campus-wide division with the capacity to increase the scope and impact of EDI services, form collaborative partnerships through a network of EDI units on campus, and provide a centralized location for the communication of EDI activities, events, programs, and initiatives at UMD.

With so little reporting on goals or objectives of programs, key indicators of success, and number of participants, it is impossible to begin assessing with any precision the collective value of these programs or units. We simply do not know the outcomes for individuals who participate in most of these programs, or their collective impact in advancing EDI at UMD as a whole.

EDI assets associated with specific research tend to be amply funded from outside sources. Assets with a broad EDI mission tend to have little to no outside sources of income and, given their mission, they are under resourced by the university. This breeds a competitive culture and can easily lead to a zero-sum game for adequate funding.

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June 22, 2018

President Wallace D. Loh
University of Maryland
7901 Regents Dr.
College Park, MD 20742-6105

Dear President Loh,

On behalf of the Diversity and Inclusion External Review Team, please find the final copy of the *University of Maryland External Review of Diversity and Inclusion Report* attached. It is based on our analysis of documents and interviews with key University stakeholders between April 25-27, 2018. Our hope is that the report will be helpful to you and your leadership team as you forge new directions for diversity, equity and inclusion at the University. As requested, this document is being shared only with you and Senior Vice President and Provost Rankin for your decision regarding how it might be shared and used.

As we concluded in the report, Provost Rankin, Assistant President and Chief of Staff Eastman, Interim Associate Provost Worthington, and members of their respective staffs were extremely helpful in preparing us in advance of the visit, and hosting us while on campus. Frankly, everyone we met provided personal and professional insights regarding the strengths and challenges of the campus that were valuable to our review. We came away from the campus with a common belief that the community cares deeply about the University and that they welcome the opportunity to make it stronger in every way.

We were especially pleased with our meeting with you. You provided additional context and information needed for us to consider the full scope of issues as we conducted our analysis. We also left with a strong sense of your commitment to this work and your analysis about how you thought the institution should proceed.

Finally, each of us would like to thank you for the invitation to be part of the External Review Team. We collectively learned a great deal about the good diversity and inclusion work at the University of Maryland. The visit also provided organizational models for us to consider as we pursue our individual work. We wish you and the rest of the University of Maryland community all the best as you move forward.

Sincerely,

-R

Dr. Nancy "Rusty" Barcelo

Enclosure

Cc: Dr. Alma R. Clayton-Petersen
Dr. William B. Harvey

UNIVERSITY OF MARYLAND

External Review of Diversity and Inclusion Report

Dr. Rusty Barcelo
Dr. Alma R. Clayton-Pedersen
Dr. William B. Harvey

June 22, 2018

TABLE OF CONTENTS

I.	INTRODUCTION	1
II.	THE REVIEW PROCESS	4
	<i>External Review Charge and ERT Questions</i>	5
	<i>Materials Reviewed</i>	6
III.	OBSERVATIONS	8
	<i>Communication and Transparency</i>	9
	<i>Professional Development and Education</i>	10
	<i>Collaboration and Coordination</i>	11
	<i>Resources—Fiscal/ Human/Development</i>	11
	<i>Accountability</i>	14
	<i>Leadership</i>	16
IV.	RECOMMENDATIONS	17
	<i>Communication and Transparency</i>	19
	<i>Professional Development and Education</i>	20
	<i>Collaboration and Coordination</i>	21
	<i>Resources—Fiscal/ Human/Development</i>	21
	<i>Accountability</i>	22
	<i>Leadership</i>	23
	General Recommendations	25
V.	CONCLUSION	26

TABLE OF APPENDICES

Appendix 1	External Review Team Agenda	27
Appendix 2	Questions for the External Review Team	32
Appendix 3	UMD Diversity, Inclusion, Equity and Social Justice Assets Map	33

I. INTRODUCTION AND CAMPUS CONTEXT

The University of Maryland College Park (UMD) is a public, land-grant research university that is fully accredited by the Higher Learning Commission and holds membership in several national associations, including the Association of American Universities (AAU), the Association of Public and Land Grant Universities (APLU), and the Association of American Colleges & Universities (AAC&U). The institutional members of these associations range from elite research universities to a wide range of two- and four-year colleges and universities that focus on the quality of the curriculum and student learning outcomes. This reveals the expansive reach of UMD. The University's website offers the following self-description:

The University of Maryland, College Park is the state's flagship university and one of the nation's preeminent public research universities. A global leader in research, entrepreneurship and innovation, the university is home to more than 40,000 students, 10,000 faculty and staff, and 352,000 alumni all dedicated to the pursuit of Fearless Ideas. Located just outside Washington, D.C., we discover and share new knowledge every day through our renowned research enterprise and programs in academics, the arts and athletics. And we are committed to social entrepreneurship as the nation's first "Do Good" campus.

As one of the nation's premier higher education institutions and an academic innovator, UMD has a rich tradition of advancing diversity both in the academy and the larger society. This was affirmed in the 2010 strategic plan, *Transforming Maryland: Expectations for Excellence in Diversity Inclusion*. The document states:

Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world. (pg. 6)

Eight years later President Loh reaffirmed this goal in light of challenges being raised nationally about equity, diversity, and inclusion issues. These issues range from outreach and retention of the historically underserved and underrepresented; to growing incidents motivated by hate and bias; to an unfortunate murder on campus. All of these factors contributed to President Loh creating the Joint President/Senate Inclusion and Respect Task Force (hereafter the Joint Task Force), which was charged with reviewing equity, diversity and inclusion concerns. It was specifically asked to:

... consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate and upholding the pillars of academic mission with legal guidelines. (pg. 1)

In this statement President Loh underscores the importance of insuring consistent, ongoing and effective leadership for equity, diversity and inclusion (EDI) efforts at the highest level. He announced in 2016 that he would be creating a cabinet level position of Vice President for Diversity and Inclusion. The position is to provide collaborative leadership across campus units to develop, initiate, and coordinate EDI efforts related to the UMD's mission, and to advise the University.

On July 6, 2017 Dr. Loh appointed Dr. Roger Worthington as Interim Associate Provost to lead this work and develop a plan for the proposed VP position and office structure. Among the plan elements were:

- a) a climate study (which was recently completed);
- b) enhancements in professional development; coordination of EDI efforts; enlistment of a team of national diversity thought leaders to explore research projects for the newly created diversity institute (October 2017); and
- c) invitation to an external review team to identify the strengths and challenges EDI efforts at UMD.

Three nationally recognized individuals were identified by Dr. Worthington to serve as the External Review Team (ERT), Dr. Nancy "Rusty" Barcelo, Dr. William B. Harvey and Dr. Alma Clayton-Pedersen. The team members collectively have amassed more than one hundred years of experience in higher education, including holding positions as Chief Diversity Officers at four flagship research universities, vice-presidencies at two national higher education associations, and the presidency of a publicly funded college.

At this point, UMD is responding to the rise of campus violence and hate speech nationally, which has prompted an expressed sense of vulnerability to attack on the campus. By undertaking this review, UMD is recommitting to its previously articulated goals of equity, diversity and inclusion as hallmarks of success and excellence. With the appointment of a Vice President for Diversity and Inclusion (VPDI) and the many efforts underway, UMD will be at a comparable level with its peer institutions. Efforts that are now in progress will contribute to reimagining EDI efforts at UMD and will serve as an important step toward healing from the recent acts of intolerance and violence. It was clear to the ERT that there remains much residue following the murder on campus of Lt. Collins last year. Although the

interviews revealed a profound sense of optimism, there is also skepticism about whether proposed changes to restore a sense of safety will actually occur. As such, we are grateful to the scores of individuals who met with us to share information and perspectives to advance this very important work.

We have reviewed all of the materials provided and had many conversations across the campus community. These observations provided a unique opportunity to conduct an in-depth analysis of the current and aspirational equity, diversity and inclusion (EDI) work across the University. Consequently, we unanimously agree that UMD can address the challenges of inequity, prejudice, discrimination, and exclusion that have prevailed at UMD in new and innovative ways. As indicated in the various reports, the commitment and desire from the administration, faculty, staff and students that signal the possibility of UMD being uniquely poised to reclaim and advance beyond its previous position as a national higher education leader in EDI. Described below are the remaining four sections of the Report.

The Review Process comprises Section II. It details: the steps undertaken to conduct the review, the questions intended to guide the review, the analysis of individual and group meetings, and the review of documents. Sections III and IV—*Observations and Recommendations respectively*—seek to describe our observations in six (6) areas and then link those to a set of overarching considerations for action in the *Recommendations* section.

Our observations are all based on the readings and onsite interviews. The recommendations flow from those observations and our collective knowledge of effective and promising practices in EDI work. We provide in Section V *Conclusions* a brief summary and remarks. Our hope is that the review will complement the findings of the President/Senate Joint Inclusion and Respect Task Force Report (hereafter the Joint Task Force Report). We also hope that the report assists UMD in achieving its aspiration of being a national model of excellence in equity, diversity and inclusion as it strives to create a campus-wide environment that is rich in diversity, inclusive, and supportive of all of its members.

We are impressed with the policies, programs, and the human and fiscal resources that are dedicated to achieving UMD's EDI goals. Yet, we also understand that complete realization can only be assessed accurately, despite good intentions, when the University moves forward to fully implement its strategies.

We made reference to UMD's membership in a number of national higher education associations because we are convinced that UMD could recapture and advance its previous leadership role in equity, diversity and inclusion

strategy and success by leveraging its membership in them. We are convinced that by using internal *and* external collaborative approaches to the institutional-level EDI work, UMD can accomplish its goal of national acclaim. By acting collaboratively within the campus and with outside others, UMD can address the national cynicism towards the nation's long history of attending ineffectively to differences among the people that have led to the current state of affairs.

The racial/ethnic, immigrant, LGBTQ, and other historically underrepresented communities in higher education are increasingly being marginalized and attacked simply for being who they are. These realities underscore the urgency of the University's efforts to rethink and intensify its EDI efforts. The long history of cooperation and collaboration within the *Committee on Institutional Cooperation* (CIC) of the Big Ten Academic Alliance makes it especially relevant and poised to serve as a conduit for recommending collaborating with this entity. There is high potential to gain both strength in numbers and the resources to advance the work in collaborating with this and other associations. And, that filling the cabinet-level position internally will create the synergy needed to make UMD a distinctive leader in EDI strategy and effectiveness. We elaborate on the leadership role that UMD can play to move the country in a more positive direction with strategic actions and supports in our recommendations.

II. THE REVIEW PROCESS

The external review was conducted from April 25 - 27, 2018. President Wallace Loh and Senior Vice President and Provost Mary Ann Rankin elaborated in their letter outlining the charge to the ERT. They requested that we assess the impact, effectiveness, coordination, structure, and organization of, and the resources for equity, diversity, and inclusion efforts across the University. The ERT focused its review on the broader integration and coordination of EDI work across multiple units and programs to determine their impact on the campus as a whole. We also reviewed the impact of other units' efforts on behalf of diversity, equity and inclusion.

The ERT conducted interviews with a broad range of individual and group campus constituents. The agenda for the review is included as Appendix 1. Preparation for the task included reviewing the following reports:

- *Inclusion and Respect at the University of Maryland;*
- *Preliminary Report of the Comprehensive Campus Climate Assessment for Equity, Diversity, and Inclusion at the University of Maryland;*

- *Equity , Diversity, & Inclusion at the University of Maryland Self Study Report;*
- *Institutional Programs of Cultural Diversity Annual Progress Report 2016-2017;*
- *Fulfilling Commitments: A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion; and*
- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion.*

Additional materials, including budgets, policies and program level reports, were provided on-site. All of these materials were reviewed and considered by the ERT in writing this report. These materials assisted the team in formulating three basic questions to address the charge as outlined by the President and Provost that we believed would encompass the questions President Loh and Provost Rankin provided.

The agenda established for the review team arranged for meetings – together and separately - with a broad range of individuals and groups that represented students, faculty, staff, deans, and senior administrators. The process generally adheres to the guidelines established by Senate document 00-01-134Z entitled **Policy on the Review of Academic Units**. The ERT was very impressed with the candor and honesty of all the individuals and groups with which we met. They expressed a belief that the external review was important in order to move forward while also building on the past.

Outlined below is a brief description of the team's charge, a set of common questions asked during interviews, the materials reviewed prior to the visit and a brief description of their content. Additional materials received by the ERT while on campus are not listed. However, all documents received were reviewed and considered in the development and details of the observations, recommendations and conclusions offered in this report.

External Review Charge and ERT Questions

Provost Rankin presented the team with a total of eleven questions for consideration as part of charge for our review (see Appendix 2 for the full list of questions). From among these questions, there were three that were identified as priorities to address specifically. They included:

1. How can we optimize the equity, diversity, and inclusion efforts at UMD to have the greatest impact and effectiveness?
2. How does UMD compare to its peer institutions with respect to campus initiatives and programs to promote diversity, equity, and inclusion?

3. What would it take to become a national model for [equity] diversity and inclusion?

The ERT sought to provide a common set of questions for the individual and group meetings. Thus, whether we met separately or as a group with campus constituents, three (3) guiding questions were posed to the interviewees and listed below.

1. What are strengths and challenges with regard to equity, diversity and inclusion at UMD?
2. What do you see as the vision for Office of Diversity and Equity (ODI)
3. What would you like to change?

Together the six (6) questions guided the interviews and the document review processes. While responses to the questions regarding strengths, challenges and vision varied from session to session, they provided an important overarching framing for the team and the review. The ERT's questions also provided a general means to address many of the remaining eight (8) questions posed by the Provost. The insights gleaned from the materials and the respondents are interwoven throughout the *Observations* section of the report.

Materials Reviewed

The depth and breadth of the University's commitment to equity, diversity and inclusion (EDI) is evidenced by the sheer number of initiatives, organizational structures and resources—human, physical and fiscal—dedicated to the work of making excellence inclusive. These efforts are documented in the material provided for review. Especially important in this regard is the **Transforming Maryland: Expectations for Excellence** diversity plan. It offers guidance that is more thorough and detailed than seen in other institutions' plans. Since 2010 it has provided critical guidance to the campus in its quest to serve equitably the citizens of Maryland and beyond.

Similarly, the Preliminary Report of the Comprehensive Campus Climate Study for Equity Diversity and Inclusion at UMD reveals that there is still work to be done to achieve the ideals articulated in Transforming Maryland. Although preliminary, this climate assessment already pinpoints areas where there are wide disparities between groups in their campus experience. It offers insight into what needs to be better understood. The work ahead is to develop consensus about the means by which these disparities in constituents' campus experience are addressed and assessing if the actions taken make a difference over time.

The **Equity, Diversity, and Inclusion (EDI) at the University of Maryland: Self-Study Report** offers: a historical analysis of the environment for EDI work at UMD; a comprehensive list and description of the work of the various Offices that are engaged in the EDI work; a review of diversity in the curriculum; a review of the implementation of Transforming Maryland plan mentioned above; and an overview of its self-study process. This document offers an up-close and realistic assessment of the accomplishments of EDI programs and the needs for the future.

The Report on Diversity Assets at the University of Maryland (2017) not only offers descriptions of the programs and initiatives underway, but also key collaborators, and space allocations. Also, budget allocations for many entities were provided. This is among the most comprehensive reviews compiled into a single document of EDI assets of a major University that the team has seen. Its overview, entitled *Diversity, Inclusion, Equity and Social Justice Assets Map* offers a visual representation of all the EDI work that makes it easy for the community to recognize the enormity of UMD's commitment, but also the complexity of managing, assessing and communicating all of the work being done to the campus and larger communities. The 2-page overview of the assets is included as Appendix 3.

The team's list of pre-reading also included the **Inclusion and Respect at the University of Maryland** report authored by the Joint Task Force. It offers recommendations for a comprehensive diversity and inclusion initiative in nine areas and calls for the resources to enact their recommendations. Their recommendations are drawn from the Joint Task Force's review of diversity-related initiatives, current practice, scholarly research, issues and concerns expressed by the community and their findings.

The challenge of the existing structure of the Office of Diversity and Inclusion (ODI) is outlined in **Fulfilling Commitments: A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion**. It offers five (5) recommendations including reorganizing the office into a division over a three-year period to achieve economies of scale and resources, and greater synergy across the many initiatives currently underway at the University.

In addition to these documents, the ERT received several other pieces of information from leaders of various offices to further inform the Review process.

The ERT appreciates the thoughtfulness of the various individuals and groups that participated in generating and gathering the information to help us

obtain a truly comprehensive understanding of the equity, diversity and inclusion (EDI) work at UMD.

III.

OBSERVATIONS

UMD has long history of being viewed as a national model for diversity. The University has evolved significantly since its construction by slaves and adherence to racial segregation into the 20th century. With the coming of the Civil Rights Act of 1964, the University, like others throughout the country, initiated efforts to diversify the institution. UMD soon became a national leader due to the strong leadership of the Presidents, three of whom have been people of color. To our knowledge, only one other predominately white, major research university in the nation can match this appointment record.

A strong desire was expressed by many, starting with the President, to regain the University's national status as an EDI advocate as it works to enhance its efforts. We were pleased to learn that there is representation of individuals from broadly diverse backgrounds who have been at UMD during most of their careers, if not entirely, because of this rich history and commitment to diversity. While they expressed concerns, they believed the potential to do more compel them to remain at UMD and engage in the effort to do more.

The team's *Observations* are framed within six (6) major topics that emerged consistently from our review of reports and interviews. Specifically, the topics and themes include the following:

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

It is important to note that several of these topics are consistent with the findings in the Joint Task Force Report. Consequently, we believe it is imperative to address them for purposes of building institutional capacity and sustainability, and to address the questions posed by the president and provost.

Communication and Transparency

More effective communication and administrative transparency were consistent responses to our three guiding questions concerning strengths, challenges and vision. Comments focused primarily on what appears to be a lack of transparency regarding the status of unresolved issues. These issues included: a) the status of the search for the Vice President for Diversity and Inclusion (VPDI); b) efforts following the Lt. Collins murder; and c) decision-making strategies regarding the allocation and/or reduction of resources to address EDI issues. Interviewees shared concern that beyond the work of ODI, UMD's diversity efforts, in general, seem modest. Some unit employees expressed concern over the limited understandings of how their efforts might be influenced or incorporated with the appointment of a VPDI.

Both academic and non-academic units tended to agree that they often are unaware of what other units are doing. As a consequence scheduling conflicts are created that negatively affect participation. There is a general consensus that restructuring EDI efforts would be a positive step toward enhancing communication.

Following the murder of Lt. Collins, an atmosphere of uncertainty descended on the campus that seems to be evolving into suspicion regarding the administration's commitment to diversity. Part of this attitude reflects confusion regarding certain measures that have been suggested to memorialize Lt. Collins, measures that we understand take into account the wishes of the family. Frustration was also expressed that the previously announced selection of Dr. Worthington to the Vice President's position has not officially occurred. One student leader, when asked what the administration should know regarding the perspective of her peers on this matter, said that the delay was hampering efforts to move the University forward by not having a point person at the senior administrative level, and that if the President didn't follow through, "How can we trust him?"

The issue was raised on several occasions regarding the need to clarify what is meant by the term "diversity," or dismay that there is no standard for what we mean by diversity. For example, Asian Americans are not underrepresented in the sense of racial composition, yet they are still viewed in a racialized context that sometimes leads to micro aggressions. There was some sense that a point person and/or cultural center would help to address their needs. It was not clear from our conversations how the GLBTQ, women and disabilities communities are part of the current diversity mandate. All these groups recognized and appreciated the support of ODI, but that it needed to have more robust financial and staff resources.

Such uncertainties attributed to communication and/or transparency issues can further erode trust. Once lost, trust is difficult to regain especially when messages are inconsistent or not forthcoming in the face of stressful events. This is particularly relevant for communities that continue to suffer disparities from mistreatment, disrespect and outright hostility in the larger community *and* on campus. If left unresolved, this matter will likely affect the recruitment, retention and success not only of students, but of faculty and staff as well.

There was near universal agreement among those interviewed about the need to enhance communication strategies designed to improve coordination and collaboration of EDI efforts. Such resources are critical to create the institutional capacity to sustain and evolve the work over time. The interviews also indicated, especially among the academic representatives, that it would be helpful in their planning processes to know who is doing EDI work. They also remarked that it would help maximize their resources if there was more collaboration with those most familiar with the work. They all shared the perspective that the decentralized model of UMD makes it imperative for communication to be a priority.

These observations suggest that clear articulation of the EDI goals and the human resources assigned to achieve them must be clearly communicated to the community, both on and off-campus. Effective communication is critical to gaining broad engagement in articulating and achieving the goals that EDI efforts seek to accomplish. These human, fiscal, physical and knowledge resources support the means to accomplish UMD's EDI goals.

There also was recognition of the progress the institution has made on regarding diversity. Interviewees cited such examples as every search committee having diversity representation, new education and professional development efforts by Human Resources, and ADA services.

Professional Development and Education

There was wide-spread support for new professional development and education efforts for the Office of Diversity and Inclusion. Also expressed was a need for efforts to educate and prepare students for a diverse world, and to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served. There was general agreement that there are good efforts in place for professional development and education. However, there also was concern that such efforts were not always consistent or sustainable, and that it was difficult to

discern if there was a comprehensive and effective professional development plan to address issues from sexual misconduct to acts of racial intolerance.

Collaboration and Coordination

There was consensus among the individuals and groups that met with the team that the University operates in a highly decentralized manner. Yet, the Joint Task Force Report noted that:

The University should work to achieve a balance between centralization and decentralization of equity, diversity, and inclusion efforts on our campus. Efforts to achieve equity, diversity, and inclusion are the responsibility of the entire campus. (pg. 26)

Adoption of such a view by the entire campus requires both intentional collaboration and effective coordination. Establishing deep knowledge and operational collaborations across the various elements of the campus EDI work will likely have many positive community outcomes and very few negative ones. Some evidence of this is shown through the coordination efforts that already exist in the Diversity Officers' Network. However, the Office of Diversity and Inclusion (ODI) Self-study report found a lack of articulation of how units relate to the University's overarching EDI mission and goals, and identifies a need for a coherent university vision.

The ODI serves as a coordinating, catalytic unit for planning, action, and policy development across the campus, and also executes some specific responsibilities within the office. Clearly, one of the most notable aspects of the review was the support, and even gratitude, that was expressed for the leadership that has been shown by Dr. Roger Worthington during his short time as the Interim Associate Provost for Diversity and Inclusion.

The university has devoted significant resources to the EDI work. Yet, it has fallen short in the more difficult task of establishing coordination, collaboration and coherence across its efforts to achieve economies of scale. A well-considered development plan to establish innovative initiatives that focus on the element of coherence around this work will promote changes that enhance UMD's EDI efforts and increase revenues. A limited effort will continue to be what has referred to as "*islands of innovation with few bridges between them*" (Carol Schneider, President Emeritus AAC&U).

Resources

Resource allocation and distribution can be complicated, and sometimes divisive, in any complex organization. This is particularly so when a new unit

is being created or an existing unit is assigned additional responsibilities. The elevation of the Associate Provost for Diversity and Inclusion to a cabinet level position with the title of Vice President obliges a review of the human, financial and physical resources currently assigned to the unit to ensure that it can successfully carry out the additional duties that it will be executing.

In the case of the new Vice President for Diversity and Inclusion (VPDI), the position should operate in a manner that the administrative engagement crosses the standard vertical sectors that other institutional Vice Presidents are most likely to operate. For example, the Vice President for Finance can focus his attention on fiscal matters and concerns; the Vice President for Student Affairs is able to focus her efforts and those of her staff on issues that affect student life and learning. The VPDI, on the other hand, will need to engage in horizontal administration, working across the existing administrative units and with the other Vice Presidents as they carry out their assigned duties. At any given time, the VPDI might be working with the Provost on curricular expansion and reform; with the Vice President for Advancement on effective fund-raising strategies to support EDI initiatives; and with the Vice President for Student Affairs on creating diverse student-led discussion groups to improve the campus climate and address stereotypes that students may have brought with them from their respective communities.

With these considerations in mind, the various funding proposals that have been generated for discussion and possible implementation can serve as starting points to reach an understanding of what is an appropriate and acceptable allocation of human, financial and physical resources for the VPDI as this person initiates the recently expanded position in the Fall of 2018. A plan for staffing and funding the ODI must also be approved that will reflect the further growth and refinement of responsibilities that will be incorporated in future years. Some examples might include:

- a) active participation in the recruitment and retention of diverse faculty and graduate students;
- b) creation of effective outreach programming to the Prince George's communities for recruiting and public relations purposes; and
- c) connections with prominent alumni from historically marginalized groups to assist with both national undergraduate recruitment, and potential expansion of the pool of financial contributors to the University.

In the meeting with the review team, President Loh referred to the significant amounts of money that the University currently expends for a broad range of EDI activities, events, and services. These investments are

commendable and reflect the serious commitment of the institution to achieving a more diverse and inclusive environment. However, because the responsibilities of the VPDI are vital to reaching and maintaining the level of excellence to which UMD aspires, appropriate and necessary resources must be provided and sustained whether they are new, reallocated, or raised from external grants.

While there is always a limit to the availability of institutional resources, effectively and appropriately funding the ODI will likely facilitate a set of collaborative engagements across the campus. This will result in various other units actually needing fewer of their existing resource allocations to develop and promote diversity and equity initiatives within their areas of responsibility. Thus, the VPDI and the Office staff will be able to function better as catalytic agents. They could then use their expertise to encourage, facilitate, and support important initiatives that would benefit parts of the campus community in some cases and the entire campus in others. Thus, the opportunity for the ODI to maximize its impact and enhance the campus atmosphere has a direct relationship to the level that it is appropriately resourced.

Additionally, seeking external grants to fund research on institutional-wide EDI efforts does not seem to be pursued similarly as other types of research. Yet, if the EDI work is considered similarly, success may generate the resources needed to build a more coherent and collaborative structure of support for the work. It will be prudent for the University to pursue such grants in ways consistent with other resource pursuits. This may be particularly appealing to funders at this particular point in time in the U.S.

Throughout many of the discussions there was concern about limited resources to achieve goals. For example, there was concern that current program like DACA, African American Cultural Center, the GLBT Center and other areas were under staffed and funded to accomplish goals. In fact, several individuals mentioned that academic lines in ethnic study related programs were often lost. This seems to have negatively affected morale and contributed to distrust of the "administration."

Given that many institutions are struggling with these issues, there has been a move to partner with their alumni associations and Foundation offices to enhance development effort for increased scholarship opportunities, programmatic support, endowed professorships, and diversity efforts to name a few. An outstanding example of this would be the University of Washington that has had a well-established development effort underway since 2005.

Accountability

In a highly decentralized institution such as UMCP, clear measures of accountability are likely to result in more efficient procedures and practices. The Office of Diversity and Inclusion is expected to shoulder the responsibility of providing leadership, vision, and direction to the University in all matters that relate to equity, diversity and inclusion (EDI). It must also exercise creativity and thoughtful consideration to help identify ways in which appropriate measures of accountability can be implemented across the institution. The discussions held by the review team with the Vice Presidents and Deans provided a high level of confidence that they are not simply prepared for, but are actually looking forward to collaborative interactions with the Vice President for Diversity and Inclusion that will result in effective actions within their own respective areas to enhance diversity and inclusion in measurable ways.

A notable example can be seen in the A. James Clark School of Engineering (SOE), where Dean Pines has been able to increase the diversity of both faculty and students through the use of timely and effective personalized outreach by him and other SOE representatives. This situation contrasts markedly with schools and colleges of engineering across the nation, where race and gender remain stubborn and serious constraints to increasing the diversity among both faculty and students. Dean Pines and his team have utilized a proactive recruitment approach that is complemented by feeder programs that use early identification of talent programs. These efforts identify and engage individuals who they believe can bring added value to the academic programs and the social environment within the School. The success of this approach bears repeating in other units as well. The VPDI will be positioned to assist other Deans in developing approaches that resonate within the particular nuances of their own student and faculty populations.

The reality of academic environments is that some parts of the institution are more change-averse than others. Where circumstances exist within the institution that indicate covert opposition to EDI efforts, they are stumbling blocks to making progress and they must be addressed. It may prove necessary to incentivize a reversal of these efforts, and support from the highest levels of the administration of the VPDI efforts to interface with each unit to create plans and actions that can move the University forward and succeed in achieving stated institutional goals. Different tactics may be necessary to recognize and honor the broad range of options for success across academic and administrative areas within the university. Pragmatism notwithstanding, each unit must ultimately be held to an established, predetermined measure of success in reaching goals that correlate with the

larger vision of institutional success. This ultimate reality cannot be compromised when it comes to EDI matters, any more than it would be in matters related to academic quality or fiscal growth and integrity.

Institutional accountability is usually considered to be vested in the administrative and faculty ranks. UMD, like its peers, also expect students to develop cultural competence, as it is articulated by the University, and to actually demonstrate it in their campus and subsequent work interactions. The University could convey to its students that it is also their individual and collective, moral and ethical actions that will determine its *actual* commitment to reaching the goal of equity for all members of the community. Led by the VPDI, and joined by all other relevant administrative and faculty leaders, the university could challenge students to be intentional and proactive in considering ways that UMD could become more inclusive and respectful in its treatment of all members of the community. The university could also distinguish itself among the colleges and universities nationally by encouraging the students to hold faculty and administrators to the same high standard of behavior and interaction.

One could conceive of a role that would be played by the VPDI in creating a 21st century conception of individual and institutional accountability at UMD. A conception that combines a sense of shared responsibility with mutual insistence on effective outcomes. A national model of intentional, concerted action is desperately needed in the higher education arena; a model that would bring an end to student demonstrations that are fueled by their frustration over differential treatment. In turn, these are often met by half-hearted institutional acquiescence on the least significant measures, resulting in a period of relative calm before the students begin the next round of demonstrations. UMD has an opportunity to be that national model, and the tragic situation of Lt. Collins' death is one factor that might have unexpectedly propelled it into that position.

Accountability is demonstrated through structures that lay out how the EDI work is done and provides motivation to engage in the work effectively. These are needed to avoid the fits and starts that often occur. When individuals or units are separately held accountable, no one is held accountable for the overall institutional impact of the work. Like student recruitment and admissions, if the enrollment target is not met it has ramifications for the whole institution. In EDI work, when goals are not met the campus climate for all suffers—either directly or indirectly. Clear and consistent direction and accountability is needed to address the rising polarization of the nation's citizenry, and to address the legacies of past discrimination and other injustices.

Leadership

It became clear to the ERT following a review of the documents, and interviews with individuals and groups, that the need for broader leadership on behalf of EDI was essential. There was a general sense that there needed to be strong leadership from the “top.” There were specific references to the President in terms of there being a clear vision of the goals and how EDI can best be achieved. It was not clear that there is a general understanding and/or appreciation that President Loh and Provost Rankin have taken multiple steps to address growing acts of intolerance, a campus tragedy, and more during the past year.

Specifically, President Loh has made it clear that he is committed to creating a senior level cabinet position Vice President for Diversity and Inclusion to provide leadership and oversight of EDI efforts at UMD. This led to the appointment of Roger Worthington as the Interim Associate Provost for Diversity and Inclusion to assist in the development of the position, enhance the services of ODI, address campus climate, and more. In addition, President Loh with the Joint Task Force with the specific purpose, to:

... review these concerns, consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

(Transmittal Issues Summary)

The report was recently approved by the Senate and accepted by the president. It could well become the launching pad for a comprehensive approach to EDI that would engage the entire University. While many believed this to be a positive step there was still concern as to whether or not these efforts would actually come into fruition.

The second level of leadership focused on the overall need to have a VPDI. In fact, there was general appreciation that the president was creating such a position with some reservation given that the initial search was postponed. Most individuals agreed that such a leadership position would serve to enhance collaboration and coordination within a decentralized model. While there was agreement for the position there was also concern that the position/office would centralize diversity efforts. There were also some who questioned why Roger Worthington was not immediately appointed to the position as interim to move forward in a more timely way. Many acknowledged that EDI under Dr. Worthington’s leadership had accomplished much during a very short time span from the climate study, to professional development and education efforts, to bringing groups together.

Our observations are consistent with many of those found in the Joint Task Force Report summary section entitled "*What we heard from the campus community*" (pgs. 3 - 4) and listed below. That Report's clarity of needs, and subsequent means of addressing them, offers corroboration that underscores the areas of observations that the ERT has presented above. Their Report indicates:

- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing is being done. [*Communication and Transparency*]
- Diversity programming is not comprehensive and does not have a broad overarching vision. [*Accountability*]
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources. [*Collaboration and Coordination*]
- Substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus. [*Communication and Transparency*]

IV. RECOMMENDATIONS

The Observations section above sought to highlight the University's challenges and compare them with the larger high education context related to equity, diversity and inclusion. We use the themes reported in our observations as a template for the structure of the Recommendations offered below. These recommendations provide specific actions that can be taken to address the observations given above. These are addressed in the following order.

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

Although these categorizations have some overlap, we present them discreetly so that the UMD community can link the ERT's observations with the recommendations offered.

As with our observations, our recommendations support those of the Joint Task Force Report. Listed below are some of the specific recommendations in that report that align with areas covered in our recommendations. By linking these two reports the campus will be better able to envision ways to address the observations and recommendations offered in these Reports and others.

- Use the ODI website as a central resource for information about diversity-related programming, events, policies, data, climate reports, and reporting processes, as well as resources related to free speech, expression and demonstrations on campus. [*Communication and Transparency*]
- Develop a strategy for communicating information related to equity, diversity, and inclusion that is transparent, timely, and responsive to the concerns raised by the campus community. [*Communication and Transparency*]
- The University should develop a comprehensive prevention and education initiative on diversity, inclusion, and respect that involves all members of the campus community (faculty, staff, and students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI. [*Professional Development and Education; Accountability; Leadership*]
- ODI should:
 - consider developing a diversity-related suite of training options for faculty and staff in partnership with UHR, OFA, and TLTC using existing trainings as a way to develop a more robust program; [*Professional Development and Education*]
 - continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative; [*Professional Development and Education*]
 - work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative. [*Coordination and Collaboration; Professional Development and Education*]

President/Senate Joint Task Force Report (pg. 25-26)

Communication and Transparency

Suspicion of ill will diminishes when the institution effectively communicates what it is doing regarding EDI issues both on and off campus. The Report on Diversity Assets at UMD identifies more than 100 large and small, ongoing efforts supported by the University. The extent to which the communities served by the University are informed of these efforts directly affects their perception that EDI efforts are insufficient.

The team recommends that a communication plan be developed to address the prevailing notion that individuals and groups feel uninformed about the status, direction and issues pertaining to EDI efforts and incidents. It is important that such a plan align with the EDI vision and goals of the institution. There is also a need to identify internal and external stakeholders who will serve as liaisons to the various constituents to keep them regularly informed about EDI efforts. This will keep the community informed, and also serve to galvanize their support for efforts such as fund raising for diversity initiatives and research on the practices. Such a plan would be an important step towards: enhancing coordination and collaboration on future diversity initiatives; minimizing rumors and innuendos that are often the seeds of mistrust; and negating comments that institution is not being transparent.

The plan should be inclusive of the many forms of communication from traditional media methods to websites, social media, symposia and regular campus discussions on EDI issues, to name just a few. Effective marketing strategies are also important tools to position new directions and goals for diversity, equity and inclusion work. Examples include supporting and promoting the work of scholars who are doing important research that may aid in developing national policy, and programs like Latino, Asian and African American and Women's Studies. Most importantly, a communications plan could provide consistency of messages and provide a balance between acts of intolerance and successes. At the core of the plan should also be ongoing face-to-face discussions with students, faculty and staff with appropriate campus offices and staff engaged and robustly assessing program impact.

Transparency was closely tied to communication that often focused on not knowing or understanding the processes and procedures related to decision-making. The mechanisms by which mission and goals for diversity are established and implemented were also viewed as ambiguous. Increasing the campus community's knowledge and clarity about earnest efforts to address EDI challenges will likely reduce skepticism and mistrust.

Professional Development and Education

The interest in professional development and education is an explicit recognition of the need to uncover additional effective methods for educating the community, to address acts of intolerance, and to address effectively issues related to EDI.

The ERT recommends that a Professional Development and Education Plan be developed by ODI in collaboration with academic diversity liaisons and Student Affairs representatives. This would provide a comprehensive and sustainable approach for identifying priorities and initiating efforts where there are gaps as well as encouraging collaboration and coordination between the various units. The ODI Self-Study spoke to the importance of professional development efforts as did their colleagues throughout the campus. There was universal agreement that there needed to go beyond Implicit Bias to focusing such as issues from freedom of speech to inclusive teaching practices.

On the academic side, the University should consider developing university-wide, as well as college-focused, academic programming that examines important racial and cultural concerns, with a goal of generating innovative approaches, rather than simply reiterating the problem. For example, "Contemplating Racial and Ethnic Perspectives regarding the 2020 Presidential Election" might be a University sponsored symposium, while the College of Business might develop a program that examines the wealth differential among different racial groups, or the College of Education could analyze the causes of the achievement gap.

For students, the campus might initiate a "common readings" program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues. These sessions should be structured so as many as possible take place in the residence halls and led by student development professionals as well as faculty from various disciplines depending on the reading topic. Such a program would provide a smaller, yet similar experience to UMD's successful Living-Learning Program and would broaden student access and expose all new students to living-learning experiences.

For the local community, the University might take full advantage of being located in the most affluent African American county in the United States, which presents countless opportunities for joint student-faculty research projects on a wide variety of topics.

Collaboration and Coordination

The ERT recommends that A President's Diversity Council be appointed, and chaired by the VPDI, to provide oversight of and feedback about EDI efforts. The Council should be representative of functional and academic areas of the University. The Council might use the many reports generated to guide their work, but especially the Report on Diversity Assets at UMD Report and its *Diversity, Inclusion, Equity and Social Justice Assets Map* (given here as Appendix 3). These provide critical pieces of information to identify means of collaborations and coordination across the units. The Council should advise the appointed VPDI by making recommendations about ways to: a) create synergies across these the assets, b) maximize the resources, and c) provide input about means of assessing the effectiveness and outcomes of the many EDI efforts.

This Council's work could include the development of a clear institutional vision of EDI work with goals, objectives, priorities, resources, and assessment mechanisms. Council members should be expected to provide regular updates to their respective areas to enhance communication and transparency. Council members should also consider bringing their unit EDI issues to the Council for discussion. In this way EDI challenges are shared and leaders can obtain broader perspectives on their specific challenges and explore potential means of addressing them.

Resources

The University has devoted significant resources to the EDI work, but there is a need to develop a plan with funding goals and objections that would contribute to collaborative efforts and coherence. A well-defined development plan can initiate changes that will enhance UMD's EDI efforts while simultaneously enhancing revenues. It will be prudent for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the United States.

In addition, resource development strategies could complement state and grant revenue streams. Currently, seeking and acquiring grants for EDI work does not seem to be on par with other types of development activities. Yet, if considered similarly such endeavors could generate some of the resources needed to build a more coherent and collaborative structure of support for the work. It will be reasonable for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the U.S. when many well-resourced Foundations and business entities are concerned about how the nation addresses the challenges of its broadly diverse citizenry.

The institution is reimagining the Office of Diversity and Inclusion (ODI) from its goals, resources and scope to the responsibilities of the newly created Vice President for Diversity and Inclusion. The team recommends that the office be provided human resources either explicitly assigned from the Development office, or located specifically in ODI, to focus on EDI work. The person(s) would focus is on alumni development, planning and raising funds from private and public sources (foundations, organizations, individuals as well as State and Federal agencies) specifically for EDI work institution-wide. It would be especially important for the development officer(s) to work closely with the University Alumni Offices to collaborate on strategies if it is not located in ODI.

To be successful, this effort should be viewed as a complement, rather than a replacement, to institutional advancement efforts. All units that undertake EDI work could be supported in efforts to advance EDI innovations not funded by the University under such an institutional-level umbrella. For example, the GLBT Center, Schools and Colleges, and administrative units could work together with ODI to develop strong proposals that if pursued alone may not be funded; but a comprehensive approach is more likely to be reviewed favorably. This would also place the VP position on par with other leaders of institutional level work. More importantly, the new VP and the ODI work would attain a level of legitimacy as integral elements of the University's overall success. The responsibility for external development work should be incorporated into the VPDI position description along with appropriate resources to be successful.

The appointed development officer(s) should be able to focus on and be successful in identifying and supporting the acquisition of funding for broad range of EDI efforts. Those efforts might range from endowed chairs to scholarships, from faculty professional development to EDI course development, from difficult dialogues to internships focused on diversity in non-profit or for profit entities.

Accountability

It is recommended that a University-wide Equity, Diversity and Inclusion Council is established, chaired by VPDI to advise, monitor progress and provide recommendations about campus equity diversity and inclusion efforts. As such, this Council should be representative of the university and include individuals with the authority to take recommended actions to implementation, evaluation and revision when needed. Appoint subcommittee of the Council to explore and develop accountability measures. Also, the institution should consider budget allocation as an

accountability measure as well as explore other factors such as climate studies.

The Transforming Maryland Diversity Plan could be used as to guide the Council regarding the development of the 2020 - 2030 Diversity Plan. The Council's efficiency and effectiveness is not a given. However, effective leadership provided by the VPDI and a powerful plan will give UMD a much needed collaboration and coordination guide to managing and monitoring the large number of existing and future EDI efforts.

For example, the Council might engage Dean Pines of the School of Engineering to understand how best to establish, support, and assess an institutional process that actively recruits nationally recognized scholars from diverse backgrounds in each of the colleges. This would then move towards the formulation of a critical mass of tenured academicians who could: provide support to one another and mentoring for junior faculty from underserved communities; support for student research in nontraditional areas; and outreach to local communities that are heavily populated by underrepresented groups. When successful, such practices might become an institution-wide effort by providing an effective standard operating procedure by which all hiring officials may be held accountable for implementing.

This does not suggest that such actions would restrict who will be hired. Rather it would provide a set of guidelines that would ensure that hiring officials are held accountable for having done their best to ensure that all hiring processes are truly open. The goal is to address implicit biases that are common across search processes, and to broadly diversify candidate pools when hiring *and* promoting the staff, faculty and administrative workforce.

Leadership

There were very positive comments among those we spoke with about the importance of ODI and all that it has accomplished with limited resources in less than a year under the leadership of Roger Worthington. This was an area that many felt the President had made the appropriate decision to appoint Roger as the Interim Associate Provost with the understanding he would be the VPDI. None knew how the office could support their efforts and needs with what they perceived as a lack of staff and monetary support.

The University leaders should consider and determine the leadership needed for the EDI work in ways similar to decisions about other cabinet level leaders. Senior leaders have a coherent set of goals and responsibilities, as well as specific expected outcomes, including robust assessments to ensure

the goals are achieved. These are adjusted based on previous experience on campus and in previous work. The rationale for a similar role for the University's EDI work is similar in that the leader must comprehensively review of all the work, set expectations for various components elements of the work, and support the work of others to achieve identified goals. The leader must have an adequate set of clearly articulated goals, and appropriate resources, authority, and accountability to achieve the goals.

As a nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, Dr. Worthington has deep expertise as both a scholar and practitioner in this arena. It was clear that he has put his knowledge and experience to good use at UMD in working to bring greater coherence across all of the EDI work, and to achieve synergies and efficiencies through collaboration in requesting an external review. This is also evidenced by working across units outside of the official sphere of his responsibilities, arranging for the systematic compilation of Diversity Assets at UMD Report, and developing plans for intersectional work with any unit that is doing EDI work. This is the kind of work that seems to be needed to address many of the issues uncovered in the various reports we reviewed.

The equity, diversity, and inclusion efforts at the University can be optimized to have the greatest impact and effectiveness by the appointment of Dr. Roger Worthington to VPDI prior to the beginning of the Fall 2018 semester. This appointment should come with the appropriate allocation of resources that will allow the unit to provide leadership, coordination, and collaboration to the many existing programs and activities, and to create new initiatives.

There are several reasons why we reached this conclusion. These actions would accomplish a number of UMD objectives including to achieve the following.

- a) Reaffirm the commitment of President Loh to place the University at the forefront of American universities addressing equity, diversity, inclusion substantively, and equity issues as fundamental academic and social concerns. Through this action, the President also would buttress his personal national leadership and reputation in these areas.
- b) Reestablish trust between student leaders and the administration, which at this time appears to be very fragile.
- c) Communicate to the President's cabinet a sense of continuity and acknowledgement that outstanding administrative performance is valued.
- d) Communicate to the academic and administrative leaders that they will continue to have support and partnership as they innovate, initiate and implement EDI initiatives within their units.

- e) Communicate to the faculty that the VPDI position is one in which a high level of scholarly achievement is expected in addition to substantial experience in and familiarity with academic concerns.
- f) Communicate to alumni that a page has been turned and that the tragedy of Lt. Collins death does not pervade the institutional atmosphere.
- g) Demonstrate President Loh's intent to implement the recommendations made by the Joint Task Force.
- h) Demonstrate President Loh's awareness of and responsiveness to the wishes and concerns of a variety of groups and individuals with whom we interacted ranging from the University police, to the college and division diversity officers.
- i) Provide continuity.

We also provide the following general recommendations for consideration. Each is related to one or more of the themes that frame this Report.

General Recommendations

- Develop a robust feeder program in conjunction with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems. This would be an important future enrollments and staffing pipeline for UMD.
- Establish, support, and assess an institutional process to actively recruit nationally recognized scholars from diverse backgrounds at the senior level who could provide support to other faculty and mentoring for junior faculty from underserved communities, support for student research in nontraditional areas, and outreach to local communities that are heavily populated by underrepresented groups.
- A group of new scholars could infuse innovative thinking and programs like a "common readings" program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues that would engage the entire campus community.
- The University should engage the most affluent African American county in the United States, to explore joint student-faculty research projects on a wide variety of topics. Also, explore a feeder program with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems.

V. CONCLUDING REMARKS

The ERT members were particularly impressed by our conversation with President Loh when he shared his vision of diversity and inclusion at the University. We appreciated his commitment to diversity, equity, and inclusion as a measure of excellence, and his understanding of their relationship to the academic mission of UMD. His experiences as a person of color have afforded him personal insights about the presence of racism in the American academy. Projecting a sense of engagement in this area that was both humanistic and pragmatic, made it clear that President Loh has the capacity and desire to take UMD to new heights—to be an institution that demonstrates how diversity functions as a key element in achieving excellence that could serve as a national model.

The External Review Team is truly grateful to the scores of people who took the time to meet with us and provide their insights. We believe they are committed and interested in working on behalf of equity, diversity and inclusion at UMD. It was clear that they care about establishing a campus climate that provides a place where all can thrive and succeed as students, faculty and staff.

We also want to thank Provost Rankin for inviting, hosting and enabling us to undertake this important work, and her staff for supporting us while on campus. We also thank Dr. Worthington and his staff for recommending us to be part of this important endeavor. A special thank you to the staff of ODI who worked with us to make sure we were properly prepared from travel plans to insuring we had the documents necessary for the review. We leave with hope and confidence that the University of Maryland is moving forward in new and innovative ways.

