



**BOARD OF REGENTS
Frostburg State University
ARMAH 133A
Lane Center
June 16, 2023**

AGENDA FOR PUBLIC SESSION **8:00 A.M.**

Call to Order Chair Gooden

Recognition of BOR Student Excellence Scholarship Recipients Chair Gooden

1. Academics, Scholarship, and Research: Mason Yang – UMCP Freshman/Sophomore
2. Academics, Scholarship, and Research: Isaac Omodia – UMES Junior/Senior
3. Academics, Scholarship, and Research: Madeline Alizadeh – UMB Graduate
4. Innovation and Creative Activity: Mark Andrew McMichael – UMGC Freshman/Sophomore
5. Innovation and Creative Activity: Sonny Tu – UMCP Junior/Senior
6. Innovation and Creative Activity: Kendra Welborn – TU Graduate
7. Leadership and Advocacy: Mary Natalie Alexander Samokhvalova – UMCP Freshman/Sophomore
8. Leadership and Advocacy: Megan Spicer – SU Junior/Senior
9. Leadership and Advocacy: Monerah Al-Dubayan – UMCP Graduate
10. Outreach and Engagement: Vainavi Gambhir – UMCP Freshman/Sophomore
11. Outreach and Engagement: Sasvi Kulasinghe – UMCP Junior/Senior
12. Outreach and Engagement: Margo Settles – UBalt Graduate

Welcome from Frostburg State University President Ron Nowaczyk

Educational Forum: *ChatGPT and AI* *Dr. Tim Finin*
Willard and Lillian Hackerman Chair in Engineering
UMBC

Chancellor's Report Chancellor Perman

- I. Report of Councils
- | | |
|--|------------------|
| a. Council of University System Staff | Dr. Patricio |
| b. Council of University System Presidents | President Breaux |
| c. University System of Maryland Student Council | Mr. Siddiqui |
| d. Council of University System Faculty | Dr. Brewer |

PUBLIC COMMENT

2. Consent Agenda

Chair Gooden

- a. Committee of the Whole
 - i. [Approval of meeting minutes from April 14, 2023 Public and Closed Sessions \(action\)](#)
- b. Committee on Advancement
 - i. [Approval of meeting minutes from May 10, 2023 Public and Closed Sessions \(action\)](#)
 - ii. [Approval of meeting minutes from June 1, 2023 Special Meeting, Public and Closed \(action\)](#)
- c. Committee on Audit
 - i. [Approval of meeting minutes from June 9, 2023 Public and Closed Sessions \(action\)](#)
- d. Committee on Economic Development and Technology Commercialization
 - i. [Approval of June 7, 2023 Meeting Minutes \(action\)](#)
- e. Committee on Education Policy and Student Life
 - i. [Approval of May 11, 2023 Meeting Minutes \(action\)](#)
 - ii. [Approval of June 5, 2023 Special Meeting Minutes \(action\)](#)
 - iii. [New Academic Program Proposals \(action\)](#)
 - 1. [Bowie State University: Doctor of Philosophy \(Ph.D.\) in Counselor Education and Supervision](#)
 - 2. [Coppin State University: Joint Master of Social Work/Doctor of Social Work \(MSW/DSW\)](#)
 - 3. [Towson University: Master of Arts in Communication and Advocacy](#)
 - 4. [University of Maryland Global Campus: Master of Science in Clinical Professional Counseling](#)
 - 5. [University of Maryland Baltimore County: Master of Science \(MS\) in Cybersecurity](#)
 - 6. [Towson University: Doctor of Philosophy \(Ph.D.\) in Sustainability and Environmental Change](#)
 - iv. [Diversity, Equity, and Inclusion: 2023 Cultural Diversity Reports – USM Summary \(action\)](#)
 - 1. [Bowie State University](#)
 - 2. [Coppin State University](#)
 - 3. [Frostburg State University](#)
 - 4. [Salisbury University](#)
 - 5. [Towson University](#)
 - 6. [University of Baltimore](#)
 - 7. [University of Maryland, Baltimore](#)
 - 8. [University of Maryland, Baltimore County](#)
 - 9. [University of Maryland, College Park](#)
 - 10. [University of Maryland Center for Environmental Science](#)
 - 11. [University of Maryland Eastern Shore](#)
 - 12. [University of Maryland Global Campus](#)