001 External Review April 25-27, 2018

MASTER Schedule

Wednesday, April 25, 2018

5:30 PM DINNER

External Review Team (Bill Harvey, Alma Clayton- Pedersen, Rusty Barcelo),
Mary Ann Rankin, Michele Eastman and Roger Worthington

Thursday, April 26, 2018

Breakout Meetings

- 8:15-9 a.m. Bill Harvey, Rusty Barcelo, UMPD Meeting
Police Chief Mitchell and Chief of Staff David Lloyd, *Old Maryland Grill*
- 8:45-9:15 a.m. Alma Clayton- Pedersen, OCRSM Meeting
Catherine Carroll, Director and Title IX Officer, Office of Civil Rights and Sexual
Misconduct, 1402 MMH
- 9:15 – 10 a.m. Bill Harvey, Student Leaders, Stamp Union, Calvert 2100

The following list of students have been invited, but not all have confirmed attendance:

Chris Henderson
Naila M AlHasan
Ishaan Parikh
Zoey Warecki
Michael Goodman
Max Balagtas-Badoy
Samuel Koralnik
Olatomiwa Sobande
Jaime Martin Atilano
Sarah Grady
My-Asia Chaplin
Natania Lipp
Ryan Garfinkel
Ifechukwude Arah
Ajay Mahesh
Clarissa Robinette Corey-Bey
Zach Caplan Karla Casique
Taylor Green
Emmanuel Massalee

- 9:30-10 a.m. Alma Clayton- Pedersen, Advance Meeting
Kerry Ann O'Meara, Professor, Higher Education and Associate Dean,
EDUC 1402 MMH

001 External Review April 25-27, 2018

MASTER Schedule

- 9:30-10:15 a.m. Rusty Barcelo, LGBT Equity Center Meeting
Shige Sakurai, Acting Director, 2218 MMH
- 10:15 a.m. - 11 a.m. Alma Clayton- Pedersen, OMSE Site Visit
Christopher Lester, Director
Shaunna Payne Gold, Associate Director
1101 Hornbake Library
- 10:15-11a.m. Bill Harvey, BFSA & Nyumburu Site Visit
Solomon Comissiong, Assistant Director of Student Involvement and Public Relations, Nyumburu Cultural Center
Brandon Dula, Vice President of the Black Faculty Staff Association
Ronald Zeigler, Director, Nyumburu Cultural Center
Anne Reese Carswell, Associate Director, Nyumburu Cultural Center
Nyumburu Cultural Center, 4108 Campus Drive
- 10:30-11:15 a.m. Rusty Barcelo, Resident Life Meeting
Dennis Passarella –George, Associate Director South Campus
Steve Petkas, Associate Director, Student and Staff Development
2411 MMH
- 11:15 a.m. - 12:15 p.m. Alma Clayton- Pedersen, MICA Site Visit
James McShay, Associate Director for the Adele H. Stamp Student Union and Multicultural Advocacy Programs
Brandon Dula, Assistant Director for MICA
Yvette Lerma Jones, Coordinator for Latinx Student Involvement & Advocacy
Kai Kai Mascarenas, Coordinator for Asian American Pacific Islander Involvement & Advocacy
Erica Simpkins, Program Administrative Specialist
Stamp Student Union, Suite 1120
- 11:15-12p.m. Bill Harvey, Sorority and Fraternity Meeting
Matt Supple, Director
2417 MMH

001 External Review April 25-27, 2018

MASTER Schedule

- 11:15a.m. - 12p.m. Rusty Barcelo University Human Resources Meeting
Jewel Washington, Assistant Vice President
2411 MMH
- 12:30-2p.m. KEY ADMINISTRATORS LUNCH WITH EXTERNAL REVIEW TEAM
2111 Main Administration
Bill Harvey, Rusty Barcelo, Alma Clayton- Pedersen
Joel Seligman: Associate Vice President for Marketing and Communications
Linda Clement: Vice President for Student Affairs
Carlo Colella: Vice President for Administration and Finance
Laura Anderson Wright: Associate General Counsel, Legal Affairs
- Breakout Meetings Continue
- 2: 15-2:45 p.m. Alma Clayton- Pedersen, Ombuds Meeting
Cynthia Edmunds, Staff Ombuds Officer, Office of the President
2417 MMH
- 2-3 p.m. Bill Harvey, President's Commissions
2411 MMH
- 2- 3p.m. Rusty Barcelo, AAPI (Asian American Student Involvement)
Shige Sakurai
2308 MMH
- 2:45-3:15p.m. Alma Clayton- Pedersen, Faculty Affairs Meeting
John Bertot, Associate Provost
2417 MMH
- 3:30-5 p.m. External Review Team, CDO and Equity Administrators
Roger Worthington, Chief Diversity Officer and Associate Provost
MMH 0100
- 6 p.m. Dinner, External Review Team
Kapnos, The Hotel

001 External Review April 25-27, 2018

MASTER Schedule

Frfdy prH27, -Q.\$

- 8:15-9:15 a.m. External Review Team and Senior BFS, Old Maryland Grill
 - Dean Bonnie Thornton Dill, ARHU
 - Dean Darryll J. Pines, ENGR
 - Dr. Stephen B. Thomas, SPHL
 - Dr. Sharon Lavonne Fries-Britt, EDUC
 - Dr. Oscar Barbarin, 8505
 - Dr. Robert T. Jackson, AGNR
 - Dr. Mary Helen Washington, ARHU

External Review Team Meetings with the Deans: 1119 Main Administration

- 9:30-10 a.m. Dean Lucy Dalglish JOUR, Dr. Doug Oard, Associate Dean, INFO
- 10-10:30 a.m. Dean William Cohen, UGST and Babak Hamidzadeh, Interim Dean, Libraries
- 10:30-11 a.m. Dean Sonia Hirt ARCH and Dean Darryll Pines, ENGR
- 11-11:30 a.m. Dean Greg Ball, 8505
- 11:30-Noon Dean Boris Lushniak, SPHL
- 12-1 p.m. Latinx Working Group, 0118 Main Administration, Lunch provided

The following list of individuals have been invited, but not all have confirmed attendance:

- Gloria Aparicio Blackwell
- Ruth Enid Zambrana
- Yvette Isela Lerma Jones
- Laura M. Bohorquez Garcia
- Nancy Raquel Mirabal
- Perla M Guerrero
- Michelle M Espino
- Britta L Anderson
- Ana Patricia
- Rodriguez Eva
- Canizales Pacheco
- Yanira Pacheco Ortiz
- Christopher Lester
- Ronald W. Luna
- Edgar Moctezuma
- James J McKinney
- Melissa Del Rios

ODI External Review April 25-27, 2018

MASTER Schedule

1-1:15 p.m.	Break
1:15-2:15 p.m.	External Review Team, 001 Leadership Team 0118 Main Administration
2:15-3 p.m.	External Review Team Work Time 0118 Main Administration
3-4 p.m.	External Review Team De-brief with Provost Rankin and President Loh President's Office 1101 Main Administration

Questions for the External Review Team
Senior Vice President and Provost Mary Ann Rankin

1. How can we optimize the equity, diversity and inclusion efforts at UMD to have the greatest impact and effectiveness?
2. How does UMD compare to peer institutions with respect to campus initiatives and programs to promote diversity, equity and inclusion?
3. What role should the deans and colleges play in diversity and inclusion programs?
4. Are there significant gaps in programs that we should work to address?
5. What would it take to become a national model for diversity and inclusion?
6. Are there additional programs or exemplars of best practice that you UMD should study for possible adoption or emulation?
7. Are our general education curriculum requirements effective means of improving the campus climate of diversity and inclusion, or should we undertake efforts to improve our requirements and offerings?
8. Is campus leadership doing all that it could to model and implement core values of diversity, equity and inclusion? What more would be helpful/effective?
9. Are campus policies appropriate to deal with current challenges such as hate bias incidents? Is campus law enforcement appropriately represented in responses to campus hate-bias incidents?
10. Is the campus law enforcement adequately prepared to deal with a major incident on campus?
11. Can you cite particularly effective programs for increasing the number of underrepresented minority faculty at junior and senior levels?

Diversity, Inclusion, Equity and Social Justice Assets Map

<p>Academic Programs</p> <p>African American Women's Native American Jewish/Meyerhoff Center Latin American Asian American LGBT Persian U.S. Latino Studies Ethnomusicology Hearing and Speech Sciences/Clinic/LEAP School American Studies Department of Behavioral and Community Health School of Public Health</p>
<p>Academic/Research Centers and Institutes/Academic Assets</p> <p>The Consortium on Race, Gender and Ethnicity (CRGE): http://www.crge.umd.edu/research.html Intersectional Qualitative Research Methods Institute (IQRMI): http://www.crge.umd.edu/IQRMI/index.html Maryland Equity Project (Education: http://www.education.umd.edu/TLPL/centers/MEPL) Center for East Asian Studies Judge Alexander Williams, Jr. Center for Education, Justice and Ethics Roshan Cultural Heritage Institute, Center for Persian Studies David C. Driskell Center The Clarice Maryland Population Research Center Social Justice Lab: https://umdsocialjusticelab.wordpress.com/ Maryland Center for Health Equity (Public Health): http://flsph.umd.edu/center/che Maryland Institute for the Humanities Center for International Development and Conflict Management: https://icidcm.umd.edu/ Library Diversity Advisory Committee/Subject Librarians/Special Collections College/School Diversity Initiatives</p>
<p>Educational/Learnine: Opportunities</p> <p>Undergraduate Curriculum (Understanding Plural Societies/Cultural Competence Requirement) Global Studies Minor Program Education Abroad Graduate Opportunities Office of International Affairs</p>
<p>Faculty/Staff Recruitment and Retention</p> <p>Procedures and Guidelines for Conducting Searches at The University of Maryland Equity Council Target of Opportunity Hires Inclusive Hiring Pilot Post-Doctoral Program</p>
<p>Faculty and Staff Resources (Professional Development)</p> <p>ADVANCE TLTC Inclusion and Diversity Workshop Series</p>
<p>Faculty/Staff Student Family and Work Life Assets/Supports</p> <p>Lactation Rooms Elder Care Resources Child Care Resources Campus Trans Resources Planned Child Care Center (0-5) Center for Young Children (http://www.education.umd.edu/CYC/) [See: https://sites.google.com/site/womenumd/services] Center for Healthy Families (Department of Family Science) Counseling Center Gender Neutral Restrooms Map Gender Neutral Bathrooms University Chaplains Faculty/Staff Assistance Programs</p>
<p>Affinity Groups</p> <p>Black Faculty and Staff Latino Faculty and Staff LGBT Faculty and Staff Association Alumni Affinity Networks (Latino, Muslim, Lambda Pride, Divine Nine, Black Men, Black Alumni, Asian Pacific American)</p>

Academic Support and Student Services/ Pipeline and Precollege Programming

Office of Multi-ethnic Student Education (OMSE) Disability Support Services
 Intensive Educational Development Programs (IED) And Student Support Services Program (SSS)
 Educational Opportunity Center (EOC) Summer Transitional Program
 Ronald E. McNair Post-Baccalaureate Achievement Program
 Center for Minorities in Science and Engineering
 Veteran Student Life (http://thestamp.umd.edu/veteran_student_life)
 Women in Engineering Maryland Center for Women in Computing
 National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) Program:
<http://www.cmse.umd.edu/lamg>
 Summer Research Initiative: <https://bsos.umd.edu/diversity/landingtopic/summer-research-initiative>
 University of Maryland Incentive Awards Program (IAP)
 Upward Bound/LIFT: <http://www.grecollege.umd.edu/> Career Center
 Office of Graduate Diversity and Inclusion: <https://grads.chool.umd.edu/ogdi>
 Maggie Bridwell Center for Women's Health: <http://www.health.umd.edu/womenshealth>
 UMD Counseling Center: <http://www.counseling.umd.edu/>
 Undocumented Student Resources: <http://undocumented.umd.edu/>
 Student Success Office: <http://studentsuccess.umd.edu/> Office of the Bursar: <https://bursar.umd.edu/>

Student/University Community Centers and Institutes

Nyumburu Cultural Center LGBT Equity Center Armed Forces Center

Residential/Living! Learning! Communities

Global Communities CIVICUS Carillon Social Change Social Justice Day
 Mixed Gender/Gender Inclusive/Gender Neutral Housing
 Common Ground Multicultural Dialogue Program: <http://reslife.umd.edu/programs/commonground/>

Student Organizations

Multicultural Involvement and Community Advocacy (MICA) 104 Student Orgs

Community Engagement

Maryland Lead Program: http://thestamp12.umd.edu/leadership_community_service-learning/programs/maryland_lead_program
 Beyond the Classroom: <http://www.beyondtheclassroom.umd.edu/>
 Office of Community Engagement College Park Academy

Compliance (EEO; Title IX and Reporting)/Safety/Addressing Concerns

Office of Civil Rights and Sexual Misconduct Office of General Counsel
 University Human Resources: <http://uhr.umd.edu/affirmative-action/>
 UMCP's Department of Campus Safety
 Ombudspersons (UG, grad, staff, faculty) HR ADA Reasonable Accommodations

Intercollegiate Athletics

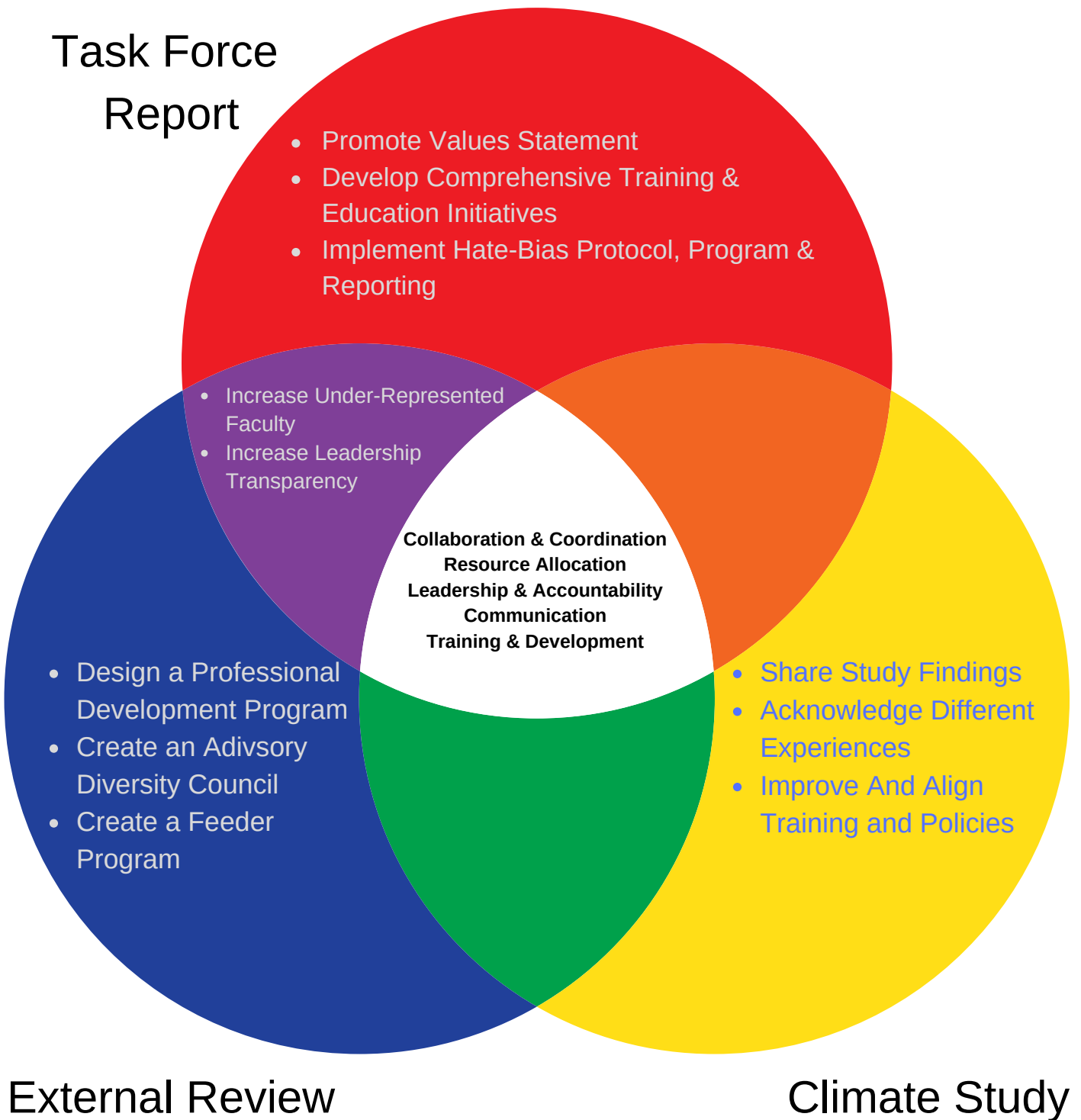
Governance and Infrastructure/Climate Process

(Structure; Strategic Plans/Alignment and Integration; Missions; Authority; Resources; Accountability; Monitoring and Responsibility; Climate and Culture; Communications)

COO 001 President's Commissions (Disability; Ethnic Minority, LGBT, Women)
 'Transforming Maryland' 2010 Strategic Plan for Diversity and Inclusion
 Equity Administrators/Diversity Officers/DO Network

Equity Charge Maryland Dialogues "RISE ABOVE" Grants The Thriving Workplace Initiative
 University Senate Equity Diversity and Inclusion Committee
 Diversity Advisory Council President's Student Advisory Council on Diversity & Inclusion

Diversity Recommendations & Commonalities (UMD 2018)



Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »

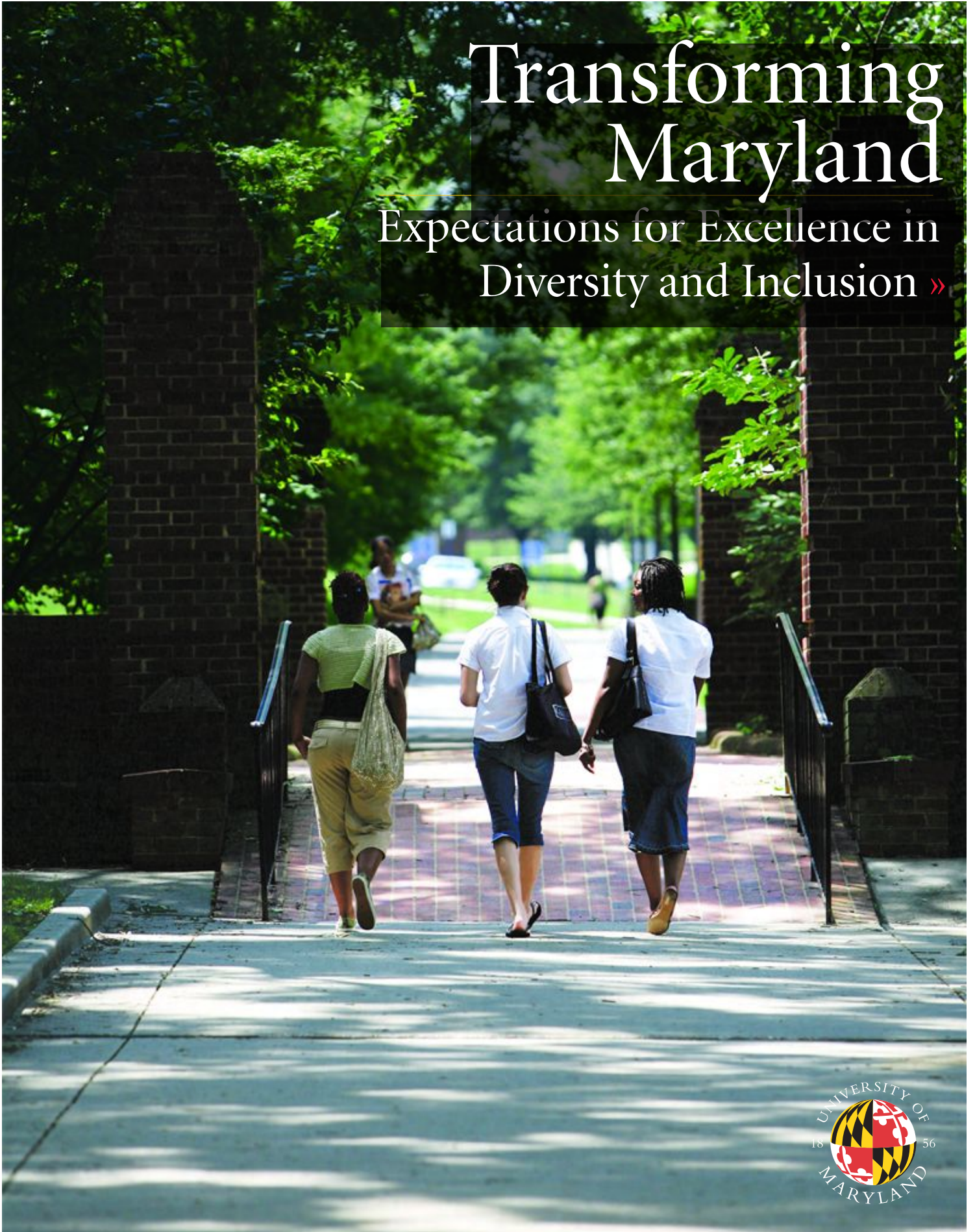


TABLE OF CONTENTS

Preface2

I. Commitment to Diversity4

II. University's Transformation into a Leader in Diversity7
Diversity Accomplishments 9

III. Taking Stock: Diversity Initiatives at Maryland 10

IV. Recommendations. 13
A. Leadership 13
B. Climate 16
C. Recruitment and Retention 18
D. Education 21
E. Research and Scholarship 23
F. Community Engagement. 25

V. Implementation 27

Diversity Plan Steering Committee 29

The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »

**THE STRATEGIC PLAN FOR DIVERSITY
AT THE UNIVERSITY OF MARYLAND**

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE
ON SEPTEMBER 16, 2010

FROM THE PRESIDENT

The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths.

2

THE UNIVERSITY of MARYLAND

I am proud to be continuing in the tradition of recent University of Maryland presidents who led us to outstanding accomplishments in this area, including Robert Gluckstern, John Slaughter, William Kirwan and C. D. Mote, Jr. Under their leadership, the university embraced a vigorous commitment to becoming a multiethnic, multiracial, and multicultural institution.

The diversity plan presented here, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles.

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our

university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

I embrace the vision outlined in this document and ask that you read, review, and commit to implementing its strategies and goals.

Wallace D. Loh
President

FROM THE CHAIR, DIVERSITY PLAN STEERING COMMITTEE

The strategic plan for diversity at the University of Maryland, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is a document that represents the remarkable journey of the University of Maryland, College Park.

The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

However, the past 50 years at Maryland have been extraordinary, first as we integrated all populations into the student body, faculty, and staff, and then as we eagerly embraced the idea of diversity, transforming the institution into a national leader in this area. Today we are well on the path toward realizing our vision of being a “model multiracial, multicultural, and multigenerational academic community.”

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan.

The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

Those of us who worked together to develop the plan believe that Maryland is poised to become the university model for diversity and inclusive excellence in the nation. We have developed a 10-year document that lays a comprehensive roadmap for meeting this goal and calls on the University of Maryland to serve in a preeminent leadership role for the next generation of scholars.

Robert Waters
*Associate Vice President for Academic Affairs
and Assistant to the President
Chair, Diversity Plan Steering Committee*



I. The University of Maryland's
Commitment to Diversity »



The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. Our commitment to diversity rests on three tenets:

1. We believe that living and working in a community that accepts and celebrates diversity is a joy and a privilege that contributes to the vitality and excellence of the educational experience.
2. We believe that as a state university, we have a responsibility to assure all citizens access to the transformative experience of an outstanding higher education and the opportunity for success in this experience.
3. We believe it is essential that our students have exposure to different perspectives, that they interact with people from different backgrounds, and that they explore ideas with those from different cultures in order to succeed in an increasingly diverse workplace and global community.

In short, creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff is morally right and educationally sound. We commit ourselves fully to implementing the strategies set forth in this plan to achieve an optimal environment for all members of the university community.

The university strategic plan of 2008, *Transforming Maryland: Higher Expectations*, clearly states the results we strive for as a preeminent university: impact, leadership, and excellence. We know without doubt that the diversity of our university faculty, staff, and students is a cornerstone of that excellence. This diversity plan is aligned with the goals of the university strategic plan. It calls for the university to energetically renew its efforts in diversity. The results will be transformative.

The strategic plan states the mission of the university with eloquence: “As the flagship, its task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in business, public service, education, the arts, and many other fields.” To succeed in this task we must have a community that acknowledges and celebrates diversity in all its dimensions.

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are

welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

We are confident that we can meet the goals outlined in this document because the university has special strengths on which it can build: 1) a history of national leadership in diversity initiatives during the past three decades; 2) a substantial record of scholarship on diversity issues across the disciplines; 3) a location that offers opportunities to engage with a wealth of diverse communities, including large African American, Hispanic American/Latino/a, and Asian American populations, and thanks to the proximity of the federal government agencies and offices, a substantial international population; and 4) a conviction that a university community energized by diverse perspectives and experiences provides an enriching educational experience and strong competitive edge for our students, our faculty, and our state.

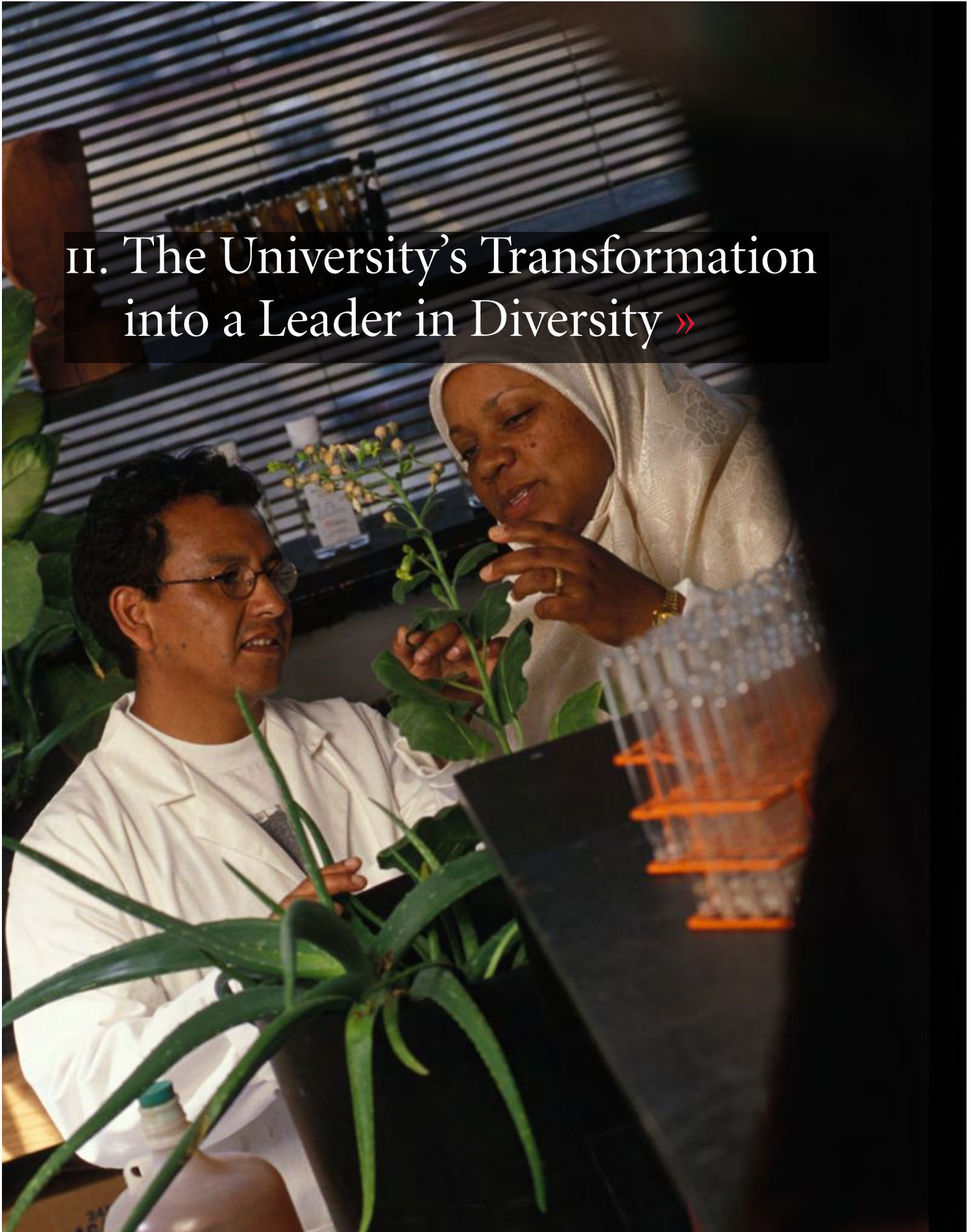
We are uniquely positioned to influence the world outside the university based on the contributions and research of our faculty, students, and staff. Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world.

6

THE UNIVERSITY of MARYLAND



ii. The University's Transformation into a Leader in Diversity »





University of Maryland Leaders Embrace Diversity

The university undertakes this new diversity plan after three decades of successful initiatives that focus on diversity issues. We are confident in the university's ability to meet new challenges in creating the community of the future. After an early history in which the university engaged in deplorable practices of discrimination and held destructive prejudices against women, we now have a keen appreciation of the moral imperative of equity and diversity. We know that at the time of its founding in 1856, 16 of the first 24 trustees of the Maryland Agricultural College were slave owners and that slaves labored, if not on campus, certainly throughout Prince George's County, in which it was built. White women were first admitted in 1916, and African Americans in 1951. Though slower than we would wish in including all citizens and creating an appropriate climate for their success, in the past decades the university eagerly adopted the ideal of diversity and has worked diligently to transform the campus to become a national leader in this area. The University of Maryland's strategies were among those highlighted in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published with the American Association for Colleges and Universities (AAC&U) in 1995. Today we are on the path toward realizing our vision of being a "model multiracial, multicultural, and multigenerational academic community."

We have been guided by many dedicated members of the campus community in this transformation, especially three exceptional leaders: Dr. John Slaughter, chancellor, 1982–88; Dr. William E. Kirwan, president, 1988–98; and Dr. C. D. Mote, Jr., president, 1998–2010. Under their leadership, the university embraced a commitment to diversity with unwavering vigor. The journey toward a diverse and inclusive institution began with race and gender, but the imperative to address other identities became apparent as we undertook various initiatives. Indeed our terminology that today favors the word "diversity" evolved from a growing understanding of the complexity of this work.

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's

leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

Under the leadership of his successor, President Kirwan, the university made giant strides in its commitment to equity and inclusion for minorities. His administration supported major initiatives designed to involve every campus unit and department in activities that supported minority faculty, staff, and students. University leaders raised expectations for recruitment of faculty, undergraduates, and graduate students from under represented groups; developed major initiatives to support and mentor minority members on our campus; and provided significant financial support for activities likely to increase the success of minority members of the university community. From 1990 through 1995, President Kirwan led the university's defense of a legal challenge to the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense of the case was a first step in developing the now-widespread use of the diversity rationale to advance affirmative action goals in higher education.

President Mote built on these efforts, deepened our understanding of the complexities of diverse backgrounds and identities, and expanded the focus of our commitment. He sponsored innovative and successful programs that reached into Maryland communities with large numbers of disadvantaged students, and created pipelines for students who had overcome adverse circumstances to obtain an affordable college education. In the past decade, the university significantly increased the graduation rates of undergraduates from all racial/ethnic backgrounds, and made substantial progress in closing the achievement gap. In recognition of the university's growing global impact, President Mote also vigorously supported programs that offer students life-changing international experiences.

Led by the former president, the administration pushed aggressively to promote the rights of gays, lesbians, and women and fought to obtain benefits for domestic partners of university employees. The state began providing same-sex domestic partner health benefits to Maryland state employees and retirees in July 2009. Under President Mote's leadership, the university also introduced new family-friendly policies and programs to help faculty, staff, and students balance their academic, work, and family responsibilities.

.....
WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

Diversity and inclusiveness have, over time, become integral and ongoing components of the university's institutional identity. A quantitative sketch of our successes indicates how far the University of Maryland has progressed in recent decades.

The diversity of our students:

- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58% at the graduate level from 2001 to 2009.
- The percentage of new minority graduate students increased from 16% in 2001 to 21% in 2009.

The success of our students:

- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.

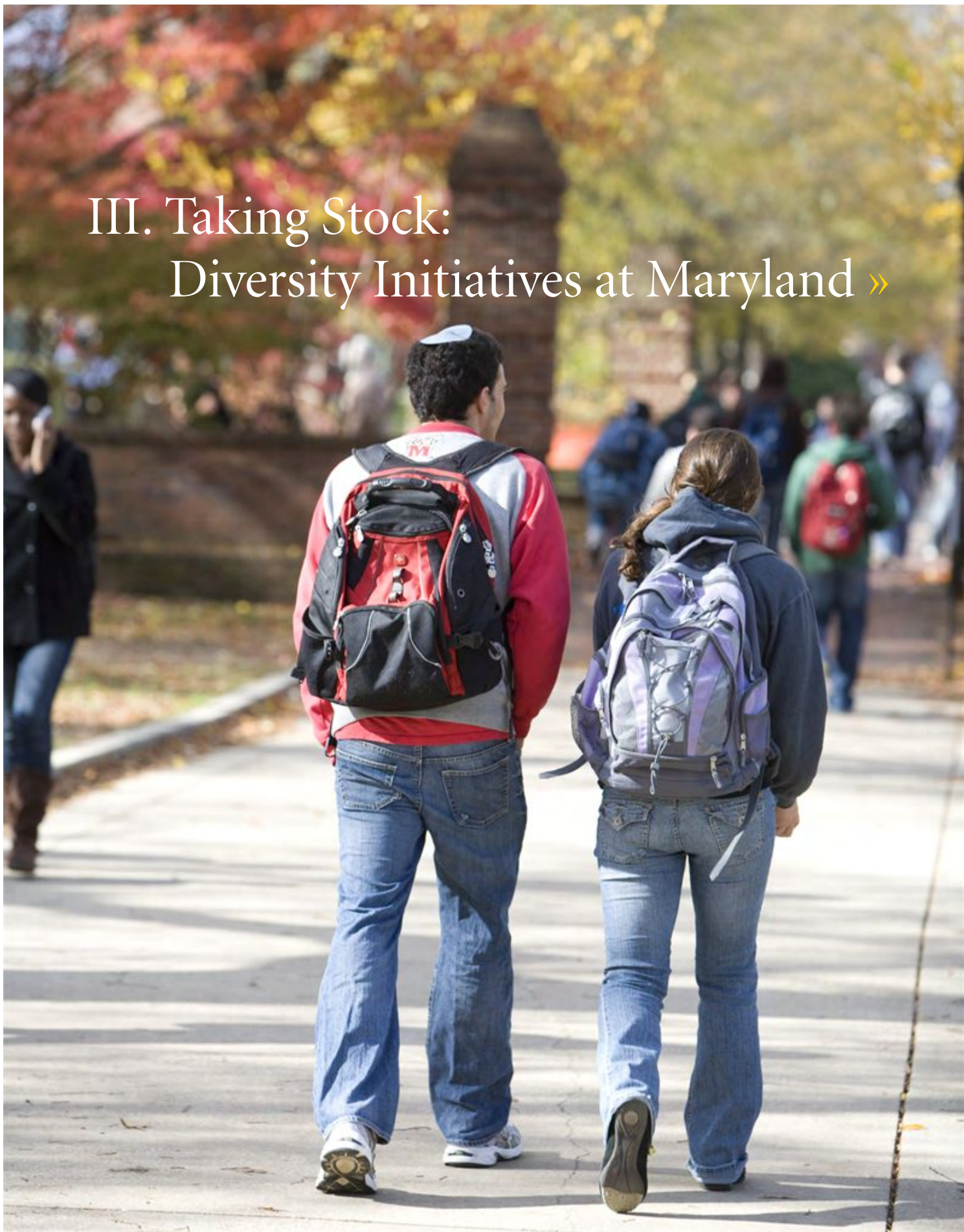
- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.
- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

The diversity of our faculty and staff:

- Between 2000 and 2009, the percentage of women in the tenured/tenure track faculty increased from 26% to 31% and the percentage of faculty of color in this group increased from 16% to 20%.
- In 2009, one-third of new tenured/tenure track faculty hires were women and 43% were members of ethnic minority groups.
- The number of women department chairs grew from six in 2004 to 15 in 2009, a 150% increase.
- The university's diverse staff is 16% African American, 7% Asian American, 5% Hispanic American/Latino/a, 17% from other nations, and 52% women.



III. Taking Stock: Diversity Initiatives at Maryland »



University Offices that Promote Equity and Diversity

Several campus programs have been established that address diversity issues, and the dates of their inception reflect the growing understanding of the complexity of diversity and the variety of groups that need to be served.

The Office of Human Relations Programs (1971), now known as the Office of Diversity and Inclusion (ODI), is responsible for compliance with the Human Relations Code that contains our official nondiscrimination policy (1976; amended in 1992 to include sexual orientation). The office also provides a variety of multicultural and diversity education programs, including intergroup dialogues.

Many other offices, centers, and programs address specific issues. These include the:

- Nyumburu Cultural Center (1971)
- Office of Multi-Ethnic Student Education (1971)
- Disability Support Services (1977)
- Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity (1998)
- Maryland Incentive Awards Program (2000)
- Office of Multicultural Involvement and Community Advocacy (2006), formerly Student Involvement and Minority Programs (1987)

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997).

The Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

Diversity in the Curriculum

The university has been a leader in interdisciplinary programs, with its American Studies program (1945) one of the earliest in the nation. This history was a stepping-stone for academic programs and concentrations that focus on educational issues surrounding specific areas of diversity. First introduced in the 1960s, these programs have helped to broaden our understanding of diversity, cultivate community, and build support for various social identity groups.

Many programs that began as concentrations in traditional departments led to the establishment of formal academic programs:

- African American Studies (1968)
- Women's Studies (1977)
- Jewish Studies (1980)
- Latin American Studies (1989)
- Asian American Studies (2000)
- Lesbian, Gay, Bisexual, and Transgender Studies (2002)
- Persian Studies (2004)
- U.S. Latino Studies (2007)

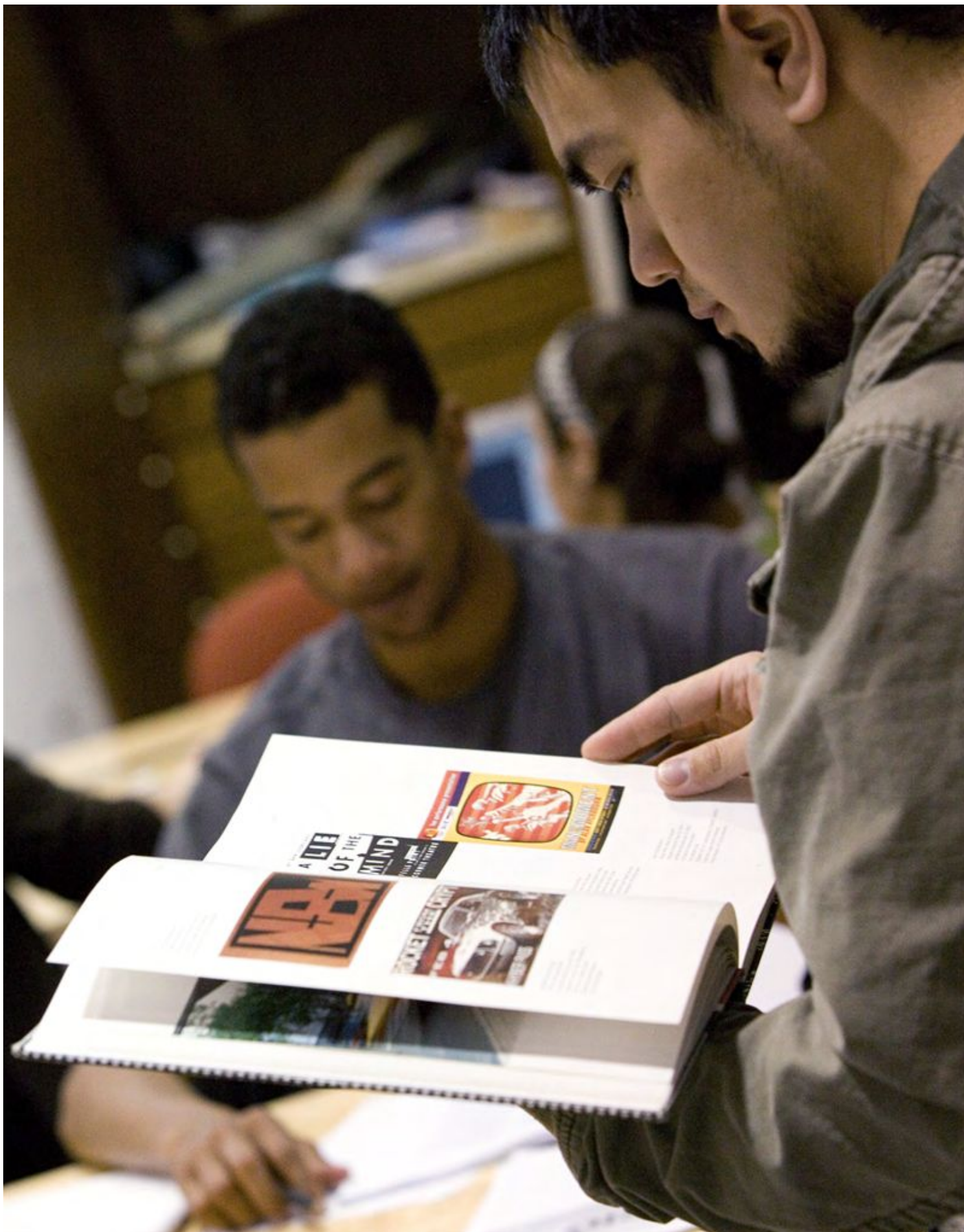
The university has also been a national leader in fostering diversity as a serious topic for research and academic exploration. One of the most important and successful initiatives has been the Consortium on Race, Gender, and Ethnicity (1998). Faculty members working through the Consortium have published groundbreaking studies on the complexity of issues surrounding self-identity and diversity.

In 2008, the U.S. Department of Education granted the university status as a minority-serving institution for Asian Americans and Pacific Islanders, a gateway to targeted support for the growth of academic programs and support for student scholarships.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, established at UMD in 2001, preserves the heritage of African American visual arts and culture.

Existing and new courses within established disciplines have been infused with elements and principles of diversity with the assistance of the Curriculum Transformation Project (1989). Since 1990, undergraduate students have had a CORE diversity requirement, and they currently have co-curricular opportunities that address diversity such as Words of Engagement: Intergroup Dialogue Program (2000) and the Common Ground Multicultural Dialogue Program (2000).

There are far more activities, campus-wide, and locally, than we can include in this overview, but the programs listed above represent the breadth of our commitment to building a diverse and inclusive campus community.



IV. Recommendations »

The University of Maryland has laid a strong and broad foundation for diversity and equity over the past three decades. The recommendations in the diversity strategic plan aim to ensure that the university will build on this foundation and continue as one of the nation’s higher education leaders in diversity, equity, and inclusion.

Clearly, the university has made great progress. However, building a community in which support for diversity permeates all levels is an ongoing process. The university still has much to do to create the optimal and inclusive learning and work environment to which it aspires. Vigorous efforts should be made to further diversify the senior leadership, faculty, and student body; to create a more vibrant and inclusive campus community; to support diversity-related research; and to implement a curriculum that prepares our students to succeed in a multicultural, globally interconnected world. This plan sets forth strategies to take us to the next level.

Our plan seeks to accomplish three goals:

1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and
3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a

representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a “building community” fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

Following are the major goals and strategies of the diversity strategic plan, organized in six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

.....
A. LEADERSHIP

Leadership is essential to building a more diverse, inclusive, and equitable institution. This plan proposes to strengthen the diversity leadership throughout the campus. The goals and strategies listed below recognize that leadership in diversity must come from senior leaders as well as from the ranks of students, faculty, and staff.

First, the plan calls for leadership from the top. When the university’s senior administrators endorse diversity programs and initiatives, they affirm that diversity is a core value and set the tone for action throughout the university. The appointment of a chief diversity officer and establishment of a campus-wide Diversity Advisory Council to replace the current Equity Council will be a visible signal of this commitment. With wide representation from campus groups, the new council will focus on major diversity initiatives that can help move the campus forward.

Second, leadership in diversity requires a commitment to increasing the presence of individuals from diverse populations among those in charge at all levels. This plan proposes an energetic effort to increase their numbers through robust recruitment strategies. In addition, the university should expand and strengthen programs of professional development that prepare individuals from underrepresented groups already on campus to move into positions of leadership. Students, faculty, and staff all benefit from a community in which those in charge reflect diversity among their ranks.

Finally, the university should support a vigorous effort to inculcate the principles of diversity, equity, and inclusion in all faculty, staff, and students so that leadership in diversity is something every member of the university community understands and for which each one feels responsible.

14

GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.

Strategies

- A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.
- B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.



- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.
 - The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.
 - The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.
- C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.
- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.
 - Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.
- D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.
- E. The university leadership will help each unit establish measurable goals for diversity and inclusion at the division,



college or school, and department/unit levels and help units meet their goals. Accountability mechanisms will be used to assess outcomes. Support for diversity and inclusion will be a uniform qualification for all leadership positions and a performance criterion in the annual reviews of all campus leaders.

GOAL A.2: The university will increase opportunities for leadership training, mentoring, professional growth, and advancement of diverse faculty and staff in all divisions.

Strategies

- A. The Provost's Office will:
- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on fostering diversity and inclusion. This orientation should address such topics as supporting diversity research/scholarship and teaching, creating an inclusive climate, dealing with sexual harassment, and recruiting and retaining diverse faculty, staff, and students.
 - Offer leadership training and mentoring programs, such as



the university’s Leadership Education and Administrative Development (LEAD) program, which prepare tenured faculty to assume campus and professional leadership positions. Women, minorities, and faculty from diverse backgrounds will be actively encouraged to apply for these programs.

- B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.
- C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespersons for diversity initiatives across the campus.

B. CLIMATE

All individuals in a community need to feel that their individual worth is recognized, their work is respected, and they work in an environment in which they can flourish. If students feel marginalized because they are different from those in the mainstream, if faculty or staff members feel that their contributions are not valued, or if any individual feels isolated and excluded by a climate that is unfriendly or uninterested, the

university community is diminished. A welcoming, supportive climate is essential in our academic community.

The university has in place clearly defined policies and legal guidelines to deal with egregious problems such as sexual harassment, hate speech, or threats. The initiatives addressed in this plan aim to ensure that we go beyond a neutral climate to one that is completely supportive and inclusive. This diversity plan focuses on ways to enhance day-to-day learning and working conditions. The creation of a climate that nurtures and supports all of its members requires proactive acts of self-examination.

Many useful tools are available for self-assessment of the workplace and classroom climate. Exit surveys, for example, are accepted and valuable ways to measure experiences. The plan proposes surveys and other formal assessments as initial steps, but units will also find it helpful to gauge climate issues through informal group discussions, spontaneous interviews with individuals in the unit, and other activities.

GOAL B.1: The university will ensure a welcoming and inclusive learning community, workplace, and campus environment.

Strategies

- A. Units will actively support and demonstrate adherence to the university’s policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action.

- B. The chief diversity officer, in collaboration with the Diversity Advisory Council, will:
- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.
 - Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.
 - Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.
- C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related

educational and co-curricular experiences, as well as their perceptions of the campus climate.

GOAL B.2: The university will develop and implement innovative, cross-cutting programs to improve and enhance the campus climate for diverse students, faculty, staff, and visitors.

Strategies

- A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.
- B. The university will create a “building community” fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.
- C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for





differences, encouraging close interaction among individuals on campus with varying backgrounds, experiences, interests, and perspectives.

- D. The President’s Office will continue to support the Commissions on Women’s Issues, Ethnic and Minority Issues; Disability Issues; and Lesbian, Gay, Bisexual, and Transgender Issues in their work to identify campus diversity concerns, educate university constituencies, advocate for programmatic and policy improvements, and celebrate the achievements of diverse members of the campus community. With oversight from the chief diversity officer, the commissions may hold annual (or periodic) town meetings of their constituencies to identify issues that require university attention, evaluate progress in achieving equity and diversity goals, and make recommendations to the President.

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C. RECRUITMENT AND RETENTION

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has

disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

Research and experience have shown that achieving a critical mass of colleagues is especially important in recruiting individuals from groups who are not in the mainstream. If many individuals from a particular group find support and success in a department or unit, others from that group will be more eager to join them. It will be our goal, at every level, to build the critical mass that signals the University of Maryland is a welcoming home for every individual who aspires to reach his or her highest potential. The promotion of cluster hires and a renewed emphasis on mentoring of junior faculty will help ensure success in building the corps of minority and women faculty across the university. Likewise, the university will support efforts to recruit, retain, and promote diverse staff members, and to overcome unfair barriers to their advancement.

The university’s recruitment strategies over the past two decades at the undergraduate level have reaped rewards and successes. We are proud of the steady enrollment of African Americans and Asian Americans, of the increasing numbers of Hispanic American/Latino/a students attending the university, and of the numbers of women in our programs. Innovative recruitment efforts at the undergraduate level will continue. The university’s strategic plan set forth goals for supporting graduate students, casting a wide net in their recruitment that should greatly help to attract minority students and women, and offer them the highest level of mentoring and guidance. We expect steady increases in the enrollment and success of diverse graduate students as a result of these new measures.

GOAL C.1: The university will continue to recruit, promote, and work to retain a diverse faculty and staff.

Strategies

- A. The Office of the Provost and college/schools will implement faculty recruitment strategies, such as cluster hiring, faculty exchanges with minority-serving institutions, and programs that build the pipeline of future faculty, to increase faculty diversity and create an inclusive community that facilitates retention. A faculty recruitment fund will provide support to enhance the diversity of the university’s faculty.



- B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.
- C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.
- D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.
- E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.
- F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully

complete their teaching and research responsibilities required for promotion and tenure.

- G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.
- H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

GOAL C.2: The university will recruit, retain, and graduate a diverse student body.

Strategies/Undergraduate Students

- A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.
- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.



- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.
- B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.
 - C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.
 - D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.
 - E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.
- F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

Strategies/Graduate Students

- A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.
 - The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.
 - Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.
- B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

D. EDUCATION

Consistent with the goals of the strategic plan, the university strives to provide every student with an education that incorporates the values of diversity and inclusion and prepares its graduates for an increasingly diverse United States and evolving global society. Curricula should ensure that graduates have had significant engagement with different cultures and global issues.

The new general education plan spells out clearly the courses and curricula that will be required to broaden the vision of all undergraduates. Innovative new diversity courses will increase students' understanding of cultural pluralism, develop their cultural competencies, and provide exceptional opportunities to study abroad. In addition, the university has many outstanding scholars whose work has focused on diversity issues within their disciplines. To name just a few, our School of Public Health has a major research focus on the reduction of health disparities in Maryland's minority populations, our history faculty and students have traced historic connections between African American slavery and the Maryland Agricultural College (which grew into the University of Maryland), and our education scholars regularly conduct studies with urban schools in Prince George's County and Baltimore that have large minority populations. University faculty from many disciplines have made important contributions to the scholarship on diversity and self-identity. These and many other programs can be given campus-wide publicity and tapped to provide educational experiences for undergraduates.

Through a collaborative process, the university will consider how best to incorporate the study of diversity and different cultural perspectives in its academic programs, courses, and co-curricular programs. Students will gain knowledge of intellectual approaches and dimensions of diversity, develop an understanding of diverse people and perspectives, and recognize the benefits of working and problem-solving in diverse teams. Programs and activities that promote cross-cultural understanding will help to prepare students for careers in a global economic environment and life in a multicultural society.

GOAL D.1: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.



Strategies

- A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.
- B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.
- C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

D. The university will continue to support intergroup dialogue programs that expose students to the identities, backgrounds, cultural values, and perspectives of diverse students, and that enhance their communication, intergroup relations, and conflict resolution skills.

B. Working with the Division of Research and Graduate School, departments will ensure that graduate students are educated in the responsible conduct of research, including research involving vulnerable populations.

GOAL D.2: Departments and programs will equip graduate students with diversity-related expertise.

GOAL D.3: The university will increase faculty capacity to educate students about diversity issues and to develop inclusive learning environments.

Strategies

Strategies

A. The Center for Teaching Excellence; Office of Diversity and Inclusion; Consortium for Research on Race, Gender and Ethnicity; and Graduate School will collaborate with academic departments to provide graduate teaching assistants with training in how to teach effectively in diverse, multicultural classrooms/settings and incorporate diversity topics in their courses.

A. The Division of Academic Affairs will work with department and program chairs to establish curriculum transformation programs that prepare faculty to teach students from diverse backgrounds, employ pedagogies that recognize multiple ways of learning, and integrate diversity issues in their courses and laboratory/research environments, including the new general education courses.



- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

E. RESEARCH AND SCHOLARSHIP

The university's record is filled with instances of groundbreaking scholarship that illuminate the experiences of women, minorities, and other diverse groups in America. In departments such as Women's Studies, African American Studies, Government and Politics, and Family Science, as well as Journalism, Theatre, and Music (which recently commissioned *Shadowboxer*, an opera on the life of Joe Louis), research has investigated issues of ethnicity, culture, sexuality, religion, gender, age, disability, and a wide range of other identities. Other research focuses on application of theory to practical situations. In the College of Education and College of Computer, Mathematical and Natural Sciences, as well as the A. James Clark School of Engineering, researchers are identifying the tools for mentoring and teaching specialists in the Science, Technology, Engineering, and Mathematics (STEM) fields, including methods for use in urban communities with large minority and first-generation college populations. Robert H. Smith School of Business scholars study how diversity in management teams contributes to innovation. Such research is making a difference on campus and in the larger society. Communicating the outcomes of our diversity scholarship in lectures, programs, and events has the potential to energize the campus discussion of diversity issues and inspire research by other faculty and students.

This plan calls for multiple strategies that will strengthen, augment, and enhance opportunities for research and scholarship in diversity fields. In addition, every academic and co-curricular unit will be encouraged to incorporate diversity-related topics, themes, and concerns into their curricula. Such efforts will greatly enrich the educational experience of faculty and students, as well as other members of the university community.

GOAL E.1: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity.



Strategies

- A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.
- B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.
- C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.
- D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.



- E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.
- F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.
- G. The university will create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

GOAL E.2: The university will provide a clearinghouse of opportunities for funded research, scholarship, and creative activities addressing diversity issues.

Strategies

- A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.
- B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

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F. COMMUNITY ENGAGEMENT

Community engagement has been an underlying theme in several of the goals listed above. The vision that animates this plan is of a university characterized by intellectual vitality and excitement, where individuals from different backgrounds, ethnic groups, national cultures, socioeconomic groups, and life experiences can share ideas and concerns. This would be a university in which students actively engage with other students, faculty, and staff in both formal and informal settings. The Diversity Advisory Council will promote community engagement by sharing examples of other successful campus models. For example, students on the university’s Sustainability Council and its student subcommittee share environmental concerns and tackle sustainability issues with faculty and staff from the divisions of Academic Affairs, Administrative Affairs, Student Affairs, Research, and University Relations, and the Office of Information Technology. Such engagement enriches the educational experience and leads to personal growth. It builds trust among participants, supports creativity, enlivens intellectual life, and creates an ambiance that is characteristic of the great universities.

The university’s reach and involvement extend beyond the physical boundaries of the campus. The neighboring communities and regions provide valuable resources for learning and personal growth. For example, the Department of Public and Community Health has maintained a 10-year partnership with the City of Seat Pleasant, with faculty, staff, and students providing health education services to residents and residents offering feedback on the department’s health education curriculum. College Park Scholars partners with the City of College Park to provide weekly tutoring for children through the Lakeland Stars program serving Paint Branch Elementary School. Other community-based activities are described in the plan, but much, much more interaction takes place between the university and communities throughout the state. Learning experiences include departmental internships, alternative break programs, service-learning, and field experiences for credit or for learning, such as Engineers Without Borders, which takes our students to other countries. Engagement in educational, research, and service activities in communities beyond the campus is an important vehicle that broadens perspectives and increases understanding of the value of diversity. This plan supports university efforts to promote such engagement.

GOAL F.1: The university will promote academic and co-curricular activities that facilitate positive interactions among students, faculty, staff, and alumni.

Strategies

- A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.
- B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university’s values of diversity, equity, inclusion, and citizenship with the goal of developing the “whole student.” The university will showcase innovative and effective initiatives as models for replication.

GOAL F.2: The university will increase the number of partnerships and the quality of engagement with the diverse external community.

Strategies

- A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.
- B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.



V. Implementation »

This diversity plan proposes a leap forward at the University of Maryland over the next 10 years. Like the university's 2008 strategic plan, it sets high expectations and offers a framework and guide for the university as it fulfills aspirations for future excellence in becoming a model of diversity and inclusion. Its vision and initiatives represent a bold and ambitious agenda for the university.

The goals and strategies recommended in this plan must be thoughtfully and carefully implemented. The role of the chief diversity officer and the Diversity Advisory Council will be crucial to the success of the implementation. They will need to prioritize the proposed goals and strategies, develop a realistic timetable, and assign the plan's specific tasks to offices or individuals responsible for executing them. Their success will depend, in part, on their ability to seek the advice and counsel of expert and engaged faculty, staff, and students from across campus as they pursue these goals; their willingness to support bold initiatives; and their acceptance of patience and flexibility in finding ways to achieve their goals. Future, not yet anticipated opportunities or challenges may create a need to modify individual goals and strategies, or create new ones. Yet the vision of a university community that thrives on diversity, that uses diversity as an educational instrument for personal growth and enrichment, and that cultivates future leaders who embrace diversity will not change. It remains our fixed star.

GOAL 1: There will be guiding principles developed for the implementation component of the diversity strategic plan. These principles will be developed by the chief diversity officer in consultation with the Diversity Advisory Council.

- A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.
- B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.
- C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

GOAL 2: The university will prioritize and set a time line for the goals and objectives of the diversity strategic plan.

The chief diversity officer, president, and provost will:

- A. Annually identify high-priority strategic plan goals and strategies for implementation.
- B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.
- C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.
- D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



GOAL 3: The chief diversity officer will monitor implementation of the diversity strategic plan and will report annually on plan progress.

- A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.
- B. After presentations to the president and Cabinet, the annual progress report of the diversity strategic plan will be posted on the university website and released to the university community, including the Student Government Association, the Graduate Student Government, the University Senate, and *The Diamondback*.

GOAL 4: The university will develop processes for modifying the diversity strategic plan and updating it at least once every 10 years.

- A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.
 - **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
 - **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.
- B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.
- C. The chief diversity officer will chair the diversity strategic plan steering committee.
- D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

Diversity Plan Steering Committee »

Robert Waters, Chair, Associate Vice President for Academic Affairs and Special Assistant to the President

Cordell Black, Associate Provost for Academic Affairs; Associate Professor, School of Languages, Literatures, and Cultures

Gloria Aparicio Blackwell, Assistant to the Vice President, Division of Administrative Affairs

Gloria Bouis, Executive Director, Office of Diversity and Inclusion

Kamilia Butler-Peres, Undergraduate Student

Linda Clement, Vice President for Student Affairs

Pat Cleveland, Associate Dean, Robert H. Smith School of Business

Roberta Coates, Assistant to the President and Staff Ombuds Officer

Carol Corneilse, Graduate Student

Natalia Cuadra-Saez, Undergraduate Student

Gene Ferrick, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

Wanika Fisher, Undergraduate Student

Sharon Fries-Britt, Associate Professor, Department of Education Leadership, Higher Education and International Education

Steven Glickman, Undergraduate Student; President, Student Government Association

Gay Gullickson, Professor, Department of History

April Hamilton, Associate Director, Division of Academic Affairs

Paul Hanges, Professor and Associate Chair, Department of Psychology

Sharon Harley, Associate Professor and Chair, Department of African American Studies

Luke Jensen, Director, Office of LGBT Equity

Brian Kelly, Associate Professor, School of Architecture, Planning, and Preservation

Sally Koblinsky, Assistant President and Chief of Staff; Professor, Department of Family Science

Gretchen Metzelaar, Director, Adele H. Stamp Student Union–Center for Campus Life

Elliott Morris, Undergraduate Student

Kim Nickerson, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

Olgaldia Rosas, Undergraduate Student

Larry Hajime Shinagawa, Associate Professor and Director, Asian American Studies Program

Nancy Struna, Professor and Chair, Department of American Studies

Cynthia Trombly, Director of Human Resources, University Relations

Tanner Wray, Director of Public Services, University Libraries

Ruth Zambrana, Professor, Department of Women's Studies



**UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE**



University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning 2018-2019

Summary Statement

UMCES Goals to Enhance Cultural Diversity and Inclusion

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to cultural diversity and inclusion in the recently developed *2019 UMCES Strategic Initiatives Plan* which states the following:

“UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. Building this culture requires new commitments. We will **enhance diversity** of interns, graduate students, faculty, and staff. We will **cultivate inclusivity** through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics.”

Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES continues to lead, coordinate, and catalyze environmental research and education within the USM. The 2019 Strategic Initiatives Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

UMCES Areas of Emphasis to Enhance Cultural Diversity

Our approach to tackling this important plan focuses on **recruitment** and **campus climate**. In larger institutions, such work is typically associated with a diversity and inclusion office, staffed by professionals trained in the skills and knowledge of this field. Given UMCES’ size, it is unlikely that an entire office can be devoted to this work. However, the appointment of a diversity officer who has the professional background and experience in this type of institutional change could be transformational. We are considering how best to fill this role as funding and added budgeted position requests continue to be a challenge.

Recruitment and Retention: Recruitment to UMCES happens through both search committees as well as student admissions to graduate programs. There are a number of practices to be considered that can increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. For example, search committees for faculty and staff should receive training specific to the hiring process, while also recognizing that recruitment may extend outside of formal committees. Coupled with these efforts, procedures are needed to document and assess efforts to expand the pool of diverse applicants. **For staff and faculty hires we envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of a set of metrics that can be used to describe progress.**

APPALACHIAN LABORATORY CHESAPEAKE BIOLOGICAL LABORATORY HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

For our student population, we must consider a host of practices, from exposure to the institution through internships to our influence on the graduate admissions process and financial support. Increasing diversity and enabling successful careers requires reinforcement of positive experiences at multiple touch points, from K-12 experiences to mid-career promotions. ***UMCES can contribute by coordinating and integrating efforts across the career trajectory of internships for high school and undergraduate students, graduate student recruitment and training, post-doctoral experiences, and faculty recruitment and retention as a means of advancing diversity and inclusion at each key step in a scientist's career.*** Having diversity at each career stage within the institution will also afford synergisms that further reinforce the broad range of diversity objectives across career stages.

UMCES faculty currently supervise a handful of programs targeting underrepresented groups, such as Centro TORTUGA and the Living Marine Resources Cooperative Science Center. While these programs have had some success, much could be done to build and expand these efforts. We also envision partnering with minority serving institutions and their faculty to inform and improve recruitment/retention and our campus climate. Once recruited, conscious effort should be focused on improving retention of employees from underrepresented groups at UMCES. For example, UMCES should pursue opportunities for additional mentoring that is available and accessed, and that overall improvements in campus climate provide a productive and constructive workplace. In order to accomplish this goal, ***we will need additional resource infrastructure and funding to insure these programs are developed and policies are created that lead to improvements. In addition to a diversity officer role we are looking to form and engage an UMCES Diversity and Inclusion Task Force across our campus locations.***

Campus Climate: Tackling the “inclusion” aspect of this strategic plan goal necessitates consideration of our campus culture and climate. ***A baseline Campus Climate Survey will provide a means to identify areas of strengths and weaknesses, as well as to provide a way to communicate to the community our understanding of relevant issues and concerns.*** We also emphasize the need for training on diversity and inclusion, with a special focus on unconscious bias and fostering a learning environment on these topics that is appropriate for all members of our community. In addition to appointing a diversity officer, we see these approaches as cornerstones to creating the opportunity for growth and improvement at UMCES in this regard.

Areas of Progress and Improvement

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Hiring and Search Procedures

UMCES implemented the PeopleAdmin hiring and recruiting system in March 2018 which includes an applicant diversity tracking and reporting module. In FY 2019 UMCES completed 14 hiring searches with 4 minority candidate hires. We continue to work on enhancing our faculty and staff search procedures and provide training for search committees to focus on attracting a diverse applicant pool. A workgroup to develop and recommend enhancements to our current search procedures and training has been formed and updated procedures are expected to be finalized by December 2019.

Partner with other USM institutions to increase enrollment and diversity in the MEES program.

UMCES partnered with UMD and submitted a joint \$1M enhancement funding request to the USM in May 2018 for fellowship funding to attract and retain students in the program with a focus on increasing underrepresented minority student enrollments. Unfortunately, due to other competing priorities this request was not funded in 2018. UMCES and UMD intend to re-submit the proposal in 2019.

Engage students from underrepresented groups in UMCES environmental sciences programs.

For the past several years, UMCES continues participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). In 2019 \$457,000 is currently funding student research, stipends, and tuition. This is a \$157,000 or 52% increase over last year's funding.

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Engage campus in Institutional Assessment process to include a Campus Climate survey

UMCES began planning for a Campus Institutional Assessment project to include a campus climate and diversity and inclusion discussion in July 2018. We expected to complete the surveys and interviews by end of calendar year 2018, but did not receive MSCHE guidance and approval on the process details until early 2019. Interviews and feedback session are in progress. Results and data analysis are expected to be completed by December 2019.

Engage Student Organizations in Diversity and Inclusion Planning

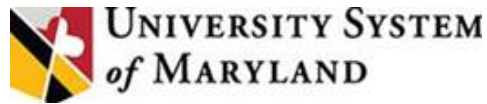
The UMCES Graduate Student Council shared their Diversity and Inclusion Plan with UMCES Executive Council leadership in May 2017. The UMCES Plan was shared with the Student Council in October 2018 and a Student representative has been appointed to the UMCES Administrative Council for ongoing discussions, plans and feedback.

Designated gifts & grants that support cultural diversity

UMCES faculty and staff continue to pursue targeted funding to attract and retain minority students. L'Oréal has provided funding in support of research mentoring activities for underrepresented students in STEM at the community college level. UMCES-IMET also received \$80K in private donor funds to support undergraduate student summer internships in STEM research related experiences and mentoring.

Conclusion

Clearly, there are great opportunities and a commitment for UMCES to expand our work to meet a shared vision of a diverse and inclusive institution. Our biggest challenge continues to be funding and organizational resources in support of these goals. We look forward to the development of an UMCES wide working group approach in the next year to help develop and implement these programs and changes.



**2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

Institution: UMCES Date Submitted: **4/17/19**

Point(s) of Contact (names and email addresses): Lynn Rehn lrehn@umces.edu, Lisa Ross lross@umces.edu

Overall Guidelines:

- For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.
- In total (including all statements and tables) your report should be 10 to 12 pages.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.
- The USM will generate the desired demographic information; institutions are not responsible for providing that information.

Section I: Progress Report: §11-406 of the Education Article 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. Progress on the following institutional goals should be reported:

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Summary Statement

Provide a summary or overview (2-3 pages max) of your institution's plan to improve cultural diversity. Include major goals (short-term and/or long-term), areas of emphasis, strategies for implementation, and an explanation of how progress is being evaluated. Please include major challenges and successes. Additionally, indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed.

This summary should be seen as a prelude to the examples you share in the following tables.

Goal 1: Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: ____ March 2018 and ongoing_____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p> <p>UMCES UPDATE</p> <ul style="list-style-type: none"> Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking. Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint enhancement funding request to USM in May 2018 for fellowship funding to attract and retain students in program. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> Faculty/Staff searches completed FY 2019 to date. Underrepresented minority student enrollments in MEES program. 	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> 26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report. Student Enrollment data 	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> Continued improvement in search process/recruitment procedures to attract diverse applicant pool in a nationally underrepresented STEM field. 2018 joint UMD/UMCES enhancement funding request not funded due to limited resources. Plan to re-submit for 2019.

<ul style="list-style-type: none"> Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC) 	<ul style="list-style-type: none"> \$457K current active funding from NOAA supports student research, stipends, and tuition. A \$157K increase over last year or 52% increase in funding. 	<ul style="list-style-type: none"> Program has graduated over a dozen students and two students advanced to candidacy in 2018. Over a dozen students have been co-mentored by UMCES faculty in marine science programs at partner institutions. 	<ul style="list-style-type: none"> Additional similarly targeted funding opportunities.

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Timeline for meeting goal within the diversity plan: July 2018 and ongoing

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p style="text-align: center;">UMCES UPDATE</p> <ul style="list-style-type: none"> • UMCES began planning for its first Institutional Assessment process in July 2018 including a campus climate and diversity and inclusion assessment. Expected to complete November 2018 but process approval from MSCHE was later than expected deferring start date until early 2019. Expect to complete initial internal assessment and analysis June 2018 with results published by December 2019. • Graduate Student Council Diversity and Inclusion Plan shared with UMCES Executive leadership May 2017 for feedback and discussion of proposed initiatives. 	<ul style="list-style-type: none"> • Interviews and survey results. • Ongoing feedback from Graduate Student Representatives appointed to UMCES Administrative Council. 	<ul style="list-style-type: none"> • Data results and analysis still in progress. • Included student representative on UMCES Administrative Council which includes all Executive and Administrative leadership. Provided student requested funding for Leadership Seminar programs at UMD. 	<ul style="list-style-type: none"> • Not known until final results are compiled and completed. • Funding to support Student Council requested initiatives.

<ul style="list-style-type: none"> • Ongoing pursuit of gifts and grants that support cultural diversity initiatives. 	<ul style="list-style-type: none"> • Number and \$ value of gifts and grants received. 	<ul style="list-style-type: none"> • In addition to \$457K in NOAA funding to support minority student success in marine sciences and L'Oréal support of research mentoring activities for underrepresented community college students in STEM, UMCES-IMET received \$80K in private donor funds to support undergraduate student summer internships to support mentoring and STEM research related experiences. 	<ul style="list-style-type: none"> • Additional similarly targeted funding opportunities.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. DO NOT INCLUDE STATISTICS.

University of Maryland Center for Environmental Science (UMCES) is committed to providing a safe environment for faculty, staff, students, visitors, and volunteers at all its sites. UMCES provides campus security for each laboratory location by establishing a Memorandum of Understanding (MOU) with local law enforcement departments or other security entities. The crime information and data for each lab campus areas are available through the local law enforcements website.

<https://www.umces.edu/public-safety>

Section II: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §1 I-406 of the Education Article. §1 I-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances 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. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit a copy of your institution's plan for cultural diversity.

The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.



University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning

Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to “conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education.” This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The UMCES Strategic Plan, *Focus on the Future*, defines UMCES’ commitment to cultural diversity and future goals and plans through 2018. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

The core values of UMCES as stated on page 4 of the Strategic Plan are:

- *Commitment to environmental discovery, integration, application, and education that epitomizes our institutional responsibility to serve society.*
- *Adherence to the highest standards of academic independence in the pursuit of discovery and knowledge.*
- *Engagement in translational science in partnership with scientific colleagues, other units in the USM, agencies and stakeholders.*
- *Responsiveness to the needs of colleagues, sponsors, governments, and stakeholders.*

APPALACHIAN LABORATORY CHESAPEAKE BIOLOGICAL LABORATORY HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

- *Maintenance of an atmosphere of egalitarianism with no barriers based on status and authority, enhancing shared governance and a commitment to diversity.*

UMCES Plan to Enhance Cultural Diversity

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Hiring Procedures

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
 - Train/ help search committees recruit
 - attract diverse applicants
 - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *\$20,000 per year*

Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date:** Ongoing with UMD.
- **Cost:** none for study. Up to 40,000 per year for program implementation.

Engage students from underrepresented groups in UMCES environmental sciences programs.

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA).
- **Timeline:** Ongoing
- **Cost:** No additional cost

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Administrative Coordination and Accountability

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish baseline for assessment
- **Completion Date:** *November 2018 (update with first progress report to USM).*
- **No Cost**

Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
 - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
 - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *December 2018 (necessary for Middle States accreditation review).*
- **No Additional Cost**

Student Organizations

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Planned program events to expose students to artistic expression and intellectual perspective representing diverse cultures
- **Timeline:** *Ongoing*
- **No Additional Cost**

Faculty and Administrative and Support Staff Development

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- **Timeline:** *Ongoing*
- **Cost:** **No additional Cost**

Alumni Programs

- Determine ways to engage alumni in the cultural diversity initiative.
- Design an alumni survey to assist with understanding the perceptions and interests of minority groups among its alumni and share this information with the campus community
- **Timeline:** *December 2018*
- **No Additional Cost**

Designated gifts & grants that support cultural diversity

- **Timeline:** *Ongoing*
- **No Additional Cost**

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

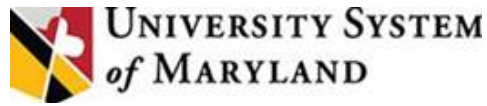
Administrative Coordination and Accountability

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017
- **No Cost**

Conclusion

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



**2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

Institution: University of Maryland Eastern Shore **Date Submitted:** April 23, 2019

Point(s) of Contact (names and email addresses): Dr. Rondall E. Allen reallen@umes.edu

Summary Statement

The University of Maryland Eastern Shore (UMES) implemented its Cultural Diversity Plan in 2009. The plan is composed primarily of three major goals with sub-goals and key strategies that align to each goal. The goals, data on the numerical representation of faculty, staff and students, and the variety of strategies implemented are reviewed and reported annually. In the 2009 plan, UMES established a 1-year target date for implementation of the major goals and identified strategy leaders for high accountability and to reinforce its commitment to cultural diversity.

UMES will be restarting its strategic planning process next academic year and goals, objectives, and strategies related to cultural diversity and inclusion will continue to be apart of our future strategic plan. Over the past few years, the demographics of the campus community have changed. Given these changes, the university intends to revisit its original goals to better align them with current demographic data. In addition, UMES intends to revise its existing Cultural Diversity Plan.

The subsequent tables depict a *small selection* of goals/strategies that UMES has implemented in order to ensure cultural diversity on our campus. We are extremely proud of the collective efforts of our campus in promoting cultural diversity.

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: _____			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	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
RICHARD A HENSON HONORS PROGRAM			

Targeted recruitment efforts in minority-serving high schools and at regional college fairs with proportionately high minority populations.	<p>Number of schools / recruitment fairs visited to promote honors and UMES to minority students.</p> <p>Percentage of Honors applicants who do not identify as African American.</p> <p>Percentage of Honors Program students who do not identify as African American.</p>	<p>24: Schools/College Fairs</p> <p>To-date: 50% (n=25 of 50)</p> <p>39.58% (60.42 % Black; 25.52 % White; 4.69% Asian; 4.69% Hispanic/Latino; 1.56% Other)</p>	Continued expansion of our recruitment efforts to include greater numbers of “feeder” schools with high concentrations of diverse students.
OFFICE OF HUMAN RESOURCES			
Hire Academic Search Firm to fill cabinet level positions (Three VP’s and a Provost)	Data to review number of non-African Americans interviewed for positions vs number hired	<p>Two of four cabinets positions filled by non-African Americans</p> <p>Four Administrative positions (General Counsel, Title IX, Associate Administrator for Extension, and Director of Government Relations) filled by non-African Americans</p>	Pending funding may use search firm for future Dean or higher level positions
Increase encouragement in diversity in search committee appointments	Review of individuals appointed to search committees for diverse representation		University wide participation on search committees to include inter-departments to increase diversity in networking vacancies
Broader participation in filling of adjunct positions from outside of home departments	<p>List of places where positions are being advertised</p> <p>Increase in non-African American Adjunct Faculty</p>	Eleven out of the fourteen adjuncts hired were non-African Americans	Retaining underrepresented groups in faculty and staff positions
Broader participation in advertisement of student positions	List of places where positions are being advertised	Increase in non-African American students hired in Residence Life, Engineering, Math, Education, Natural Sciences	Ensuring off-campus students are aware of job openings
DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE			
The recruitment team attends recruitment events designed for targeting diverse student populations such as the Palm Beach, FL County Annual HBCU/Hispanic Serving Institution College Fair, and the annual National Hispanic College Fairs.	<p>Number of total applications</p> <p>Number of recruitment events attended</p>	<p>3,862 total applications received to date</p> <p>Total number of college fairs & events for fall and spring: 155</p>	Renewable diversity scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better partnerships with local

<p>Increase the number of MOUs with community colleges</p> <p>The recruitment team continues to saturate Maryland public and private schools with various diverse student populations.</p>	<p>Number of transfer student applications</p> <p>Number of transfer student scholarships awarded</p> <p>Number of first-time student applications and scholarship offers.</p>	<p>Total number of hours for events: 484 hours</p> <p>Total number of onsite : 88 onsite events</p> <p>163 fall 19 transfer application and 133 spring 19 transfer applications, totaling 296 apps to date.</p> <p>981 scholarships offered to first time students and 85 accepted</p> <p>33 scholarships offered to transfer students and 11 accepted</p>	<p>schools for increasing cultural and geographic diversity; hiring of a multicultural recruiter.</p>
<p>Recruit and hire diverse staff and student leaders in the Center for Access and Academic Success</p>	<p>50% of the staff and students that do not identify as African American.</p>	<p>56% of the staff and 67% of student leaders are <u>not</u> African-American</p>	<p>Increase the number of international students from Spanish speaking countries.</p>
<p>Develop more dual enrollment programs with high schools in Maryland</p>	<p>MOUs and actual recruited students</p>	<p>Dual enrollment agreements are pending with Worcester, Dorchester, Wicomico, and Somerset Counties; two additional agreements are in progress with Prince George and Harford County schools.</p>	<p>Complete MOUs and develop relationships with MD High Schools.</p>
<p>DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF AGRICULTURAL AND NATURAL SCIENCES</p>			
<p>Our recruitment and hiring practices are in compliance with UMES’s policy on non- discrimination. Positions are advertised through a variety of outlets and all groups are welcomed to apply.</p>	<p>Diversity of hiring pool.</p>	<p>The Department hired two new faculty members in fall 2018 from a pool of diverse candidates. One of the new hires is a female of Asian origin and the other is a Caucasian male.</p>	<p>Current strategies should be maintained.</p>
<p>MOU renegotiated to continue the dual degree program permitting students to earn both a B.S. in Biology from Salisbury University and a B.S. In Environmental Science at UMES in 120 credits.</p>	<p>Number of students in Program: This program brings up to 15 majority students per year into the UMES Environmental Science program.</p>		
<p>MOU signed that allows students to pursue a 3+3 option providing both an ACS approved B.S. degree in Biochemistry and a Pharm.D. degree in 6 years.</p>	<p>This is the first year the program is available. We are mapping inquiries from students at this time, and will</p>		

	note the number of matriculates of the program in the fall.		
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
Regular scheduled Hospitality and Tourism Management (HTM) recruiting visits to community colleges where identifying group is non-African Americans.	Percentage annual graduation rate of identifying group.	Identifying group graduation remains stable at 30-45% of graduating class 2013-2018.	Continuous involvement of identifying group alumni in recruiting efforts and return to campus to assist with department, special events.
Master’s degree program in Career and Technology Education in Baltimore to increase the enrollment and retention of underrepresented students.	Graduate CTED student advisees by ethnicity	There currently 50 CTED advisees: Black: 19/50 (38%), Hispanic: 2/50 (4%), Asian: 2/50 (4%), and White 27/50 (54%).	Funding for travel to professional development sites
<p>The Department of Technology hosted a three week STEM program called the Summer Transportation Institute. The Summer Transportation Institute provides awareness to middle school students on transportation careers and encourages them to consider transportation-related courses of study in their higher education pursuits</p> <p>Building awareness of the Construction Management program by presenting at Washington High School in Princess Anne, Maryland. This presentation was part of the Maryland Business Round Table.</p> <p>The Department of Technology hosted high school students from across Sussex county, Delaware. The goal of this visit was to generate student awareness in lower Delaware of the Department of Technology’s unique programs.</p>	<p>Ethnicity of attendees enrolled in the Summer Transportation Institute.</p> <p>The number students who attended the event at Washington High School.</p> <p>The number of students.</p>	<p>Over 30 students from Dorchester County summer camp attended an engineering design challenge hosted by the Department of Technology. Ethnicity: 30/30 African American.</p> <p>The summer Transportation Institute had 20 attendees from three Eastern Shore counties and seven different elementary and middle schools. The ethnicity breakdown: African American 19/20 (95%), Caucasian 1/20(5%).</p> <p>Thirty students attended the presentation.</p> <p>The number of students attended: 40</p>	<p>Create more opportunities in Wicomico, Worcester, and Somerset counties.</p> <p>Obtain more funding to increase enrollment of the summer program and exposure to UMES programs.</p> <p>Encourage more UMES faculty to participate in local events by the Maryland Business Round Table.</p> <p>Offer this opportunity to more local area schools to increase awareness of programs at UMES.</p>
The department Chair or Engineering Program Coordinator has been attending the BEYA (Black Engineers of the Year Award) STEM Conference in Feb 2019. We bring about 50+ students to the career fair hosted at the BEYA conference. Many engineering students received internships and full-time employment	Engineering Enrollment Data and the rate of increase	Engineering enrollment as of fall 2018 is 142, representative slight decline of enrollment compared with last year’s data.	More recruitment effort to high schools and community colleges is needed.

<p>offers from major corporations through on-site interviews and career networking at BEYA</p> <p>Recruitment, Retention and Success of Aviation Students. The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.</p> <p>Engineering Graduation. The number of graduates who were eligible for graduation has also increased significantly.</p> <p>Admission to Graduate Schools</p>	<p>The number of full time employment offers or internships from major corporations to our engineering students or graduating seniors.</p> <p>The number of enrolled students in the professional pilot program has increased significantly compared with Year 2017.</p> <p>The number of graduates who applied for graduation.</p> <p>Number of students admitted to graduate schools in engineering</p>	<p>In 2018-2019, at least 5 of our graduates in engineering have received full-time employment offers from Northrop Grumman, NASA, etc.</p> <p>In 2018-2019 academic year, 22 students enrolled in the professional pilot concentration, compared with 7 students in professional pilot in the 2016-2017 academic year.</p> <p>23 students are expected to receive the BS degree in engineering 2018-2019 academic year. In the academic year of 2015-2016 (two semesters), there were only 8 engineering students who applied for graduation.</p> <p>Engineering graduate of December 2018 Habilou Ouro-Koura was admitted to the Mechanical Engineering Ph.D. Program at Rensselaer Polytechnic Institute with scholarship for 5 years.</p>	<p>Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.</p> <p>Continue to advertise the aviation program to reach out to students in the local regions and in the State of Maryland.</p> <p>Continue to develop academic advising policy to ensure four year to six year graduation.</p>
<p>The Department of Mathematics and Computer Science carried out a large digital and personal contact campaign to encourage high school students, especially minority and women, interested in Departmental programs to contact the University for information on enrollment, financial aid, scholarships, and campus life activities.</p>	<p>Number of students that officially commit to enrollment in the Department or in the University.</p> <p>Fall to Spring – examine the return rate of students.</p>	<p>The Department had a total of 53 personal student contacts with student recruits thus far via the open house, Admitted Student Day, etc.</p> <p>45 students attended the Fall Mathematics and Computer Science Problem Solving Challenge.</p> <p>The Department had only 11 students of the 159 Departmental students not return from Fall 2018 to Spring 2019 semester.</p>	<p>The Department has to improve its ability to secure financial incentives to attract larger numbers of high achieving students earlier in the recruitment process.</p>

DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
The Department of English and Modern Languages established an MOU with Eastern Shore Community College (ESCC) in 2016. Location of ESCC is in Melfa, Virginia; a rural area on lower Eastern Shore of Maryland. This initiative was done to attract students to the English B.A. program at UMES.	MOUs established with regional community colleges	One new MOU with ESCC was signed in 2016. A faculty member is actively recruiting at ESCC and in the Accomack County area.	Additional scholarships need to be developed to attract transfer students.
The Department of Fine Arts targeted high schools with populations of traditionally under-represented students to recruit.	Faculty did visits to Severna Park High School, Snow Hill High School, and James Hubert Blake High School.	Schools were visited in person or contacted by phone and email.	Institutional research needs to provide data on where applicants have come from to judge the success of the initiative.

Goal 2: Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

RICHARD A. HENSON HONORS PROGRAM			
<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: _____</p>			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <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. 	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
Curriculum supports cultural diversity in the Classroom: HONR 101 Freshman Seminar (Selves & Others) is a required course in the honors Program of Study. Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions) Co-Curricular Programming: International Service/Study Programs	Percentage of first-time, full-time honors students enrolled in HONR 101. The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs. Number of students participating in international service/study programs	94.2% during AY 2017-2018. N= 45 of 49 incoming FT students completed (Fall 2018) or are currently enrolled in (Spring 2019) the course. N=9 (Spring 2019). N= 35. 9 student participants in the International Service Learning-Dominican Republic program (January 2019).	Ensure that sufficient sections of the course are offered as the Program grows. Currently, we offer 2 sections in the Fall, 1 in the Spring. Develop similar programs in other international sites.

		<p>22 student participants in the Honors/HTM/Art History collaboration in Italy (March 2019) Other students studied summer, Fall/Spring terms in Spain, Italy, UK, and Estonia.</p>	
CENTER FOR INTERNATIONAL EDUCATION			
<p>Promotion of study abroad through classroom visits, global ambassador activities, email distribution, and social media.</p>	<p>Number of classroom presentations; number of students advised by global ambassador; number of times emails are distributed; and number of social media posts</p>	<p>Two classroom presentations on study abroad were completed in fall 2018 and spring 2019.</p> <p>3 campus global ambassadors currently promote study abroad to university students; 5 students have been advised by these campus ambassadors.</p> <p>Email and social media posts are done daily promoting study abroad opportunities and scholarships for students.</p> <p>180 visitors came to the Center, including international faculty and researchers.</p> <p>Over 100 students have been advised for study abroad in the last year.</p> <p>62 students were awarded complimentary passports through the CIEE partnership to encourage underrepresented students to travel abroad.</p> <p>5 students participated in study abroad programs (Spain, London, and Italy in summer 2018; Estonia in spring 2019). One student accepted for summer 2020 in South Korea.</p> <p>3 Gilman Scholars awarded for students who studied abroad in South Africa, Costa Rica, and Estonia.</p> <p>9 multi-discipline students participated in international service</p>	<p>Personnel (assistant director and program manager) to support the growing study abroad program and administration of growing department activities.</p> <p>Resources to implement activities (refreshments, cultural performances), not covered under current funding structure and needed office repairs.</p> <p>Securing campus and external funding to support students' study abroad travel (passports, tickets, visas, immunization, and related requirements) in collaboration with campus units such as institutional advancement and enrollment management and student affairs.</p>

		<p>learning trip, January 2019 to Dominican Republic.</p> <p>A faculty-led spring break 2019 trip with 22 students undertaken to Volterra, Italy.</p>	
<p>International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.</p>	<p>Number of participants; types of teas and treats served; and types of information shared.</p>	<p>Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students.</p> <p>Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty.</p> <p>Fifty international students have been provided visa request letters to support international family to attend spring commencement.</p> <p>Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).</p>	<p>Personnel to support administrative assistant organize, plan, and implement event.</p>
OFFICE OF HUMAN RESOURCES			
<p>Office customer service training bi-annually</p>	<p>Feedback forms</p> <p>Sign-in sheets</p> <p>Number of complaints regarding race/gender issues</p>	<p>Increase in number of employees signing up for trainings. Increase from 4-5 to 10 or more participants.</p>	<p>Improving participation from campus constituents to sign up for trainings</p> <p>Funding for outside qualified trainers</p> <p>Budget support for full-time trainer in HR</p>

			<p>Increase in mandatory trainings</p> <p>New trainings provided at the beginning of each semester for faculty, staff, and students.</p>
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
<p>The Department of Technology hosted the 2nd Initiation Ceremony for Epsilon Phi Tau (EPT). EPT is the International Honor Society for Technology. This society encourages to students to participate in community events and explore the societal impacts of technology.</p>	<p>Ethnicity of student inductees.</p>	<p>The total number of inductees: 15. African American: 10/15 (67%), Caucasian: 2/15 (13%), Other: 3/15 (20%).</p>	<p>Encourage more faculty and students from other UMES departments to join and participate in EPT.</p>
<p>The Departments of Engineering and Technology hosted workshop with Minority Recruiters from NASA. These recruiters shared unique opportunities for minority students pertaining to scholarship, internship, and employment by NASA and other federal contractors.</p>	<p>Ethnicity of attendees at the NASA workshop.</p>	<p>The total number of attendees: 38. African American: 26/30 (68%), Caucasian, 2/38 (5%), Other: 10/38 (26%).</p>	<p>Future workshops in resume development, employment interviewing, and industry lecture series would be beneficial to UMES students.</p>
<p>Department of Business, Management, and Accounting “Getting to Know You activity” that promoted becoming aware of our cultural differences.</p>	<p>level of participation from the group. The willingness of attendees to share the information.</p>	<p>Everyone in attendance participated enthusiastically. It was a great learning activity.</p>	<p>Schedule more Getting to Know You activities.</p>
<p>The BUAD 233, Business Communications course includes a week entitled: Doing Business in Other Countries. During this week the focus is on the cultural communication differences that affect business activities. In that week students learn about conducting business in the global marketplace and specific countries are the focus.</p>	<p>Incorporation of international content in the course.</p>	<p>This is a required course for all business majors so all of our students receive this training and are assigned to research at least one culture and present their research to the class.</p>	<p>Increase the number of international content incorporated into the course.</p>
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
<p><u>English & Modern Languages:</u> Develop co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely Gallery to expose students to diverse cultural art forms.</p>	<p>Number of courses requiring participation in co-curricular events.</p>	<p>Ten is the number of courses requiring co-curricular activities. Some of these courses are: ENGL 401 – Modern Drama ENGL 227 – World Literature THAR 101 – Intro to Theater</p>	<p>Continue to promote attendance at co-curricular events to promote cultural diversity and awareness in classroom.</p>
<p>Summer Language Experience for middle school and high school students to learn a critical language such as Chinese, Japanese or Arabic.</p>	<p>We measure progress based on how many consecutive years we have been able to host the program, number of students</p>	<p>Enrollment numbers in the summer programs</p>	<p>This is something we can measure once the program has ended and we have debriefed, but</p>

	enrolled, feedback received from students and parents and exit exam results.		for now, we would like to make the SLE program more consistent and have more language offerings over the summer.
OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE			
Development and creation of a revised/updated cultural diversity plan for UMES for the 2019-2020 academic year			
Development and creation of a comprehensive platform of training opportunities for faculty, staff, and students in multiple areas of protected class – trainings will be available online, in-person, and some will offer certificates of completion for the community. Trainings will be available in fall 2019			
Creation of a comprehensive platform focused on diversity through outreach efforts, social media, website growth, posters, and campaign development.			
Development of protocol for bias related incidents for fall 2019			

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. DO NOT INCLUDE STATISTICS.

The University of Maryland Eastern Shore provides a number of options to report crimes and serious incidents and emergencies, to include hate crimes. All students, faculty, staff, and visitors are encouraged to make prompt and accurate reports to the University Police if they are a victim or witness a crime. It is critical for the safety of the community that you report all crimes and other incidents immediately so that the University Police can respond and investigate the situation as soon as possible to determine if a timely warning or emergency notification to the community or a portion thereof, is required.

Reporting Crimes to the University Police

We strongly encourage all members of the University community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year. To contact the University Police in an emergency situation dial (410) 651-3300 from a public phone, Ext. 3300 from a University phone, or dial 9-1-1. University extension phones are situated at various locations in academic buildings and in the residence halls throughout the campus. You may also use the “blue light” emergency phones which are placed at various strategic locations on the campus grounds. Non-emergency calls to the University Police should utilize (410) 651-6590.

The “Tip line” telephone number to report information anonymously is **410-651-8484**.

The TDD (Telecommunications Device for the Deaf) telephone number is **410-621-2552**.

If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at the Arden's Run apartments or the Talons apartments, both public-private housing partnerships located on UMES Boulevard, should be reported to the Princess Anne Police Department at (410) 651-1822. For emergencies you should call 9-1-1. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff's Department at (410) 651-9225 or the Maryland State Police, Princess Anne Barrack, at (410) 651-3101.

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853 (Across from Waters Hall). Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The University of Maryland Eastern Shore has included its current Diversity Plan, developed and implemented in 2009. During academic year 2019-2020, the university has plans to implement a new institutional plan for cultural diversity. A draft of the new plan has also been included.

INTRODUCTION

The University of Maryland Eastern Shore (UMES) 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."

Therefore, the remainder of this plan will include those three aforementioned elements. However, the plan will also include several sections: Institutional Background, Institutional Core Values, Commitment to Diversity, Goals and Key Strategies, and the Policies and Procedures for Reporting Campus Based Hate crimes and Bias-Motivated Incidents.

INSTITUTIONAL BACKGROUND

Founded September 13, 1886, the University of Maryland Eastern Shore has a Mission which continues to evolve and which has necessarily become more comprehensive in scope as the University's affiliations, organizational structure, and purpose have been redefined by relevant governing bodies to address state, national, and global needs. UMES, however, maintains its legacy as a comprehensive, 1890 Land-Grant, Historically Black institution and continues its progress to become a Carnegie Doctoral/Research-Intensive institution.

The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall 2008 enrollment of over 4,300, the University stands as one of the University System of Maryland's fastest growing institutions, with entering students coming from all 23 counties in the State of Maryland, representing more than 37 states in the United States, and originating from over 42 foreign countries. The program mix has expanded to 29 Bachelors degree, 10 master's degree and 7 doctoral degree programs. Overall, growth extends beyond enrollment to programs that define UMES as a modern, comprehensive University that honors its unique 1890 Land-Grant Mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland, in the nation, and throughout the global community.

INSTITUTIONAL MISSION

University of Maryland Eastern Shore, the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters, and doctoral levels.

UMES is committed to providing access to high quality values-based educational experiences, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the educational and research needs of businesses, industries, government, and non-government

organizations. The University is committed to meeting the economic development needs of the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University through engagement activities and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

INSTITUTIONAL CORE VALUES

- Providing high quality undergraduate and graduate programs that will equip students with the knowledge and skills necessary for the challenges of America and other global societies.
- Affirming its role as the State's 1890 Land-Grant institution by providing to citizens opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.
- Demonstrating shared-governance through recognition of the viewpoints that all members of the university community contribute to the institution.
- Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.
- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.
- Promoting student-centeredness as the heart of the enterprise.

COMMITMENT TO DIVERSITY

As a public institution of higher education, the University of Maryland Eastern Shore has a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. Diversity is an indispensable component of academic excellence. A commitment to diversity means a commitment to the inclusion of faculty, staff, and students from all ethnic groups. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability. According to Senate Bill 438 and House Bill 905, "Cultural Diversity" means the inclusion of those racial and ethnic groups, and individuals that are or have been underrepresented in higher education.

By virtue of our commitment to diversity, UMES has an established core value that is provided below:

“Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures.”

GOALS AND KEY STRATEGIES

This section, on Goals and Key Strategies, presents diversity goals grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff. Each goal is followed by a set of “key strategies” – those strategies believed to have the highest potential for success in reaching the goal. Specific timelines are provided with each key strategy, setting a target date for completing or reporting progress on specific actions.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. Also included in this area are strategies to enhance cultural diversity sensitivities through training. All members (students, faculty, and staff) of the community will believe that they support an environment conducive to Living, Learning, and Working. The environment at the University of Maryland Eastern Shore is everyone’s responsibility and it must include a climate of civility and respect for all. The climate sets the tone for success in the areas of recruitment and retention of students, faculty, staff, and administrators.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus’ most basic educational mission. However, for this plan the matriculation of non-African American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the overarching aim of increasing the number of degrees earned by non-African-American students.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives.

In Senate Bill 438 and House Bill 905, the definition for “Cultural Diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore will address cultural diversity (racial and ethnic groups) among its students, faculty and staff populations.

The University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the “Diversity Plan” is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non-African-American will be the terminology used for the establishment of goals. The term non-African-American will include: Native-American, Asian-American, Hispanic-Americans, White, Foreign and others.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A.: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies:

1.A.1

Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies. Progress Report: May 1, 2010. (Strategy leaders: Vice Presidents)

1.A.2

Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.A.3

Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance. Progress Report: May 1, 2010 (Strategy Leaders: Vice Presidents and the Director of Access and Academic Success)

1.A.4

Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and the Director for Access and Academic Success)

1.A.5

Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents, Interim

Assistant Vice President for Academic Affairs, Director of Human Resources, Assistant Vice President Student Life and Enrollment Management)

1.A.6

Enhance residence hall diversity programs to increase participation by students. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Administrative Affairs and Director of Residence Life)

Goal 1.B.: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies:

1.B.1

Expand student participation in programs that provide strong academic support and sense of community (e.g. Pre-Collegiate Programs: MARS Camp, Geospatial Information Technologies and Water Quality Management Internship Program, Human Ecology Pre-College Educational Enhancement Program, UMES Summer Transportation Institute, Summer Education and Culinary Arts Immersion Program, Reach for the Stars, GAAP Workshop, and Upward Bound). Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.2

Increase support for improved teaching about diversity and for teaching an increasingly diverse student body. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

1.B.3

Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.4

Promote and increase opportunities for Study Abroad experiences by students, including economically disadvantaged students and non-African American group. Progress Report: May 10, 2010. (Strategy Leaders: Vice President for Academic Affairs and Director for the Center for International Education)

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African American students.

Goal 2.A.: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor’s degrees earned by non-African American students. (The total number of degrees for the 2007-2008 baseline reporting year was 119.) (Strategy Leaders: Vice President for Academic Affairs)

Contributing Goals:

Goal 2.A.1

New Students – Demonstrate continuing improvement in the number of new non-African American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.) (Strategy Leaders: Vice President for Student Life and Enrollment Management and Academic Deans)

Goal 2.A.2

Retention Rates – Continue to enhance the first-year retention rate for non-African American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.) (Strategy Leaders: Vice President for Academic Affairs)

Key Strategies:

2.A.1

By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students. Progress Report: May 1, 2010. (Strategy Leaders: Director of Institutional Effectiveness and Assessment)

2.A.2

Engage student body to assist with recruitment of non-African American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management)

2.A.3.

Develop and/or enhance highly focused recruitment strategies aimed at non-African American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African American students.
- Coordinating outreach programs targeting communities of non-African Americans.
- Expanding participation in summer programs on campus targeting non-African American students.

- Increasing participation in the Admissions Office's program for linking UMES non-African American students as mentors to non-African American students in the local public schools.

Progress Report: May 1, 2010 (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.4

Build partnerships with community colleges aimed at attracting non-African American transfer students to UMES, as well as easing the transition between colleges. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.5

Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

2.A.6

Establish specific strategies by each school and college for increasing the number of degrees earned by non-African-American students; monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs and Academic Deans)

2.A.7

Extend current networks of staff, faculty, and administrators who can support and advise non-African American students toward achievement of academic success. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

2.A.8

Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: New Graduate Students: Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies:

2.B.1

By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director for Institutional Research, Assessment and Evaluation)

2.B.2

Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.3

Seek enhanced funding for African-American graduate student fellowships. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.4

Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

2.B.5

Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.6

Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director of Career Planning)

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A.: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies:

3.A.1

Establish strategies and implementation plans by schools and colleges for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees).