- v. Regional Higher Education Centers as Innovation Hubs (information)
 - vi. Update: PreK-20 Initiatives (information)
 - vii. New Programs 5-Year Enrollment Reviews, Fall 2018 – Fall 2022 (information)
 - viii. 2023-2024 EPSL Agenda Brainstorming (information)
- f. Committee on Finance
- i. Approval of meeting minutes from June 7, 2023, Public and Closed Sessions (action)
 - ii. FY 2024 System Funded Construction Program Request (action)
 - iii. University System of Maryland: Forty-Fifth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
 - iv. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
 - v. Frostburg State University: Facilities Master Plan 5-year Update (action)
 - vi. Bowie State University: Public-Private Partnership Student Housing (action)
 - vii. University of Maryland, College Park: Public-Private Partnership for Graduate Student Housing (action)
 - viii. UMCP University of Maryland, College Park: Project Authorization for the Basketball Performance Center (action)
 - ix. University of Maryland College Park on behalf of the University System of Maryland and Maryland Education Enterprise Consortium (MEEC): Contract Extension for Microsoft Software Reseller (action)
 - x. Proposed Amendment to USM Policy X-1.0 —USM Institutional Information Technology Policies, including Functional Compatibility with the State Information Technology Plan (action)
 - xi. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
 - xii. Adjustment to the Biennial Nonexempt Salary Structures for Fiscal Years 2024 and 2025 (action)
 - xiii. Establishment of an up to \$150M Quasi-endowment Fund to Provide Need-Based Student Financial Aid (action)
 - xiv. University of Maryland, College Park: Ratification of technical date modifications to the Voluntary Separation Program for Tenured Faculty in Select Academic Areas (action)
 - xv. Proposed FY 2024 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
- g. Committee on Governance and Compensation
- i. Approval of meeting minutes from June 7, 2023 Public and Closed Sessions (action)
- h. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
- i. Managing APR Issues in a Changing Environment - A Presentation by Dr. Sue Sherburne and Mr. Brady Rourke, University of Maryland, College Park (Information)

- ii. [Amendments to BOR V-2.10 University System of Maryland Policy on Intercollegiate Athletics \(Action\)](#)
- iii. [Mid-year Athletic Director Updates – Rotating – UMES, BSU \(Information\)](#)
- iv. [Title IX Intercollegiate Athletics Status \(Information\)](#)
- v. [Summary of Student-Athlete Admission, Graduation, and Academic Progress \(Information\)](#)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

- a. Committee on Finance Regent Attman
 - i. [University System of Maryland: FY 2024 Operating Budget \(action\)](#)

- b. Committee of the Whole Chair Gooden
 - i. [Legislative Session Update \(information\)](#)
 - ii. [Proposed Dates for 2024-2025 Full Board Meetings \(action\)](#)
 - iii. [Resolutions of Appreciation \(action\)](#)
 - 1. [Regent Gary Attman](#)
 - 2. [Regent Joe Bartenfelder](#)
 - 3. [Regent Mike Gill](#)
 - 4. [Regent Ed McDonald](#)
 - 5. [Regent Julie Oberg](#)
 - 6. [Student Regent Ayotola Oludayo](#)
 - iv. [2023-2024 BOR Committee Assignments \(information\)](#)

- 5. [Reconvene to Closed Session \(action\)](#) Chair Gooden

AI Generative Tools: Overview and Implications for Education

[Tim Finin](#)

UMBC

16 June 2023

Some material provided by Prof. [Frank Ferarro](#)

[link](#)

Another AI inflection point?