3.A.2

Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President Academic Affairs, Academic Deans and other designees)

3.A.3

Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity. Progress Report: May 1, 2010. (Strategy Leaders: President, Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.4

Encourage enhanced professional development opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.5

Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.6

Enhance mentoring programs for tenure-track faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.7

Continue and enhance early preparation workshops on tenure processes and expectations. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.8

Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9

Increase research grant funding to expand research opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.10

Encourage faculty to take responsibility for their professional goals and objectives (grant writing). Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

Goal 3.B: Non African-American Administrators - Maintain the number of non-African American full-time Executive/Administrative/Managerial Staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Key Strategies:

3.B.1

Develop specific strategies by schools and divisions for maintaining non-African American Executive/Administrative/Managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2

Engage non-African American administrators in successful recruitment and professional development efforts to aid in attracting non-African American administrative leaders. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.3

Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.B.4

Develop exit interview process to identify opportunities for improved retention of non-African American administrators. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and Academic Deans)

Goal 3.C.: Non African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies:

3.C.1

Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African Americans. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and Director of Human Resources)

3.C.2

Enhance staff development opportunities and succession strategies to improve upward mobility across the campus. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.C.3

Develop exit interview process to identify opportunities for improved retention of non-African American staff. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.C.4

Evaluate retention of non-African American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

POLICIES AND PROCEDURES FOR REPORTING CAMPUS BASED HATE CRIMES AND BIAS-MOTIVATED INCIDENTS

The University System of Maryland has a policy on acts of violence and extremism that addresses hate crimes and encourages its institutions to pursue criminal prosecution of persons committing such acts under State and Federal criminal laws.

The University has a sworn police force with the power to enforce the laws of the State of Maryland. As such, the University Department of Public Safety enforces all applicable laws including those specifically covering hate crimes. The University also has a Fair Practices Officer/Equity Officer that is trained by State Office of Equal Employment Opportunity which enforces all workplace discrimination laws including those regarding hate crimes. The Fair Practices/Equal Opportunity Officer is trained to investigate all types of discrimination that occur in the workplace and is trained to take appropriate action to safeguard the welfare of all employees. Because we are a small campus, the Fair Practices Officer/Equity Officer handles all cases of discrimination involving students, faculty, and staff. Since we have relatively few such complaints, the officer is able to accommodate all campus constituents. Additionally, our Fair Practices Officer/Equity Officer is an attorney licensed in the State of Maryland and knowledgeable of the various laws that pertain to hate crimes and other forms of discrimination. We also have pamphlets from the State of Maryland that are displayed prominently in the Human Resources Office that specifically address hate crimes, various resources, and complaint procedures.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or to the Office of Human Resources Fair Practices/Equity Officer if the incident is not of a criminal nature. The Hate or Bias Incident form may be accessed at our Diversity Website linked to the Human Resources Webpage. Your complaint form may be delivered by mail or in person to the Fair Practices/Equity Officer located in the Office of Human Resources, UMES, J.T. Williams Building; Princess Anne, MD 21853.

SUMMARY OF RESOURCES

To fully implement and realize the goals of this “Diversity Initiative”, the University will need additional reoccurring resources which are itemized in the projected budget table below:

CATEGORY/ITEM	FUNDING NEEDED	FRINGE BENEFITS
Diversity Coordinator	\$ 75,000	\$ 13,500
Undergraduate Minority Recruiter	\$ 55,000	\$ 9,900
Graduate Recruiter	\$ 45,000	\$ 8,100
Scholarship Funds	\$ 200,000	
Consultant Fees	\$ 10,000	
Recruitment Materials	\$ 45,000	
Office Supplies	\$ 15,000	
Information Technology Equipment	\$ 10,000	
Travel	\$ 16,000	
International Travel	\$ 50,000	
Professional Development	\$ 15,000	
Sub - Total	\$ 536,000	\$ 31,500

**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

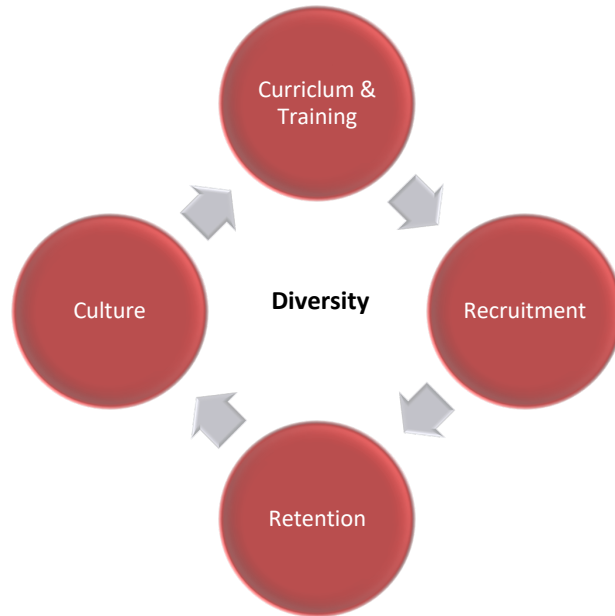
Interim Plan for 2019-2020 - draft

Note: Data submitted for the next cycle of the Institutional Programs of Cultural Diversity Annual Progress Report, which is required by 11-406 of the Education Article will be based on a newly envisioned plan for the University of Maryland Eastern Shore (UMES). Each core principle/goal will include measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. *The interim plan below is still in progress.*

Note: The institution will create a committee composed of various professionals to assist with reimagining diversity at UMES. The work of the committee will be complete in summer 2019. Committee composition will include Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

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.



Core Principle/Goal #1: Curriculum/Training

- Academic curriculum, research, and training/workshops.
 - To be developed.

Core Principle/Goal #2: Recruitment

- Increase proportion of the underrepresented (non-African American American) and students from other cultures; promote academic success of underrepresented graduate students; increase diversity of faculty; and attract and hire a diverse classified and unclassified staff.
 - To be developed.

Core Principle/Goal #3: Retention

- Beyond attracting students, faculty, and staff, the prime objective is to ensure that undergraduate and graduate students graduate in a timely manner, faculty are tenured and promoted, and staff move through the ranks and remain at the institution.
 - To be developed.

Core Principle/Goal #4: Culture

- Develop deep levels of understanding of culture and difference by continuously working to foster campus environment that supports learning, development, and engagement across and between all members of the community.
 - Develop and improve ways to promote and advance multicultural understanding, cultural competence, and enhance initiatives that build cross cultural skills, knowledge, and understanding.
 - Increase the dialogue and communication around diversity and University System of Maryland's core belief about the positive impact of diversity on learning, collaboration, and achievement.
 - Reward, recognize, and motivate engagement in diversity from an administrative and foundational level – build and support processes and activities that meaningfully recognize engagement in diversity.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education.

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**



2018 Annual Progress Report

On

Programs of Cultural Diversity

April 17, 2019

UNIVERSITY OF MARYLAND
 **University College**

Office of Diversity and Equity

April 17, 2019

Zakiya S. Lee, Ph.D.
Assistant to the Senior Vice Chancellor for Academic and Student Affairs
University Systems of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690

Dear Dr. Zakiya S. Lee,

Attached please find University of Maryland University College's (UMUC) 2018 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes, Ph.D.
Ombudsman, Vice President and Chief Diversity Officer



2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland University College Date Submitted: April 17, 2019

Point(s) of Contact (names and email addresses): Blair Hayes Blair.Hayes@UMUC.edu

Overall Guidelines:

- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table 1, Table 2, and Statement 1) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table 1: Reporting of Institutional Goal 1

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: <u>2 to 4 years</u></p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Expanded the use of external marketing to reach previously under-represented populations</p>	<p>Demographics of staff and faculty</p> <p>Demographics of applicant pool</p>	<p>USM generated for 2018-2019</p>	<p>Disability hiring</p> <p>Improved tracking of current vets and individuals within the University</p>
<p>Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate</p> <ul style="list-style-type: none"> • All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency • Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize 	<p>Qualitative Feedback from applicants</p>	<p>N/A</p>	<p>N/A</p>

<p>diverse skill sets and backgrounds as components of success at the university</p>			
<p>UMUC Quiet Rooms have been designed and built in each of the three primary UMUC locations. UMUC Students and employees may request the use of a "quiet room" to meditate or for the purposes of religious observances.</p>	<p>Qualitative Feedback from individuals who have used the spaces</p>	<p>Individuals that have used the space for meditation, reflection, Ramadan prayer, etc. have indicated that the Quiet Rooms have been a welcome addition to the offices.</p> <p>We have received numerous notes of thanks and appreciation indicating that this makes individuals feel safe and valued as they practice their daily prayers during the workday</p>	
<p>UMUC Lactation Rooms have been identified and are available for any staff requesting privacy for lactation</p>	<p>Qualitative Feedback from individuals who have used the spaces</p>	<p>Feedback has been positive and we continue to look for ways to make the space welcoming and comforting for nursing mothers</p>	
<p>The Accessibility Services Unit</p> <ul style="list-style-type: none"> ● Manages the request for academic exemptions or reasonable accommodations for UMUC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce ● Works with Human Resources to ensure successful implementation of accommodation and monitoring of job performance. 	<p>Number of Registered Students</p> <p>Number of Employees requesting services</p>	<p>164 - New Students registered with the Accessibility Services Unit</p> <p>56 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)</p>	<p>Further integration of accessibility services and ADA compliance with ongoing online course development</p>
<p>Strategic Partnering</p>	<p>New partnerships formed</p>	<p>CDO joined the Mid-Atlantic Diversity Officers in Higher</p>	<p>Continuing to look for opportunities for</p>

<ul style="list-style-type: none"> ● Expanded outreach to talented professionals from diverse communities ● Professional development opportunities for UMUC staff <ul style="list-style-type: none"> ○ networking ○ knowledge exchange ○ new learning experiences ○ developing an effective approach to develop junior staff 		<p>Education Organization (MADOHE)</p> <p>Hosted Winter Meeting of MADOHE. 30 members of MADOHE participated in a full day of discussion and activities at the University of Maryland University College Inn and Conference Center</p> <p>Assistant Director of Multicultural Programs and Training serves as chair of the USM Women’s forum</p>	<p>staff to take leadership roles within organizations that offer a level of strategic partnering</p>
<p>SPARKS Internship Program</p> <ul style="list-style-type: none"> ● Internal rotational internship to allow staff an opportunity to experience another department or unit within the University ● Staff will be able to intern with another UMUC team for 4-weeks and then will return to their team ● Aim is to allow staff to learn more about the inner working of the University and further develop interests that may lead to increased chances for professional/career development 	<p>Fully Developed Plan and Strategy</p>	<p>Program has launched and interns have begun their 4 week rotations</p>	<p>Evaluation of program will occur after each cohort of interns has completed their internship</p>
<p>Job Fairs (Virtual and Face to Face)</p> <ul style="list-style-type: none"> ● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs 	<p>Student/Alumni Participation</p> <p>Student/Alumni securing positions in companies throughout the region</p>	<p>pending data</p>	

<ul style="list-style-type: none"> • New technology has been developed to increase efficiency of the job fair process • Participants receive prep materials, connect with companies who are hiring, and receive follow up from UMUC and potential employers 			
<p>Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations</p>	<p>Increased diversity of applicants</p>	<p>Pending Data</p>	<p>Will look to continue expanding recruitment efforts to attract applicants from diverse backgrounds</p>
<p>Applicant tracking systems focuses on representation and demographics</p>		<p>Applicant tracking has been enhanced to collect veteran and disability status, along with traditional demographics</p>	
<p>Annual Affirmative Action Plan development</p>	<p>CDO annually collects affirmative action plan data and gathers reports related to staff data relative to the surrounding area in the DC Metro Area</p>	<p>Plan completed and maintained internally</p>	

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: <u>2 to 4 years</u></p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <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>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.</p>	<p># of participants who have completed the “Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act” Training</p>	<ul style="list-style-type: none"> • 492 – Faculty • 330 – Staff <p>Total - 822</p>	<p>Expand online training options to reach students that are located across the globe</p>
<p>Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Events included:</p> <ul style="list-style-type: none"> • January - Martin Luther King Jr. Day of Service Lecture by Mitzi Sinnot • February - African American Heritage Month Lecture by Joy Jones • March - Women’s History Month Lecture by Jinahie • April - Earth Day Lecture by Cora Lee Gables • May – Military Appreciation Month Lecture by Yvette Branson • June – Carribean American Heritage Month Lecture by Doreen Thompson 	<p># of attendees to diversity events and programs</p> <p># of participants in online modules</p>	<p>January - 100 attendees</p> <p>February - 90 attendees</p> <p>March - 90 attendees</p> <p>April - 80 attendees</p> <p>May - 80 attendees</p> <p>June - 110 attendees</p> <p>September - 70 attendees</p> <p>October - 75 attendees</p> <p>November - 85 attendees</p> <p>9 - Diversity Events</p>	<p>Plan to increase availability of offerings through online or webcast technology</p>

<ul style="list-style-type: none"> ● September - Hispanic Heritage Month Lecture by Lina Guzman ● October – Disability Employment Awareness Month Lecture by Christina Irene ● November - Native American Heritage Month Documentary – Recovering the Lost Language 		780 – Total Participants	
<p>In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. Day of Service ● African-American Heritage Month ● Women’s History Month ● Irish-American Heritage Month ● Gay, Lesbian, Bisexual, Transgender Pride Month ● Caribbean-American Heritage Month ● Independence Day ● National Day of Services and Remembrance ● German-American Heritage Month ● Domestic Violence Awareness ● Constitution Day ● National American Indian Heritage Month ● Universal Human Rights Month 	# of posters printed and distributed	250 of each poster printed and distributed throughout the United States and Internationally	
<p>Providing online diversity training modules through Everfi</p>	# of online diversity training modules being offered	<p>7 online diversity training modules</p> <ul style="list-style-type: none"> ● Accommodating Disabilities ● Bridges: Taking Action (Title IX/Clery Act ongoing) ● Clery Act Basics 	

		<ul style="list-style-type: none"> ● Diversity: Inclusion in the Modern Workplace ● Harassment and Discrimination Prevention ● Managing Bias ● Workplace Violence Prevention 	
All new hires receive diversity briefing from Chief Diversity Officer during onboarding	# of new hires that have received briefing from Diversity and Equity Team	24 briefings to new hires <ul style="list-style-type: none"> ● 229 new hires(staff/faculty) 	
<p>Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace</p> <ul style="list-style-type: none"> ● BEHS 220 – Diversity Awareness ● BEHS 320 – Disability Studies ● BEHS 453 – Domestic Violence 	# of students participating in the courses	BEHS 220 – 736 Students BEHS 320 – 505 Students BEHS 453 – 691 Students	
<p>Intent vs. Impact Training</p> <ul style="list-style-type: none"> ● Working with participants to understand the potential hurt ones actions can cause, regardless of what is in one’s heart ● Understanding how to fix inadvertent damage that our words or actions may cause ● Demonstrating how to express oneself when your feelings have been hurt by the action of another 	# of diversity sessions conducted	Conducted 3 Diversity Training Programs	
<p>Outreach and Athletics Activities</p> <ul style="list-style-type: none"> ● UMUC Tigers Softball team competes in the Kenilworth Recreation League 	# of staff, faculty, students, and alumni	24 staff, faculty, students, and alumni participated as part of	Examining additional outreach activities that would be

<ul style="list-style-type: none"> UMUC Virtual Dragons Dragoon Boat Team compete in festivals throughout the Mid-Atlantic Region 		<p>the UMUC Tigers Softball Team</p> <p>20 staff, faculty, students, and alumni participated as part of the UMUC Virtual Dragons</p>	<p>beneficial for the UMUC community</p>
<p>Overseas Diversity and Inclusion Efforts</p> <ul style="list-style-type: none"> Multicultural training programs Cultural observances Outreach and Athletics 	<p># of overseas diversity and cultural awareness events and programs</p>	<p>12 Overseas Diversity Training Sessions</p> <p>8 Global Cultural Observances</p> <p>12 staff, faculty, students, and alumni participated as part of the UMUC Europe Volleyball Team</p> <p>9 staff, faculty, students, and alumni participated as part of the UMUC Europe Team</p> <p>18 staff, faculty, students, and alumni participated as part of the UMUC Europe Dragon Boat Team</p>	
<p>Bylee Massey Award</p> <ul style="list-style-type: none"> Granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation 	<p>Successful nomination period from August 2018 to November 2018; followed by granting the award to a deserving individual</p>	<p>Award presented during the annual UMUC Service Awards</p>	
<p>Stateside Military Operations works with students to:</p> <ul style="list-style-type: none"> Choose the academic program that is right for their military or civilian career goals Navigate their military and veterans benefits, financial aid, scholarships, and other payment options 	<p>N/A</p>	<p>N/A</p>	

<ul style="list-style-type: none"> • Give a preliminary determination of their potential transfer credits • Create a degree plan 			
<p>Arts and Humanity</p> <ul style="list-style-type: none"> • UMUC currently houses the largest collection of African-American art in the State of Maryland 	<p>Growth of collection and ongoing invitation for citizens of Maryland to view and experience the UMUC galleries</p>	N/A	
<p>Resolution Management</p> <ul style="list-style-type: none"> • Unit within the Office of Diversity and Equity positioned to research student's concerns and forward them to the appropriate UMUC department for resolution 	<p># of inquiries/escalations</p>	<p>358 Inquiries/Escalations received by the Office of the President for review by Resolution Management</p>	
<p>Ombuds Office</p> <ul style="list-style-type: none"> • Established to provide confidential and informal assistance to the university community 	<p># of visitors to the Ombuds Office</p>	<p>81 visitors to the Ombuds Office</p>	<p>Exploring options for training additional ombuds support</p>
<p>Mediation Services</p> <ul style="list-style-type: none"> • Service developed to help staff, faculty, and students dealing with workplace- and student-related conflicts, including interpersonal disputes, offensive office behaviors and issues of respect and cooperation 	<p># of mediations conducted</p>	<p>13 mediations conducted</p>	<p>Need to expand awareness of mediation offerings</p>

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances 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. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

*Appendix
Institutional Plan*

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

i. Implementation strategy and timeline for meeting goals within the plan

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance:** Bottom-up and Top-down
- **Inclusivity:** Diversity is everyone's responsibility
- **Tailored for our Culture:** Tied to educational and departmental goals
- **Scalability:** Address underlying processes, do not just add programs
- **Deliberateness:** Developed for the long-term
- **Action:** Measure what people can manage to do
- **Programmatic:** Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

UMUC Mission Statement

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives



Recruiting and Retention

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations
- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

Training and Development

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

Communications

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

Culture and Climate

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups
- Core Values and Diversity Competencies

- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.



Diversity and Equity Strategy and Implementation Plan

Office of Diversity and Equity

UNIVERSITY OF MARYLAND | STATE UNIVERSITY
 **University College** | GLOBAL CAMPUS



People are our Greatest Asset

- The aim of the Diversity and Equity Office is to create a diverse environment that actively fosters respect, inclusion, and opportunity for all members of the UMUC Community
- The goal is to help EVERYONE reach their potential within the university and have the true quality of their work define success

Defining Diversity

- At UMUC, diversity describes not simply our racial and cultural differences, but also describes the many factors that make us all individuals within this community
- These differences are important for us to not only recognize but to value
- Diversity is recognized as all the ways in which people differ-from race and gender to work experience and skill-set
- Diversity is a single word with many meanings
 - It is everyone's responsibility to understand these differences and nurture the diversity within us all



It is important to understand what diversity means in the broader context and what it means within UMUC

- Ethnic Identification
- Income
- Parental Status
- Learning Disabilities
- Education
- Values
- Military Experience
- Marital Status
- Working Style
- Economic Status
- Thinking Style
- Nationality
- Job Title
- Company Tenure
- Sexual Orientation
- Age
- Gender
- Race
- Religious Beliefs
- Work Background
- Gender Identification

The Value of Inclusion and Equity

- The Diversity Core Value and the Diversity Mission Statement underscore the university's commitment to valuing diversity and inclusion
- Diversity Core Value Statement:
 - ***Each individual brings value to our efforts and results***
- Changing times call for a dynamic, diverse, multi-disciplined workforce that embraces change, new ideas, and collaborative problem-solving
- The creative mind power of a diverse team can be UMUC's greatest **competitive advantage**
- Our overall strategy is designed to enhance the university's ability to build staff's diversity knowledge and skills
 - These skills will enable staff to be work more effectively with their colleagues and students from diverse backgrounds



Our Goals and Objectives

The Diversity and Equity Plan has involved the rollout of a number of key initiatives and activities aligned to four goals



We have achieved a number of key objectives in each goal area

SOURCING & RECRUITING

- Recruiting focused on diverse candidates
- Demographic Tracking of applicants and hires
- New Hire Orientations and Diversity Office Briefings
- ADA Compliance and Accessibility

ADVANCEMENT & DEVELOPMENT

- Increased awareness of Diversity Competency has increased interest and attendance in diversity training
- Identity-Based Training
- Required EEO and Title IX Training
- Diversity Competency Management
- Networking and Team-building
- Course Design Review and Input

COMMUNICATION

- Diversity Brown Bag Discussions
- Internal Outreach (e.g. Diversity Poster Series, Flyers, etc.)
- External relationships expanded and developed (e.g. USM Women's Forum, Mid Atlantic Diversity Officers in Higher Education, etc.)
- Diversity Movie Club
- UMUC Voices
- REACT

CULTURE & CLIMATE

- Heritage Month Programs and Speaker Series
- UMUC Outreach and Athletics (e.g. softball, dragon boats, cycling, etc.)
- Overseas Diversity Councils
- Core Values and Support
- Cultural Celebrations and Recognition
- Bylee Massey Awards
- Mediation and Coaching
- Ombuds Office Services
- REACT

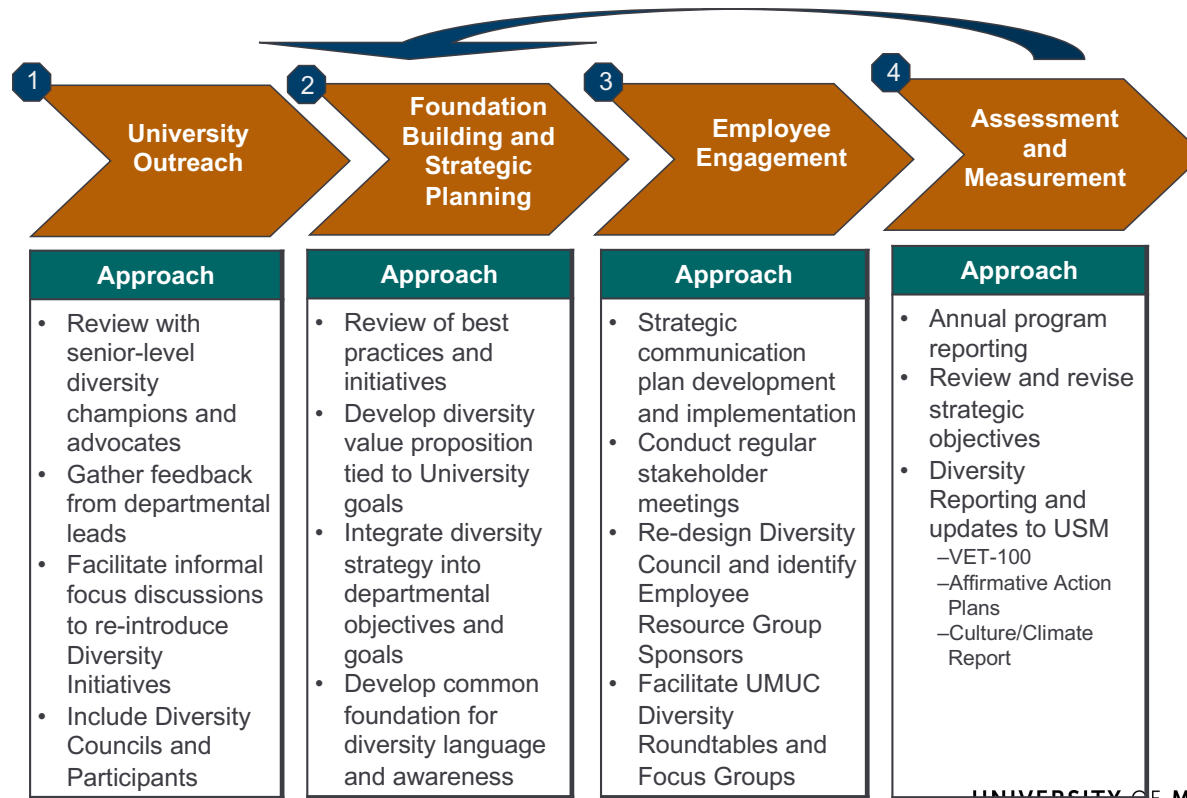
Engaging and Cultivating the feeling of Community

- The mission of the Diversity and Equity Office has evolved to include maintaining and enhancing the feeling of community for students, faculty, and staff
- These community-centered programs have included:
 - Outreach and Athletics Programs
 - Virtual Dragons – Dragon Boat Team
 - UMUC Tigers – Softball Team
 - UMUC Europe Volleyball Team
 - Diversity Movie Club
 - Diversity Heritage Month Series
 - The Bylee Massey Award
 - Alternative Dispute Resolution Programs (Mediation, Interpersonal Communications Programs, etc.)
 - REACT (Response Emergency Assessment Crisis Team)
- Going forward we will be working on socializing the Diversity and Equity Team **Community and Culture Strategy**



Implementation Plan

Phased Implementation Plan





Future Programs to Enhance Community and Culture Strategy

- Employee Resource Groups
- Diversity Discussion Programs
- Quarterly Recreational Events for staff and faculty
- Clubs
 - Yoga
 - Tai Chi
- Community Service and External Outreach
- Organizational Surveys and Assessments



Looking Forward



- “Mission First, People Always” Lloyd Miles
- Consider:
 - Who’s it for? What’s it for? and How do I know if it’s working?
 - How can I maximize my internal and external outreach?
- As the ambassadors for diversity and inclusion throughout the university, we all need to continue to build our diversity toolkit
 - Conferences
 - Workshops
 - Lectures
 - Books
- TBD – Diversity and Equity Team Brown Bags
- TBD - Diversity and Equity Team Value Proposition



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Enterprise Risk and Crisis Management Statement of Intent

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: Every enterprise carries unique risks. With their student and residential populations and academic and research-related activities, institutions of higher education face many types of risks unlike those in other sectors. An enterprise risk management (ERM) approach in higher education can help institutions identify the risks of events and circumstances that could negatively impact the school’s ability to reach its goals. Importantly, as risk are realized, some of them can constitute a crisis that must be managed and communicated. Crisis Management (CM) and ERM support the achievement of an institution’s strategic goals

At the December Board of Regents (BOR) retreat, the BOR agreed that they would develop a policy on ERM and CM. This policy would demonstrate the importance of ERM and CM and guide the Chancellor and Presidents in their implementation of ERM and CM processes. As a first step in policy development, the Board can issue a Statement of Intent to highlight the important aspects of ERM and CM. The attached Statement of Intent on Enterprise Risk and Crisis Management is offered for the Board’s consideration

ALTERNATIVE(S): The Committee could choose to continue to work on the Statement of Intent.

FISCAL IMPACT: The fiscal impact would be the value of the time of university leadership and staff to develop the individual university enterprise risk and crisis management processes.

CHANCELLOR’S RECOMMENDATION: That the Audit Committee recommend approval of the Enterprise Risk and Crisis Management Statement of Intent.

COMMITTEE RECOMMENDATION: Recommend Approval DATE: June 12, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Board of Regents' Statement of Intent on Enterprise Risk Management and Crisis Management

Every enterprise carries unique risks. With their student and residential populations and academic and research-related activities, institutions of higher education face many types of risks unlike those in other sectors. An enterprise risk management (ERM) approach in higher education can help institutions identify the risks of events and circumstances that could negatively impact the school's ability to reach its goals.

An ERM approach incorporates plans to identify risks, analyze the impact of those risks, and take steps to mitigate them. Additionally, pre-planning for crisis management enables a more timely and robust response when crises occur.

It is therefore the intention of the Board of Regents that:

1. The Board have a policy that:
 - a. Establishes the Board's commitment to ERM and Crisis Management (CM) as ongoing processes that identify, manage and communicate key risks as part of an integrated approach to achieving the strategic goals of each institution and the System as a whole;
 - b. defines roles and responsibilities for the Board, Chancellor and Presidents; and
 - c. sets expectations for Presidents, Chancellor and the Board that risks are properly identified, evaluated, managed and communicated at the proper level of the institution.
 - i. The identification of risks and opportunities, the development of action plans to manage the risks and maximize the opportunities, and the continual monitoring of risks are integral parts of the management and leadership of the institution.
2. The USM Develop and implement ERM practices:
 - a. Establish governance structure to support leadership engagement and to implement the process for risk assessment and mitigation;
 - b. Incorporate principles of ERM into the development of strategic initiatives and operational objectives;
 - c. Determine process for periodic review of risk portfolio and risk philosophy; and
 - d. Identify formal metrics or key performance indicators for evaluation of ERM program value.
3. The Roles and Responsibilities for ERM and CM are delegated as follows:
 - a. Board
 - i. Establish ERM and CM policy and make it a priority for institutions;
 - ii. Establish expectations for communication of potential crises;
 - iii. Provide oversight in risk monitoring –
 1. both on a recurring, regular basis (annually) as well as
 2. incorporating questions regarding risk in strategic and planning projects as these initiatives are brought to the Board; and
 - iv. Provide support to Chancellor and Institution Presidents.
 - b. Chancellor
 - i. Implement a sustained ERM effort by System Senior Administration;

- ii. Develop processes for regular communication of individual universities' risk profiles and specific risks, including mitigation strategies;
 - iii. Develop crisis leadership and management processes;
 - iv. Develop management and communication process for risks as they are realized (crisis communications); and
 - v. Develop a System-wide Enterprise Risk profile.
 - c. University Presidents
 - i. Engage Cabinet and key faculty to develop university-wide risk portfolio, including:
 - 1. identification of risks across the entire university;
 - 2. assessment of probability and impact of risks on institutional mission, strategic goals and reputation;
 - 3. institutional risk philosophy encompassing risk tolerance and risk opportunity;
 - 4. assignment of management responsibility for mitigation plans and execution, and communication strategies and processes; and
 - 5. monitoring identified risks, holding the risk owner accountable and consistently scanning for emerging risks.
- 4. Types of Risk to be considered
 - a. Reputational risks not separately identified in another category – public image (Examples: reputation and brand; community relations; external communications)
 - b. Safety and health of students, faculty and staff
 - c. Legal and regulatory compliance – laws and regulations (Examples: regulatory; legal; accreditation standards; intellectual property; institutional standards/policies concerning diversity and inclusion)
 - d. Athletics
 - e. Academic
 - i. Academic Performance
 - ii. Academic Integrity
 - f. Financial – safeguarding assets (Examples: funding and resource allocation; conflict of interest; budget; fraud; debt)
 - i. Financial integrity issues – waste, fraud or abuse
 - ii. Financial going concern issues
 - g. IT security
 - i. Data
 - ii. Key records
 - iii. Systems, networks
 - h. Strategic - goals of the organization (Examples: strategic plans; institutional mission; academic goals and objectives; crisis response and business continuity)
 - i. Business model
 - ii. Technological
- 5. Operational – processes that achieve goals (Examples: conduct of research; facilities infrastructure; safety and security; information technology; human resources; student
- 6. Example of Risk Portfolio

- a. Reputational risks not separately identified in another category
- b. Safety and health of students, faculty and staff
- c. Legal and regulatory
- d. Athletics
- e. Academic
 - i. Academic Performance
 - ii. Academic Integrity
- f. Financial
 - i. Financial integrity issues – waste, fraud or abuse
 - ii. Financial going concern issues
- g. IT security
 - i. Data
 - ii. Key records
 - iii. Systems, networks
- h. Strategic
 - i. Business model
 - ii. Technological
- i. Operational

The System will develop a draft policy in accordance with shared governance principles and present the draft policy to the Board for consideration prior to 2019 year-end.



BOARD OF REGENTS

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: Senate Bill (SB) 719 – Delegation of Responsibility to the Board of Regents Committee on Audit to Review Financial Disclosure Statements From Chancellors and University Presidents

COMMITTEE: Audit

DATE OF BOARD OF REGENTS MEETING: June 21, 2019

During the Board of Regents (BOR) Committee on Audit’s June 12, 2019 meeting, the Committee members discussed implementation of SB 719’s section that states: “...The board would also be required to review annual financial disclosure statements from chancellors and university presidents.” It was the consensus of the members that the BOR should consider the following actions toward implementing SB 719:

1. The BOR should formally delegate responsibility to ensure compliance with SB 719 to the Committee on Audit; and
2. The BOR should include review of the Regents’ financial disclosure statements.

Should these considerations be approved by the BOR, the Committee on Audit will take the following steps to initiate implementation.

1. Update the Committee on Audit’s Bylaws and Charter to reflect its responsibility for ensuring oversight of SB 719.
2. Embed oversight of SB 719 into the Committee’s annual work plan.
3. Assign responsibility to the Office of Internal Audit to perform the reviews of financial disclosure statements and provide the Committee and the full Board with results annually.
4. Determine timelines for completion to match expectations of the General Assembly. Current law requires disclosures to be completed by April 30th, for the preceding calendar year. Consideration of requiring disclosure statements be completed earlier so that review results may be timely reported.
5. Complete a review of CY 2018 financial disclosure statements prior to the conclusion of 2020’s legislative session.
6. Annually reassess policies and procedures to refine the process.

FISCAL IMPACT: Uncertain

CHANCELLOR’S & COMMITTEE ON AUDIT’S RECOMMENDATION: The BOR should approve delegation of responsibility to oversee compliance with SB 719 to the Committee on Audit and approve inclusion of annually reviewing Regents financial disclosure statements.

BOARD ACTION none

DATE:

SUBMITTED BY: COMMITTEE ON AUDIT



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2020 System Funded Construction Program Request

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: This is a request for approval of the FY 2020 System Funded Construction Program in the amount of \$129,643,000 that is the first year of the proposed FY 2020-2024 System Funded Construction Program of \$545,252,000, as indicated in the attachment. The USM Auxiliary Bond portion of the total is \$88,131,000 for FY 2020 and a five year total of \$424,750,000. Currently there are no requests recommended for private financing this cycle, though that decision will be revisited if circumstances change.

The proposed SFCP continues a primary strategic objective of the Board targeted at supporting health and safety improvements in campus student housing. For example, among the work proposed in the plan are renovation projects in residence halls currently in use at four different campuses: Frostburg, Towson, UMBC, and University of Maryland, College Park. These projects, with funding that has been previously approved and new funds contained in the proposed budget, will invest \$255 million in improving the components to enhance the health and safety students living on campus—including major improvements to heating, ventilation and air conditioning systems, preventing exterior water infiltration, replacing plumbing and electrical systems, and adding security and alarm systems.

The request includes projects proposed for planning, construction and/or equipment funding in FY 2020. As noted above, most are recommended for funding through external borrowing in whole or in part. Approval is being requested concurrently and/or at a later date for borrowing authority for those specific projects. There may be changes at that time as a result of timing, cost, fee change implications, or other considerations. Each project is a part of an institutional program that will produce the revenue required for repaying the debt.

Some recommendations in the SFCP may be conditional upon satisfactory completion of other projects or activities. These are noted in the attachment or will be part of concurrent discussion with the Board.

ALTERNATIVE(S): Each project can be reviewed separately and accepted, modified, or rejected. The institutional requirement and financial viability for each project were evaluated separately.

FISCAL IMPACT: The impact of the program focuses on the effect of each project on the institution's operating budget and varies with the plan for setting the charges required to repay the debt.

CHANCELLOR'S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents approve the FY 2020 System Funded Construction Program request with the conditions listed herein (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SFCP: POST-WORKSHOP VERSION

BOARD OF REGENTS FY2020-2024 SYSTEM FUNDED CONSTRUCTION PROGRAM (SFCP) -- '\$000'S

Revised 5/22/19

Changes since workshop highlighted in yellow

INSTN	PROJECTS	Prior	FUNDING CALENDAR					Total Project Cost '000s
			FY2020	FY2021	FY2022	FY2023	FY2024	
USM Auxiliary Bonds								
UMCP	Two New Residence Halls (900 Beds) (See Cash Below)	66,500 PCE	26,500 PCE	4,000 CE				97,000
UMCP	North Campus Dining Hall Replacement (See Cash Below)	4,000 PC	12,000 CE	1,000 CE				17,000
UMCP	High Rise Residence Halls Renovation: Phased	85,080 PCE	1,500 PC	7,750 PC	50,440 PCE	40,175 PCE	52,685 PCE	454,235
UMCP	South Campus Recreation Center			9,000 PC	16,000 C			25,000
TU	Union Addition/Renovation	70,670 PC	13,000 CE	25,100 CE	Towson requested increase (see cash below)			108,770
TU	Glen Towers Addition and Renovation		4,201 P	24,513 CE	16,000 CE	9,046 CE		53,760
UMES	Nuttle Hall Residence Renovation (deferred two years, pending study)				800 P	9,200 C	800 E	10,800
FSU	New Residence Hall (431 beds) (See Cash Below)	22,920 C	13,330 C					36,250
FSU	Five Dorm Renovation	5,700 PC	7,700 C		1,000 C			14,400
UMBC	Retriever Activities Center Renewal (See Cash Below)		9,900 CE	13,100 CE				23,000
UMB	New Garage					20,000 PC	10,000 PCE	30,000
UMCP	New Dining Hall (in support of 1,500 bed/PPP dorm)						10,600 PC	30,000
UMBC	New Health and Counseling Building (See Cash Below)					6,800 C	8,610 C	15,410
Subtotal: USM Bonds/Direct Debt RECOMMENDED			88,131	84,463	84,240	85,221	82,695	
FIVE YEAR SUBTOTAL BONDS (USM DEBT)							424,750	
Cash or Institutional Funding								
UMCP	Two New Residence Halls (900 Beds) (See Bonds Above)			3,900 CE				3,900
UMCP	North Campus Dining Hall Replacement (See Bonds Above)	4,800 PCE	17,650 PCE	9,400 CE				31,850
FSU	New Residence Hall (431 beds) (See Bonds Above)	3,698 P	2,947 CE					6,645
UMCP	Campus Farm Upgrades (formerly Animal Sciences Pavilion)				3,700 PC	3,600 PC	8,600 PC	15,900
UMBC	Retriever Activities Center Renewal (See Bonds Above)	2,200 P	3,000 C					5,200
UMBC	Hillside and Terrace Systems Upgrades	5,500 PC	4,800 C					10,300
UMBC	The Commons Renovation			860 PC	4,840 C			5,700
UMBC	Stadium and Athletic Facility Improvements	5,500 PC	1,500 PC					7,000
UMBC	New Health and Counseling Building (See Bonds Above)				955 P		635 E	1,590
UMB	MSTF Emergency Generator and Distribution System	1,885 PC	5,115 CE					7,000
SU	Student Recreation Center		2,500 P	2,500 P	20,000 C	20,000 CE		45,000
TU	Union Addition/Renovation		4,000 CE					4,000
Subtotal: USM Cash/Institutional Funds RECOMMENDED			41,512	16,660	29,495	23,600	9,235	
FIVE YEAR SUBTOTAL CASH							120,502	
TOTAL SFCP PROGRAM (BONDS, CASH)			129,643	101,123	113,735	108,821	91,930	
FIVE YEAR TOTAL BONDS, CASH							545,252	

KEY: A = Acquisition; P = Planning; C = Construction; CS = Construction Supplemental; E = Equipment

END OF SFCP RECOMMENDATIONS



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Forty-First Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: The Board of Regents has previously adopted forty bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed Resolution authorizes the issuance of Revenue Bonds to finance \$122,131,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-First Bond Resolution may be subject to adjustments in order to align it with the FY 2020 System Funded Construction Program Request to be adopted by the Full Board on June 21, 2019. Any changes to this Resolution will be reported to the Committee on Finance. The total amount of bonds authorized will not exceed \$122,131,000.

Academic Facilities Projects

- Towson University: New Science Facility \$2,000,000
- University of Maryland, Eastern Shore: Pharmacy and Health Professions \$5,000,000
- University of Maryland, Eastern Shore: Flood Mitigation \$1,008,000
- University of Maryland, Baltimore County: Utility Upgrades \$2,346,000
- Southern Maryland Higher Education Center: Building III \$5,000,000
- System-wide Capital Facilities Renewal: \$18,646,000

Auxiliary Facilities Projects

- Towson University: Union Addition/Renovation \$13,000,000
- Towson University: Glen Towers Addition and Renovation \$4,201,000
- University of Maryland, College Park: North Campus Dining Hall Replacement \$12,000,000
- University of Maryland, College Park: Two New Residence Halls \$26,500,000
- University of Maryland, College Park: High Rise Residence Halls Renovation \$1,500,000
- Frostburg State University: New Residence Hall \$13,330,000
- Frostburg State University: Five Dorm Renovation \$7,700,000
- University of Maryland Baltimore County: Retriever Activities Center Renewal \$9,900,000

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of \$122,131,000 of bonds would result in debt service of approximately \$9.7 million per year for 20 years at 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Forty-First Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FORTY-FIRST BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$122,131,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS

TABLE OF CONTENTS

Recitals.....1

ARTICLE I DEFINITIONS..... 2

 Section 1.01. Terms Defined in the Indenture2

 Section 1.02. Additional Definitions2

ARTICLE II FORTY-FIRST RESOLUTION BONDS 4

 Section 2.01. Authorized Amount of Forty-First Resolution Bonds; Designation and Series; Purpose; Security4

 Section 2.02. General Terms of Forty-First Resolution Bonds5

 Section 2.03. Form of Forty-First Resolution Bonds.....6

 Section 2.04. Use of Proceeds; Projects Authorized.....7

 Section 2.05. Deposit of Forty-First Resolution Bond Proceeds8

 Section 2.06. Refunding Bonds8

 Section 2.07. Escrow Deposit Agreements.....9

 Section 2.08. Consolidation of Bonds.....9

 Section 2.09. Records for Academic Facilities and Auxiliary Facilities9

ARTICLE III REDEMPTION OF FORTY-FIRST RESOLUTION BONDS..... 10

 Section 3.01. Redemption Dates and Prices10

 Section 3.02. Redemption Amounts10

ARTICLE IV CONSOLIDATED BOND FUND; ADDITIONAL FUNDS 11

 Section 4.01. Payments into Consolidated Bond Fund.....11

 Section 4.02. Disbursements from Consolidated Bond Fund12

 Section 4.03. Establishment of Additional Funds or Accounts12

ARTICLE V GENERAL CONSTRUCTION FUND 12

 Section 5.01. Deposit to General Construction Fund12

 Section 5.02. Deposit of Moneys Transferred from the Forty-First Resolution Rebate Fund12

 Section 5.03. Disbursements.....12

 Section 5.04. Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed13

 Section 5.05. Authorization for Use of Proceeds of Forty-First Resolution Bonds for Other Projects.....13

 Section 5.06. Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects14

ARTICLE VI REBATE FUND 14

 Section 6.01. Rebate Fund14

ARTICLE VII ADDITIONAL PERMITTED INVESTMENTS 14

 Section 7.01. Additional Permitted Investments.....14

ARTICLE VIII	MISCELLANEOUS	15
Section 8.01.	Supplemental Resolutions.....	15
Section 8.02.	Limitation of Rights	15
Section 8.03.	Severability	16
Section 8.04.	Immunity of Regents and Officers.....	16
Section 8.05.	Private Use of the Projects	16
Section 8.06.	Sale of Forty-First Resolution Bonds	16
Section 8.07.	Official Statement	16
Section 8.08.	Continuing Disclosure	17
Section 8.09.	Absence of Chairperson or Chancellor.....	17
Section 8.10.	Further Actions	17
Section 8.11.	Validity of Signatures	17
Section 8.12.	Declaration of Official Intent.....	17
Section 8.13.	Liberal Construction	17

**FORTY-FIRST BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$122,131,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS**

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (as the same may be amended or supplemented from time to time, “Title 19”), the University System of Maryland (the “System”) is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more “projects,” as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted May 3, 1989, the System approved the Original Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the System desires to issue and sell up to \$122,131,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as hereinafter defined) in one or more series from time to time, subject to the terms and conditions of this Forty-First Bond Resolution (as amended or supplemented from time to time, this “Resolution” or “Forty-First Bond Resolution”) and the Indenture (as hereinafter defined) and secured by and payable from the Trust Estate pledged under the Indenture;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT:

ARTICLE I

DEFINITIONS

Section 1.01. Terms Defined in the Indenture. Except as provided in Section 1.02, all initially capitalized terms contained in the Indenture when used in this Resolution shall have the same meaning herein as set forth in the Indenture.

Section 1.02. Additional Definitions. In addition to the words and terms defined in the Indenture and elsewhere defined herein, the following words and terms as used herein shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

“Academic Facilities Projects” means, collectively, those projects constituting “academic facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Accreted Amount” means the principal amount of any Capital Appreciation Bond as of the date of delivery, plus accrued interest (including compounded interest to the immediately preceding Interest Payment Date), if any.

“Arbitrage Compliance Agreement” means each Arbitrage Compliance Agreement (if any) or such other arbitrage or tax certification respecting payment of arbitrage rebate executed with respect to the Forty-First Resolution Bonds issued on any Issuance Date.

“Authorized Denomination” means \$5,000 or any integral multiple thereof, or such greater amount or multiple as may be set forth in a System Order.

“Auxiliary Facilities Projects” means, collectively, the projects constituting “auxiliary facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Bond Resolution(s)” means each and all of the Resolutions of the Board which authorize the issuance of Bonds.

“Bonds” has the meaning given that term in the Indenture.

“Capital Appreciation Bonds” are described in Section 2.02 of this Resolution.

“Current Interest Bonds” are described in Section 2.02 of this Resolution.

“Escrow Deposit Agreement” means each agreement by and between the System and the Trustee executed and delivered in accordance with Section 2.07 of this Resolution.

“Fixed Rate Bond” means a Forty-First Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-First Resolution Bond.

“Forty-First Resolution Bonds” means the Bonds of the System authorized by this Resolution.

“Forty-First Resolution Rebate Fund” means the fund established pursuant to Section 6.01 of this Resolution and Section 7.01 of the Indenture.

“Indenture” means the Original Indenture, as supplemented and amended by the Supplemental Indenture and as further amended or supplemented from time to time.

“Interest Payment Date” means April 1 and October 1 of each calendar year or such other date or dates as may be prescribed in a System Order and for any Forty-First Resolution Bond paid in full, the date of payment in full of such Forty-First Resolution Bond.

“Issuance Date” means each date on which all or any portion of the Forty-First Resolution Bonds are exchanged for the purchase price thereof.

“Liquidity Facility” means a Credit Facility which shall provide for the payment of the purchase price of Variable Rate Bonds tendered by the holders thereof for purchase as provided in a System Order regarding the issuance of such Variable Rate Bonds but shall not provide for the payment of the principal due on any such Variable Rate Bond at maturity or earlier redemption.

“Liquidity Provider” means the Person who provides a Liquidity Facility.

“Mandatory Sinking Fund Payment” is defined in Section 3.01 of this Resolution.

“Original Indenture” means the Indenture of Trust, dated as of May 1, 1989, by and between the System and the Trustee as approved by the Board of Regents pursuant to the 1989 Series A Bond Resolution of the System adopted May 3, 1989.

“Projects” means, collectively, the Academic Facilities Projects, the Auxiliary Facilities Projects and any other projects for which the proceeds of the Forty-First Resolution Bonds are authorized to be used.

“Record Date” means (a) with respect to Forty-First Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer, the 15th day of the calendar month immediately preceding an Interest Payment Date, whether or not such day is a Business Day, and (b) with respect to all other Forty-First Resolution Bonds, the Business Day immediately preceding an Interest

Payment Date.

“Refunding Bonds” means (i) Forty-First Resolution Bonds of the System authorized by Section 2.06 of this Resolution or (ii) any Bonds issued under the authority of any other Bond Resolution to refund Bonds previously issued to finance any Project or to refund any prior issue of Bonds, including refunding Bonds.

“Sinking Fund Redemption Date” is defined in Section 3.01 of this Resolution.

“Supplemental Indenture” means the First Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee, which Supplemental Indenture supplements and amends the Original Indenture.

“System Order” means the separate written order with respect to the Forty-First Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

“Variable Rate Bond” means a Forty-First Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-First Resolution Bond.

ARTICLE II

FORTY-FIRST RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-First Resolution Bonds; Designation and Series; Purpose; Security.

(a) In order to provide sufficient funds to carry out the purposes described in this Section 2.01, and according and subject to the terms, conditions and limitations established in the Indenture and this Resolution, Forty-First Resolution Bonds in an aggregate principal amount not to exceed \$122,131,000 are hereby authorized to be issued on one or more Issuance Dates from time to time as may be prescribed in a System Order regarding each issuance of Forty-First Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-First Resolution Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds or any combination thereof and may be issued from time to time on any Issuance Date. For the purposes of this Section 2.01, the principal amount of Capital Appreciation Bonds shall be the Accreted Amount as of the Issuance Date of such Capital Appreciation Bonds. Each System Order regarding each Issuance Date of the Forty-First Resolution Bonds shall specify the aggregate principal amount of Forty-First Resolution Bonds to be issued. In addition to the title “University System of Maryland Auxiliary Facility and Tuition Revenue Bonds,” each such System Order may prescribe or the Trustee may add to or incorporate into the general title or numerical designation of any Forty-First Resolution Bonds, any words, figures or letters designed to distinguish Forty-First Resolution Bonds issued on a particular Issuance Date from any other Forty-First Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-First Resolution Bonds shall be used for the purposes of financing or refinancing the cost of the Projects described in Section 2.04 hereof.

(c) The intended source of payment for the Forty-First Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-First Resolution Bonds not designated for Academic Facilities Projects shall be Auxiliary Facilities Fees; provided, however, such intention as to source of payment shall in no way limit the lien of the Trust Estate or the right of the System to use any other source legally available for payment of any of the Forty-First Resolution Bonds.

(d) The Forty-First Resolution Bonds may, as determined by the Chancellor of the System or the Chief Operating Officer and Vice Chancellor for Administration and Finance of the System, be issued as “build America bonds” under the provisions of Section 54AA(d) of the Internal Revenue Code of 1986, as amended (the “Internal Revenue Code”), or such provisions as may then be applicable, if then permitted under the Internal Revenue Code, with the intention that the interest payable on such Forty-First Resolution Bonds will not be excludable from federal gross income by the owners thereof. If any Forty-First Resolution Bonds are issued as “build America bonds”, the Chancellor of the System or the Chief Operating Officer and Vice Chancellor for Administration and Finance of the System may, in his or her discretion, elect on behalf of the System to issue such Forty-First Resolution Bonds as either tax credit bonds or bonds eligible to receive a refundable credit with respect to a portion of the interest paid on the bonds from the United States Treasury under the provisions of Section 54AA and related provisions of the Internal Revenue Code, or such provisions as may then be applicable.

(e) The Forty-First Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-First Resolution Bonds.

(a) The Forty-First Resolution Bonds shall be dated as of the date or dates prescribed in a System Order.

(b) The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Forty-First Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Forty-First Resolution Bonds) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than twenty-one (21) years from the Issuance Date of the applicable series of Forty-First Resolution Bonds. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall be payable at

maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than twenty-one (21) years from the Issuance Date of the applicable series of Forty-First Resolution Bonds.

(c) The Forty-First Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-First Resolution Bonds initially shall be issued only in book entry form and an Authorized System's Representative is hereby authorized to enter into such agreements with a Depository as may be necessary or appropriate to issue the Forty-First Resolution Bonds only in book entry form.

(d) The principal of and premium (if any) on the Current Interest Bonds and the principal of, and premium (if any) and interest due at maturity on, the Capital Appreciation Bonds shall be payable at the principal office or the principal corporate trust office of the Trustee, upon surrender of such Bonds at such principal office.

(e) Interest on the Current Interest Bonds shall be paid on each Interest Payment Date for the period from and including the immediately preceding Interest Payment Date for which interest has not theretofore been paid to but excluding the Interest Payment Date on which such payment is to be made. Subject to the terms of any agreement with a Depository and except as otherwise provided in a System Order, interest on the Current Interest Bonds shall be payable by check drawn upon the Trustee and mailed to the Persons in whose names such Current Interest Bonds are registered on the Bond Register as of the close of business on the Record Date immediately before the relevant Interest Payment Date; provided that the payment of interest on any such Current Interest Bonds in an aggregate principal amount equal to or greater than \$1,000,000 registered in the name of one Bondholder may, at the option of such Bondholder, be paid on any Interest Payment Date by wire transfer in federal reserve funds to any bank in the United States of America specified by such Bondholder, upon receipt by the Trustee of written notice on or before the Record Date immediately prior to the first Interest Payment Date upon which such a wire transfer is to be made. If any Bondholder shall elect to receive payment of interest by wire transfer, such election shall remain effective for all subsequent Interest Payment Dates until written notice revoking such election is received by the Trustee on or before the Record Date immediately prior to the Interest Payment Date for which notice of revocation is to be effective.

(f) As provided in the Indenture, the obligation of the System to pay the principal of, and premium (if any) and interest on, the Forty-First Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-First Resolution Bonds. The Forty-First Resolution Bonds shall be in the form as may, consistent with the Indenture and this Resolution, be approved in a System Order, and shall be executed and delivered as provided in Section 2.09 of the Indenture. Execution of any Forty-First Resolution Bonds consistent with Section 2.09 of the Indenture shall be conclusive evidence of the System's approval thereof.

Section 2.04. Use of Proceeds; Projects Authorized. The following “academic facilities” and “auxiliary facilities” are hereby approved as projects, the costs of which may be paid from the proceeds from the issuance and sale of Bonds:

(a) up to \$15,354,000 of the Forty-First Resolution Bonds for the costs of the following constituting Academic Facilities Projects:

- (1) Towson University (Baltimore County)
New Science Facility
- (2) University of Maryland, Eastern Shore (Somerset County)
Pharmacy and Health Professions
Flood Mitigation Project
- (3) University of Maryland, Baltimore County (Baltimore County)
Utility Upgrades
- (4) Southern Maryland Higher Education Center (St. Mary’s County)
Building III

(b) up to \$18,646,000 of the Forty-First Resolution Bonds for the costs of those Capital Facilities Renewal Projects identified in the Capital Improvement Program approved by the Board for Fiscal Year 2019, as those Projects, from time to time, may be amended, modified, or supplemented by the Board.

(c) the following auxiliary facilities (the “Auxiliary Facilities Projects”) which are further identified and described in the System Funded Construction Program approved by the Board for Fiscal Year 2019, as those Projects, from time to time, may be amended, modified, or supplemented by the Board:

- (1) Towson University (Baltimore County)
 - (A) Union Addition/Renovation
 - (B) Glen Towers Addition and Renovation
- (2) University of Maryland, College Park (Prince George’s County)
 - (A) North Campus Dining Hall Replacement
 - (B) Two New Residence Halls
 - (C) High Rise Residence Halls Renovation: Phased
- (3) Frostburg State University (Allegany County)
 - (A) New Residence Hall
 - (B) Five Dorm Renovation

(4) University of Maryland Baltimore County (Baltimore County)

Retriever Activities Center Renewal

In accordance with Section 102(d) of Title 19, and pursuant to Chapter 123 of the 2013 Laws of Maryland, each of the Academic Facilities Projects specified in subsection (a) and (b) above were approved by the Maryland General Assembly as a project for an academic facility. The aggregate amount of Bonds (of all series) designated for Academic Facilities Projects, as provided in Section 6.03 of the Indenture, shall not exceed the amounts specified in (a) and (b) above for the Academic Facilities Projects specified in such Sections.

Section 2.05. Deposit of Forty-First Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-First Resolution Bonds, in the following order:

(a) accrued interest, if any, on those Forty-First Resolution Bonds that are Current Interest Bonds, from their dated date to but excluding the date of delivery thereof, shall be paid to the Trustee and deposited in the Interest Account of the Consolidated Bond Fund;

(b) proceeds of those Forty-First Resolution Bonds designated as CBF Bonds which are Refunding Bonds shall be applied in accordance with Section 2.07 below; and

(c) proceeds of those Forty-First Resolution Bonds designated as CBF Bonds which are not Refunding Bonds shall be deposited in the General Construction Fund, in such accounts as may be designated in a System Order.

Section 2.06. Refunding Bonds.

(a) Authority to Issue Refunding Bonds. In addition to the Forty-First Resolution Bonds authorized pursuant to this Resolution, and pursuant to the authority provided in Section 19-108 of Title 19 and Section 2.07(c) of the Indenture, the System is authorized to issue from time to time on any Issuance Date, additional Forty-First Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-First Resolution Bonds or any other Refunding Bond. The terms and provisions of Section 2.01(a), 2.02 and 2.03 of this Resolution shall govern the terms and provisions of any Refunding Bonds. Proceeds of any Forty-First Resolution Bonds or any other Refunding Bonds may be used for the purpose of paying (i) the principal of, and premium (if any) and interest on any Forty-First Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-First Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-First Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-First Bond Resolution shall be allocated to the Bond Resolution under which such Bonds to be refunded were originally issued without taking into account any premiums or discounts received in connection with the sale of such Bonds or the principal amount of such Refunding Bonds to be applied to pay the principal of, and premium (if any) and interest on any Bonds to be refunded or the costs of issuance of such Refunding Bonds.

Section 2.07. Escrow Deposit Agreements.

(a) On each Issuance Date of Refunding Bonds, the System and the Trustee shall execute and deliver an Escrow Deposit Agreement satisfying the requirements of this Section 2.07 and containing such other terms and conditions as the System may deem necessary or appropriate.

(b) Amounts held by the Trustee pursuant to an Escrow Deposit Agreement shall constitute part of the Trust Estate. If, and to the extent that, any Escrow Deposit Agreement provides for the disbursement of amounts for the purpose of paying the principal of, and premium (if any) and interest on, Forty-First Resolution Bonds being refunded, then such amounts shall not be deemed to be held by the Trustee for the benefit of the Refunding Bonds but only for the benefit of the Forty-First Resolution Bonds being refunded, all at such times and with respect to such amounts as may be specified in such Escrow Deposit Agreement. Except as provided in the preceding sentence, or as may be provided in an Escrow Deposit Agreement, amounts held by the Trustee pursuant to such Escrow Deposit Agreement shall be held for the benefit of only the Refunding Bonds issued on such Issuance Date.

(c) The System, pursuant to an Escrow Deposit Agreement, is hereby authorized to require the Trustee to establish from time to time one or more additional funds, accounts or subaccounts under this Resolution.

(d) Amounts held pursuant to an Escrow Deposit Agreement shall be disbursed by the Trustee pursuant to the terms of such Escrow Deposit Agreement for the purpose of paying the principal of, and premium (if any) and interest on, Forty-First Resolution Bonds being refunded and Refunding Bonds identified in such Escrow Deposit Agreement, on or prior to the maturity date thereof.

(e) A single Escrow Deposit Agreement may be executed in connection with the issuance of Refunding Bonds and other Bonds of the System, the proceeds of which are to be used to refund Outstanding Bonds under the Indenture.

Section 2.08. Consolidation of Bonds. Refunding Bonds (a) may be designated as CBF Bonds under the Indenture and (b) may be consolidated with, and issued together with, any other Bonds authorized to be issued under the Indenture. The proceeds of any Refunding Bonds may be consolidated and commingled with the proceeds of other Bonds issued to refund Outstanding Bonds under the Indenture as part of any Escrow Deposit Agreement that otherwise complies with Section 2.07 of this Resolution.

Section 2.09. Records for Academic Facilities and Auxiliary Facilities. The System shall maintain such books and records and shall make such allocations of the principal amount of Refunding Bonds and the payment of the principal of, and premium (if any) and interest on, such Refunding Bonds, as may be required from time to time in order to comply with the provisions of Section 19-102(e) of Title 19.

ARTICLE III

REDEMPTION OF FORTY-FIRST RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-First Resolution Bonds shall be subject to redemption, in whole or in part at any time, at the option of the System or on such date or dates and at such price or prices as may be set forth in a System Order. The principal value of any Capital Appreciation Bonds as of any date of redemption shall equal the Accreted Amount.

(b) The Current Interest Bonds or certain of such Current Interest Bonds shall be subject to mandatory redemption, on such date or dates as may be prescribed in a System Order (each such date being a "Sinking Fund Redemption Date"), in such principal amount or amounts and at such price or prices as may be prescribed in a System Order (each such amount being a "Mandatory Sinking Fund Payment").

Section 3.02. Redemption Amounts.

(a) The System may reduce the amount of any Mandatory Sinking Fund Payment payable on any Sinking Fund Redemption Date by an amount equal to the principal amount of Current Interest Bonds subject to such Mandatory Sinking Fund Payment that shall be surrendered uncanceled by the System to the Trustee for such purpose not less than sixty (60) days prior to such Sinking Fund Redemption Date.

(b) In the case of any partial redemption of Current Interest Bonds at the option of the System, the System may select for redemption (i) any one or more subsequent maturities of Current Interest Bonds, and (ii) if any maturity of Current Interest Bonds is subject to Mandatory Sinking Fund Payment, any one or more subsequent Mandatory Sinking Fund Payments to be credited as being paid, provided that the System shall have delivered to the Trustee, not less than sixty (60) days before such maturity date or Sinking Fund Redemption Date (or such lesser period of time as the Trustee may allow), a System Request stating its election to redeem such Current Interest Bonds in such manner. In such case, the Trustee shall reduce the amount of Current Interest Bonds to be redeemed on the Sinking Fund Redemption Date specified in such System Request by the principal amount of Current Interest Bonds so purchased or redeemed. In the absence of any such direction, the Trustee shall reduce subsequent maturities and Mandatory Sinking Fund Payments proportionately, in increments of the minimum Authorized Denomination, to the extent reasonably practicable.

(c) Any credit given to any Mandatory Sinking Fund Payments shall not affect any remaining or subsequent Mandatory Sinking Fund Payments which shall remain payable as otherwise provided herein, unless and until another credit is given in accordance with the provisions hereof.

(d) In the case of any partial redemption of Forty-First Resolution Bonds, the particular Forty-First Resolution Bonds or portions thereof to be redeemed shall be selected by

the Trustee in proportion to the principal amount of Forty-First Resolution Bonds then outstanding, to the maximum extent practicable, and in such manner as the Trustee shall deem fair and equitable; provided, however, that so long as the Forty-First Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-First Resolution Bonds or portions thereof to be redeemed shall be selected by the Depository in such manner as the Depository shall determine. If any Forty-First Resolution Bonds to be redeemed are selected by lot, such method shall be conclusively deemed fair and equitable. In the case of any partial redemption of Forty-First Resolution Bonds, in selecting Forty-First Resolution Bonds for redemption the Bond Registrar shall treat each Forty-First Resolution Bond as representing that number of Forty-First Resolution Bonds as is obtained by dividing the principal amount of such Forty-First Resolution Bond by the minimum Authorized Denomination. If it is determined that one or more, but not all, of the units of the minimum Authorized Denomination of face value represented by any Forty-First Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-First Resolution Bond shall forthwith surrender such Forty-First Resolution Bond to the Trustee (i) for payment of the redemption price (including accrued interest thereon on the date fixed for redemption) of the portion thereof called for redemption and (ii) for exchange for Forty-First Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-First Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-First Resolution Bond to be redeemed in part shall fail to present such Forty-First Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-First Resolution Bond shall, nevertheless, become due and payable on the date fixed for redemption to the extent of the unit or units of the minimum Authorized Denomination of principal amount called for redemption (and to that extent only).

ARTICLE IV

CONSOLIDATED BOND FUND; ADDITIONAL FUNDS

Section 4.01. Payments into Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.01(b) hereof, moneys transferred from the Revenue Fund in respect of the Forty-First Resolution Bonds shall be deposited in the order and amount set forth in Section 5.02 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall establish such additional accounts within the Consolidated Bond Fund as shall be directed in a System Order relating to such Variable Rate Bonds. Moneys transferred from the Revenue Fund in respect of any Variable Rate Bonds may be deposited in any such additional accounts established within the Consolidated Bond Fund, and the amounts, times and order of priority of deposits to the Interest Account, the Principal Account and any such additional accounts established within the Consolidated Bond Fund with respect to such Variable Rate Bonds shall be as set forth in such System Order.

Section 4.02. Disbursements from Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.02(b) hereof, the Trustee is hereby authorized and directed to withdraw and disburse moneys in the Consolidated Bond Fund in the order and amount, and for the purposes, set forth in Section 5.03 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall be authorized and directed to withdraw and disburse moneys in the Principal Account, the Interest Account and any additional accounts established pursuant to Section 4.01(b) hereof within the Consolidated Bond Fund in the order and amounts, and for the purposes, set forth in the System Order relating to such Variable Rate Bonds.

Section 4.03. Establishment of Additional Funds or Accounts.

(a) In addition to any accounts established by the Trustee pursuant to Section 4.01(b) and 4.02(b) hereof, there may be established within the Consolidated Bond Fund, pursuant to the System Order regarding the issuance of any series of the Forty-First Resolution Bonds or as requested by the Authorized System's Representative, such additional trust accounts as shall be necessary or convenient in connection therewith and as shall be permitted pursuant to Section 5.01 of the Indenture. Deposits to and payments from such separate funds or accounts shall be as set forth in such System Order, subject in all events to the provisions of the Indenture.

ARTICLE V

GENERAL CONSTRUCTION FUND

Section 5.01. Deposit to General Construction Fund. Upon receipt by the Trustee of the moneys specified in Section 2.05(c) hereof, such moneys shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund, in such amounts as may be specified in a System Order.

Section 5.02. Deposit of Moneys Transferred from the Forty-First Resolution Rebate Fund. Any moneys transferred from the Forty-First Resolution Rebate Fund to the General Construction Fund shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account in such amounts as may be specified in a System Request.

Section 5.03. Disbursements

(a) Proceeds of the Forty-First Resolution Bonds deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund shall be disbursed in accordance with the provisions of Section 6.03 of the Indenture for the Costs of the Projects.

(b) Upon completion of the Projects, any moneys remaining in the General Construction Fund (other than moneys retained to pay costs, expenses and interest not then due and payable) shall be transferred to the Excess Proceeds Account and shall be held and disbursed by the Trustee in accordance with Section 6.04 of the Indenture.

Section 5.04. Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed.

(a) The System, without the consent of the Trustee or the Holders of the Forty-First Resolution Bonds, may from time to time amend Section 2.04 hereto to include as a Project any “academic facilities” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-First Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel, or to delete from Section 2.04 any Academic Facility Project listed therein; provided, however, that each item shall have been approved by the General Assembly of the State of Maryland pursuant to Section 19-102(d) of Title 19. In connection with any such amendment of Section 2.04, the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an academic facility.

(b) The System, without the consent of the Trustee or the Holders of the Forty-First Resolution Bonds, may from time to time amend Section 2.04 hereto to include as an Auxiliary Facilities Project any other “auxiliary facilities,” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-First Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel or to delete from Section 2.04 auxiliary facility projects listed therein to be acquired or constructed by the System and items of equipment to be acquired and installed by the System. In connection with any such amendment of Section 2.04 the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an auxiliary facility.

Section 5.05. Authorization for Use of Proceeds of Forty-First Resolution Bonds for Other Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of the Forty-First Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to prior Bond Resolutions and any Projects authorized pursuant to this Forty-First Bond Resolution. In addition, the proceeds of the Forty-First Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to subsequent Bond Resolutions without amending any other Bond Resolution and without the necessity of any amendment to this Forty-First Bond Resolution or the consent of the Trustee or any Holder of the Forty-First Resolution Bonds.

Section 5.06. Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of any Bonds heretofore or hereafter issued under any prior Bond Resolutions and deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to this Forty-First Bond Resolution.

ARTICLE VI

REBATE FUND

Section 6.01. Rebate Fund. The Trustee if directed shall establish such Rebate Fund in connection with the Forty-First Resolution Bonds as shall be directed in a System Order relating to any such Forty-First Resolution Bonds and as provided in the Indenture. To the extent not inconsistent with the provisions of the Indenture, such System Order may restrict such Rebate Fund for use in connection with the Forty-First Resolution Bonds or may permit the use of such Rebate Fund in connection with other series of Bonds hereafter issued under the Indenture. Deposits shall be made to, and disbursements may be made from, such Rebate Fund as provided in such System Order, to the extent not inconsistent with the provisions of the Indenture.

ARTICLE VII

ADDITIONAL PERMITTED INVESTMENTS

Section 7.01. Additional Permitted Investments. As permitted by clause (i) of the definition of Permitted Investments of the Indenture, the following are added as Permitted Investments for the investment of the proceeds of the Forty-First Resolution Bonds and all Funds established by this Resolution:

(a) Repurchase, resale and other similar agreements with any person provided (i) such agreements are continuously collateralized with Government Obligations, (ii) the market value of the collateral is not less than one hundred two percent (102%) of the repurchase price (including interest), (iii) the Trustee or a third party acting as agent or custodian of the collateral solely for the Trustee has possession of the collateral, (iv) the collateral is free and clear of all liens and encumbrances, (v) the Trustee shall be entitled to liquidate the collateral if the requirement of subclauses (i) and (ii) are not continuously satisfied and (vi) the Trustee shall have a first priority perfected security interest in the collateral;

(b) Investment agreements, the provider of which is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) by two Rating Agencies; and

(c) Investment agreements issued by any provider:

(i) that is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) of a Rating Agency, or

- (ii) whose obligations under such investment agreements are unconditionally guaranteed by parent entities or other third parties that are rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) from a Rating Agency, or
- (iii) who satisfies the rating requirements of clause (i) or (ii) above and whose obligations under such investment agreements are collateralized by obligations described in clauses (a), (b), (d) or (e) under the definition of “Permitted Investments” in the Indenture or in clauses (a) or (b) above of this Article VII and which are delivered to the Trustee, or registered in the name of the Trustee, or are supported by a safekeeping receipt issued by a depository satisfactory to the Trustee, provided that such investment agreements must provide that the value of such obligations collateralizing such investment agreements shall be maintained at a current market value (determined not more frequently than monthly) of not less than 102% of the aggregate amount of the obligations of such financial institution, insurance company or financial services firm;

provided, however, that any investment agreement, at the time it is entered into, must meet and comply with the requirements of clause (i), (ii) or (iii) above.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Supplemental Resolutions. The System may, without the consent of, or notice to, any of the Bondholders, enter into a resolution or resolutions supplemental hereto which shall not be inconsistent with the terms and provisions hereof, provided that, in the opinion of Counsel to the Trustee, the change effected thereby is not to the prejudice of the interests of the Trustee or the Bondholders as permitted by Section 13.01 of the Indenture.

Section 8.02. Limitation of Rights. With the exception of the rights herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution or the Forty-First Resolution Bonds is intended or shall be construed to give to any Person other than the System, the Trustee and the Holders of the Forty-First Resolution Bonds, any legal or equitable right, remedy or claim under or in respect to this Resolution or any agreements, conditions and provisions herein contained; this Resolution and all of the agreements, conditions and provisions hereof being intended to be and being for the sole and exclusive benefit of the System, the Trustee and the Holders of the Forty-First Resolution Bonds as herein provided.

Section 8.03. Severability. If any provision of this Resolution shall be invalid, illegal or unenforceable because it conflicts with any constitution or statute or rule of public policy or for any other reason, such circumstances shall not have the effect of rendering the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

Section 8.04. Immunity of Regents and Officers. No recourse for the payment of the principal of or premium (if any) or interest on, any Forty-First Resolution Bond or for any claim based thereon or otherwise in respect thereof or of this Resolution shall be had against any member of the Board of Regents or officers or employees of the System whether past, present or future, whether by virtue of any constitution, statute or rule of law, all such liability (if any) being hereby expressly waived and released as a condition of and in consideration of the issuance of the Forty-First Resolution Bonds.

Section 8.05. Private Use of the Projects. The System covenants that it will not make, or (to the extent the System exercises control or direction) permit to be made, any use of the Projects, or any portion thereof, by any other Person, if such use would cause those Forty-First Resolution Bonds to be "private activity bonds" within the meaning of Section 141 of the Code, unless the System and the Trustee receive an opinion of Bond Counsel to the effect that such use does not adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Forty-First Resolution Bonds, if any.

Section 8.06. Sale of Forty-First Resolution Bonds. As permitted by Title 19, the Board of Regents hereby finds and determines that the best interests of the System will be served by selling each issuance of the Forty-First Resolution Bonds at either a public competitive sale or a private (negotiated) sale as the Chancellor of the System deems to be in the best interest of the System at such prices, which may be at, above or below par, as the Chancellor of the System deems to be in the best interest of the System. In the event that two bidders offer to purchase an issue of the Forty-First Resolution Bonds at the same lowest true interest cost at a public competitive sale, the Chancellor of the System shall determine in his sole discretion to which of the bidders such issue of the Forty-First Resolution Bonds will be awarded. In the event of a private (negotiated) sale the Chancellor of the System shall select the purchaser of such issue of the Forty-First Resolution Bonds which the Chancellor of the System deems to be in the best interest of the System.

Section 8.07. Official Statement. There is hereby authorized to be prepared and distributed, in conjunction with each issuance and sale of the Forty-First Resolution Bonds, both a preliminary and a final official statement (the "Official Statement"). The preliminary official statement and the final official statement shall be in the form approved by either of the Chairperson of the Board of Regents or the Chancellor of the System whose execution by either of them shall be conclusive evidence of the approval thereof. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to execute by their manual or facsimile signatures and to deliver in the name of and on behalf of the System the Official Statement regarding each issuance of the Forty-First Resolution Bonds and to deem the Official Statement as final for the purposes of Securities Exchange Act Rule 15c2-

12, as amended or supplemented from time to time, or any successor law, rule or regulation (“Rule 15c2-12”).

Section 8.08. Continuing Disclosure. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to enter into one or more continuing disclosure agreements with respect to information contained in, or matters relating to, the Official Statement for any Forty-First Resolution Bonds and any other Bonds of the System. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to prepare and file with the Municipal Securities Rulemaking Board such financial or other information as may be required to comply with the requirements of Rule 15c2-12, and to delegate the preparation and filing of any such information to any other officer or employee of the System. The System’s bond counsel is also designated as an agent for the System for purposes of preparing and filing any such information.

Section 8.09. Absence of Chairperson or Chancellor. If the Chairperson of the Board of Regents is unable to act or unavailable for any reason, or such position is vacant, the Chairperson of the Finance Committee of the Board of Regents is hereby authorized and empowered to act in place of the Chairperson of the Board of Regents, and if the Chancellor of the System is unable to act or unavailable for any reason, or such position is vacant, the Vice Chancellor for Administration and Finance is hereby authorized and empowered to act in place of the Chancellor of the System.

Section 8.10. Further Actions. The Chairperson of the Board of Regents, the Chairperson of the Finance Committee, the Secretary and Assistant Secretary of the Board of Regents of the System, the Chancellor of the System, and the Vice Chancellor for Administration and Finance of the System and other officials of the System are hereby authorized and empowered to do all acts and things and execute such instruments, documents and certificates (including all necessary closing certificates) and otherwise take all action necessary, proper or expedient in connection with each issuance, sale and delivery of the Forty-First Resolution Bonds.

Section 8.11. Validity of Signatures. In the event any Regent or officer of the System who has executed any bond, document, certificate or other matter ceases to be a Regent or officer before delivery, the signature is valid and sufficient for all purposes as if the Regent or officer had remained in office until delivery.

Section 8.12. Declaration of Official Intent. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to adopt a declaration of official intent (within the meaning of Treasury Regulations Section 1.150-2) to reimburse the costs of any project with the proceeds of any bonds or other obligations issued by the System under the authority of Title 19 or any other provision of the laws of Maryland.

Section 8.13. Liberal Construction. The terms of this Forty-First Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-First Bond Resolution shall be liberally construed in order to carry out and effectuate the purposes set forth herein and in Title 19.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 21st day of June, 2019.

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

TOPIC: University System of Maryland: FY 2020 Operating Budget

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: The total USM budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of \$6.0 billion. FY 2020 Tuition and Fees were approved at the April 19, 2019 meeting of the Board where resident undergraduate tuition was capped at 2%.

The state-supported portion of the budget totals \$3.5 billion. Included in the \$3.5 billion are state appropriations and Higher Education Investment Funds (HEIF) of \$1.5 billion (an increase of \$107 million or 7.7% over the FY 2019 Appropriation), tuition and fees of \$1.7 billion (an increase of \$65 million or 4.0%), and other of \$314 million (an increase of \$12 million or 4.1%). The USM state-supported costs are estimated to increase by \$195 million.

The net increase of \$107 million in state appropriations and HEIF includes the following:

- | | |
|--|-----------|
| • Cost of Living Adjustments (COLA) | \$80.0M |
| • Year 2 Workforce Development Initiative (WDI) | \$20.0M |
| • Senate Bill 1052 Implementation –Strategic Partnership | \$ 6.0M |
| • New Facilities funding FY20 (UMCP, Towson, UMBC, and Shady Grove) | \$ 5.8M |
| • UMBC Faculty & Student Success Initiative | \$ 5.0M |
| • UMB Immunotherapy Research Funding | \$ 2.5M |
| • UMB Tuberos Scleriosis Complex | \$ 0.5M |
| • Legislative reductions, state fringe benefits, & other minor adjustments | (\$13.0M) |

The non state-supported portion of the budget totals \$2.5 billion. The \$2.5 billion is mainly comprised of Auxiliary Revenues of \$711.0 million (an increase of \$24 million or 3.5%) and \$1.3 billion of federal grants and other restricted funds (an increase of \$28 million or 2.2%).

ALTERNATIVE(S): The budget request could be adjusted to increase/decrease expenditures or to move expenditures from one area to another. However, a balanced budget is required and revenue must be adjusted to match any change in overall expenditures.

FISCAL IMPACT: The USM budget totals \$6.0 billion.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2020 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be reported back to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Table 3a

**SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
TOTAL**

Expenditures	FY 2018		FY 2019		FY 2020		FY 2020 Change		%
	FTE	Actual	FTE	Working	FTE	Appropriation	FTE	Amount	
Salaries & Wages	24,316.70	\$ 3,173,707,696	24,795.40	\$ 3,322,045,090	24,795.41	\$ 3,467,369,368	0	\$ 145,324,278	4%
Technical & Special Fees		135,852,468		135,001,657		137,308,811		2,307,154	2%
Non Salary Operative & Maintenance		1,958,240,127		2,162,350,183		2,253,427,713		91,077,530	4%
Facilities Renewal		<u>267,102,537</u>		<u>178,147,410</u>		<u>193,737,555</u>		<u>15,590,145</u>	9%
Subtotal Operating Expenses		\$ 2,361,195,132		\$ 2,475,499,250		\$ 2,584,474,079		\$ 108,974,829	4%
Total Expenditures	24,316.70	\$ 5,534,902,828	24,795.40	\$ 5,797,544,340	24,795.41	\$ 6,041,200,847		\$ 243,656,507	4%
Current Unrestricted Revenue									
Tuition & Fees		\$ 1,713,066,741		\$ 1,772,749,616		\$ 1,839,032,181		\$ 66,282,565	4%
State Appropriation		1,279,795,113		1,323,676,578		1,426,168,438		102,491,860	8%
Higher Ed Investment Fund		57,936,350		63,188,000		67,503,440		4,315,440	7%
Sales & Services of Auxiliary		664,245,503		686,950,599		710,955,176		24,004,577	3%
Federal Grants & Contracts		148,550,038		146,567,902		146,615,350		47,448	0%
Other Sources		<u>390,275,079</u>		<u>447,573,239</u>		<u>464,711,450</u>		<u>17,138,211</u>	4%
Total Unrestricted Revenue		\$ 4,253,868,824		\$ 4,440,705,934		\$ 4,654,986,035		\$ 214,280,101	5%
Current Restricted Revenue									
Federal Grants & Contracts		757,277,800		799,168,952		818,397,135		19,228,183	2%
Other Sources		<u>523,756,204</u>		<u>557,669,454</u>		<u>567,817,677</u>		<u>10,148,223</u>	2%
Total Restricted Revenue		\$ 1,281,034,004		\$ 1,356,838,406		\$ 1,386,214,812		\$ 29,376,406	2%
Total Revenue		\$ 5,534,902,828		\$ 5,797,544,340		\$ 6,041,200,847		\$ 243,656,507	4%

Table 3b

**SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
STATE-SUPPORTED**

Expenditures	FY 2018		FY 2019		FY 2020		FY 2020 Change		%
	FTE	Actual	FTE	Working	FTE	Appropriation	FTE	Amount	
Salaries & Wages	16,847.26	\$ 2,074,560,247	17,085.12	\$ 2,175,056,748	17,085.12	\$ 2,289,788,058	0	\$ 114,731,310	5%
Technical & Special Fees		89,146,300		81,707,175		84,408,336		2,701,161	3%
Non Salary Operative & Maintenance		861,220,133		968,562,635		1,033,896,550		65,333,915	7%
Facilities Renewal		<u>157,354,807</u>		<u>103,158,440</u>		<u>115,547,768</u>		<u>12,389,328</u>	12%
Subtotal Operating Expenses		\$ 1,107,721,240		\$ 1,153,428,250		\$ 1,233,852,654		\$ 80,424,404	7%
Total Expenditures	16,847.26	\$ 3,182,281,487	17,085.12	\$ 3,328,484,998	17,085.12	\$ 3,512,998,112		\$ 184,513,114	6%
Revenue									
Current Unrestricted Revenue									
Tuition & Fees		\$ 1,584,951,308		\$ 1,639,128,618		\$ 1,704,507,240		\$ 65,378,622	4%
State Appropriation		1,279,795,113		1,323,676,578		1,426,168,438		102,491,860	8%
Higher Ed Investment Fund		57,936,350		63,188,000		67,503,440		4,315,440	7%
Sales & Services of Auxiliary		-		-		-		-	
Federal Grants & Contracts		71,919,218		70,087,085		70,134,533		47,448	0%
Other Sources		<u>136,725,012</u>		<u>176,590,167</u>		<u>187,643,768</u>		<u>11,053,601</u>	6%
Total Unrestricted Revenue		\$ 3,131,327,001		\$ 3,272,670,448		\$ 3,455,957,419		\$ 183,286,971	6%
Current Restricted Revenue									
Federal Grants & Contracts		41,208,224		42,090,505		43,083,633		993,128	2%
Other Sources		<u>9,746,262</u>		<u>13,724,045</u>		<u>13,957,060</u>		<u>233,015</u>	2%
Total Restricted Revenue		\$ 50,954,486		\$ 55,814,550		\$ 57,040,693		\$ 1,226,143	2%
Total Revenue		\$ 3,182,281,487		\$ 3,328,484,998		\$ 3,512,998,112		\$ 184,513,114	6%

Table 3c

**SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND
NON STATE-SUPPORTED**

Expenditures	FY 2018		FY 2019		FY 2020		FY 2020 Change		%
	FTE	Actual	FTE	Working	FTE	Appropriation	FTE	Amount	
Salaries & Wages	7,469.44	\$ 1,099,147,449	7,710.28	\$ 1,146,988,342	7,710.28	\$ 1,177,581,310	0	\$ 30,592,968	3%
Technical & Special Fees		46,706,168		53,294,482		52,900,475		(394,007)	-1%
Non Salary Operative & Maintenance		1,097,019,994		1,193,787,548		1,219,531,163		25,743,615	2%
Facilities Renewal		<u>109,747,730</u>		<u>74,988,970</u>		<u>78,189,787</u>		<u>3,200,817</u>	4%
Subtotal Operating Expenses		\$ 1,253,473,892		\$ 1,322,071,000		\$ 1,350,621,425		\$ 58,749,386	4%
Total Expenditures	7,469.44	\$ 2,352,621,341	7,710.28	\$ 2,469,059,342	7,710.28	\$ 2,528,202,735		\$ 59,143,393	2%
Current Unrestricted Revenue									
Tuition & Fees		\$ 128,115,433		\$ 133,620,998		\$ 134,524,941		\$ 903,943	1%
State Appropriation		-		-		-		-	0%
Higher Ed Investment Fund		-		-		-		-	0%
Sales & Services of Auxiliary		664,245,503		686,950,599		710,955,176		24,004,577	3%
Federal Grants & Contracts		76,630,820		76,480,817		76,480,817		-	0%
Other Sources		<u>253,550,067</u>		<u>270,983,072</u>		<u>277,067,682</u>		<u>6,084,610</u>	2%
Total Unrestricted Revenue		\$ 1,122,541,823		\$ 1,168,035,486		\$ 1,199,028,616		\$ 30,993,130	3%
Current Restricted Revenue									
Federal Grants & Contracts		716,069,576		757,078,447		775,313,502		18,235,055	2%
Other Sources		<u>514,009,942</u>		<u>543,945,409</u>		<u>553,860,617</u>		<u>9,915,208</u>	2%
Total Restricted Revenue		\$ 1,230,079,518		\$ 1,301,023,856		\$ 1,329,174,119		\$ 28,150,263	2%
Total Revenue		\$ 2,352,621,341		\$ 2,469,059,342		\$ 2,528,202,735		\$ 59,143,393	2%



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Board of Regents Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: This item was initially presented at the March meeting of the Committee. After discussion, the Committee instructed the staff to take another look at the Statement of Values and Expectations, and to redraft the document to be much stronger with regard to expectations, process, and timetable. This amended version is provided for the Regents’ consideration.

Each USM institution is either contemplating long-term strategy and plans for upgrading business processes, in many cases utilizing enhancements and efficiencies afforded by new information technology solutions or has a future information technology plan and strategy for improving business processes underway. The aggregate cost of such endeavors is likely to exceed \$300M over the coming decade and represents a significant opportunity to minimize cost and improve business processes and services provided students.

In 2000, ten of the eleven institutions contracted with and implemented different modules of PeopleSoft for financial accounting and general ledger, human capital, and student information systems. These products were implemented at each institution largely independently of other institutions, and in some instances without changing existing business processes. Oracle, which bought Peoplesoft and currently supports these applications, is no longer selling on-premise Peoplesoft applications but will support the existing base for several years. Most vendors are now promoting Software as a Service (cloud) versions of these applications with new functionality. This is prompting institutions to consider the marketplace opportunities, the institutions’ needs, and the development of an information technology “roadmap.”

The attached statement of values and expectations is intended to express the *Board’s expectation* that institutions pursue the next information technology investment as an opportunity to both improve business processes and control life-cycle costs of a major investment.

ALTERNATIVE(S): The Committee could offer alternatives to the proposed language.

FISCAL IMPACT: There is no direct financial impact.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents adopt the Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing new Information Technology and Upgrading Business Processes.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/12/19

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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Board of Regents
Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring
and Implementing New Information Technology and Upgrading Business Processes
Spring 2019

Whereas, the institutions of the University System of Maryland (USM) are considering making major investments in the software used to run those institutions; and

Whereas, the quality of services provided students, and the costs associated with business processes and information technology as impacts or drivers of tuition rates, both have a significant impact on the student experience; and

Whereas, the USM and its institutions all have their operations based in a common set of policies and standards in areas such as HR, procurement, accounting, etc.; and

Whereas, this technology transition will require the USM and its institutions to analyze and improve back-office operations and business processes;

Whereas, technology transformation of this scope presents an opportunity to leverage in-common process, technology, and data across USM institutions, while respecting their uniqueness but improving effectiveness and efficiency in their individual operations.

Therefore, the Board of Regents instructs the Presidents of the USM institutions and the USM Office to explore alternatives and opportunities, and work together to develop institutional plans to:

- pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs that utilize or depend upon information technology assets, and that
- the USM institutions consider not only the unique needs of their own institution, but alternatives that will assist other institutions in improving business process outcomes as well as improve the effectiveness and efficiency of business, administrative and operational processes across the entire University System of Maryland

The range of possibilities for cooperation, collaboration, or the establishment of common solutions include, but are not limited to:

- System-wide procurement and contracting opportunities,
- shared training and change management services,
- sharing information technology resources across similar-scope or, if advantageous, geographically-close institutions,
- one or more institutions, or other organization, providing services, either information technology, or business process provision, to others on a fee-for service basis,
- several institutions developing a governance and change management structure that enables them to partner and operate in a shared, vendor-supported ERP system,
- several institutions developing a governance and operating structure to provide services, whether information technology, or business process, through a commonly-governed and operated center.

Unless a case can be made otherwise, institutions are expected to enter into or commit to collaborative endeavors with similar institutions that have common sets of business activities and needs. Alternatively, an institution can commit to collaborate with an institution that can reasonably provide information technology or business process services to other USM institutions. In either approach the goal is to agree on a common long-term strategy to minimize costs and improve services and outcomes.

The framework for proceeding, either individually or as a group, will be described in a document that is currently under development called, "Requirements for major information technology investments by or for USM institutions."

Each institution will be required to develop a long-term plan for business process improvements by no later than May 1, 2020. These plans should include goals and estimated milestone dates for planned improvements, including business process changes, as well as the acquisition and implementation of supporting enterprise information technology. Institutions are to share the plans with the Board of Regents when completed, for their review and comment, at its thereafter next scheduled meeting. Where collaboration is planned, institutions should include the need to establish shared governance and/or standards of service arrangements as a part of the institutional plan.

The System Office is to work with groups of institutions to monitor progress, provide policy and technical expertise where appropriate, assist in resolving cross-institutional or multi-institutional issues, and help in identifying opportunities for collaboration.

Business processes that utilize or rely upon student information systems may be exempted from expectations to collaborate across institutions.

As the window of opportunity for enacting the provisions of such a plan is fast approaching, the Board of Regents requests that a report on this topic be submitted by the end of calendar year 2019 on the status of institutional efforts to develop long-term plans. Annually thereafter institutions will be asked to submit reports that track institutional progress against the institution's long-term plans



**Board of Regents
Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring
and Implementing New Information Technology and Upgrading Business Processes
Spring 2019**

Whereas, the institutions of the University System of Maryland (USM) are considering making major investments in the software used to run those institutions; and

Whereas, the quality of services provided students, and the costs associated with business processes and information technology as impacts or drivers of tuition rates, both have a significant impact on the student experience; and

Whereas, the USM and its institutions all have their operations based in a common set of policies and standards- in areas such as HR, procurement, accounting, etc.; and

Whereas, this technology transition will require the USM and its institutions to analyze and improve back-office operations and business processes; and

~~Whereas, this technology transition offers a significant opportunity for the USM and its institutions to rethink back-office operations and business processes; and~~

Whereas, technology transformation of this scope presents an opportunity to leverage in-common process, technology, and data across USM institutions, while respecting their uniqueness but improving effectiveness and efficiency in their individual operations.; and

~~Whereas, there is the prospect for the USM to take advantage of System-ness opportunities in an area that maintains the uniqueness of the USM institutions while creating possibilities for improved effectiveness and efficiency in their operations;~~

Therefore, the Board of Regents instructs the Presidents of the USM institutions and the USM Office to explore alternatives and opportunities, and work together to develop a-institutional plans to:

- pursue opportunities to cooperate, collaborate, and establish common solutions to business process needs that utilize or depend upon information technology assets, and that

- the USM institutions consider not only the unique needs of their own institution, but alternatives that will assist other institutions in improving business process outcomes as well as improve the effectiveness and efficiency of business, administrative and operational processes across the entire University System of Maryland

The range of possibilities for cooperation, collaboration, or the establishment of common solutions include, but are not limited to:

- System-wide procurement and contracting opportunities,
- shared training and change management services,
- sharing information technology resources across similar-scope or, if advantageous, geographically-close institutions,
- one or more institutions, or other organization, providing services, either information technology, or business process provision, to others on a fee-for service basis,
- several institutions developing a governance and change management structure that enables them to partner and operate in a shared, vendor-supported ERP system,
- several institutions developing a governance and operating structure to provide services, whether information technology, or business process, through a commonly-governed and operated center.

Unless a case can be made otherwise, institutions are expected to enter into or commit to collaborative endeavors with similar institutions that or other institutions which can reasonably provide information technology or business process services to other USM institutions, that which have common sets of business activities and needs. Alternatively, an institution can commit to collaborate with an institution that can reasonably provide information technology or business process services to other USM institutions.; In either approach the goal is to agreeing upon a common long-term strategy to minimize costs and improve services and outcomes.

The framework for proceeding, either individually or as a group, will be described in a document that is currently under development called, "Requirements for major information technology investments by or for USM institutions."

Each institution will be required to develop a long-term plan for business process improvements by no later than May 1, 2020. These plans should include goals and estimated milestone dates for planned improvements, including business process changes, as well as the acquisition and implementation of supporting enterprise information technology solutions. Institutions are to share the plans with the Board of Regents when completed, for their review and comment, should submit their at its thereafter next scheduled meeting. Where collaboration is planned, institutions should include the need to establish shared governance and/or standards of service arrangements as a part of the institutional plan.

The System Office is to work with groups of institutions to monitor progress, provide policy and technical expertise where appropriate, assist in resolving cross-institutional or multi-institutional issues, and help in identifying opportunities for collaboration.

Business processes that utilize or rely upon student information systems may be exempted from expectations to collaborate across institutions.

As the window of opportunity for enacting the provisions of such a plan is fast approaching, the Board of Regents requests that a report on this topic be submitted by the end of calendar year 2019 on the status of institutional efforts to develop long-term plans. ; Annually -then annually thereafter institutions will be asked to submit reports that track institutional progress against the institution's long-term plans-



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed FY 2020 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation

COMMITTEE: Finance

DATE OF MEETING: June 12, 2019

SUMMARY: Pursuant to Section 13-306 of the Education Article, each year the Board of Regents of the University System of Maryland and the Board of Directors of the University of Maryland Medical System Corporation (UMMS) are asked to approve an annual contract between University of Maryland, Baltimore (UMB) and UMMS which states all financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center (UMMC).

Section 13-306 requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval.

At this time, the Board is asked to approve the Annual Contract for FY 2020 incorporating the financial information for FY 2020 reflected in the attached schedule of payments of UMMS and UMB to one another in Fiscal Years 2018, 2019 and 2020. For FY 2020, there is a net increase of \$5,489,695 in UMMS compensation to UMB. Adjustments relate to variations in service needs of UMMC and to COLA adjustments to UMB salaries in FY 2019 and FY 2020. In FY 2019, the School of Medicine and UMMC developed performance evaluation tools for faculty services at UMMC based upon standard hospital industry performance evaluation tools. Use of the tools will continue in FY 2020. On a service by service basis, School of Medicine compensation may be subject to reduction up to an agreed limit if performance goals are not attained. Initial performance evaluations are pending; no reductions have been made to date.

The majority of faculty services reflected in the contract are provided at UMMC facilities at the UMB campus. The contract also includes compensation for School of Medicine faculty services at the University of Maryland Medical Center Midtown Campus in clinical services that are managed by the UMMC leadership.

The contract text includes a new provision affirming the cooperation of UMB and UMMC in investigation of Title IX complaints and other complaints under policies prohibiting discrimination and harassment.

The proposed contract text is available for review. The contract text has been reviewed and approved by the Office of the Attorney General for form and legal sufficiency.

ALTERNATIVE(S): An Annual Contract incorporating the information in the attached schedule is recommended by the President of UMB, the Dean of the School of Medicine, the Interim President of UMMS and the Chancellor. In accordance with Section 13-306, the Committee could postpone action and recommend that the Regents and Directors appoint a joint committee to review the proposed contract.

FISCAL IMPACT: The fiscal impact of the Annual Contract is as specified in the attached schedule. Subject to adjustments as discussed in the text of the Annual Contract, it results in a net fund transfer from UMMS to UMB of \$143,990,834 in FY 2020.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents authorize the President of UMB to execute the Annual Contract for FY 2020.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

PAYMENTS UNDER
FY 2018, FY 2019, and FY 2020 ANNUAL CONTRACTS
BETWEEN UMB AND UMMS

<u>Payments to UMB</u>	<u>FY 18</u>	<u>FY 19</u>	<u>FY20</u>
Administrative Services	\$1,717,083	\$1,143,252	\$1,179,341
Faculty Services:			
School of Medicine (including Trauma)	\$139,939,123	\$141,299,894	146,416,942*
School of Pharmacy	\$1,065,992	\$1,287,024	\$1,490,817
School of Dentistry	<u>\$568,007</u>	<u>\$571,273</u>	<u>\$590,773</u>
<u>Payments to UMMS</u>			
Space Charge	(\$1,157,304)	(\$1,157,304)	(\$1,157,304)
Fringe Benefit Adjustment**	(\$4,620,632)	(\$4,643,000)	(\$4,529,735)
NET TO UMB	\$137,512,269	\$138,501,139	143,990,834

* For Fiscal Year 2020, \$32,873,455 of this School of Medicine support is designated as seed support. Continuation of that seed support in FY2021 and later years is subject to annual negotiation. The School of Medicine support does not include additional funds UMMS expects to provide to support salaries of physicians who are recruited during Fiscal Year 2020 to new positions supported by UMMS.

**The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for School of Medicine faculty is lower than the campus standard or average rate. SOM will adjust the fringe benefit payment to UMMC to obtain a UMMC payment closer to actual cost than would result if the full fringe benefit rate were charged. For FY2020, the estimated adjustment is \$4,529,735.

PAYMENTS UNDER
 FY 2018, FY 2019, and FY 2020 ANNUAL CONTRACTS
 BETWEEN UMB AND UMMS

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**The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for School of Medicine faculty is lower than the campus standard or average rate. SOM will adjust the fringe benefit payment to UMMS to obtain a UMMS payment closer to actual cost than would result if the full fringe benefit rate were charged. For FY2020, the estimated adjustment is \$4,529,735.