OpenAI's release of ChatGPT & DALL·E 2 demonstrated the potential of [Generative Artificial Intelligence](#)

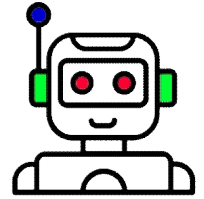
- [ChatGPT](#) converses with people to answer questions, generate text, write code, and more
- [DALL·E 2](#) creates realistic images and art from natural language descriptions



Other tech companies (e.g., Google, META, Apple) have now released similar systems and open-source ones are also available

This has caused many to see their **benefits** as well as their **shortcomings** and **risks**

My perspective based on 50 years in AI

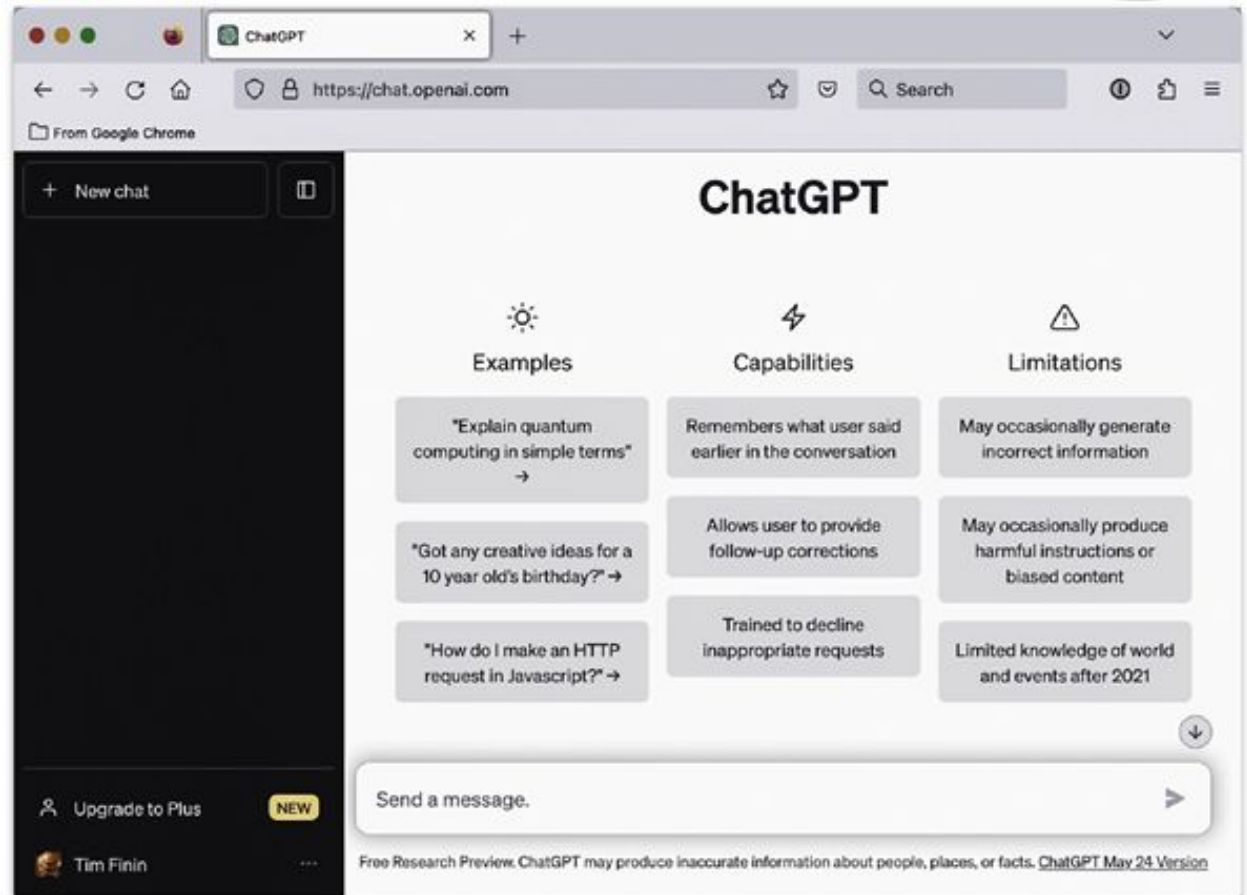


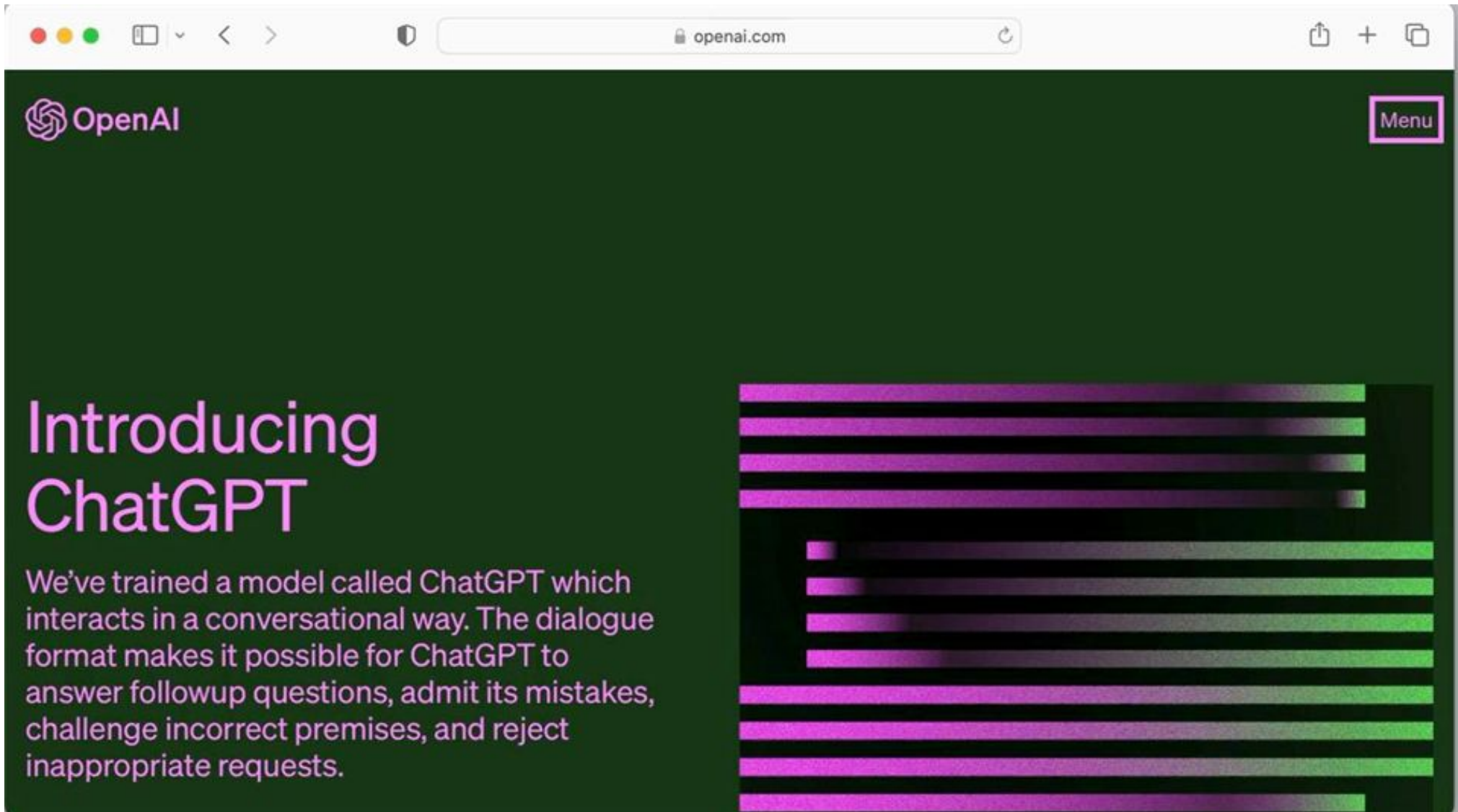
- We've not solved all of AI's problems nor found a way to develop what some call an [AGI](#) (Artificial General Intelligence)
- ChatGPT and similar systems, like Google's [Bard](#), show remarkable and useful capabilities that
 - Are being integrated into software systems like web browsers, editors, programming environments, spreadsheets, and more
 - Can and will be improved by adding current & future AI advances
- The **impact on society** will be like that of the **Web**, which was introduced about 30 years ago
- [Amara's law](#): “We tend to overestimate the effect of a technology in the short run and underestimate the effect in the long run”