**MEDICAL SYSTEM AGREEMENT
FOR FISCAL YEAR ENDING JUNE 30, 2020**

TABLE OF CONTENTS

ARTICLE I. DEFINITIONS 1

ARTICLE II. COOPERATION IN ACADEMIC PROGRAMS 5

ARTICLE III. UNIVERSITY ADMINISTRATIVE SERVICES TO UMMC 8

 A. Personnel Services 8

 B. University Administrative Services 8

 C. Department of Environmental Health and Safety 9

 D. Changes in Level of Administrative Services 9

 E. University of Maryland Identity Program 10

ARTICLE IV. UNIVERSITY FACULTY SERVICES TO UMMC AND MIDTOWN 11

 A. Medical School Faculty 11

 B. School of Pharmacy Services 15

 C. School of Dentistry Faculty 18

 D. School of Nursing Faculty 20

ARTICLE V. COMPENSATION FOR USE OF SPACE 21

ARTICLE VI. PERSONNEL MATTERS 22

ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE 26

ARTICLE VIII. MEDICAL STAFF 29

ARTICLE IX. ENDOWMENTS 30

ARTICLE X. ADMINISTRATIVE MATTERS 31

ARTICLE XI. SUBSIDIARIES 37

 A. Definitions 37

 B. Conditions Applicable to All Subsidiaries 37

 C. Existing Subsidiaries and Special Provisions 38

SCHEDULES

- SCHEDULE 1 PAYMENT TO UMB FOR ADMINISTRATIVE SERVICES

- SCHEDULE 2 SCHOOL OF MEDICINE FACULTY SERVICES PAYMENTS
 - 2A Base Payments from UMMC
 - 2B Seed Payments from UMMC
 - 2C Midtown Payments

- SCHEDULE 3 PHARMACY SCHOOL UMMC PAYMENTS

- SCHEDULE 4 DENTAL SCHOOL UMMC PAYMENTS

- SCHEDULE 5 COMPENSATION FOR SPACE USAGE – WITHIN OTHER PARTY’S FACILITIES

- SCHEDULE 6 UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION SUBSIDIARIES

EXHIBITS

- EXHIBIT A MEDICAL SYSTEM CORPORATION PRE-CLINICAL EDUCATION REQUIREMENTS

- EXHIBIT B FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE)

- EXHIBIT C UMB ENVIRONMENTAL HEALTH AND SAFETY (EHS) SERVICES

**MEDICAL SYSTEM AGREEMENT
FOR FISCAL YEAR ENDING JUNE 30, 2020**

This Agreement is made as of July 1, 2019, between the University System of Maryland, a public corporation and an agency of the State of Maryland, and the University of Maryland Medical System Corporation, a private, nonprofit, nonstock corporation organized under the laws of the State of Maryland which assumed ownership of and management responsibility for the University of Maryland Medical System (as then defined in the law) on July 1, 1984.

RECITALS

The University of Maryland, Baltimore (“UMB”), a public educational institution that is part of the University System of Maryland (“University”), includes accredited Schools of Medicine, Pharmacy, Law, Dentistry, Nursing, and Social Work (“Schools”). The University of Maryland Medical System Corporation owns and operates the University of Maryland Medical Center (“UMMC”), formerly a division of the University of Maryland, Baltimore providing patient care services. UMMC and the Schools have long-standing, historic associations and enjoy close, cooperative and effective working relationships. Together they seek to realize the statutory purposes set forth in Title 13, Subtitle 3, Education Article, Annotated Code of Maryland (2018 Repl. Vol.), authorizing the creation of the University of Maryland Medical System Corporation and its subsidiary University of Maryland Medical Center LLC.

This Agreement is intended by the parties to serve as the annual contract mandated by Section 13-306 of the Medical System Law (defined below) for fiscal year 2020. Toward this end, and in consideration of the mutual covenants and agreements set forth in this Agreement, the University System of Maryland and the University of Maryland Medical System Corporation agree as follows:

TERMS

ARTICLE I. DEFINITIONS

In this Agreement, the following words have the meanings indicated:

A. “2019 Agreement” means the Annual Contract between the parties for the fiscal year ending June 30, 2019.

B. "2020 Agreement" means this Annual Contract between the parties for the fiscal year ending June 30, 2020.

C. "Annual Contract" means the agreement between USM and the Medical System Corporation required by the Medical System Law, stating all financial obligations, exchanges of services, and any other agreed relationships between USM and UMMC for the ensuing fiscal year, and identifying the services to be provided and the agreed cost of such services.

D. "Board of Directors" means the Board of Directors of the Medical System Corporation.

E. "Board of Regents" means the Board of Regents of USM.

F. "CEO/UMMC" means the person serving as Chief Executive Officer for UMMC.

G. "Chancellor" means the Chancellor of USM.

H. "Fiscal Year" means the Fiscal Year ending June 30, 2020.

I. "Medical Center LLC" means University of Maryland Medical Center, LLC, a nonprofit subsidiary established by the Medical System Corporation as provided in Section 13-303(k) of the Education Article of the Annotated Code of Maryland.

J. "Medical System Assets" means all assets allocated to the Medical System as shown on the financial statements of the Medical System at the Transfer Date and as more particularly or additionally identified or supplemented by the Board of Regents and approved by the Board of Public Works and transferred to the Medical System Corporation, including (except as limited by the terms of the documents of transfer approved by the Board of Public Works) all related land and buildings and funds deposited with the State Treasurer.

K. "Medical System CEO" means the person elected Chief Executive Officer of the Medical System Corporation by its Board of Directors.

L. "Medical System Corporation" means University of Maryland Medical System Corporation, a private, nonprofit, nonstock corporation formed under the general corporation laws of this State. Its assets include, without limitation, UMMC, as defined in definition X below.

M. "Medical System Law" means Chapter 288 of the Laws of Maryland of 1984, which is codified (in part) in Title 13, Subtitle 3, Education Article, Annotated Code of Maryland.

N. "Medical System Liabilities" means all liabilities allocated to the Medical System Corporation as shown on the financial statements of the Medical System Corporation at the Transfer Date.

O. "Medical System University Personnel" means those employees of the University assigned in the Medical System who were offered positions as UMMC Employees as of the Transfer Date, but elected not to accept them.

P. "Midtown" means the hospital in Baltimore City owned by the Medical System Corporation through its subsidiary, University of Maryland Medical Center Midtown Health, Inc. Midtown is operated and licensed as a health care facility independent of UMMC, and is known as the "UMMC Midtown Campus".

Q. "President" means the President of the University.

R. "School of Dentistry" means the University of Maryland School of Dentistry.

S. "School of Medicine" means the University of Maryland School of Medicine.

T. "School of Nursing" means the University of Maryland School of Nursing.

U. "School of Pharmacy" means the University of Maryland School of Pharmacy.

V. "Shock Trauma Center" means the R Adams Cowley Shock Trauma Center of the Medical System Corporation.

W. "Transfer Date" means July 1, 1984, the date of transfer of Medical System Assets determined by the Board of Public Works and filed with the Secretary of State and the Department of Legislative Reference.

X. "UMMC" means the licensed health care facility owned and operated by the Medical System Corporation at or adjacent to the University campus, including the health care delivery components of University Hospital, the Greenebaum Cancer Center (the current name of the University Cancer Center referred to in the Medical System Law) and the Shock Trauma Center. UMMC does not include health care delivery components owned or controlled by the Medical System Corporation that were not named in the Medical System Law.

Y. "UMMC Employees" means employees of UMMC, including without limitation employees of the Medical Center LLC and employees of Midtown as referred to in Article VI.

Z. "UMMC Personnel" means both Medical System University Personnel and UMMC Employees.

AA. "University" means the University of Maryland, Baltimore.

BB. "USM" means the University System of Maryland.

[THIS AREA INTENTIONALLY BLANK]

ARTICLE II. COOPERATION IN ACADEMIC PROGRAMS

A. Consistent with their educational missions, the University and UMMC will cooperate in the planning and administration of health professions academic programs at the University and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC. Academic programs may be extended to Midtown by the parties' agreement.

B. Existing affiliations between UMMC and the health professions schools of the University for the conduct of academic programs of the schools will be continued under the direction of the CEO/UMMC, the President, and the deans of the respective schools. Affiliation agreements between UMMC and the schools may be developed by UMMC and the University as required for accreditation of the schools' degree programs or UMMC's graduate medical education programs. Affiliation agreements will be modified as appropriate to reflect any co-location of programs at Midtown or transfer of programs to Midtown.

C. Affiliations between the schools of the University and health care institutions other than UMMC will be coordinated with the academic programs of the University at UMMC and with UMMC graduate medical education programs.

D. All actions of the parties with respect to academic programs and affiliations shall be consistent with applicable accreditation requirements for UMMC's facilities, University academic programs, and UMMC's graduate medical education program in terms of both curriculum requirements and standards for patient care. In addition, the parties agree that they will cooperate with respect to implementing their respective policies regarding sexual harassment and sexual misconduct, which include, but are not limited to, policies addressing Title IX of the Education Amendments of 1972, as amended, and Title VII of the Civil Rights Act of 1964, as amended. More specifically, each party agrees to notify the other promptly upon becoming aware of any allegation of sexual harassment or sexual misconduct against, or by, a representative or affiliate of the other. In the case of UMB, representatives or affiliates includes any student, any faculty or staff personnel, and any third parties or contractors under UMB's control. In the case of UMMC, representatives or affiliates includes any employee, any volunteer, and any contractor or its employees, and any medical or professional staff who are not UMB personnel. Each party agrees to cooperate with the other regarding investigations of possible sexual harassment or sexual misconduct at UMMC facilities or elsewhere involving individuals in the categories described above. Each party will support the other in taking steps to end any sexual misconduct or sexual harassment, prevent its recurrence and address its effects. Each party will provide the other with information about applicable policies, and the parties will work together to provide appropriate training and educational materials for their respective constituencies.

E. Information related to changes in University academic programs or UMMC or Midtown patient care activities that would affect the budget or operations of the other party shall be provided in advance of the planned changes. After discussion between the President and the CEO/UMMC, planning for the implementation of any changes will be coordinated by appropriate University and UMMC personnel, as specified by the President and the CEO/UMMC.

F. The University will provide to UMMC information about faculty proposals for clinical research to be conducted in UMMC or Midtown facilities. This information will be provided in a timely manner so that UMMC may evaluate the operational and financial implications of the proposed clinical research and confirm that services required for the research may be provided by UMMC or Midtown. UMMC's evaluation will be completed in a timely manner so as to avoid delay of the University approval processes. UMMC and the University will maintain appropriate business processes to guide the accurate billing of services delivered in conjunction with clinical research protocols.

G. Annually, the University will provide to UMMC information about any professional liability insurance acquired by the University, or provided by the State of Maryland, to provide coverage for University students and/or faculty that would be applicable to incidents arising from educational or research activities conducted by the University at UMMC or Midtown.

H. Prior to assigning students to UMMC for clinical experience or training, the University will provide those students with training, orientation, and immunizations as required by UMMC for health care workers, as applicable, and will require students to present evidence of health insurance. In the event UMMC believes that the University is not providing the required training, orientation and immunizations in a timely manner, UMMC may provide the services to the students and will charge the University for the actual cost of the services. The current requirements of UMMC are listed in Exhibit A.

I. If a University student is exposed to body fluids as defined in Section 18-338.1 ("the Section"), Health-General Article, Annotated Code of Maryland, while engaged in educational clinical experience at UMMC or Midtown, the student, as a health care provider, may request patient testing under the conditions set forth in the Section. Applicable policies of UMMC or Midtown, as relevant, will be followed, except that the University will be responsible for counseling of students and expenses of testing.

J. The parties will consolidate funds available for the salaries of medical residents and fellows so that the funds are administered by a single employer. UMMC serves as the employer of the medical residents and fellows. In that capacity, UMMC administers UMMC funds, Veterans Administration funds, and some other funds. Except where restricted by law or

contract, University funds for resident and fellow salaries from accounts identified as revolving and grant accounts will be transferred to UMMC for administration during the Fiscal Year.

ARTICLE III. UNIVERSITY ADMINISTRATIVE SERVICES TO UMMC

USM, through the University, will provide services to UMMC as described in this ARTICLE III and Exhibits B and C. The University will be paid for providing these services and will transfer funds to other components of USM, if appropriate, if other components have been involved in furnishing services to UMMC.

A. Personnel Services

1. UMMC will be responsible for personnel administrative services related to its employment of all UMMC Personnel.

2. All employment records for UMMC Personnel made and used by the University Office of Human Resource Services (formerly the University Office of Personnel) previously have been transferred to the Medical System Corporation. The University Associate Vice President for Human Resource Services or designee shall be given access to transferred records concerning Medical System University Personnel for any reasonable purposes. In the event of requests pursuant to the Maryland Public Information Act or any other State law for information from records concerning Medical System University Personnel, the party receiving such request will advise the other party, and a coordinated response will be prepared by UMMC. UMMC shall maintain all transferred Medical System University Personnel records as it maintains like records in its ordinary course of business, and shall not destroy or dispose of any such records without first giving the University the option to accept return of such records.

3. The President and the Chancellor continue to delegate to the CEO/UMMC and his designees the President's and Chancellor's authority concerning Medical System University Personnel under the USM rules for exempt and non-exempt staff and Sections 12-108 and 12-109 of the Education Article.

B. University Administrative Services

1. Through its Offices of Facilities Management and its Police Department, the University will provide to UMMC facilities management and Police services as specified in Exhibit B. The compensation for these services for the Fiscal Year is specified in Schedule 1.

2. As stated in Exhibit B, some Police services will be compensated on a fee-for-service basis, with the cost of service being calculated solely by multiplying the hourly wage of the personnel involved, including any shift differential, times the hours or fractional hours required for the service. UMMC is not obligated to purchase such services or any set amount of such services. Services provided on a fee-for-service basis under this subsection will be billed to

UMMC by the appropriate University office, with payment due to the University within thirty days from UMMC's receipt of the University's bill for such services.

C. Department of Environmental Health and Safety

1. Through its Department of Environmental Health and Safety, the University will provide services to UMMC as specified in Exhibit C. The compensation for services for the Fiscal Year is specified in Schedule 1.

2. Compensation for the services described in Exhibit C does not include the University's costs for materials, supplies, permits and licenses issued to UMMC, and contracted services required to furnish the services to UMMC. Services provided that exceed limits stated in Exhibit C will be invoiced as extra costs. Such costs will be billed to UMMC quarterly, with payment due to the University within thirty (30) days from UMMC's receipt of the University's bill. No expenditure or related group of expenditures in excess of \$1,000 will be made without prior approval of UMMC. The University reserves the right to require that major purchases or contracts be made directly by UMMC.

D. Changes in Level of Administrative Services

1. (a) Any changes in administrative service during this Fiscal Year must be agreed upon as provided in ARTICLE X, Section K, Paragraph 1(a).

(b) Unless otherwise specifically provided in this ARTICLE III, UMMC shall provide to the University not later than January 1, 2020 written notice of intention to reduce the level of administrative services provided by any administrative unit named in this Article pursuant to the terms of the Annual Contract between the Medical System Corporation and USM for the succeeding fiscal year.

2. In connection with the Medical System Corporation's establishment of administrative units to carry out functions performed by the University under this Agreement, the Medical System Corporation agrees not to hire, employ, or contract with any University employee whose function in any way relates to performance of an administrative service by University for the Medical System Corporation. This prohibition is applicable to employees of all University administrative units providing services described in ARTICLE III of this Agreement. Notwithstanding the foregoing provisions, the Medical System Corporation may extend offers of employment to University personnel who have been laid off or discharged, or who have given the University at least six (6) months prior written notice of their intention to accept a position with the Medical System Corporation. The period of notice may be reduced by the University's Vice President for Administration and Finance.

E. University of Maryland Identity Program

The University and UMMC have a joint corporate identity program intended to promote the identifier “University of Maryland” and a common logo based upon that identifier for both parties. The identifier and logo will be used in connection with promotional literature, advertising, publications, signage, and other uses, as confirmed in separate memoranda between the parties, approved by the President of the University and the CEO/UMMC. Branding and identification activities will continue in the Fiscal Year. The parties may enter into joint procurements of identity and promotion services, and will reimburse one another appropriately to allocate costs between the parties.

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ARTICLE IV. UNIVERSITY FACULTY SERVICES TO UMMC AND MIDTOWN

A. Medical School Faculty

1. The School of Medicine shall assign members of its clinical faculty to be responsible for (a) teaching and supervision of UMMC residents as part of UMMC's graduate medical education programs; (b) administrative and supervisory functions on behalf of UMMC as required for accreditation of its facilities and programs and as necessary for its efficient operation; and (c) such other services, at UMMC or at Midtown, as reasonably requested by UMMC to support clinical programs and as agreed to by the School of Medicine. UMMC will pay the University the sums stated in Schedules 2A and 2B as compensation for the services at UMMC and the sums stated on Schedule 2C for the services at Midtown.

2. Schedules 2A and 2B state the assignment of funding to "base" support, generally reflecting ongoing commitments, and "seed" support, generally reflecting start up support for a specified period of time which is not intended to be ongoing for faculty services at UMMC. It is acknowledged that there may be an ongoing component of "seed" support when mutually agreed upon by UMMC and the School of Medicine.

3. It is understood and agreed that if this Annual Contract remains in force after June 30, 2020, as a result of the effect of Section 13-306(d) of the Medical System Law, the University waives any claim to be paid "seed" support with respect to the period of time after June 30, 2020, except to the extent of specific written multi-year commitments continuing after that date which have been made between UMMC and the School of Medicine and are referenced in Schedule 2B.

4. The parties anticipate that following written approvals as provided in ARTICLE X, Section K, Paragraph 4(a), below, Schedules 2A, 2B and 2C compensation will be increased during the Fiscal Year as additional faculty begin to provide services at UMMC or Midtown. The parties also anticipate that funding may be shifted between Schedules 2A and 2C due to transfers of academic and clinical programs during the Fiscal Year.

5. UMMC will provide, or require Midtown to provide, the School of Medicine faculty with office and teaching space, equipment, and administrative support required by the faculty to carry out properly their responsibilities under this Section. The CEO/UMMC and the Dean of the School of Medicine ("Dean-M") shall consult with respect to any changes proposed by either party or by Midtown in the level of support to be provided or the space assigned pursuant to this Section. If the proposed changes are not mutually acceptable, the issues shall be referred to the President and the CEO/UMMC in accordance with ARTICLE X, Section

B, below.

6. The Dean-M, after consultation with the CEO/UMMC, will assign faculty members to provide services in the clinical specialties listed in Schedules 2A, 2B and 2C. On-going compensation for the faculty services is based on the following principles: (a) the services to be provided are defined and quantified; (b) the services are provided on an efficient and effective basis; and (c) compensation is based on fair market value.

7. The Dean-M and the CEO/UMMC will develop and implement performance standards that will serve to assess the services provided by the School of Medicine faculty members at UMMC and Midtown in the following areas: (a) medical direction; (b) resident and fellow supervision; (c) clinical quality; (d) customer service; (e) cost of care; and (f) operational efficiency.

8. The CEO/UMMC and the Dean-M shall meet to discuss any (a) dissatisfaction by UMMC or Midtown with the services provided by any School of Medicine department or individual faculty member, or (b) the failure of any School of Medicine department or individual faculty member to meet the performance standards agreed to by the parties.

9. (a) Pursuant to Section 13-305(a) of the Medical System Law, the chairs of the clinical science departments of the School of Medicine serve as chiefs of the corresponding clinical services at UMMC. The clinical chairs/chiefs must participate in furthering the objectives of the School of Medicine and UMMC. In so doing, the clinical chairs/chiefs are responsible to the Dean-M for the academic, research, and patient care activities of themselves and their departmental faculty. For patient care in or on behalf of UMMC, the clinical chairs/chiefs also are responsible to the CEO/UMMC. If clinical chairs or other faculty of the School of Medicine are proposed by the CEO/UMMS as chiefs of service at Midtown, the concurrence of the Dean-M is required.

(b) Recruitment and selection of a UMMC clinical chair/chief is the joint responsibility of the Dean-M and the CEO/UMMC. Search committees will be appointed by the Dean-M, in consultation with the CEO/UMMC, who shall nominate a member of the UMMC administration to represent it on each committee. Negotiations with prospective new clinical chairs/chiefs shall be carried out concurrently by the Dean-M and by the CEO/UMMC, with the final proposal being a joint one. Appointments of division heads in clinical departments and medical directors of clinical specialty units in UMMC shall be made by the clinical chairs/chiefs with the approval of the Dean-M and the CEO/UMMC.

(c) Recommendations to the President of salaries for clinical chairs/chiefs, division heads, and medical directors of clinical specialty units at UMMC or

Midtown shall be made with the approval of the Dean-M. The CEO/UMMC will provide input to the Dean-M concerning the evaluations of annual salary increases for clinicians, chiefs, division heads and medical directors working at UMMC or Midtown.

10. The School of Medicine and UMMC will establish mutually agreed evaluation tools to measure efficiency, effectiveness, safety and customer service for assigned faculty work in the UMMC clinical services. These tools will include tables to determine refunds to UMMC if performance measures are below agreed goals. Refunds will not exceed 10 percent of faculty support during a quarterly period. On a quarter by quarter basis, evaluation results will be analyzed by UMMC and the respective School of Medicine departments providing faculty services at UMMC, and the results will be reported to the School of Medicine. Any refunds in compensation identified as a result of the performance evaluations will be transferred to UMMC by the School of Medicine during the quarter following the evaluated quarter. The fourth quarter evaluation will be applied as part of the annual contract settlement process after the close of the Fiscal Year.

The semi-monthly payments from UMMC for support of faculty salaries will not be altered during the Fiscal Year as a result of refunds due based on evaluations. The School of Medicine will refund the reduction for any quarter to UMMC. The refund payment will be due within 30 days after the end of the evaluated quarter or, if later, within 30 days after the final determination of the refund due as a result of the evaluations.

11. Only those School of Medicine faculty members who render specific supervisory, administrative, and/or educational services to UMMC or Midtown or who are otherwise approved by the Dean-M and the CEO/UMMC shall receive income from the payments made to the School of Medicine pursuant to this Section of ARTICLE IV. Faculty may receive income from the payments while they are on sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment, with prior approval for such payments by the Dean-M and the CEO/UMMC. With the consent of the CEO/UMMC, the School of Medicine may use the income budgeted for support of a specific faculty member to pay another faculty member in the event the first individual ceases to receive, or ceases to be eligible to receive, income from the payments made to the School of Medicine. The parties agree to continue to transition from a model that ties UMMC or Midtown funding to specific physicians to a fair-market value, fixed fee, service-based funding approach. The parties will work diligently to achieve this goal. This work will be based upon the approved list of services provided by the School of Medicine physicians to UMMC and Midtown, with appropriate performance measures developed jointly in order to evaluate the delivery of these services. It is anticipated that the transition in funding methodology will occur and be implemented on a department-by-department basis, until such time as that base funding for all clinical departments is paid on a fixed-fee basis.

12. Schedules 2A, 2B and 2C include fringe benefit costs, at the stated University rates, associated with the payments being made for faculty services pursuant to paragraph 1. See ARTICLE X, Section M, Paragraph 1, regarding adjustment of these costs.

13. (a) During the Fiscal Year, UMMC anticipates incurring costs for salaries and fringe benefits \$1,500,000 less than the Grand Total of salaries and fringe benefits stated on Schedule 2A, 2B and 2C because of turnover savings as defined in this paragraph 13.

(b) "Turnover savings" means the amount of UMMC support for faculty salary and fringe benefits (as reflected on Schedules 2A, 2B and 2C) which is not actually required or used for the salary and related fringe benefits of a faculty member as provided in this Agreement. Faculty salary for this purpose includes, in addition to wages for periods of employment, salary payments to faculty for unused annual and holiday leave when such payments are due upon separation from employment under the faculty benefits policies of the University, as well as payments for sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment if approved as provided in Section A, Paragraph 11, of this ARTICLE IV.

(c) Periodic payments due from UMMC for faculty salary and fringe benefit support will be based upon the Projected Cost stated on Schedules 2A, 2B and 2C (i.e., the Grand Total of salaries and fringe benefits less \$1,500,000) and adjusted as provided in ARTICLE X, Section M, Paragraph 1.

(d) At the end of the Fiscal Year, if the turnover savings are less than \$1,500,000, UMMC will pay to the University one half of the difference between \$1,500,000 and the turnover savings. The maximum payment due the University under this subparagraph (d) shall not exceed \$750,000. The payment will be due within 15 days after the Dean's Office reports to UMMC the incurred costs as compared to the projected total cost for salaries and fringe benefits as set out in Schedules 2A, 2B and 2C. The turnover savings will be computed based on notices provided by the Dean's Office of the School of Medicine as described in ARTICLE X, Section K, Paragraph 4(b).

14. UMMC funds will not be used by the School of Medicine to support salaries of faculty on terminal leave, sabbatical leave, paid leave of absence, or administrative leave related to separation from employment without securing prior written consent of the CEO/UMMC.

B. School of Pharmacy Services

UMMC and the School of Pharmacy will be provided services as described in this Section B.

1. The Dean of the School of Pharmacy ("Dean-P") or designee and the Director of Pharmacy Services of the UMMC Department of Pharmacy Services ("Director") or designee will cooperatively establish prior to July 1, 2019, a specific schedule of services the School of Pharmacy will provide to UMMC, and a list of faculty, staff and residents who will provide the services in the Fiscal Year.

(a) Throughout the Fiscal Year, the Dean-P or designee and the Director or designee will meet periodically to:

(i) reevaluate the needs of the School of Pharmacy and the UMMC Department of Pharmacy Services and the performance of all participants, and progress toward any agreed goals;

(ii) adjust the services and faculty, staff and resident assignments and expectations to meet these needs in an effective manner.

(b) Either the Dean-P or the Director may initiate a reevaluation of services or assignments or request the other party to substitute personnel providing services.

(c) The Director will ensure that faculty and staff assigned to provide services receive appropriate appointments in the UMMC Department of Pharmacy Services and have access to patient care areas and the data necessary for the performance of required services.

(d) Services will be limited to agreed areas of faculty and staff expertise and to the availability of faculty and staff as agreed by the Dean-P and the Director or their respective designees.

(e) The activities provided at UMMC by the faculty, staff and residents of the School of Pharmacy may include but shall not be limited to: patient care services; active participation on committees as agreed; attendance at Department of Pharmacy Services meetings and in-services; precepting UMMC residents while on rotation in an assigned service area; provision of staff development programs to the pharmacy staff; participation in collaborative projects including research, cost savings, cost-containment, patient staff and/or quality improvement; and other initiatives used to improve medication use throughout UMMC.

(f) The activities provided by the faculty and staff of the School of Pharmacy shall include active participation in the activities of the Pharmacy and Therapeutics Committee, including, if necessary and requested by UMMCS, assignment of one faculty member to membership on the Committee.

(g) The activities of the School of Pharmacy faculty providing services at UMMC pursuant to this Agreement are subject to the following terms:

(i) For faculty providing direct patient care, the percentage of effort related to inpatient services will be as stated in the schedule of services established by the School of Pharmacy and UMMC (“service agreement”). The School of Pharmacy will require that if a faculty member is unable to provide scheduled service coverage, it is the responsibility of the faculty member to make arrangements for coverage, if possible, and to notify a designated School of Pharmacy administrator if coverage cannot be arranged.

(ii) For faculty providing direct patient care, the percentage of effort related to outpatient clinics will be as stated in the service agreement. If a faculty member is unable to attend his/her assigned clinic day, it is the responsibility of the faculty member to make arrangements for coverage or swap days with another provider, and to notify a designated Pharmacy administrator if coverage cannot be arranged.

(iii) If a faculty member is unable to fulfill the agreed schedule of inpatient or outpatient service regardless of reason (e.g., resignation, sick leave), it is the responsibility of the School of Pharmacy to provide adequate coverage in accordance with the service agreement. If the School of Pharmacy is unable to provide service coverage, then the School of Pharmacy will discuss with pharmacy leadership at UMMC a commensurate reduction in the financial support stated in Schedule 3. Both parties will participate in good faith in quarterly operational and financial review meetings to amend payment amounts if necessary compared to the original support described in Schedule 3.

(iv) The School of Pharmacy will require that its faculty assigned to UMMC participate in UMMC clinical pathway development when appropriate and/or when requested by UMMC in order to maintain best practices within UMMC.

(v) The School of Pharmacy will require that its faculty assigned to UMMC participate in UMMC quality improvement initiatives when appropriate and/or when requested by UMMC in order to enhance service quality and productivity at UMMC.

(vi) The School of Pharmacy will require that its faculty assigned to UMMC be involved in UMMC committee activities including the Pharmacy & Therapeutics Committee when appropriate to maintain appropriate use of medications at UMMC.

(vii) The School of Pharmacy will require that each faculty member assigned to UMMC participate in UMMC cost containment and resource utilization projects and document cost reductions in a manner requested by UMMC pharmacy leadership.

2. The Director shall have authority with respect to all policy decisions related to pharmacy services at UMMC.

3. UMMC shall provide support to the School of Pharmacy for faculty positions held by faculty providing services to UMMC and for residents providing services at UMMC, as described in paragraph 1. In addition, UMMC will provide some administrative support. The faculty and administrative support is as provided in Schedule 3.

4. The Dean-P and the Director, or their respective designees, will establish prior to July 1, 2019, a specific schedule of services and list of UMMC staff members who will provide them to the School of Pharmacy in the Fiscal Year.

(a) Throughout the Fiscal Year, the Dean-P and the Director, or their designees, will meet periodically to:

(i) reevaluate the needs of the UMMC Department of Pharmacy and the School of Pharmacy;

(ii) adjust the services and staff assignments to meet these needs in an effective manner.

(b) Either the Dean-P or designee or the Director or designee may initiate an evaluation of services or assignments or request to substitute personnel assigned to the School of Pharmacy.

(c) The Dean-P will ensure that staff assigned to provide services receive appropriate faculty appointments in the School of Pharmacy in its Department of Pharmacy Practice and Science and have access to appropriate resources and student information necessary for the performance of agreed upon services.

(d) The activities provided by the staff of UMMC may include, but shall not be limited to: precepting pharmacy students, participation in planning, development, and coordination of the School of Pharmacy's educational and research programs through participation in School of Pharmacy committees, and participation in agreed didactic coursework.

(e) The School of Pharmacy will pay individual UMMC staff for agreed services to the School in the Fiscal Year. Standard School of Pharmacy stipends for clinical faculty will apply. UMMC has no responsibility with respect to those payments.

(f) The Dean-P shall have authority with respect to all policy decisions related to educational programs of the School of Pharmacy.

5. The Director and the Chair, Department of Pharmacy Practice and Science, School of Pharmacy, will meet on a regularly scheduled basis to evaluate current services provided by the School of Pharmacy Department of Pharmacy Practice and Science and the UMMC Department of Pharmacy Services, and to plan for further cooperative development of pharmacy service, education, and research programs.

6. Schedule 3 reflects, as applicable, fringe benefit costs at standard University rates for faculty, staff and residents.

7. Any differences of opinion between the Dean-P and the CEO/UMMC shall be resolved by the President and the CEO/UMMC in accordance with ARTICLE X, Section B, below.

C. School of Dentistry Faculty

The School of Dentistry faculty assigned by the Dean of the School of Dentistry ("Dean-D") will provide services at UMMC as described in this Section C.

1. The School of Dentistry shall provide UMMC with a faculty dental professional staff that will provide supervision and administration of dental residents in their delivery of comprehensive dental care to UMMC patients. Services of the School of Dentistry faculty will include 24-hour on-call coverage 7 days per week and coverage of clinics Monday through Friday from 8 a.m. to 4:30 p.m., exclusive of holidays. Any changes in these schedules must be approved by the CEO/UMMC. The Dean-D shall assign individual faculty to perform responsibilities under this Agreement and may substitute faculty at his discretion after consultation with the CEO/UMMC.

2. UMMC shall provide at no cost to the School of Dentistry such UMMC Personnel as may be necessary for the School of Dentistry faculty to exercise properly their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all expenditures for this purpose proposed by the School of Dentistry.

3. One of the faculty members assigned under this Section shall serve as the chair of the department of dentistry of UMMC upon approval of the CEO/UMMC. The chair will direct all activities of the School of Dentistry faculty pursuant to this Agreement, supervise faculty dentists and dental residents, and provide back-up services as required in his judgment.

4. UMMC shall provide at no cost to the School of Dentistry office space for recordkeeping and administrative functions necessary for the faculty to exercise their responsibilities under this Agreement. UMMC reserves the right to assign space for these uses; however, the minimum space shall be that amount of space occupied by the clinic on the ground floor of UMMC's North Building as of July 1, 1985.

5. UMMC shall provide at no cost to the School of Dentistry supplies necessary for the School of Dentistry faculty to exercise properly their responsibilities under this Agreement. UMMC will have final approval or disapproval of all expenditures requested by the School of Dentistry for these purposes.

6. UMMC Department of Dentistry personnel under the supervision of the Chair will prepare and submit charges for dental services rendered by dental residents in the UMMC dental clinics according to procedures of UMMC's Finance Department. All revenue generated from patient services delivered by dental residents in UMMC clinics will accrue to UMMC.

7. The compensation payable by UMMC to the School of Dentistry for faculty services for the Fiscal Year is set forth in Schedule 4. If, due to turnover or program changes, the actual utilization of funds is less than the estimated compensation, the compensation will be reduced to the sum required by University.

8. Schedule 4 reflects faculty fringe benefit costs at the proposed standard University rate.

9. Any differences of opinion between the Dean-D and the CEO/UMMC shall be resolved by the President and the CEO/UMMC in accordance with ARTICLE X, Section B, below.

D. School of Nursing Faculty

If the Dean of the School of Nursing (“Dean-N”) and the Medical System Corporation Senior Vice President of Nursing agree, nurses employed by UMMC may be assigned to work part-time as faculty of the School of Nursing, teaching agreed courses at the School of Nursing or at UMMC. If the School and the Medical System Corporation agree upon payment to the Medical System Corporation to compensate it for the nurses’ time spent as faculty, the agreed payment will be documented in writing and reported to the University Office of Financial Services for payment to UMMC following the end of the academic year. A memorandum of understanding setting out further terms and conditions not inconsistent with this Agreement may be executed by the Dean-N and the Senior Vice President.

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ARTICLE V. COMPENSATION FOR USE OF SPACE

A. Each of the parties uses space within buildings owned by the other party. The parties agree to continue to allow such use of space. The parties have estimated their non-exclusive and exclusive use of one another's space, and the approximate market value of the space shared/used. The value of UMMC space that is shared or used by the University exceeds the value of University space shared/used by UMMC, and it is agreed that the difference will be paid to UMMC by the University to reimburse UMMC's net expense. The payment due UMMC is shown in Schedule 5.

B. Each party's use of the other's space shall be subject to all applicable rules and regulations of the other party, including but not limited to those regarding personnel and visitor access, security, maintenance, storage and disposal of chemical or pathological waste, and storage and disposal of select agents.

C. The University's Center for Vaccine Development ("CVD") will use space at UMMC as a site of its vaccine trials. Unless otherwise agreed by the Dean-M and the CEO/UMMC, CVD will use facilities in the General Clinical Research Center ("GCRC") in UMMC. CVD will be responsible to pay for use of the facilities and associated UMMC services, in accordance with the generally applicable pricing schedules for the GCRC. UMMC and the University are parties to separate agreements relating to the GCRC, which is supported in part through a federal grant to the School of Medicine.

D. At a future date (the "Record Date") to be established in writing by the President and the CEO/UMMC, the University and UMMC will finalize a space inventory stating the amount of space the University and UMMC, respectively, use in one another's facilities. All future changes in compensation for use of space based upon an increase in the amount of one party's space used by the other party require prior written approval of the using party as to the amount of space involved, the payment expected, and the payment source. The approval for the University must be given by the President. The approval for UMMC must be given by the CEO/UMMC.

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ARTICLE VI. PERSONNEL MATTERS

A. The University will continue to assign Medical System University Personnel to work in UMMC. Medical System University Personnel will report to the CEO/UMMC through their immediate supervisors, who may be Medical System University Personnel or UMMC Employees. Medical System University Personnel will provide services to UMMC as directed by the CEO/UMMC. In all matters relating to the employment of any member of Medical System University Personnel UMMC shall observe applicable policies and rules of the University, USM, and the State.

B. UMMC will provide all funds required by the University for wages and fringe benefits payable by the University in connection with employment or termination of employment of Medical System University Personnel. In addition, UMMC will pay the cost of tuition waiver for Medical System University Personnel, their spouses and their dependent children, as provided by USM policy.

C. UMMC will maintain a list of Medical System University Personnel. In the event that there is any dispute between an employee and the University or UMMC as to whether that employee is part of the Medical System University Personnel, the decision of the University Director of Human Resource Services shall be the final action of either or both employers in the matter. The Director of Human Resource Services shall consult with the Office of the Attorney General before making a final decision.

D. The President and the CEO/UMMC, or their respective designees, must approve in writing: (1) any concurrent employment of an individual by both parties; (2) any temporary employment or consulting agreements between an employee of one party and the other party; and (3) the compensation payable by the respective parties pursuant to any employment arrangement described in this section.

E. 1. Certain full-time University employees have job responsibilities including activities of direct benefit to UMMC and/or Midtown. UMMC may elect to continue to support the employment of any such employee in the Fiscal Year by funding an agreed share of the University's salary and fringe benefits cost ("employment cost") for that employee (a "split-funded employee"). UMMC's percentage share of employment cost for a split-funded employee will be the same as that split-funded employee's percentage effort of direct benefit to UMMC and/or Midtown, as determined by the University and UMMC, acting through the department personnel delegated responsibility to make the determination. UMMC may recover a share of its cost from Midtown as agreed between UMMC and Midtown. The University will not bill Midtown.

2. As to any split-funded employee, UMMC may discontinue its support of employment cost following not less than sixty (60) days written notice. UMMC support for a split-funded employee may be terminated during the Fiscal Year, provided the notice requirement is satisfied. The University will have no obligation to assign to UMMC and/or Midtown work any employee who has ceased to be a split-funded employee.

3. UMMC support of employment cost may not be used to increase the salary or overall compensation of a split-funded employee above a University approved level.

4. The University and UMMC shall maintain a list of the split-funded employees on a current basis. As soon as feasible after the beginning of the Fiscal Year, the University and UMMC will establish a schedule for projected employment cost to be paid by UMMC for split-funded employees in the Fiscal Year. This schedule will be prepared no later than the end of July of the Fiscal Year, and will include employment cost retroactive to July 1 of the Fiscal Year. On a semi-monthly basis, UMMC will pay the University 1/24 of the aggregate split-funded employment cost as stated in the schedule, as provided in ARTICLE X, Section D. The payment so determined will be in effect following agreement upon the schedule for the Fiscal Year. Pending adoption of the schedule and determination of the payment, semi-monthly payments will be made by UMMC at the rate in use prior to July 1 of the Fiscal Year (that is, the rate used at the end of the fiscal year ending June 30, 2019).

5. The parties recognize that the semi-monthly payments are an estimate of the liability of UMMC for employment cost for approved split-funded employees. University payroll changes (e.g., employee separations, hires of new personnel with split support) and changes in employee assignments will result in changes in employment cost and UMMC's share of employment cost on an ongoing basis in the Fiscal Year. After December 31 of the Fiscal Year, and again after the close of the Fiscal Year, the University will provide to UMMC details about the University's incurred employment cost for split-funded employees, and will provide detail about charges to University payroll accounts supported by funds received from UMMC to support employment cost for split-funded employees. If the parties identify an error in the charges to these accounts, the charges to the accounts will be corrected promptly and a credit or debit to the respective accounts will be made by the University.

6. (a) Within 90 days after December 31 of the Fiscal Year, the University and UMMC will evaluate the changes in the schedule of split-funded employees since the schedule for the Fiscal Year was established, the employment cost actually incurred by the University for split-funded employees during the Fiscal Year through December 31, and UMMC's share of the employment cost, as well as the total of semi-monthly payments made or due from UMMC through December 31 of the Fiscal Year. If UMMC has overpaid or underpaid

the University, a reconciling sum (“sum”) will be calculated. If UMMC and the University agree that the sum is material, and not likely to be offset by variations in employment cost in the remainder of the Fiscal Year, the sum will be paid to the party that was underpaid, or has overpaid, upon receipt of the other party’s invoice for the sum. Materiality will be determined by the chief financial officers of the University and UMMC. The semi-monthly UMMC payments for estimated employment cost of split-funded employees may be changed (increased or decreased) prospectively by agreement of the parties’ chief financial officers based upon findings in the reconciliation of UMMC payments and employment cost through December 31 of the Fiscal Year. Any change will reflect adjusted estimates of UMMC’s share of employment cost in the last six months of the Fiscal Year. No change in semi-monthly payments will be made if the variance between UMMC payments and its share of employment cost for the six month period is less than 5 percent. If the variance is 5 percent or greater, a change will be made if UMMC so requests, if it has been overpaying, or if UMB so requests, if it has been underpaid.

(b) After the end of the Fiscal Year, the University and UMMC will reconcile the aggregate employment cost the University has incurred in the Fiscal Year for split-funded employees to the scheduled UMMC support in the Fiscal Year for employment cost of split-funded employees. The aggregate deficit or surplus in employment cost paid to the University will be determined after the end of the Fiscal Year. Any payment of a reconciliation sum made by a party pursuant to subparagraph (a) above will be taken into account. A final calculation of employment cost and reconciliation of UMMC payments to employment cost will be made, and any final reconciliation sum due from one party to the other will be invoiced, within 90 days after the end of the Fiscal Year.

F. 1. Certain full-time UMMC Personnel devote part-time or full-time effort to clinical activities at UMMC and/or Midtown or at University health care delivery sites for which the University receives grant and contract support. In accordance with the budgets of these grants and contracts, the University will transfer to UMMC funds received for salaries and fringe benefits of such UMMC Personnel.

2. Other full-time UMMC Personnel devote part-time or full-time effort to activities of the School of Medicine, as agreed between its clinical departments and UMMC and/or Midtown. If a School of Medicine clinical department has designated funds in its University budget for support of such UMMC Personnel, the School of Medicine will require that the funds be applied as budgeted, if UMMC is current in obligations to the University. UMMC will notify the Associate Dean for Finance and Business Affairs of the School of Medicine and the University’s Vice President for Administration and Finance in writing if the School’s support is needed to obtain invoiced, but unpaid, funds due from a clinical department.

3. Some full-time UMMC Personnel devote part-time or full-time effort to

activities of professional associations in the School of Medicine's faculty practice plan organization. If a professional association has committed to support the employment of UMMC Personnel, the University will provide support reasonably requested by UMMC to collect invoiced, but unpaid, sums due from the professional association during the fiscal year. UMMC recognizes that the University does not control the funds of the professional associations.

G. At least quarterly, representatives of the University, UMMC, and the School of Medicine will meet to review the status of the obligations of UMMC, the University, the School of Medicine, and the professional associations, to one another for support of payroll costs and to reconcile obligations to payroll expenses. The President, the Dean-M, and the CEO/UMMC shall designate representatives for these meetings. The target dates for meetings are October 1, 2019, December 1, 2019, February 1, 2020, and May 1, 2020.

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ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE

A. The Medical System Corporation shall not assume any liabilities of the University, USM or the State other than the Medical System Liabilities, other liabilities identified in Section 13-308 of the Education Article, and the liabilities specifically described in this ARTICLE VII or in ARTICLE IX.

B. The Medical System Corporation (1) will cooperate fully with the University and the Office of the Attorney General in the investigation and defense of potential claims and claims asserted against the University or its officers or employees incurred or arising in connection with (a) the operation of the "Medical System Assets" prior to the Transfer Date, for which claims liability is not assumed by the Medical System Corporation, and (b) education or research activities conducted by the University, its faculty, or students at UMMC or Midtown; and (2) will direct its professional staff and administration, including employees of the Medical Center LLC, to provide non-legal advice and consultation to the University and the Office of the Attorney General with regard to such matters at no cost.

C. The University (1) will cooperate fully with the Medical System Corporation and its legal counsel in the investigation and defense of potential claims and claims asserted against the Medical System Corporation, the Medical Center LLC, or the officers or employees of either, and claims for which the Medical System Corporation has assumed responsibility, incurred or arising in connection with (a) operations, prior to the Transfer Date, of the clinical facilities among the Medical System Assets, (b) services provided to UMMC or Midtown by the University after the Transfer Date pursuant to this Agreement or any prior Annual Contract, and (c) education or research activities conducted by the University, its faculty or students at UMMC or Midtown; and (2) will direct its professional staff and administration to provide non-legal advice and consultation to UMMC and Midtown and their legal counsel with regard to such matters at no cost.

D. 1. To the extent feasible in the opinion of the CEO/UMMC, UMMC will procure insurance adequate to protect the University's interest and provide for the University's defense and indemnification with respect to the matters described in Subsection 13-308(c) of the Education Article. UMMC will remain liable for any obligations under that Subsection which are not provided for by insurance.

2. To the extent feasible in the opinion of the CEO/UMMC, on and after the Transfer Date UMMC will provide malpractice and general liability insurance adequate to protect the interests of Medical System University Personnel and to make payments authorized by the Board of Public Works as described in Subsections 13-308(d) and (e) of the Education Article.

UMMC will remain liable for any obligations under those Subsections that are not provided for by insurance.

3. UMMC will not discriminate between Medical System University Personnel and UMMC Employees in determining insurance coverages or limits.

E. PARAGRAPH INTENTIONALLY OMITTED.

F. The President and the CEO/UMMC shall establish procedures for coordinated planning of malpractice insurance for the University faculty, staff and students, UMMC, and UMMC Personnel. In planning, representatives from the School of Medicine, other University schools and UMMC shall be involved as the President and the CEO/UMMC deem appropriate. During the Fiscal Year, (1) UMMC will support the purchase of malpractice insurance for the faculty on the medical staff of UMMC, but only to the extent determined by the Board of Directors upon the recommendation of the CEO/UMMC; (2) UMMC will pay premiums for malpractice insurance for all medical residents and fellows in the UMMC graduate medical education programs; and (3) the School of Medicine and UMMC will collect from third parties and credit to UMMC the cost of malpractice insurance premiums for medical residents and fellows providing services at other health care facilities for consideration payable to the School of Medicine or to UMMC.

G. The Medical System Corporation hereby waives, and agrees to defend, indemnify and hold harmless the State of Maryland, USM, the University, and their officers and employees from:

1. any claim, lawsuit, loss, damage or liability arising out of the performance of services for UMMC or Midtown pursuant to ARTICLE III, ARTICLE IV, Section A, Paragraph 1 and ARTICLE VI, Section E and F; and

2. any claim, lawsuit, loss, damage or liability

(a) brought by or on behalf of any UMMC or Midtown volunteer or employee who is not a member of the medical staff of UMMC or Midtown, and

(b) arising out of supervision or administrative services related to such UMMC or Midtown volunteer or employee, which services were performed in good faith for UMMC or Midtown by the University faculty pursuant to ARTICLE IV.

H. The Medical System Corporation will defend, indemnify and hold harmless the University with respect to all claims related to the employment relationship prior to the Transfer Date between UMMC Personnel and the University and the State during a time when such personnel were assigned in UMMC.

I. 1. Obligations and liabilities of the Medical System Corporation to USM and the University may not be transferred to the Medical Center LLC.

2. Any obligations and liabilities of UMMC or Midtown provided in this Agreement are the obligations and liabilities of the Medical System Corporation, and any commitments, waivers or other actions undertaken by UMMC or Midtown in this Agreement are imputed to the Medical System Corporation.

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ARTICLE VIII. MEDICAL STAFF

UMMC shall provide in the by-laws of the UMMC medical staff that (i) all members of the regular medical staff (excluding persons granted courtesy privileges) must have an appointment to the faculty of the School of Medicine or the School of Dentistry to be granted privileges of staff membership and (ii) any applicant for membership in the medical staff who is concurrently an applicant for a faculty position may be granted only interim privileges for 120 days pending approval of a faculty appointment. Faculty applications to the medical staff of UMMC will be submitted as required under the UMMC medical staff by-laws, and will be granted or denied by UMMC following review in accordance with the by-laws. The Schools of Medicine and Dentistry will use their best efforts to process faculty appointments within 120 days, will notify UMMC when faculty appointments are complete, and will notify UMMC when faculty appointments are terminated, all of the foregoing duties being applicable only with respect to faculty who apply for membership in the regular medical staff.

If UMMC should consider seeking termination of medical staff privileges granted to any faculty member, or asking that any member of the faculty resign from the medical staff, before initiating any such action the CEO/UMMC or his designees shall consult with the dean of the staff member's school, and, except in an emergency, before taking action shall permit that dean a reasonable time to consult with the President and the Office of the Attorney General concerning the impact of such action upon the faculty status of the medical staff member.

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ARTICLE IX. ENDOWMENTS

Any endowments or gifts received by the University during the Fiscal Year that are explicitly for the benefit of the Medical System or any of its parts will be identified to the Medical System Corporation by the University and transferred as the Medical System Corporation directs.

Any endowments or gifts received by the Medical System Corporation during the Fiscal Year that are explicitly for the benefit of the University or any part of the University will be identified to the University by the Medical System Corporation and transferred as the University directs.

[THIS AREA INTENTIONALLY BLANK]

ARTICLE X. ADMINISTRATIVE MATTERS

A. This Agreement is subject to and shall be interpreted in accordance with the laws of the State of Maryland and shall be liberally construed to effect the purposes of the Medical System Law as stated therein. If any provision of this Agreement shall be determined by a court of law to be unlawful, that provision shall be null and void but the remainder of this Agreement shall remain in effect. Nothing contained in this Agreement shall be deemed or construed to waive or abrogate in any way the sovereign immunity of the State or the University or to deprive the University or any officer or employee thereof of sovereign immunity.

B. If there should be any dispute between the parties related to the interpretation or administration of this Agreement, the President and the CEO/UMMC shall consider fully the dispute and seek to make a joint decision for resolution of the matter within 30 days. If they are unable to reach a joint decision, the President or the CEO/UMMC may request that a committee comprised of three (3) members of the Board of Directors and three (3) members of the Board of Regents be convened to meet and attempt to reach a resolution acceptable to the institutions' governing boards, using a process and procedures as shall be established by such ad hoc committee.

C. All records generated by UMMC related to the employment of Medical System University Personnel shall be the property of UMMC for all purposes. The University shall have access to all personnel records of Medical System University Personnel and may review and photocopy such records at the expense of UMMC. All business records, patient records and materials of any type whatsoever generated by University administrative units or by Medical System University Personnel in the course of performing services to UMMC pursuant to this Agreement, rather than in the course of the University's public business, shall be the property of UMMC. The University shall have access to such records and materials for its purposes including, but not limited to, audits of the costs of services to UMMC and evaluation of personnel performance. Unless prohibited by law, the University may review and photocopy such records and materials at its own expense.

D. The reimbursement due the University from UMMC is payable according to the following schedule:

1. Payments for services described in ARTICLE III are due in twenty-four equal installments payable on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. Each installment shall be one-twenty-fourth of the total in Schedule 1.

2. Payments by UMMC for faculty services described in ARTICLE IV, paragraphs A, B and C, and Schedules 2A, 2B, 2C, 3 and 4 are due in installments of one-twenty-fourth of the total of payments stated in those Schedules. Installments are due the fifteenth and thirtieth days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

3. Payments by UMMC described in ARTICLE VI, Section B (relating to Medical System University Personnel), and ARTICLE VI, Section E (related to split-funded employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month ((except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

E. 1. Compensation due from the University to UMMC for space usage will be payable in installments of one-twenty-fourth of the total stated in Schedule 5. Installments are due the fifteenth and thirtieth days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

2. Compensation from the School of Nursing for faculty services as described in Article IV, Section D, will be payable in a single payment due no later than June 30, 2020.

F. If any State general funds are appropriated to USM for the Fiscal Year for use of UMMC, the general funds will be paid to UMMC by USM in two equal installments due July 1, 2019 and January 1, 2020.

G. 1. The University shall invoice UMMC (a) once for semi-monthly payments due to USM or the University pursuant to this Agreement and (b) periodically, as provided in this Agreement, for other billable services and cost reimbursements. UMMC semi-monthly payments to the University will be made by electronic funds transfer in accordance with instructions provided by the University. Other payments from UMMC to the University will be made by electronic funds transfer if feasible and if payment information is provided by the University when required payments are invoiced. If UMMC is unable to pay any University obligation by electronic funds transfer, payment shall be made by check to the University as promptly as possible after the due date for the payment.

2. Payments due the Medical System Corporation from the University shall be paid by the State of Maryland by check, using check mailing instructions provided by UMMC.

3. If the due date for any payment is a date when the payee's offices are closed, the payment shall be made on the next day that both parties' offices are open.

4. If any payment due the University from UMMC pursuant to this Agreement is not transferred to or delivered to the University within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by the University.

5. If any payment due UMMC from the University pursuant to this Agreement is not transferred to or delivered to UMMC within thirty (30) days of its due date, the amount due will accrue interest at the rate of three percent (3%) per annum from the date the payment was due until the date it was received by UMMC.

H. The term of this Agreement is July 1, 2019 through June 30, 2020.

I. If USM and the Medical System Corporation do not enter into an annual contract for the fiscal year ending June 30, 2021, this 2020 Agreement shall remain in force until another annual contract is approved, subject to the following changes:

1. Unlike “base” support, payment of “seed” support, which relates to specific positions and specific time periods, shall continue until the end dates stated in Schedule 2B. The “seed” commitments may cover multiple fiscal years. If this 2020 Agreement shall remain in force after the end of the Fiscal Year due to the effect of Section 13-306(d) of the Medical System Law, the University waives any right it may have, under this Agreement, to receive “seed” support after the scheduled end date of such support as stated in Schedule 2B. For example, if this Agreement remains in force in Fiscal Year 2020 by operation of law, any “seed” commitment stated in Schedule 2B which is identified as ending at the end of Fiscal Year 2020 will not be paid to the University in Fiscal Year 2021 or thereafter, and the University waives any right it has, due to continuation of this Agreement by operation of law, to claim payment of that “seed” commitment in Fiscal Year 2021 or thereafter.

2. Either party may increase costs to be reimbursed to reflect any increase in salaries, fringe benefit costs, and other personnel costs associated with services provided by that party to the other party.

3. On an ongoing basis during the Fiscal Year, the University’s payments from UMMC for faculty physician services may be adjusted as provided in Section K, Paragraph 4, of this ARTICLE X. In addition, costs may be shifted between Schedule 2A and Schedule 2C if UMMC clinical services are relocated to or expanded to Midtown, or vice versa.

4. If the University was notified pursuant to ARTICLE III of UMMC's intention to discontinue procurement of any administrative service from the University as of July 1, 2020 and such notice was timely and remains in effect on April 1, 2020 then the University

shall discontinue that service on July 1, 2020 and the costs for such service shall be deducted from reimbursement due to the University under Schedule 1.

J. Proposed amendments to this Agreement, including amendments of the Exhibits and Schedules, must be stated in writing, and must be considered and recommended to the Board of Directors and the Board of Regents in the same manner that this Agreement was considered and recommended unless the two boards specify a different procedure.

K. 1. Without formal amendment of this Agreement, the President and the CEO/UMMC may by written agreement:

(a) Increase or decrease the services provided to the Medical System Corporation at UMMC or Midtown by the University, provided that any such change in faculty services provided by a University school will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the total agreed cost of faculty services provided by that School as shown on Schedule 2A, 2B, 2C, 3 or 4;

(b) Increase or decrease the space of one party used by the other party, if such change will not result in a cumulative increase or decrease of more than ten percent (10%) in the compensation paid to the Medical System Corporation as shown on Schedule 5.

2. Any actions pursuant to Paragraph 1 of this Section shall be effective as of the date agreed by the President and the CEO/UMMC. Payments thereafter shall be adjusted appropriately.

3. The President and the CEO/UMMC may delegate to appropriate officers reporting to them authority to increase or decrease administrative services provided to UMMC by the University.

4. Pending execution of contract amendments, changes in support from one party to the other may be made if the cumulative changes are within the limits for change by informal amendment set forth in this Section K and if the following conditions are satisfied:

(a) Increases or decreases of compensation for services of School of Medicine faculty. As evidence of authorization of increases, there must be signed documentation reflecting the approval of the CEO/UMMC or designee and the Dean or designee. Documentation authorizing increases will be sent by UMMC to the School of Medicine Dean's Office; documentation authorizing decreases will be sent by the School of Medicine Dean's Office to UMMC.

(b) The University's payments from UMMC for School of Medicine faculty physician services at UMMC and Midtown will be decreased by the amount of anticipated salary and fringe benefit turnover savings in excess of \$1,500,000, the agreed turnover savings expectancy as reflected in Schedule 2A, resulting from turnover among faculty assigned at UMMC and Midtown and supported by the payments from UMMC. As confirmation of anticipated turnover savings, the Dean's Office of the School of Medicine will send periodic written notice to UMMC's Chief Financial Officer. If anticipated turnover savings exceed \$1,500,000, the School of Medicine Dean's Office and UMMC will adjust remaining semi-monthly payments accordingly. The University financial services offices will be notified by the School of Medicine Dean's Office of any adjustment made due to increased turnover expectancy.

L. Unless the University is instructed to the contrary by UMMC, the University shall make such of its records as are necessary to verify the nature and extent of the costs of services provided to UMMC and Midtown available to the Secretary of the United States Department of Health and Human Services, the United States Comptroller General, and their duly authorized representatives to the extent required by law for a period of four years after services were provided. Similar access to records and contracts between the University and organizations related to the University or under contract to the University also shall be made available, to the extent required by law.

M. 1. The compensation from UMMC to the University for faculty, staff and resident services (see Schedules 2A, 2B, 2C, 3 and 4) includes a charge for fringe benefits at a standard faculty fringe benefit rate set by the University (subject to approval of the United States Government) for use in University grants and contracts. To aid in the implementation of the fringe benefit rate, the University will reduce the total annual payment required from UMMC under Schedules 2A, 2B, and 2C by the sum of \$4,529,735. This adjustment will be applied pro rata against the payments referred to in ARTICLE X, Section D, Paragraph 2. This adjustment will not be increased if the total of Schedules 2A, 2B and 2C, or the total of any one of them, is increased by the parties' agreement. Consistent with federal requirements pertaining to use of standard fringe benefit rates, the University will not use or apply federal funds to reduce the payment due from UMMC as described in this Section.

2. For UMMC funding to support salary and fringe benefit costs of University faculty and staff employees with responsibilities to UMMC and/or Midtown, as described in Schedules 2A, 2B, 2C and 3, ARTICLE VI, Section B, and ARTICLE X, Section D, Paragraph 3, the standard University fringe benefit rate for the relevant category of personnel will be used. For the Fiscal Year, the rates are 25.3% for faculty, 39.2% for exempt staff and 18.5% for residents.

Fringe benefit changes during the Fiscal Year will be applied as of their effective date, and UMMC will be notified by the Dean's Office or UMB financial services of revised rates and adjustments to required semi-monthly payments.

N. SECTION INTENTIONALLY OMITTED.

O. No provision of this Agreement requiring the Medical System Corporation or UMMC to defend, indemnify, and hold harmless the State, the University, USM, or their personnel, is intended to waive the defenses of sovereign immunity, limited immunity, or any other immunity, or to waive any other defense available to any claim or action being defended by the Medical System Corporation pursuant to this Agreement. The Medical System Corporation or UMMC may assert on behalf of USM or the University all defenses that might be asserted by the Office of the Attorney General in opposition to such claims or actions. No provision of this Agreement requiring the Medical System Corporation or UMMC to defend, indemnify and hold harmless the State, the University, USM, or their personnel is intended to limit, waive, or release the Medical System Corporation's or UMMC's right or ability to sue or otherwise pursue any claim, lawsuit, loss, damage, or liability against any State, University or USM personnel resulting from such personnel's criminal conduct, gross negligence or malice outside the scope of public duties, including, but not limited to, embezzlement or other improper or illegal diversion of funds. The Medical System Corporation or UMMC will advise the President, the University, and the Office of the Attorney General before initiating any such action.

P. UMMC and the School of Medicine are part of an organized healthcare arrangement under the Health Insurance Portability and Accountability Act of 1976 ("HIPAA" - Public Law Number 104-191). UMMC and the University are not a single affiliated covered entity for HIPAA purposes.

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ARTICLE XI. SUBSIDIARIES

The University approves the establishment of non-profit or for-profit subsidiaries or entities related to the Medical System Corporation subject to the conditions set forth in this ARTICLE XI. “Subsidiary” as used in this Article refers to a subsidiary or related entity, as defined in Section A.

A. Definitions

1. “Subsidiary” means a stock corporation if a majority of any class of its voting stock is owned by the Medical System Corporation, another subsidiary, or a related entity.

2. “Related entity” means any non-stock entity if the Corporation owns a controlling interest in the entity or controls election or appointment of a majority of the entity’s governing board.

B. Conditions Applicable to All Subsidiaries

The Board of Directors of the Medical System Corporation may establish or acquire subsidiaries. Unless otherwise specifically provided by action of the Board of Regents, State law, or other provisions of this Agreement, the following conditions shall be observed with respect to each subsidiary.

1. No land or buildings transferred at any time to the Medical System Corporation by the State or the University shall be transferred to a subsidiary without prior approval of the Board of Regents.

2. If the President of the University concludes at any time that the purpose of any subsidiary includes an activity affecting the educational or research activities of any professional school at the University, the President may name one of the members of the board of directors of the subsidiary.

3. The Medical System Corporation will require the subsidiary to indemnify any director named by the President to the fullest extent permitted by Maryland law and shall maintain commercial directors’ and officers’ liability insurance or other adequate insurance to protect the director from financial risk or loss. The director named by the President shall in no event be protected less fully than any other director of the subsidiary.

4. The Medical System Corporation shall defend, indemnify and hold harmless the University, the Board of Regents, and the officers and employees of the University with respect to any claims, demands, actions or suits asserted against the University relating to activities of a subsidiary. In the course of providing defense hereunder, the Medical System Corporation may raise defenses of sovereign immunity and other immunities available to the University to the extent provided by Maryland law and will consult with the Attorney General's Office as appropriate. It is the intention of the parties that no defense available to the University, the Board of Regents or officers or employees of the University shall be waived or limited as a result of the Medical System Corporation's agreement to defend and indemnify the University, the Board of Regents, and officers and employees of the University.

5. Unless otherwise specified in a written agreement between the President and the Chief Executive Officer, (a) subsidiaries of the Medical System Corporation shall have no contractual or operational relationship with the University other than affiliations for educational programs; and (b) the University shall have no involvement in the management or day to day operation of subsidiaries.

6. Annually, in connection with preparation of the Annual Contract, the Medical System Corporation shall report to the University the names and functions of all extant subsidiaries. If the Board of Regents determines that the Annual Contract should not grant continued approval for the operation of any subsidiary, the Medical System Corporation will terminate the subsidiary status of the entity in question. A term of one year shall be allowed for this action.

C. Existing Subsidiaries and Special Provisions

1. The subsidiaries of the Medical System Corporation as of June 30, 2019 are listed in Schedule 6. The Dean-M is required to be an ex officio voting member of the board of directors of the James Lawrence Kernan Hospital, Inc. (d/b/a University of Maryland Rehabilitation & Orthopaedic Institute), and Paragraph 2 of Section B is not applicable to that hospital.

2. Midtown, which is a subsidiary, is subject to the provisions concerning it that are included in this Agreement.

3. USM and the University approve the establishment of the Medical Center LLC as a subsidiary of the Medical System Corporation, as set out in State law, provided that the President of the University and the Dean-M are voting members of the Medical Center LLC board.

IN WITNESS WHEREOF, the parties, by their authorized officers, execute this Agreement.

UNIVERSITY SYSTEM OF MARYLAND

by University of Maryland, Baltimore

By: _____

Jay A. Perman, MD
President
University of Maryland, Baltimore

Date

UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION

By: _____

John W. Ashworth, III
Interim President and CEO
University of Maryland Medical
System Corporation

Date

By: _____

Mohan Suntharalingam
President & Chief Executive Officer
University of Maryland Medical Center, LLC

Date

05/2019
sk1FY20

SCHEDULE 1 - F.Y. 2020

PAYMENT TO UMB
FOR ADMINISTRATIVE SERVICES

Administrative Services (Exhibit B)

Facilities Management (Operations and Maintenance)	\$ 18,555
Police Department	<u>572,004</u>
Subtotal	\$ 590,559
Environmental Health and Safety (Exhibit C)	<u>588,782</u>
TOTAL	\$1,179,341

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SCHEDULE 2A - FY 2020
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER

Department	Base Amount
Anesthesiology	12,566,725
Critical Care	2,443,421
Dermatology	173,048
Diagnostic Radiology	6,396,714
Emergency Room	4,177,728
Family Medicine	373,007
Infection Control / Epidemiology	326,701
Medicine	5,850,513
Neurology	1,501,252
Neurosurgery	553,408
OB/Gyn	5,148,117
Oncology	2,203,933
Ophthalmology	443,334
Orthopedics	2,617,971
Otorhinolaryngology	795,610
Pathology	3,114,392
Pediatrics	6,497,034
Psychiatry	5,370,033
Radiation Oncology	1,968,297
Shock Trauma	8,046,504
Surgery	7,295,719
Total Salary	<u>77,863,461</u>
Fringe Benefits Estimated at 25.30%	<u>19,699,456</u>
Total Salary plus Fringes	<u>97,562,917</u>
Less: Turnover Savings	<u>(1,500,000)</u>
Total Salary & Fringe Net of Turnover	<u><u>96,062,917</u></u>

Projected cost excludes new budgeted positions not yet recruited/filled as of May 7, 2019. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Turnover savings is the projected amount for fiscal year 2020. In the event that the turnover savings amount is under-achieved, the Medical System will pay 50% of the difference not to exceed \$750,000 as provided in the annual contract.

SCHEDULE 2B - FY 2020 - 2023
SCHOOL OF MEDICINE FACULTY SERVICES
SEED PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER

<u>Department</u>	<u>FY2020</u>	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>
Anesthesiology	-	-	-	-
Critical Care	868,075	824,671	783,438	744,266
Dermatology	87,363	82,995	78,845	74,903
Diagnostic Radiology	-	-	-	-
Emergency Room	-	-	-	-
Family Medicine	-	-	-	-
Infection Control / Epidemiology	-	-	-	-
Medicine	10,190,415	9,680,895	9,196,850	8,737,007
Neurology	375,636	356,854	339,011	322,061
Neurosurgery	2,048,698	1,946,263	1,848,950	1,756,502
Ob/Gyn	852,452	809,829	769,338	730,871
Oncology	418,915	397,969	378,071	359,167
Ophthalmology	-	-	-	-
Orthopedics	1,676,779	1,592,940	1,513,293	1,437,628
Otorhinolaryngology	950,963	903,415	858,244	815,332
Pathology	-	-	-	-
Pediatrics	2,746,281	2,608,967	2,478,519	2,354,593
Psychiatry	-	-	-	-
Radiation Oncology	-	-	-	-
Shock Trauma	-	-	-	-
Surgery	6,020,221	5,719,210	5,433,249	5,161,587
Total Salary	\$ 26,235,798	\$ 24,924,008	\$ 23,677,808	\$ 22,493,917
Fringe Benefits Estimated at 25.30%	6,637,657	6,305,774	5,990,485	5,690,961
Total Salary plus Fringes	\$ 32,873,455	\$ 31,229,782	\$ 29,668,293	\$ 28,184,878

Projected cost excludes new budgeted positions not yet recruited/filled as of May 7, 2019. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

Seed funding for fiscal year 2020 represents development funding as agreed by UMMC and UMSOM for each Department. Where specific three-year seed funding commitments exist, the seed support has been outlined for fiscal years 2020 through 2023.

Fiscal year 2020 through fiscal year 2023 seed support outlined assumes a stable operating and reimbursement environment for Maryland hospitals. Should unforeseen circumstances arise in the future that have a negative effect on UMMC's operating performance, continuation of this support, as well as relevant services provided, would, if necessary, be re-evaluated mutually. In the event that seed support is discontinued before the expiration of the three-year seed funding period, UMMC will provide UMSOM with written notice at least one month before UMSOM notification requirements for non-renewal of faculty appointments.

SCHEDULE 2C - FY 2020
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD, MIDTOWN

Department	PSC: Total Base Support
Anesthesiology	1,478,627
Critical Care	-
Dermatology	-
Diagnostic Radiology	-
Emergency Room	2,210,789
Family Medicine	-
Infection Control / Epidemiology	-
Medicine	5,717,554
Neurology	200,293
Neurosurgery	-
OB/Gyn	-
Oncology	-
Ophthalmology	823,493
Orthopedics	1,048,216
Otorhinolaryngology	210,080
Pathology	75,121
Pediatrics	21,397
Psychiatry	1,781,537
Radiation Oncology	-
Shock Trauma	-
Surgery	383,867
Total Salary	13,950,974
Fringe Benefits Estimated at 25.30%	3,529,596
Total Salary plus Fringes	17,480,570

Projected cost excludes new budgeted positions not yet recruited/filled as of May 7, 2019. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

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SCHEDULE 3 - F.Y. 2020

PHARMACY SCHOOL/MEDICAL SYSTEM CORPORATION

PAYMENTS FROM MEDICAL SYSTEM CORPORATION TO SCHOOL OF PHARMACY

	<u>Amount</u>
Faculty	\$618,611
Staff	368,552
Residents	168,500
Fringe Benefits @25.3% (faculty), 39.2% (staff), 18.5% (resident)	<u>332,154</u>
<u>Subtotal</u>	\$1,487,817
Operating Expense – General Operating Residents	3,000
	<hr/>
TOTAL	<u>\$1,490,817</u>

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SCHEDULE 4 - F.Y. 2020
DENTAL SCHOOL FACULTY SERVICES
PAYMENTS FROM MEDICAL SYSTEM CORPORATION

<u>Department</u>	<u>Payment</u>
Dental School - UMMS	\$ 471,487
Fringe Benefits @ 25.3%	119,286
	<hr/>
TOTAL	\$ 590,773

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sk5FY20

SCHEDULE 5 - F.Y. 2020
COMPENSATION FOR SPACE USAGE
WITHIN OTHER PARTY'S FACILITIES

Net owed to Medical System Corporation by UMB: \$1,157,304

{00108219-1}

SCHEDULE 6 – F. Y. 2020

UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION SUBSIDIARIES

1.	36 S. Paca Street, LLC
2.	CMROC, LLC
3.	Dimensions Assurance Limited
4.	Dimensions Health Corporation
5.	James Lawrence Kernan Hospital Endowment Fund, Inc.
6.	James Lawrence Kernan Hospital, Inc.
7.	MD Medicine Comprehensive Ins. Program
8.	Mt Washington Pediatric Hospital, Inc.
9.	Terrapin Insurance Company
10.	UM Capital Region Health, Inc.
11.	UMMC I, LLC
12.	UMRMC I, Inc.
13.	UMRMC, LLC
14.	UMSJ Health System, LLC
15.	University of Maryland Baltimore Washington Medical System, Inc.
16.	University of Maryland Care Transformation Organization, LLC
17.	University of Maryland Charles Regional Health, Inc.
18.	University of Maryland Ecare, LLC
19.	University of Maryland Health Ventures, LLC
20.	University of Maryland Medical Center, LLC
21.	University of Maryland Medical System Foundation, Inc.
22.	University of Maryland Medicine ASC, LLC
23.	University of Maryland Midtown Health, Inc.
24.	University of Maryland Quality Care Network, LLC
25.	University of Maryland Shore Regional Health, Inc.
26.	University of Maryland Upper Chesapeake Health System, Inc.
27.	UniversityCare, LLC

EXHIBIT A - F.Y. 2020

MEDICAL SYSTEM CORPORATION
PRE-CLINICAL EDUCATION REQUIREMENTS

(applicable to UMMC, Kernan, and Midtown (collectively, "Affiliated Sites"))

I. Education

- A. Universal Blood/Body Fluid Precautions & Infection Control (OSHA)
- B. Prevention of Hepatitis B Virus Infection (OSHA)
- C. Handling of Contaminated Needles and other Sharps (OSHA)
- D. Management of Blood Spills (OSHA)
- E. Procedures of Reporting and Management of Occupational Exposure to Blood/Body Fluids/Tissue (OSHA)
- F. Fire Safety (OSHA)
- G. Hazardous Materials (OSHA)
- H. Health Insurance Portability and Accountability Act (HIPAA)

II. Health Insurance

Students must have health insurance satisfying UMB requirements. The health care sites will provide first aid for minor illnesses or injuries, at expense of students, or students may seek first aid from the UMB Student Health office.

III. Immunizations/Evidence of Immunity/Other Health Information

- A. Measles/Mumps/Rubella
- B. HBV vaccination or certificate of declination
- C. Varicella
- D. Negative PPD for Tuberculosis, or other medical evidence acceptable to the health care site if PPD is not negative

IV. Documentation

UMB shall maintain documentation that students assigned to Affiliated Sites have satisfied the above requirements.

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05/2019
XB2019
Page 1

EXHIBIT B - F.Y. 2019

FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE):

Trash pickup along the south side of Baltimore Street from Arch Street to Greene Street. This includes sweeping and picking up litter. Emptying trash can is not included.

Using plows or snow throwers, but not by hand shoveling, to open the following areas to vehicular traffic:

-- Ambulance bays along the east side of Penn Street between Lombard and Redwood Streets; and

-- Loading dock facilities at the rear of UMMC adjoining Arch and Redwood Streets south of Baltimore Street.

In case of extraordinary snow events (generally six inches and above) UMB may bring in outside snow removal contractors. UMMC will reimburse UMB for an appropriate share of the cost of such contractors if UMMC requires services of the contractors.

Also, in case of extraordinary event, UMB, subject to availability of personnel and equipment of UMB and/or its contractors, will assist UMMC upon request in opening and maintaining sidewalks adjoining UMMC.

MAIL SERVICES:

Delivery and pick up of mail to and from UMMC central mailroom.

POLICE DEPARTMENT:

UMB will provide supplemental Police Department services for UMMC, supporting the UMMC Security Operations. The UMB Chief of Police or designee and the UMMC Director of Security will agree upon protocols for (a) notice to UMMC of security/safety incidents that may impact or concern UMMC;

05/2019
XB2019
Page 2

(b) compliance with regulatory requirements applicable to UMMC, including JCAHO standards; and (c) compliance with requirements of the federal Clery Act applicable to UMB that include emergency reporting rules, criminal activity data reporting, and annual reporting for an area including UMB, UMMC, and some adjacent properties that are owned or leased by UMMS or other UMB and UMMC affiliates.

- A. In return for UMMC support paid to UMB, the UMB Police Department shall include one uniformed police officer, 24 hours a day, 7 days per week, integrated into the campus patrol.
- B. The duties and responsibilities of the police officer supported by UMMC payments and integrated into the campus patrol will include but will not be limited to patrolling the corridor used by pedestrians between UMMC and the Lexington Market, enhancing the UMMC staff and visitors' ability to safely use the pedestrian corridor on Paca Street between UMMC and the Market area.
- C. UMMC will seek the emergency or non-emergency services of the Baltimore City Police Department (BCPD) in the event police services inside UMMC or UMMS building, or on UMMC or UMMS property, are requested by UMMC. The UMB Police will respond upon the request of the BCPD in emergency situations.
- D. The UMB Chief of Police or designee will advise the UMMC Director of Security of any incidents that may occur on the UMB campus that the Police Department is aware of that could negatively impact UMMC, its patients, staff, and visitors. The UMMC Director of Security will coordinate the sharing of information to UMB Chief Police or designee about crimes that may pose a serious threat to the health or safety of the campus and near-campus communities to facilitate the issuance of Clery Act-required timely warnings and emergency notifications. The Parties acknowledge that UMB need not obtain the approval to issue any warnings/notifications, nor is UMB required to seek preclearance of the content of any warning/notification. However, the Parties will create a system to inform each other about such warnings. For purposes of this paragraph D, "UMB campus" means all UMB-owned buildings, garages, parks, and other grounds on the east side of Martin Luther King Jr. Blvd. between Washington Blvd. and Saratoga Streets, and "UMMC complex" means UMMC buildings (to include the R Adams Cowley Shock Trauma Center), UMMS owned or controlled parking lots and garages, the Paca/Pratt Building, and any other buildings on the UMB campus owned, leased or managed by UMMC or UMMS.

05/2019
XB2019
Page 3

- E. The payment by UMMC for UMB Police Department services shall be in the amount, and payable upon the schedule, provided in the Annual Contract between UMB and UMMS. The payment compensates UMB for the services of one police officer, 24 hours per day, 7 days per week, and associated supervisory and administrative costs. This payment will cover the cost of salaries and fringe benefits of the officers required to staff a position on a 24/7/365 basis.

- G. The UMB Police Department shall maintain records and issue reports to the UMMC Director of Security to include documentation of any:
 - 1. Overtime paid to officers involved in UMMC related arrests;
 - 2. Court time for court appearances by officers involved in UMMC related arrests; and
 - 3. Copies of police reports concerning UMMC related arrests.

- H. On a fee for service basis, total cost not to exceed \$5,000 per year without the prior authorization of the UMMC Director of Security, the UMB Police Department will charge UMMC for services described in G.1 and G.2 above.
 - 1. Bills for court time will be supported by documentation of the case, the subpoena issued to any UMB police officer whose court time is being charged, and a court clerk sign off evidencing the officer's attendance in response to a subpoena.
 - 2. Court time or overtime will be billed at UMB's cost, taking into account shift differentials as applicable.

- I. The UMB Police Department shall maintain records of services provided to the UMMC complex upon request of the BCPD in response to emergency or non-emergency calls. A copy of the records shall be provided to UMMC on a quarterly basis. The records shall include:
 - 1. Number of BCPD calls for support for emergency service, and number of calls for support for non-emergency service

05/2019
XB2019
Page 4

2. Nature of calls
 3. Number of arrests
 4. Number of persons arrested by sex and age
 5. Number of noncriminal calls
 6. Nature of assistance given
 7. Location of reported incidents
 8. Unit response time
 9. Amount of time spent handling calls for service
- J. The UMB Police Department will supply the UMMC Director of Security with detailed support documentation for any fee for service activity.
- K. Unless otherwise provided by any section of the Annual Contract or the laws of Maryland applicable to UMMC or UMMS, (1) the Attorney General of Maryland, or a member of the Attorney General's office or counsel designated by the Attorney General, shall appear in a civil action against a police officer to represent the officer, subject to the determination of the Attorney General that the officer is eligible for State representation as provided in the State Government Article, sections 12-304 to 12-310; and (2) the State of Maryland shall provide adequate funds for the satisfaction of any monetary award that has been rendered against a police officer in connection with a claim related to the officer's duties, subject to the requirements of the State Government Article, sections 12-401 to 12-406.

**Exhibit C – F.Y. 2020
UMB Environmental Health and Safety (EHS) Services**

UMB EHS provides services to UMMC in two major program areas. *Radiation Safety Services* are provided under the University of Maryland Baltimore (UMB) Broad Scope License and is managed by the UMB Radiation Safety Officer (RSO) with the assistance of several health physicists and support from the EHS Operations unit. The *Hazardous Chemical Waste Management Program* is managed by an EHS Assistant Director with support from the EHS Operations unit. Administrative support is provided for the dosimetry program and various recordkeeping and financial activities through the administrative support group at EHS. Program management for this agreement is provided by the Director of EHS.

A. Radiation Safety Services include the following:

- 1) Radiation Safety Officer (RSO). Provide the services of a qualified RSO as designated on the UMB Broad Scope License (#07-014-01-MD) and approved by the Maryland Department of the Environment. The RSO is responsible for the implementation of the radiation safety program in UMMC.

- 2) UMB Broad Scope License. Maintain the UMB Broad Scope License to enable the use of diagnostic and therapeutic radioactive materials and radiopharmaceuticals by established policy and procedures. This includes:
 - a) Coordinate and participate in the biannual MDE radioactive materials inspection
 - b) Conduct biannual increased controls inspection
 - c) Provide support for Centers for Medicare and Medicaid Services (CMS) and Joint Commission inspections as needed
 - d) Coordinate license amendments for new procedures
 - e) Maintain Authorized Users' status in Nuclear Medicine and Radiation Oncology physicians, Residents, Fellows, Medical Physicists, X-ray and Nuclear Medicine technologists and other professionals

- 3) Radiation Safety Committee. Administer a Radiation Safety Committee (RSC) to include physicians, hospital administration, ancillary personnel, and Authorized User members. This includes:
 - a) Facilitate a quarterly RSC, Human Use Subcommittee (HUSC), and Radioactive Drug Research Committee (RDRC)
 - b) Develop, coordinate, distribute, and edit meeting minutes along with applicable follow-up
 - c) Develop and distribute quarterly and annual reports

- d) Conduct procedure and policy review
 - e) Conduct ALARA program review
 - f) Provide necessary radiation safety compliance and safety support
- 4) Radiation Exposure Monitoring. Maintain a Radiation Exposure Monitoring Program for personnel who work under the University of Maryland Baltimore Broad Scope License or who work with radiation producing machines. This includes:
- a) Distribute, collect, and process dosimeters assigned to approved persons working at UMMC or approved locations within UMMC in accordance with the regulatory requirements outlined in COMAR 26.12.01.01, Sections D.201, D.202, D. 208, D.502 and D.1107
 - i. Dosimetry is used in Nuclear Medicine, Radiation Oncology, Radiology, and for ancillary personnel
 - ii. The costs associated with dosimeters and their analysis by a National Voluntary Laboratory Accreditation Program (NVLAP) accredited vendor is the responsibility of UMMC and will be billed quarterly by UMB EHS
 - b) Review exposure reports of employees who exceed exposure goals as set by the Radiation Safety Committee, or as necessary
 - c) Follow up, evaluate, and where indicated, perform an investigation into the circumstances surrounding unusual exposures or overexposures measured by dosimeters
 - d) Provide exposure summaries to other institutions upon receipt of an approved release form (in accordance with COMAR 26.12.01.01 Section D.205) for former UMMC employees that were previously enrolled in the dosimetry program
 - e) Request and review prior employment exposure history for new UMMC employees enrolled in the University of Maryland Baltimore exposure control program in accordance with COMAR 26.12.01.01 Section D.205
 - f) Evaluate potential exposure for declared pregnant workers by reviewing their exposure history. Based on the result of this review, communicate with the employee, the employee's supervisor, and UMMC management about recommendations for possible changes to assigned duties
 - g) When determined to be necessary by the Radiation Safety Officer, use various bioassay methods to determine internal deposition of radioactive materials and resultant dose from absorption, ingestion, injection, or inhalation as a result of spills, accidental releases, or through certain therapeutic administrations of radioactive materials

- h) Provide monitoring in areas that have the potential to reach or exceed dose limitations as outlined in COMAR 26.12.01.01 Section D.301
 - i) Track individual, group, and overall exposure trends as determined to be necessary by UMB EHS
 - j) Administer the As-Low-As-Reasonably-Achievable (ALARA) exposure reduction program as required by COMAR 26.12.01.01 Part D
- 5) Radioactive Materials Receipt and Inventory Control. Maintain a Radioactive Materials Receipt and Inventory Control program covered under the UMB Broad Scope License in accordance with the license conditions and COMAR 26.12.01.01 Part A.4 and C.43 (g).
- 6) Shipping of Radioactive Materials. Provide packaging and transportation preparation assistance for off-site shipments in accordance with state and federal regulations for radioactive materials that were obtained under the UMB Broad Scope License.
- 7) Therapeutic Procedures. Provide health physics radiation safety services for therapeutic procedures using radioactive materials. Services include facility preparation, procedure monitoring, post-treatment contamination evaluation, site decontamination, and disposal of contaminated materials for the following:
- a) Iodine – 131 Abalation procedures. The support described above will be provided for up to 12 procedures in the contract period. Support for procedures in excess of 12 will be billed to UMMC at the rate of \$1,000 per procedure.
 - b) Yttrium - 90 Sirsphere and Therasphere procedures. The support described above will be provided for up to 150 procedures in the contract period. Support for procedures in excess of 150 will be billed to UMMC at the rate of \$350 per procedure.
 - c) Gliasite procedures. The support described above will be provided for up to 2 procedures in the contract period. Support for procedures in excess of 2 will be billed to UMMC at the rate of \$350 per procedure.
 - d) For support of radioactive materials procedures not named above, support will be billed to UMMC at the rate of 60\$ per hour for technical staff and \$100 hour for the radiation safety officer.
- 8) Sealed Sources. Conduct radiological and contamination monitoring, inventories, and area surveys for sealed radioactive sources used under the

UMB Broad Scope License in accordance with COMAR 26.12.01.01 Part C. 37, C.43 (g) and D.40.

- 9) **Blood Bank Irradiator.** Provide services for the Blood Bank irradiator including leak testing and inventory of the sealed sources, continuous area monitoring with dosimetry, periodic inspections, radiation level surveys, and radiation safety training for Blood Bank staff.

- 10) **Inspections and Compliance.** Administer an inspection and compliance program that includes the following:
 - a) Conduct periodic audits of areas where radioactive materials are used under the UMB Broad Scope License to determine compliance with applicable license conditions and State regulations
 - b) Provide recommendations, guidance, and oversight for the implementation of actions required to control radiation exposure to UMMC personnel that work in areas where radioactive materials are used under the UMB Broad Scope License

- 11) **Training.** Provide training in various applicable topics to personnel using radioactive material obtained under the UMB Broad Scope License as required by license conditions and COMAR 26.12.01.01 Part J.12 and G.310 and G.410.

- 12) **Emergency Response.** Provide 24-hour emergency response for radiation accidents/incidents at locations within UMMC where radioactive materials are used under the UMB Broad Scope License.
 - a) During normal business hours (8:00 a.m. – 4 p.m. M-F), response time will be 90 minutes or less following notification.
 - b) After regular EHS business hours, on weekends, and holidays, response time will be 4 hours or less.

- 13) **Radiation Producing Machines.** This program includes the following services:
 - a) Conduct certification inspections, completion of associated paperwork, and follow-up inspections, as needed
 - b) Conduct annual compliance testing to include, but not limited to, evaluation of compliance with COMAR 26.12.01.01 Section F
 - c) Conduct other testing instances such as acceptance testing, inspections following repair or component changes, or other follow-up inspections as deemed necessary by EHS
 - d) Provide consultation related to regulatory compliance and other radiation safety issues pertaining to radiation-producing machines
 - e) Provide assessments of patients' radiation dose
 - f) Develop and submit paperwork to renew UMMC's radiation-producing machine registrations, which are issued by MDE. Develop and submit paperwork to add units to and remove units from UMMC's registrations

- g) Develop and distribute a quarterly report for the Radiation Safety Committee
 - h) Conduct radiation safety audits to include notification of potential violations and suggestions for corrective actions to be taken by UMMC
 - i) Provide annual UMMC radiation safety training for UMMC employees
 - j) Provide Fluoroscopic Certification training for UMMC physicians using fluoroscopy
 - k) Upon request of UMMC, and subject to the availability of EHS resources, perform shielding design for radiation producing machines covered by this agreement.
- 14) Radioactive Waste Management. These services include:
- a) Provide technical assistance to UMMC personnel in the identification and management of radioactive waste generated under the UMB Broad Scope License
 - b) Collect and process radioactive waste consigned to UMB for on-site disposal
 - c) Review procedures and records for radioactive waste held for on-site decay by UMMC's Nuclear Medicine Pharmacy
 - d) Prepare radioactive waste for off-site disposal to include preparation of radioactive waste manifests
 - e) The costs associated with analysis and actual disposal of radioactive materials is the responsibility of UMMC and will be billed quarterly
- 15) The University is responsible for research support. Human subjects protocol reviews and follow-up are excluded from these Radiation Safety Services.

B. Hazardous Chemical Waste Management. These services include the following:

- 1) Services will be provided for UMMC facilities covered under Hazardous Waste Generator Permit No. MDD150702553.
 - a) Coordinate UMMC participation in a University System of Maryland contract for the disposal of chemical waste
 - b) Provide technical assistance to UMMC personnel for the identification and proper handling and management of hazardous chemical waste
 - c) Pick and up and movement of hazardous chemical waste from the point of generation to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste
 - d) Prepare the Hazardous Waste Manifest (Form OMB No. 2050-0039) in accordance with 40 CFR 262.20 and the Land Disposal Restriction form in accordance with 40 CFR 268.7 for signature by UMMC personnel
 - e) Prepare and submit the biennial report in accordance with 40 CFR 242.41 for signature by UMMC personnel.
- 2) The costs associated with analysis of hazardous chemical waste; materials, supplies, and services used in the analysis or disposal; or modifications to the

accumulation facilities which may be necessitated by the quantities or types of waste generated will be the responsibility of UMMC. The costs will be included in quarterly billing. The cost for disposal of hazardous chemical waste will be the responsibility of UMMC and will be paid directly to the successful vendor of the contract awarded in B(1)(a).

- 3) In order for both parties to be in compliance with applicable laws, regulations, and standards for the management of hazardous chemical waste, the Medical System Corporation will:
 - a) If classified as a large quantity generator, write a contingency plan in accordance with 40 CFR 264 Subpart D and 40 CFR 265 Subpart D (can be combined with the Emergency Action/Fire Prevention Plan required by 29 CFR 1910.132)
 - b) Train UMMC hazardous waste personnel per COMAR 26.13.05.02 and 49 CFR 172 Subpart H
 - c) Store hazardous waste at the point of generation per 40 CFR 265.170-178
 - d) Hazardous waste storage facilities shall meet NFPA and IBC code requirements as well as the requirements in 40 CFR 265.1100
- 4) UMMC management is responsible for taking corrective actions in a timely fashion to ensure compliance with all aspects of this program based upon written recommendations from UMB EHS.

C. Contingencies

It is recognized by both parties that additional services may be needed during the contract term. These services may be an expansion of the type or number of existing services, or may be new services. UMB EHS has typically been able to manage these unrecognized services without additional cost through careful evaluation of priorities, the efficiency and productivity of EHS personnel, and in some instances, temporarily assigning EHS personnel from other areas to assist.

If during the contract term, UMB EHS is asked by UMMC to provide additional or new services, or UMB EHS identifies the need for a significant expansion of services to maintain compliance with the UMB Broad Scope License requirements and conditions that cannot be effectively managed by existing resources, UMMC management will be consulted regarding the need to increase the cost of the contract or direct bill for external contracted services. Examples may include extensive planning and radiation safety staff support for a new type of radiation therapy, extensive auditing and procedure review for a compliance inspection, or request for services for a new building or expansion of the existing facility.



TOPIC: Towson University: Proposal for Undergraduate Differential Pricing

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: June 12, 2019

SUMMARY: Towson University (TU) is proposing market-based, differential pricing limited to three areas of study—the College of Business and Economics, the Department of Nursing, and the Department of Information and Computer Science. These areas of study meet five restrictive criteria: (1) high cost of instruction; (2) high demand by students; (3) high national standing; (4) high placement rate and salary upon graduation; and (5) high economic impact on the State. The detailed proposal with financial justifications, enrollment data and proposed rate structure is attached.

In the current rate structure of a “one-tuition-fits-all” approach, the higher cost to educate students in some majors is spread among all students. As such, the University has reallocated funds from lower cost to higher cost programs. This partial cross-subsidization is constrained by the need to preserve academic quality in lower cost programs.

When comparing Towson University to a combined set of our Carnegie Classification peers, four-year local institutions and our primary competitors, the University found the median differential tuition for these majors to be \$1,788 per year for two years, a total of \$3,577. TU’s proposal is to conservatively charge \$1,500 annually to juniors and seniors in these majors. **All current students will be “grandfathered” and thus not subject to the differential pricing.** In addition, the pricing will be phased-in over a period of three years. These steps allow time for appropriate communications in advance to staff, students, and parents.

TU proposes that junior and senior level business, nursing and computer science students will pay the annual standard tuition and mandatory fees *plus* the differential pricing. Resident and nonresident students will pay the same differential pricing. In FY 2020, the differential pricing will be \$500/year. Starting in FY 2022, the full differential will be in effect at \$1,500/year. Differential tuition will be capped at a maximum of \$3,000 per student. Enrollment in the three programs as of fall 2018 is (in full-time equivalent units) 1,600 in the College of Business and Economics, 432 in the Department of Nursing, and 437 in the Department of Information and Computer Science.

The new revenue from the differential rate, between \$4.2 million and \$5.0 million annually once fully implemented, will serve to enrich the education, attract more top in-state students, spur innovation and economic growth in Maryland, and strengthen the excellence and national standing of Towson University.

This gross revenue will be invested as follows:

- **Financial aid:** A minimum of 18%, to match our current budgetary financial aid allocation, will be reserved for grants for all very-low and low-income students as well as full scholarship students, thereby exempting them from the differential. Towson is prepared to increase the percentage to hold any impacted student groups harmless.

- **Academic excellence:** Up to 82% will go to enhance educational quality and national competitiveness (e.g., smaller classes; competitive faculty salaries, more faculty, advisers, career services, and internships; upgraded learning technology and lab instrumentation).

The University is also seeking an exception to Board of Regents Policy on Tuition-VIII 2.01. According to Section II.B of the policy,

“Tuition for each category of student at an institution will be established either as an annual cost or specified as a cost per credit hour. The tuition levels should be established in accordance with the following principles:

1. *Generally, undergraduate tuition within an institution should not vary by discipline or cohort, except for the professional schools at the University of Maryland, Baltimore. However, institutions may seek an exception to this policy.”*

ALTERNATIVE(S): The Board may elect to adjust the recommended tuition schedule.

FISCAL IMPACT: The projected gross revenue from the proposed differential pricing during the phase-in years is anticipated as follows: FY 2020 is expected to be minimal due to the “grandfathering,” FY 2021 is estimated to be approximately \$1.3 million/year and FY 2022 is \$2.8 million. By FY 2023, after full implementation, the increase in gross revenue is estimated to be between \$4.2 million and \$5.0 million/year.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for Towson University the proposed Undergraduate Differential Pricing as described above; and, authorize an exception to the Board of Regents Policy on Tuition-VIII 2.01 as permitted in Section II.B.1 of the policy.

Furthermore, the University shall provide an annual report to the Board of Regents that reflects the benefits and challenges of implementing tuition differential to the select programs.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/12/19

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Proposed Tuition Differential for Towson University

Commissioned by
Towson University

Regional Economic Studies Institute:
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May 9, 2019



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Proposed Tuition Differential for Towson University

Table of Contents

Table of Figures..... 3

1.0 Executive Summary..... 4

2.0 Introduction 7

3.0 Background and Need for Tuition Differentials at TU 8

 3.1 Quality Measures and Areas for Improvement 9

 3.2 Economic Outlook for Impacted Students 14

4.0 Proposed Tuition Differential 15

5.0 Use of Revenues..... 21

6.0 Conclusion..... 22

7.0 References 23

Proposed Tuition Differential for Towson University

Table of Figures

Figure 1: Graduation Rates of Undergraduates within Four, Six, and Eight Years 10
Figure 2: Student-Faculty Ratio of Towson University and Institutional Performance Peers..... 10
Figure 3: Towson University Class Sizes by Undergraduate Course Level, Fall 2018 11
Figure 4: Net Undergraduate Price for Towson University vs Comparison Group..... 11
Figure 5: Core Expenses Per Full-Time Equivalent Student, Fiscal Year 2017 12
Figure 6: TU Faculty Salaries by Department/College, 2016-2018..... 13
Figure 7: Entry-level Wages for Affected Students, 2018..... 14
Figure 8: Combined Institutional Comparison Group..... 16
Figure 9: Tuition Differentials of Similar Institutions..... 17
Figure 10: Hypothetical Phase-in Scenario 18
Figure 11: Annual Tuition for Maryland Public Four-Year Universities, 2018/2019 19
Figure 12: Annual Tuition for Towson Competing Institutions, 2018/2019..... 20
Figure 13: Additional Revenues from Tuition Differentials During Phase-in Period, Millions 21

Proposed Tuition Differential for Towson University

1.0 Executive Summary

Across the country, colleges and universities are faced with increasing costs to administer programs.¹ Within many majors, the cost to attract and retain excellent faculty has been rising, due to both increased competition from other institutions of higher education and from private employers.^{2,3} One solution used by an increasing number of universities and colleges is tuition differentials. Under tuition differential programs, students pay an increased amount for tuition based on some characteristic, most commonly the student's major or the associated program. Typically, tuition differentials help to offset the higher costs associated with providing certain majors. In fact, within the University System of Maryland (USM), the University of Maryland, College Park (UMCP) has also recently implemented tuition differential policies for several academic programs.

Towson University (TU) faces a similar situation as schools within and outside of USM. While TU offers students the opportunity to obtain a high-quality education for less than many of its peer institutions, costs to administer programs have been increasing and colleges have faced pressure to pay faculty and staff higher rates. To understand the options available to TU for tuition differentials, the university examined the potential for tuition differentials, specifically within three groups:

- The College of Business and Economics (CBE),
- The Department of Computer and Information Sciences, and
- The Department of Nursing.

TU's analysis examined costs, student class sizes, faculty retention challenges, and other issues facing these target departments that may specifically lend these groups to a tuition differential program. TU also examined wages for occupations associated with affected majors to ensure that Towson students graduating with degrees under a tuition differential program are well-positioned in Maryland's job market to recoup any additional expenditures made to obtain their degrees. TU identified appropriate levels for tuition differential programs based on rates found at peer institutions and instructional costs associated with each target department. TU also calculated estimated revenues that would be generated under a tuition differential program, and how that revenue will be allocated to continue to provide a high-quality, competitively priced education for students.

Major findings from the analysis are as follows.

¹ Sophie Quinton, "Why Universities Charge Extra for Engineering, Business and Nursing Degrees," Stateline, Pew Charitable Trusts, June 1, 2017, accessed April 10, 2019, <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2017/06/01/why-universities-charge-extra-for-engineering-business-and-nursing-degrees>.

² Jack Stripling, "In Recruitment Wars, a New Front," Inside Higher Ed, July 24, 2008, accessed April 15, 2019, <https://www.insidehighered.com/news/2008/07/24/recruitment-wars-new-front>.

³ Emma Flickinger, "Facebook Hires CMU Professors: Fair or Poaching?" *The Tartan*, August 19, 2018, accessed April 10, 2019, <https://thetartan.org/2018/8/20/scitech/fairlab>.

Proposed Tuition Differential for Towson University

TU provides students with a high-quality education at a value, demonstrated through a record of greater four-year graduation rates and lower net tuition compared to institutional performance peers (IPPs). However, overall instruction expenditures are lower compared to IPPs and could adversely affect TU's ability to attract and retain exceptional and diverse faculty members. Faculty salaries within the three target departments are necessarily higher than the university as a whole in order to compete with private-sector employment opportunities. The discrepancy between these departments and TU overall could cause cross-subsidization of salaries by lower-cost majors, which has the potential to adversely affect program quality for enrolled students. Additionally, class sizes for 300- and 400-level courses within TU's CBE, Department of Nursing, and Department of Computer and Information Sciences are higher than commensurate course levels across TU as a whole. These findings support the argument that these departments warrant tuition differentials to more closely align program costs with tuition charged, as well as increase quality measures within these programs for higher-level courses.