Easy to try ChatGPT for free



- Create free account & login at <http://chat.openai.com/>
- Enter a **prompt** in form
- It can be a **question** (when was UMBC founded?) or **request** (Paraphrase text ...)
- Give feedback (👍 or 👎) & follow up with new prompts
- Chatbots use your past prompts & feedback as context when responding





What is ChatGPT?



- [Chat GPT](#) is a [chatbot](#) that people can have online conversations with
- Developed and released on Nov. 30, 2023 by [OpenAI](#), a startup with non-profit & for-profit subsidiaries
 - Microsoft partners with OpenAI on ChatGPT and other projects and is quickly adding it to many of its products
- ChatGPT stands for **G**enerative **P**re-trained **T**ransformer
- [Transformers](#) are neural-network based [Large Language Models](#) (LLMs) used for many language processing tasks

What is a Large Language Model (LLM)?



[Stochastic Parrot?](#)

- Given previous words $w_1 \dots w_{N-1}$ as context, predict next word
 $p(w_N = v \mid w_1 \dots w_{N-1})$, e.g., $p(w_N = \text{meowed} \mid \text{The, fluffy, cat})$
- [Language models](#) have been used for decades to support many applications, e.g., autocomplete, speech recognition, translation
- [LLMs](#) like OpenAI's [GPT-4](#) use **neural networks** trained on huge text corpora from the Web and books
- Some call them [stochastic parrots](#), who can generate words but do not understand what they say

What is a Transformer neural network?

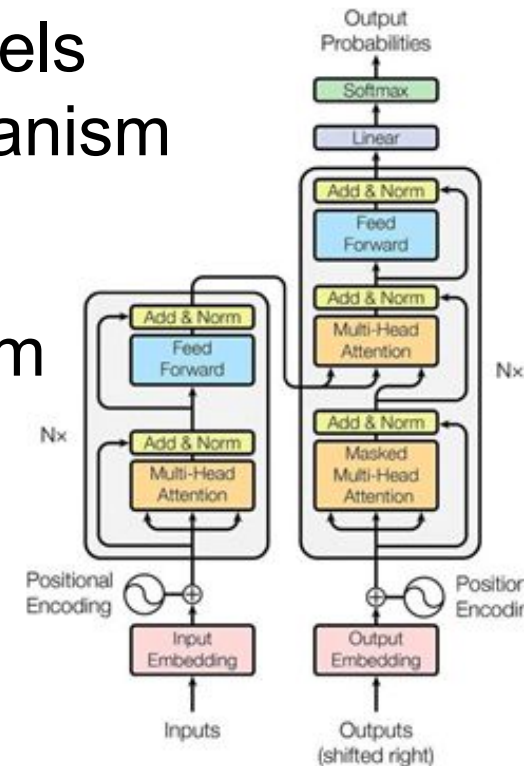
- Today's LLMs use [Transformers](#), neural models using word embeddings & an attention mechanism

Introduced by Google in [2017](#)

- The model & training corpora sizes make them **expensive to create**, in cost and energy

OpenAI's latest model (GPT-4) cost more than \$100M to train

- Pretrained LLMs are available for researchers, E.g., Meta's [LLaMA](#) and [Hugging Face](#) models

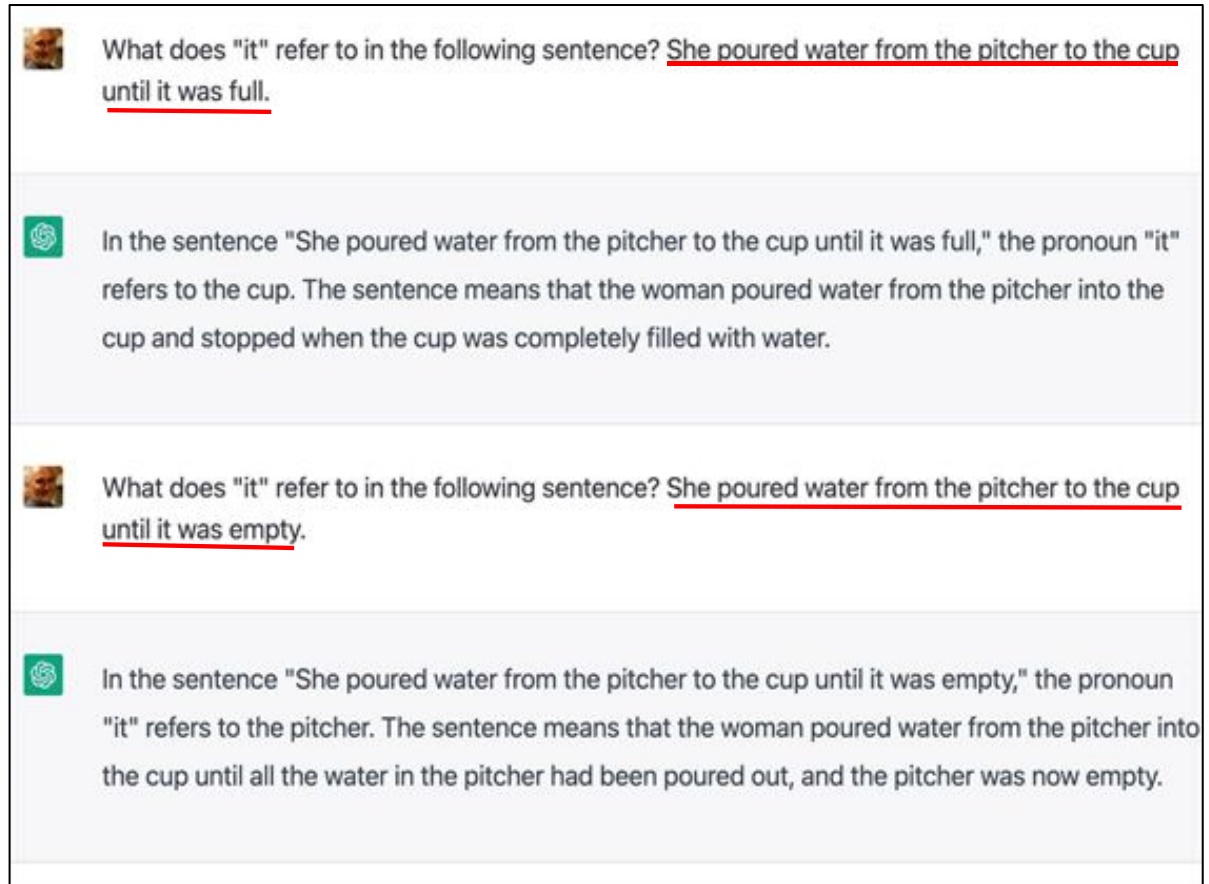


From [Attention Is All You Need](#)