Upon graduation, entry level wages for occupations associated with affected majors are higher, on average, compared to all occupations requiring a bachelor's degree. Given this finding, students who pay the differentials are well-positioned to recoup any additional tuition expenditures made following graduation.

Based on the analysis performed, a \$3,000 total tuition differential for students is aligned with rates seen in TU's peer groups. This rate would be applied as an annual flat rate of \$1,500 for full-time enrolled majors, or \$750 per semester, during students' junior and senior years. Students with academic standing of a junior or senior who are pursuing their degrees on a part-time basis would be assessed on a commensurate credit-hour basis of \$50 per hour. Students taking courses full time at a junior or senior level for more than four semesters, part-time students taking more than 60 differential-eligible credit hours, as well as students pursuing dual majors within two affected departments, would not be charged a differential exceeding a total of \$3,000.

A gradual phase-in of the tuition differential would better allow for student planning with regard to the increased tuition costs. If phased in over a three-year period, full-time students with junior or senior status would be responsible for paying:

- \$250 per semester during the first academic year of implementation,
- \$500 per semester during the second academic year of implementation, and
- \$750 per semester during the third and first full academic year of implementation.

Based on the figures above, full-time, junior- and senior-level students would pay a total of \$500 during the first year of the active tuition differential, \$1,000 during the second year, and \$1,500 during the third year and first full year of the tuition differential.

Given the enrollment patterns observed between 2016 and 2018, tuition differentials would be expected to generate annual revenues ranging between \$4.4 million and \$5.5 million upon full implementation. The additional revenues collected through tuition differentials would be distributed through two primary channels:

Proposed Tuition Differential for Towson University

- Expansion of financial aid –at least 18.2 percent annually; and
- Funding for academic excellence – up to 81.8 percent of collected revenue annually.

Allocation of these funds would ensure that TU faculty salaries are competitive with other university or private sector employment opportunities, programs are funded with all necessary resources to maintain maximum educational quality, and that low-income and minority students are not adversely impacted by tuition differentials.

Proposed Tuition Differential for Towson University

2.0 Introduction

Colleges and universities across the U.S. are increasingly utilizing tuition differentials to support majors and programs that have high instructional and support costs.⁴ Additional revenues obtained through these differentials allow universities to ensure that program quality is not compromised, either directly through lack of support or indirectly through cross-subsidization of high-cost majors by low-cost majors. These funds can also be used to provide additional financial aid to low-income students and minority students to mitigate any potentially adverse impacts of the additional cost. Within the University System of Maryland (USM), the University of Maryland, College Park (UMCP) has also recently implemented tuition differential policies for several academic programs.

Towson University (TU) faces a similar situation as schools within and outside of USM. While TU offers students the opportunity to obtain a high-quality education for less than many of its peer institutions, costs to administer programs have been increasing and colleges have faced pressure to pay faculty and staff higher rates. To understand the options available to TU for tuition differentials, the potential for tuition differentials was examined within three groups:

- The College of Business and Economics (CBE),
- The Department of Computer and Information Sciences, and
- The Department of Nursing.

To meet the project objectives, TU examined costs, student class sizes, faculty retention challenges, and other issues facing these target departments that may specifically lend these groups to a tuition differential program. TU also examined wages for occupations associated with affected majors to ensure that Towson students graduating with degrees under a tuition differential program are well-positioned in Maryland's job market to recoup the additional expenditures made to obtain their degrees. TU identified appropriate levels for tuition differential programs based on rates found at peer institutions and instructional costs associated with each target department. TU also calculated estimated revenues that would be generated under a tuition differential program and how that revenue will be allocated to continue to provide a high-quality, competitively priced education for students.

This report will continue as follows. Section 3 provides background on tuition differentials, evaluates current quality and affordability measures at TU, examines differences in instructional costs between the target departments and TU as a whole, and highlights ways in which tuition differentials could enhance these factors at TU. Additionally, this section explores Maryland wages for occupations related to the majors that would be impacted through the implementation of tuition differentials. Section 4 presents the proposed tuition differential rate, identifies the students who would be impacted, and shows how this increase could be gradually phased in over a three-year period. Section 5 outlines how revenues gained from

⁴ Quinton, "Why Universities Charge Extra for Engineering, Business and Nursing Degrees."

Proposed Tuition Differential for Towson University

tuition differentials will be used to enhance the quality of education at TU, and Section 6 concludes the report.

3.0 Background and Need for Tuition Differentials at TU

Tuition differentials, or higher pricing for certain courses of study, have become an increasingly popular mechanism used by colleges and universities in recent years to offset the costs of delivering instruction for select majors. Programs that are commonly associated with tuition differentials include business, computer science, engineering, and nursing, and are often focused on upperclassman students.⁵ A recent study found the use of tuition differentials in four-year, research-intensive public colleges and universities rose substantially from 6.3 percent in the 1991/1992 academic year to 60.1 percent in 2015/2016.⁶ For example, UMCP recently implemented tuition differentials to students enrolled in the School of Business, School of Engineering, or who are declared majors in the Department of Computer Science.⁷

The reasoning used for implementing tuition differentials is often twofold; certain majors tend to have higher relative cost of instruction compared to other programs, and these majors also tend to produce graduates that make a high average wage upon graduation.⁸ Rather than risking reduced quality of education due to under-resourced programs, particularly amid reduced State funding, many universities have chosen to implement tuition differentials.⁹ Without this additional revenue, the higher costs of certain majors must be covered through the reallocation of tuition charged to students in lower-cost majors. This practice can cause a degradation in quality of lower-cost programs as a larger percentage of the budget is required to keep up with rising expenses in higher-cost programs. Additionally, insufficient funding, particularly for faculty salaries, has led to issues with faculty retention issues for instructors who could make significantly higher wages working in the private sector and competing universities.^{10,11}

In general, students are price elastic when evaluating higher education options, meaning they are sensitive to price increases with an increase in cost corresponding to a decrease in enrollment.¹² Recently however, the increased value of higher education combined with factors

⁵ Quinton, "Why Universities Charge Extra for Engineering, Business and Nursing Degrees."

⁶ Glen R. Nelson, Gregory C. Wolniak, and Casey E. George, "Unmasking College Costs: Challenges in the Era of Differential Tuition Practices," American Educational Research Association (2017): 15, accessed April 9, 2019, DOI: 10.302/1185576.

⁷ "Differential Tuition," University of Maryland, College Park, accessed April 10, 2019, <https://www.admissions.umd.edu/finance/differential-tuition>.

⁸ Kevin M. Stange, "Differential Pricing in Undergraduate Education: Effects of Degree Production by Field," National Bureau of Economic Research (June 2013): 6, accessed April 10, 2019, <https://www.nber.org/papers/w19183.pdf>.

⁹ Quinton, "Why Universities Charge Extra for Engineering, Business and Nursing Degrees."

¹⁰ Stripling, "In Recruitment Wars, a New Front."

¹¹ Flickinger, "Facebook Hires CMU Professors: Fair or Poaching?"

¹² Lauren Edmonds, Claire Haynie, and Megan Adams, "Developing a Competitive Pricing Strategy," EAB (2017): 14-15, document provided by Client.

Proposed Tuition Differential for Towson University

such as high program rankings have decreased students' price sensitivity.¹³ When evaluating the impact of tuition differentials on student enrollment, a 2013 study found a negligible impact observed for enrollment in business and nursing programs.¹⁴ Similarly, UMCP reported that no other Big Ten schools had found that tuition differentials had a negative impact on either student applications or enrollment.¹⁵ According to some university leaders, the increase in quality afforded by implementing tuition differentials actually raised enrollment levels at their institutions.¹⁶

Based on cost of instruction and other factors including students' economic outlook following graduation, TU determined three target departments that would be implementing tuition differentials:

- College of Business and Economics (CBE);
- Department of Nursing; and
- Department of Computer and Information Sciences.

Tuition rates for students who are declared majors within one of these three schools would include the differential for only the two years during which the student has junior or senior academic standing.

The following subsections will provide an overview on how TU provides a high-quality education at a value when compared to peer institutions, how tuition differentials can be used to enhance educational quality measures at TU, and how Maryland's job market outlook for students in affected majors could compensate for any additional spending on tuition differentials upon completion of their degree.

3.1 Quality Measures and Areas for Improvement

Towson University offers students a high-quality education at a reasonable cost, demonstrated through comparisons with its institutional performance peers (IPPs). These IPPs represent 11 higher-education institutions selected by TU leadership with comparable academic programs, enrollment, diversity factors, and student performance.¹⁷ When compared to this group, TU demonstrates a higher graduation rate while maintaining a lower net tuition cost. Figure 1 displays graduation rates at TU for bachelor's programs within four, six, and eight years compared to its IPPs.

¹³ Edmonds, Haynie, and Adams, "Developing a Competitive Pricing Strategy," 14-15.

¹⁴ Stange, "Differential Pricing in Undergraduate Education: Effects of Degree Production by Field," National Bureau of Economic Research (June 2013): 6, accessed April 10, 2019, <https://www.nber.org/papers/w19183.pdf>.

¹⁵ University of Maryland, Board of Regents, "University of Maryland, College Park: Proposal for Undergraduate Differential Pricing for FY 2016," 6, document provided by Client.

¹⁶ Quinton, "Why Universities Charge Extra for Engineering, Business and Nursing Degrees."

¹⁷ "Institutional Reports and Resources," Towson University, accessed April 15, 2019, <https://www.towson.edu/ir/reports.html>.

Proposed Tuition Differential for Towson University

Figure 1: Graduation Rates of Undergraduates within Four, Six, and Eight Years

Time to Completion	Towson University	IPP Median
Four Years	45%	36%
Six Years	70%	66%
Eight Years	72%	69%

Source: National Center for Education Statistics

As shown above, the graduation rate at TU exceeds the median rate among IPPs for each measure of time to program completion. Notably, the difference between TU and its peers is largest for the four-year graduation rate. This suggests that the average time to completion of a bachelor's degree is shorter for TU students than for those at most IPPs. In addition to higher graduation rates and shorter completion times, TU also awards more degrees than other IPPs. In the 2016/2017 academic year, Towson University awarded 4,628 bachelor's degrees, compared to a median value of 3,451 for the IPP group.¹⁸

Overall, TU demonstrates an advantageous classroom environment with a relatively low student to faculty ratio compared to its IPPs. Figure 2 below highlights the most recently available student to faculty ratios for these institutions.

Figure 2: Student-Faculty Ratio of Towson University and Institutional Performance Peers

College/University	Student-Faculty Ratio
California State University-Fullerton	25:1
Minnesota State University-Mankato	20:1
University of North Carolina at Charlotte	19:1
West Chester University of Pennsylvania	19:1
Indiana University of Pennsylvania-Main Campus	18:1
University of North Carolina Wilmington	18:1
Western Washington University	18:1
Montclair State University	17:1
Towson University	17:1
Appalachian State University	16:1
James Madison University	16:1
University of Massachusetts-Dartmouth	16:1

Sources: Towson University, Various

In general, the lower the student to faculty ratio an institution has, the smaller the class size and the greater the opportunities for students to receive one-on-one attention from faculty

¹⁸ National Center for Education Statistics, "IPEDS Data Feedback Report 2018," 4, accessed April 22, 2019, https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2018_164076.pdf.

Proposed Tuition Differential for Towson University

members.¹⁹ As shown above, TU's ratio of 17 students per faculty member is lower than the majority of its IPPs. While these ratios can help to provide a general picture of instructional quality, individual class sizes by course level can better illuminate discrepancies that exist between programs.

At TU, average class sizes vary between colleges and departments for the 300- and 400-level courses typically taken by upperclassman. A summary of these class sizes is found for all TU undergraduate students and students in target departments in Figure 3 below.

Figure 3: Towson University Class Sizes by Undergraduate Course Level, Fall 2018

College/Department	Average Class Size	
	300-level Courses	400-level Courses
TU, All Undergraduate	24	22
College of Business and Economics	32	27
Department of Computer and Information Sciences	28	26
Department of Nursing	29	34

Source: TU Department of Institutional Research

Compared to all undergraduate courses, average class sizes were higher in each target group. TU's CBE had the highest average size of 32 students for 300-level courses, and was significantly greater compared to the 24-student average for all undergraduate courses at this level. For 400-level courses, the Department of Nursing's average class size of 34 students far exceeded the average of 22 students for all TU commensurate undergraduate courses. While not as high as the class sizes of the CBE and Department of Nursing, upper-level classes within the Department of Computer and Information Sciences also exceeded the average of all undergraduate TU courses. Implementing tuition differentials in these groups would increase revenues available for the hiring of additional staff to reduce class sizes, while also retaining the funding levels needed to maintain the low relative class sizes observed for all TU undergraduates.

Although students at TU have experienced higher rates of graduation in a shorter timeframe when compared to students at IPPs, this benefit does not come at a higher cost. On the contrary, the average student pays less for their education at TU than they do at most of its IPPs. Figure 4 shows the net price paid by TU students, which accounts for grants and scholarships from the total cost of attendance, compared to the median value at IPPs.

Figure 4: Net Undergraduate Price for Towson University vs Comparison Group²⁰

Academic Year	Towson University	IPP Median	Difference
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¹⁹ Ashley Henshaw, "Student-to-Faculty Ratio: What Does it Mean?" Campus Explorer, February 17, 2017, accessed April 19, 2019, <https://www.campusexplorer.com/college-advice-tips/0DC5BEE8/Student-to-Faculty-Ratio-What-Does-it-Mean/>.

²⁰ Net price is calculated by subtracting grants and scholarships from the total cost of attendance.

Proposed Tuition Differential for Towson University

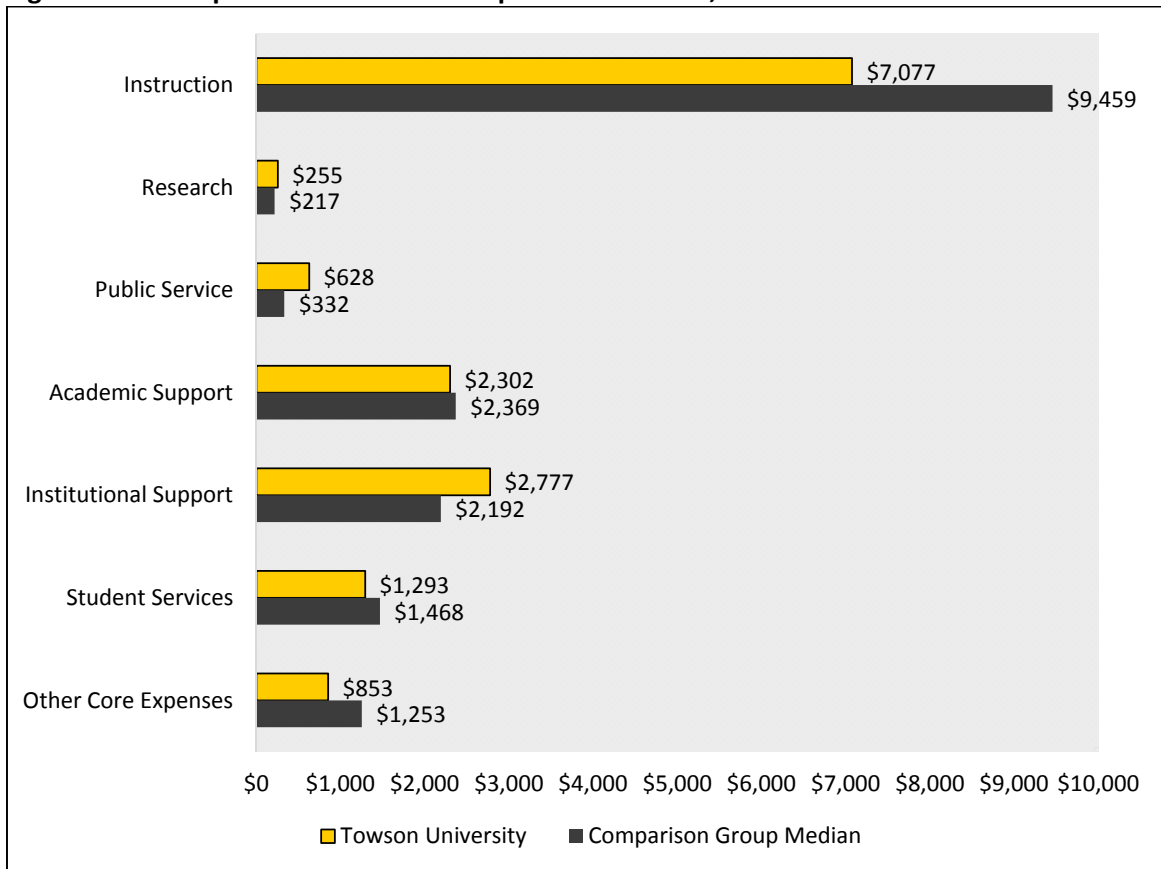
2014/2015	\$14,696	\$14,999	\$303
2015/2016	\$15,597	\$16,218	\$621
2016/2017	\$15,250	\$16,117	\$867

Source: National Center for Education Statistics

In the three most recent academic years for which data is available, TU has charged a lower net price to the average undergraduate student than the median IPP. The difference between TU and the median of the IPPs has also grown each year, nearly tripling between the 2014/2015 and 2016/2017 academic years. As shown in the above figure, this increasing difference is mostly attributable to rising prices among peer institutions. Given the performance advantage that TU holds above its IPPs, this lower net price represents a considerable value for students who attend TU.

The academic performance of TU can likely be attributed to success within the classroom, starting with the contributions of faculty and staff. However, the per-student spending on instruction at TU is less than the median among its IPPs. Figure 5 compares TU’s expenses in various categories against those in the IPP group for fiscal year (FY) 2017.

Figure 5: Core Expenses Per Full-Time Equivalent Student, Fiscal Year 2017



Source: National Center for Education Statistics

Proposed Tuition Differential for Towson University

In FY 2017, TU spent considerably less on instruction expenses per full-time equivalent (FTE) student than the median for IPPs, at \$7,077 and \$9,459 per FTE, respectively. TU also spent less per FTE on academic support, student services, and other core expenses. Categories in which TU spent more than its IPPs were research, public service, and institutional support. However, these categories did not make up the full difference in overall spending, primarily due to the significant gap in instructional expenses. In total, FY 2017 core expenses were \$15,185 per FTE at TU and \$17,290 per FTE at the median IPP.

The difference in instructional expenses is felt throughout TU; across all ranks, full-time TU faculty are paid 24 percent less than those at the median IPP.²¹ This salary discrepancy leaves TU vulnerable to poaching of its exceptional faculty by private industries and other educational institutions. This has been seen at other universities, such as the University of Illinois, when a three-year budget crisis led to a 40 percent increase in faculty offers from other institutions.²² Even without direct poaching, there is a considerable risk of faculty turnover due to the high opportunity cost associated with working for a below-market salary. Aside from the loss to students when a valuable faculty member exits the university, high turnover rates hold significant financial implications. A 2012 analysis examining 30 case studies found that businesses spent approximately 20 percent of an employee’s annual salary to replace them.²³ For highly paid or senior-level employees, the replacement cost is often higher and can exceed more than two times the employee’s annual salary.²⁴

For faculty within select majors, including business and computer science, there is a higher cost of instruction due to the wages necessary to compete with private-sector salaries.²⁵ This means that additional resources must be allocated from university funds to attract and retain diverse, high-quality faculty within these majors. Figure 6 below shows the average salary for professors, associate professors, and assistant professors by target department.

Figure 6: TU Faculty Salaries by Department/College, 2016-2018

Rank					Salary Premium Compared to TU Average		
	CBE	Nursing	Computer Science	TU Total	CBE	Nursing	Computer Science
Professor	\$122,246	\$118,015	\$113,390	\$96,067	27%	23%	18%

²¹ National Center for Education Statistics, “IPEDS Data Feedback Report 2018,” 10.

²² Therese Pokorney, “University System Faculty Targeting for Poaching Due to Budget Issues,” *The Daily Illini*, April 26, 2018, accessed April 10, 2019, <https://dailyillini.com/news/2018/04/26/university-system-faculty-targeted-for-poaching-due-to-budget-issues/>.

²³ Heather Boushey and Sarah Jane Glynn, “There Are Significant Business Costs to Replacing Employees,” Center for American Progress (November 16, 2012): 1, accessed April 19, 2019, <https://www.americanprogress.org/wp-content/uploads/2012/11/CostofTurnover.pdf>.

²⁴ Ibid, 2.

²⁵ Quinton, “Why Universities Charge Extra for Engineering, Business and Nursing Degrees.”

Proposed Tuition Differential for Towson University							
Associate Professor	\$111,334	\$91,283	\$100,865	\$82,033	36%	11%	23%
Assistant Professor	\$101,561	\$81,109	\$91,002	\$70,433	44%	15%	29%

Source: TU Department of Institutional Research

Between 2016 and 2018, faculty within the CBE, Department of Nursing, and Department of Computer and Information Sciences had a significantly higher average wage compared to TU as a whole. This is particularly apparent for faculty within the CBE, who had wages that were 27 to 44 percent higher than those with the same rank among all TU faculty. Implementing a tuition differential for these target departments would allow for the cost of instruction to align more closely with the actual tuition paid. Additionally, the increased revenues to support higher wages for faculty within the target groups would reduce or eliminate any cross-subsidization from students in other TU majors, and allow for salary increases to make these rates more competitive with other IPPs.

Tuition differentials enable universities to reinvest increased revenues into targeted programs, raising quality in a variety of ways. In addition to supporting any required infrastructure or equipment needs, greater funding would alleviate faculty-related issues through class size reductions and attracting and retaining high-quality and diverse instructors.

3.2 Economic Outlook for Impacted Students

As previously noted, there are two justifications often cited for implementation of tuition differentials for select majors: higher cost of instruction and greater earnings upon graduation compared to other programs.²⁶ Entry-level wages for occupations aligned with majors in the three target departments were evaluated to compare earnings for individuals graduating with these degrees versus entry-level wages for all occupations requiring a bachelor's degree. Occupations evaluated for each target department were also limited to those which typically require a bachelor's degree for entry. For example, occupations aligned with the CBE included accountants and auditors, management analysts, and budget analysts, while registered nurses were the primary occupation associated with the Department of Nursing. For the Department of Computer and Information Sciences, evaluated occupations included computer programmers, network and computer systems administrators, and computer systems analysts. Figure 7 below shows the average entry-level wage for each group in Maryland during 2018.

Figure 7: Entry-level Wages for Affected Students, 2018

College/Department	Average Entry-level Wage
College of Business and Economics	\$58,613
Department of Nursing	\$58,021
Department of Computer and Information Sciences	\$72,718

²⁶ Stange, "Differential Pricing in Undergraduate Education: Effects of Degree Production by Field," 6.

Proposed Tuition Differential for Towson University

All Occupations Requiring Bachelor's Degree	\$53,249
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Sources: Maryland DLLR, NCES, TU

As illustrated above, occupations for each target department showed a higher-than-average starting wage compared to all occupations requiring a bachelor's degree. Occupations associated with degrees from the Department of Computer and Information Sciences showed the greatest wage premium, with entry-level workers expected to make approximately \$19,469 more annually than other bachelor's degree holders. Entry-level wages for CBE occupations and the Department of Nursing had similar wage premiums compared to all occupations requiring a bachelor's degree, at \$5,364 and \$4,772, respectively.

The high-value degrees obtained by students in these programs, as measured by annual earnings, provide a significant return on educational investment. The differences in earnings observed support the argument that those individuals attaining degrees within the target departments would be well-equipped to offset any incurred tuition differentials. In fact, given the amount of TU's proposed tuition differential, outlined in the next section, compensation for TU's differential would most likely occur within the first year following graduation.

4.0 Proposed Tuition Differential

TU's methodology to assess a proposed differential aimed to benchmark any tuition increase with peer institutions. Because not all of TU's IPPs currently have tuition differentials, TU expanded the comparison group to include institutions with similar attributes according to the Carnegie Classification of Institutions of Higher Education (Carnegie Classification).²⁷ Factors used to isolate the institutional sample included:

- Public university;
- Four-year level or above;
- Large, primarily residential setting; and
- Full-time, selective, higher transfer-in institution.

Using these criteria, TU obtained a list of 32 additional colleges and universities to evaluate for tuition differential values. Restricting the sample to only those schools which had a tuition differential for one of more of the three target departments proposed by TU, seven additional institutions were added to the comparison group.²⁸ Finally, TU also considered local four-year public institutions that currently have tuition differentials for the departments of interest, as well as competing universities where accepted TU applicants had ultimately enrolled. Based on these factors, UMCP, University of Delaware, and Penn State University Park were also added

²⁷ "News and Announcements," The Carnegie Classification of Institutions of Higher Education, accessed April 22, 2019, <http://carnegieclassifications.iu.edu/>.

²⁸ When evaluating the institutions for similar departments, TU considered general classifications of business, nursing, and computer science.

Proposed Tuition Differential for Towson University

to the comparison group.^{29,30} The University of Maryland, Baltimore (UMB) was considered for addition to the group for their nursing program, since this institution has tuition amounts that vary by program of study. However, due to a lack of undergraduate programs that the nursing programs costs could be benchmarked against, a specific tuition differential amount could not be included and UMB was not directly included as a comparison group. The final group used for comparison is shown in Figure 8 below.

Figure 8: Combined Institutional Comparison Group

College/University	Comparison Group Source
James Madison University	IPP
University of Massachusetts, Dartmouth	IPP
North Dakota State University, Main Campus	Carnegie Classification
Northern Illinois University	Carnegie Classification
Southern Illinois University, Carbondale	Carnegie Classification
Southern Illinois University, Edwardsville	Carnegie Classification
University of North Dakota	Carnegie Classification
University of South Alabama	Carnegie Classification
Western Michigan University	Carnegie Classification
University of Maryland, College Park	Local Institution
University of Delaware	Local Institution
Penn State University Park	Local Institution

Sources: Carnegie Classification, MHEC, TU, Towson University

Within the combined comparison group, there was considerable variation in the tuition differential pricing structure, specific subjects for which tuition differentials were collected, and how the differential was collected. Despite these differences, there was sufficient information to estimate a comparable rate for each of TU’s target subject areas. Figure 9 below shows the total tuition differentials for each school within the comparison group. The differential shown represents the total amount charged per student to complete their degree. Additionally, the final column shows whether the institution charges a different amount to all upper-level junior and senior students, and the amount of this cumulative difference.

²⁹ “Colleges and Universities,” Maryland Higher Education Commission, accessed April 22, 2019, https://mhec.maryland.gov/institutions_training/Pages/collegeinfo.aspx.

³⁰ Students at Frostburg State University completing a bachelor’s degree in engineering take their upper-level courses through a partnership with UMCP and are subject to the UMCP tuition differential for that program. Because TU has no engineering program, Frostburg State University was not included in the peer comparison group. Additionally, the nursing program at University of Maryland, Baltimore was not included in the comparison group due to a lack of other undergraduate programs within the university.

Proposed Tuition Differential for Towson University

Figure 9: Tuition Differentials of Similar Institutions

College/University	Computer Science	Nursing	Business/Economics	Junior/Senior
North Dakota State University, Main Campus		\$3,771	\$1,134	N/A
Northern Illinois University	\$3,840	\$1,440		N/A
Southern Illinois University, Carbondale			\$2,894	N/A
Southern Illinois University, Edwardsville			\$2,738	N/A
University of North Dakota	\$2,064	\$2,688	\$1,584	N/A
University of South Alabama	\$900	\$2,940	\$900	N/A
Western Michigan University	\$5,440		\$2,936	\$4,250
James Madison University		\$5,400	\$3,100	-\$1,260
University of Massachusetts, Dartmouth		\$3,540	\$1,872	N/A
University of Maryland, College Park	\$5,600		\$5,600	N/A
University of Delaware ³¹		\$6,000	\$6,000	N/A
Penn State University Park	\$3,904	\$7,312	\$3,904	\$2,824
Average Total Differential	\$3,625	\$4,136	\$2,969	\$1,938
Average Annual Differential Applied Over Two Years	\$1,812	\$2,068	\$1,485	\$969

Sources: Carnegie Classification, MHEC, TU, Various

As detailed above, the amount charged by comparison institutions often differed by subject area, with significant variation seen between schools. The greatest number of schools in the comparison group charged a tuition differential for business and/or economics programs, while computer science was the least common within this cohort. The average total differential is \$3,625 for computer science, \$4,136 for nursing; and \$2,969 for business and/or economics.³² This equates to a combined average of \$3,577, or \$1,788 per year during the two-year period for which the tuition differential would apply at TU. Only three institutions within this group charge a different amount for upper-level junior and senior students, with Western Michigan charging \$2,125 more, Penn State charging \$1,412 more, and James Madison University charging \$630 less per year compared to freshman or sophomores.

³¹ During the 2018/2019 academic year, the University of Delaware charged an initial rate of \$1,000 for tuition differential during the phase-in process, and increased to \$1,500 for the 2019/2020 academic year which is the base amount used in this figure. Students pay the tuition differential for a total of four years. This amount will increase to \$1,500/year for nursing and \$2,000/year for business and economics by the 2020/2021 academic year, and would therefore be higher than the \$6,000 shown in Figure 9.

³² Because different universities have varying pricing systems for tuition differentials, TU calculated these figures using 2018/2019 tuition rates for in-state residents, with the assumption that a student completes 15 credits a semester for four consecutive years. It was also assumed that these credits would total 120 to graduate, and that 60 of those 120 credits are taken within a student's specific field of major. Actual differentials by university may vary based on the individual student path and changes to tuition/differential policy over the duration of a student's attendance.

Proposed Tuition Differential for Towson University

A total tuition differential of \$3,000 based on these averages represents a comparatively conservative increase for each TU department of focus. This \$3,000 would be charged to declared majors with junior and senior status only, and implemented on a flat-fee basis for full-time students. For each full-time semester, students would pay a total of four incremental fees of \$750 (\$1,500 per year). Part-time students' tuition differentials would be assessed at a 15-credit full-time rate, or \$50 per credit hour taken. Students who take more than two years to complete their junior- and senior-level course requirements would not be responsible for payment of the tuition differential beyond a maximum of \$3,000. Similarly, students pursuing their degree on a part-time basis would not be responsible for payment of the tuition differential on a credit-hour basis after payments totaling \$3,000.

A gradual phase-in of the tuition differential would better allow for student planning with regard to the increased tuition costs. If phased in over a three-year period, students with junior or senior status would be responsible for paying:

- \$250 per semester during the first academic year of implementation,
- \$500 per semester during the second academic year of implementation, and
- \$750 per semester during the third and first full academic year of implementation.

Based on the figures above, full-time, junior- and senior-level students would pay a total of \$500 during the first year of the active tuition differential, \$1,000 during the second year, and \$1,500 during the third year and first full year of the tuition differential. Figure 10 shows a hypothetical scenario with FY 2021 being the first year of implementation. As detailed below, this gradual phase-in schedule would allow students to plan accordingly for upcoming increases in tuition rates.

Figure 10: Hypothetical Phase-in Scenario

Student Standing FY 2020	Tuition Increase
Current Seniors	No Increase
Current Juniors	\$500 in Senior Year (FY 2021)
Current Sophomores	\$500 in Junior Year (FY 2021), \$1,000 in Senior Year (FY 2022)
Current Freshman	\$1,000 in Junior Year (FY 2022), \$1,500 in Senior Year (FY 2023)
Future Students	\$1,500 in Junior Year, \$1,500 in Senior Year

Source: TU

Towson's proposed differential is roughly half that of the median differential charged by UMCP.³³ This lower differential figure, while still generating additional income for TU to further invest in academic excellence, maintains TU's value and keeps it competitive with other USM institutions. Figure 11 below shows how TU compares relative to other major Maryland

³³ "Differential Tuition FAQs," University of Maryland, College Park, accessed April 20, 2019, <https://financialaid.umd.edu/resources-policies/differential-tuition-faqs>.

Proposed Tuition Differential for Towson University

institutions when the full \$3,000 proposed differential amount is averaged out over a four-year period.³⁴

Figure 11: Annual Tuition for Maryland Public Four-Year Universities, 2018/2019

College	Tuition Differential	Tuition and Mandatory Fees
St. Mary's College of Maryland	No	\$14,806
University of Maryland, College Park ³⁵	Yes	\$11,995
University of Maryland, Baltimore County	No	\$11,778
University of Maryland, Baltimore, School of Nursing ³⁶	N/A	\$11,033
Towson University	Proposed	\$10,690
Towson University	No	\$9,940
Salisbury University	No	\$9,824
Frostburg State University ³⁷	Yes	\$9,172
University of Baltimore	No	\$8,958
University of Maryland, Eastern Shore	No	\$8,302
Bowie State University	No	\$8,233
Morgan State	No	\$7,900
Coppin State	No	\$6,625
Average		\$9,844

Sources: Chronicle of Higher Education, Various

Even when the differential is implemented, TU would retain its current placement by tuition amount among the institutions above, and remain notably less expensive than several other USM institutions. Over the course of a four-year bachelor's degree in computer science or business/economics, tuition at TU would be approximately \$5,220 lower than a corresponding program at UMCP. Further, completion of a bachelor's degree through TU's nursing program would be roughly \$1,372 less-expensive than the University of Maryland, Baltimore School of Nursing. Attainment of a bachelor's degree at TU with an applicable differential would be approximately \$4,352 less than the cost of completing a comparable degree at the University of Maryland, Baltimore County.

³⁴ Prices reflect 2018-2019 tuition rates and mandatory fees for in-state Maryland residents.

³⁵ Tuition for UMCP includes tuition differential.

³⁶ Because each professional school within University of Maryland, Baltimore has a unique pricing structure, and due to lack of other undergraduate programs offered, there is not a clear tuition differential shown for the School of Nursing.

³⁷ Students at Frostburg State University completing a bachelor's degree in engineering take their upper-level courses through a partnership with UMCP and are subject to the UMCP tuition differential for that program. Because TU has no engineering program, Frostburg State University was not included in the peer comparison group.

Proposed Tuition Differential for Towson University

TU also evaluated costs for schools that were attended by students who had also applied to TU between 2011 and 2016, but ultimately enrolled somewhere else. These institutions are shown in Figure 12 below, which shows the comparative costs for a Maryland resident to attend each institution. The costs shown represent the annual charges with any applicable differential tuition charge when considered over a four-year period. For schools with varying tuition differentials by program, an average of the differential amounts is included that corresponds to impacted programs at TU.³⁸

Figure 12: Annual Tuition for Towson Competing Institutions, 2018/2019

College	Percent of TU Applicants Enrolling	Tuition Differential	Junior/Senior Differential	Tuition and Mandatory Fees
University of Maryland, College Park	12%	Yes	No	\$11,995
University of Maryland, Baltimore County	6%	No	No	\$11,778
Salisbury University	4%	No	No	\$9,824
University of Delaware ³⁹	4%	Yes	No	\$35,310
Penn State University Park	3%	Yes	\$1,412	\$34,858
James Madison University	3%	Yes	-\$630	\$29,106
Towson University	N/A	Proposed	No	\$10,540
Towson University	N/A	No	No	\$9,940
Average				

Sources: Chronicle of Higher Education, TU Office of Institutional Research, Various

As shown above, TU has a lower tuition rate compared to all of the competing universities shown with the exception of Salisbury University. University of Delaware is currently phasing in a tuition differential that will reach \$1,500 per year for nursing students and \$2,000 per year for business and economics students.⁴⁰

Because TU's tuition differential would only be collected during four semesters during students' junior and senior years, most students who change their major will not pay the differential. This helps to prevent the discouragement of younger students from exploring the fields of study where a differential is charged due to the additional associated costs. Additionally, students

³⁸ For example, tuition differentials for engineering programs are not included in the average rate for each applicable institution. The average is only shown for relevant programs in nursing, computer science, and business and economics.

³⁹ During the 2018/2019 academic year, the University of Delaware charged a rate of \$1,000 for tuition differential during the phase-in process, which is included in the tuition and mandatory fees shown. This amount will increase to \$1,500/year for nursing and \$2,000/year for business and economics by the 2020/2021 academic year.

⁴⁰ "Differential Charge," University of Delaware, accessed May 2, 2019, <https://provost.udel.edu/differential-charge/>.

Proposed Tuition Differential for Towson University

who are completing dual majors (e.g., computer science and business administration) would be charged a maximum of \$3,000.

5.0 Use of Revenues

Additional revenues collected through tuition differentials would be distributed through two primary channels: expansion of financial aid (at least 18.2 percent) and academic excellence (up to 81.8 percent). Academic excellence would comprise the majority of additional revenue spending. This would include increasing faculty salaries to increase competitiveness with other universities and the private sector, and includes those teaching within the CBE, Department of Nursing, and Department of Computer and Information Sciences. Funds within this channel would also be utilized for hiring new and diverse faculty members to reduce class sizes and provide additional student support such as necessary infrastructure, equipment, and technology.

The University has committed to providing at least 18.2 percent of the generated revenue for expansion of financial aid. This percent represents the typical allocation for this type of student support.⁴¹ However, in a frequently cited 2013 study of tuition differential impacts, it was found that institutions' increases to financial aid from additional revenues were not sufficient to completely offset tuition differentials, and had a greater negative impact on women and minority students.⁴² With these findings in mind, TU is prepared to expand the percentage of revenue allocated to financial aid as necessary. The additional allocation to financial aid represents TU's strong commitment to ensuring education affordability, and a measure taken to prevent any adverse impacts on these groups due to implementation of the differential.

Based on a three-year phase-in schedule, revenues would increase on a more gradual basis. Figure 13 below shows the estimated increase in revenues anticipated over this phase-in period using average enrollment figures for juniors and seniors within each relevant cohort between 2016 and 2018. Please note that totals may not sum exactly due to rounding.

Figure 13: Additional Revenues from Tuition Differentials During Phase-in Period, Millions

College/ Department	Year 1 Revenues	Year 2 Revenues	Year 3 Revenues (Full Implementation)
College of Business and Economics	\$0.8 - \$1.0	\$1.7 - \$2.1	\$2.5 - \$3.1
Department of Nursing	\$0.3 - \$0.4	\$0.6 - \$0.8	\$0.9 - \$1.1
Department of Computer and Information Sciences	\$0.3 - \$0.4	\$0.7 - \$0.8	\$1.0 - \$1.3
Total	\$1.5 - \$1.8	\$2.9 - \$3.7	\$4.4 - \$5.5

Sources: TU, TU Office of Institutional Research

⁴¹ Information on financial aid allocation according to TU's Department of Administration and Finance.

⁴² Stange, "Differential Pricing in Undergraduate Education: Effects of Degree Production by Field," 30.

Proposed Tuition Differential for Towson University

As detailed above, revenues would increase from \$1.5 to \$1.8 million during the first year of implementation, subsequently growing to \$2.9 to \$3.7 million in the second year. In the third and first year of full tuition differential implementation, revenues are estimated between \$4.4 and \$5.5 million. These revenues would be expected to vary based on the end method for the collection of the differential – either by enrolled major or on a per-credit basis. Assuming no additional funds are required to expand financial aid, the annual \$4.4 to \$5.5 million in additional revenue funds would be distributed as follows:

- Academic Excellence – \$3.6 million to \$4.5 million; and
- Expand Financial Aid – \$0.8 million to \$1.0 million.

Allocation of these funds would ensure that TU faculty salaries are competitive with other university or private sector employment opportunities, programs are funded with all necessary resources to maintain maximum educational quality, and that low-income and minority students are not adversely impacted by tuition differentials.

6.0 Conclusion

The use of tuition differentials has become an increasingly prevalent mechanism for colleges and universities to combat rising instructional costs and unequal expenditures between majors. Tuition differentials enable institutions to reinvest the increased revenues into targeted programs, raising quality in a variety of ways. Greater funding allows for the provision of technology, infrastructure improvements, and equipment needed to more fully support students. Additionally, faculty issues are central to several of the most common reinvestment strategies, both in decreasing class sizes and attracting and retaining high-quality and diverse instructors.

While TU has continually provided students with a high-value education at a lower cost than many of its peer institutions, there are certain quality measures that could be improved. These areas include lowering class sizes of upper-level courses within target departments and increasing available funds for faculty salaries to be more competitive with peer institutions. Additionally, these revenues would help to ensure that lower-cost majors are not cross-subsidizing the expenses generated by higher-cost majors, and that the educational quality of these programs remains strong across TU. The additional revenues generated from the proposed tuition differentials would not only help to ensure academic excellence, but also safeguard against any negative impacts to low-income or minority students through significant expansion of financial aid.

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Chancellor's Search Guidelines

COMMITTEE: Committee on Organization and Compensation

DATE OF MEETING: June 12, 2019

SUMMARY: The Committee on Organization and Compensation will review the Guidelines for the Selection of the Chancellor and make any necessary changes.

ALTERNATIVE(S): The Committee could choose not to discuss the guidelines.

FISCAL IMPACT: Minimal fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee review the guidelines and make any necessary changes.

COMMITTEE ACTION:

DATE: June 12, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734 or 301-445-1906



GUIDELINES FOR THE SELECTION OF THE CHANCELLOR

(Adapted from the Guidelines for the Selection of University Presidents approved by the Board of Regents February 22, 2019)

Purpose

The purpose of these guidelines is to establish a general procedural framework for the search and selection of the University System of Maryland (“USM” or “System”) Chancellor.

Selection and Appointment of a Chancellor

The final selection and appointment of the USM Chancellor is, by law, the responsibility and prerogative of the Board of Regents (“BOR” or the “Board”). All other elements of the search process under these guidelines are designed to assist the Board in meeting that responsibility in a manner responsive to the leadership needs of the System.

To facilitate the recruitment of a high caliber candidate pool, the search for the USM Chancellor, as in the case of USM Presidents, will be conducted as a closed search, meaning the identity of candidates will not be publicly disclosed during the search process. At the same time, a closed search process should be inclusive and reflect input from key stakeholders, such as the university presidents, USM shared governance advisory councils, and System office staff, such that the selection of the Chancellor is a product of stakeholder engagement.

Chancellor Search Process

The Board Chair will launch the start of a chancellor’s search by meeting with system stakeholders to discuss the search and to invite nominations for members of the search committee. Thereafter, the Board Chair will appoint a search committee (see below for more information on the search committee composition and responsibilities), with Board approval. The Board Chair may chair the search committee or may identify another member of the Board of Regents to serve as chair of the search committee. The Board may, but is not required to, employ an executive search firm to assist with the process. Once the committee has been established, the Board Chair will give the search committee its charge.

The search committee will develop procedures that will govern the conduct of the search. It should, to the best of its ability, adhere to these guidelines.

The search committee and the executive search firm consultant(s), if applicable, will meet with various persons or groups with interest in the work of the USM—in groups and individually – to ascertain criteria and skills desired in a new chancellor. In consultation with and subject to the approval of the Board Chair, the executive search firm will develop a comprehensive leadership profile, which includes information about the system and, more importantly, includes a statement of professional qualifications and personal qualities sought in the individual to be selected as chancellor.

The search committee will conduct thorough search for qualified candidates, using the search firm (if applicable) and its own contacts and soliciting the assistance of appropriate individuals or organizations. Additionally, the committee will undertake recruitment efforts to include advertising in key national publications and other means to disseminate information about the availability of the position.

The search committee will review and discuss candidate submissions, and then select and interview a group of semi-finalist candidates. Typically, the semi-finalist group will be 6-10 candidates, and the interviews will be conducted as "airport interviews" over a period of two days. After these interviews and deliberation on the semi-finalists, the committee should identify two to four finalists from the semi-finalist pool for consideration by the Board of Regents.

Prior to the search committee's submission of the list of finalists to the Board Chair, the search firm should conduct background and reference checks on each finalist. If a search firm was not utilized in the search process, then the search committee shall employ a professional reference checker to ensure thorough, consistent, and fair use of sources of references on candidates, including checking references other than those submitted by the candidates.

The search committee should submit to the Board Chair the names of the finalists, unranked, together with all relevant information, and a written report of the Committee's assessment of the strengths and weaknesses of each finalist. Following receipt of the report of the search committee, the Board Chair will consult with the search committee chair along with the search firm consultant(s) or the professional reference checker (if separate from the search service) and conduct any further reference checks that may be appropriate.

The Office of the Chancellor will arrange for interviews of the finalists by the Board of Regents. Additionally, the search committee chair will personally brief the Board on the work and recommendations of the search committee.

Following the interviews of the final candidates, the Regents will either proceed to select the successful candidate or charge the committee to present other names.

Following the Regents' selection, the Board Chair, in consultation with the advice of the Office of the Attorney General, will negotiate the terms of appointment, compensation, and other details with the successful candidate. Formal appointment by the Board of Regents and public announcement of the appointment will follow.

Search Committee

The search committee will normally consist of 10 - 12 persons selected by the Board Chair, including the committee chair. In selecting the search committee, the Board Chair will seek to create a committee including persons with knowledge and experience in functions that are tied to essential areas of the job functions of the USM chancellor and representatives of the broader USM community. It is essential that the members of the Committee see themselves and function not as representatives of particular special interest groups, but as members of a team dedicated to a single objective: the identification and recommendation of the strongest possible candidates for the Chancellorship of the University System of Maryland.

The Board Chair will designate a USM liaison to the search committee. The function of the USM liaison is to provide to the committee a direct and immediate source of informed advice as its work proceeds. The USM liaison is not a voting member of the committee.

Search Committee Staff Support

The Chancellor, in consultation with the Board Chair, will arrange staff support for the search committee. In most cases, the primary staff support for the committee will come from the System Office and will assist in such matters as: providing advice and assistance to the chair of the search committee in handling committee documents and communications; providing assistance in preparing committee reports to the Board Chair; providing liaison between finalist candidates and the Board Chair in the final stages of the process; and maintaining the permanent records of the search.

Responsibilities of the Search Committee

The primary responsibilities of the search committee are three-fold:

- 1. To develop a broad and deep pool of strong candidates, through a national and proactive search using multiple methods to develop the candidate pool;**
- 2. To select from that pool, with care, deliberation, and thoroughness, a group of no fewer than two and no more than four finalist candidates to be recommended to the Regents, unranked.**
- 3. To adhere to a strict code of confidentiality.**

In meeting its primary responsibilities, the search committee will:

- Agree on a statement of professional qualifications and personal qualities sought in the individual to be selected as Chancellor, in consultation with and subject to the approval of the Board Chair.
- Review the evolving role of a higher education system head in today's environment and develop a set of criteria that recognizes and encourages both traditional academic candidates and non-traditional candidates.
- Ensure that the search is demonstrably conducted in a manner consistent with both the letter and the spirit of relevant equal opportunity and diversity policies and requirements.
- Screen candidates fairly and consistently, using evaluative criteria based on the professional qualifications and personal qualities sought.
- Maintain confidentiality during the entire process to protect the candidates, the integrity of the process, and the interests of the institution. Only the University System Office, at the direction of the Board Chair, should disclose information about the status of the search.

Duration of Searches

It is extremely important that a search be conducted expeditiously, in order to protect the candidate pool and the semi-finalist and finalist groups from erosion by competing searches, and to impress upon candidates the seriousness and professionalism with which the search is conducted. Every effort must be made to avoid the deleterious consequences that can accompany a lengthy search process. The Regents expect that a search for a chancellor should normally lead to the appointment of a chancellor within six months following the initiation of the process with the first meeting of the search committee.

It is recognized that the nature of the academic calendar or other circumstances may in some cases compel extending the search period.

Costs of the Search

Costs of a Chancellor's search will normally be borne by the USM office.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 21, 2019

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

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

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: June 21, 2019
Time: Approximately 11:00 a.m.
Location: AREL Lecture Hall, AREL Building, Horn Point, University of Maryland
Center for Environmental Science

STATUTORY AUTHORITY TO CLOSE A SESSION

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

- (1) To discuss:
 - [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - [X] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] To consider the investment of public funds.
- (6) [] To consider the marketing of public securities.
- (7) [] To consult with counsel to obtain legal advice on a legal matter.
- (8) [] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
 - (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) [] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) [] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
 - (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

- [] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with Presidents Goodwin and Thompson as part of their performance reviews;
2. Approval of USM Board of Regents Staff Awards recommendations;
3. Ratification of collective bargaining MOUs at UB and UMCP;
4. Real property acquisitions in Towson and the City of College Park;
5. The awarding of new contracts for food services;
6. The proposed FY 2021 Capital Budget submission and potential adjustments to the submission;
7. Annual review of USM Presidents;
8. Presidential compensation;
9. Annual review of USM Chancellor; and
10. Annual review of Chancellor's direct reports.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions regarding specific employees' performance evaluations (§3-305(b)(1));
2. To maintain confidentiality of discussions regarding individuals nominated for staff awards (§ 3-305(b)(1) and (2));
3. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality of discussions of potential property acquisitions prior to BOR approval (§3-305(b)(3));
5. To maintain confidentiality of discussions of proposed contracts prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
6. To maintain the confidentiality (pursuant to executive privilege) of proposed capital budget prior to Governor's submission to legislature (§3-305(b)(13)); and
7. To maintain confidentiality of discussions regarding employee compensation (§3-305(b)(1)).