Two AI techniques help LLMs understand text

Learned word embeddings let LLMs recognize words (e.g., jug and pitcher) that are semantically similar

Attention lets LLMs form relations between words (e.g., water, pitcher, pour, cup, full) in the text to resolve ambiguity, e.g., whether **it** refers to *pitcher* or *cup*



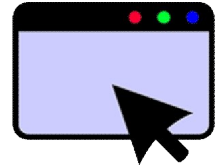
What does "it" refer to in the following sentence? She poured water from the pitcher to the cup until it was full.

In the sentence "She poured water from the pitcher to the cup until it was full," the pronoun "it" refers to the cup. The sentence means that the woman poured water from the pitcher into the cup and stopped when the cup was completely filled with water.

What does "it" refer to in the following sentence? She poured water from the pitcher to the cup until it was empty.

In the sentence "She poured water from the pitcher to the cup until it was empty," the pronoun "it" refers to the pitcher. The sentence means that the woman poured water from the pitcher into the cup until all the water in the pitcher had been poured out, and the pitcher was now empty.

Ok, I have a LLM, now what?

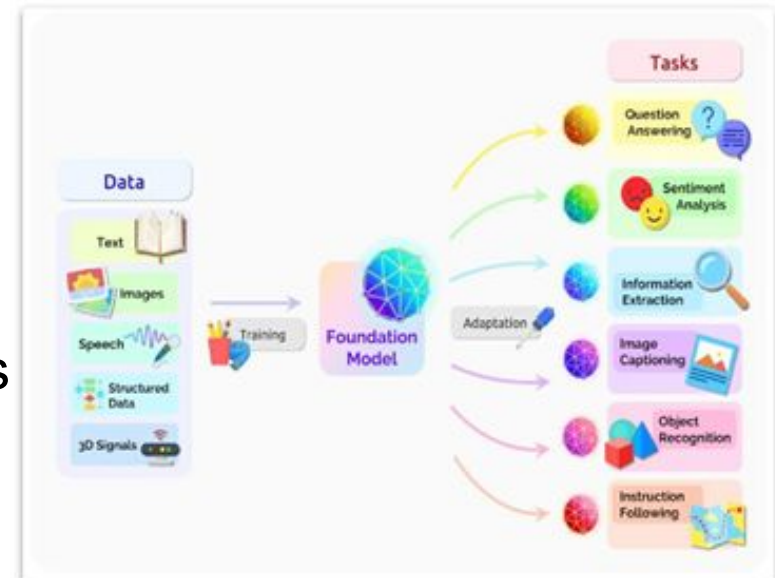


- LLMs are called foundation models since they are the basis for building or supporting **multiple AI applications**

E.g., language translation, sentiment detection, summary generation, question answering, coding assistants, and more

- We fine-tune models for applications

- Extending the neural network with layers for the application type, e.g., summarization
- Using supervised learning to train result with collections of sample inputs & desired outputs
- And then using reinforcement learning from human feedback to improve the application



Example: AI class exam

- I asked ChatGPT the questions from the final exam for my undergrad Spring AI class
- It did surprisingly well, placing in the top 25% of the students
- Most errors tended to involve solving problems requiring logical or mathematical reasoning
- It answered the questions on the right correctly and also gave good explanations for each

We collected salary data via a survey from 300 employees from two high-tech companies, Amazing and Google. This table shows the data. When asked for a probability in the questions, you can give your answer as a fraction (e.g., $1/3$) or a probability rounded to two decimal places (e.g., 0.33).

Salary	Amazing	Google	Total
< \$100k	36	24	60
\$100k - \$200k	109	56	165
> \$200k	35	40	75
Total	180	120	300

Here are the questions:

- 1 What's the probability that a person works at Google?
- 2 What's the probability that a person works at Amazing?
- 3 What's the probability that a person's salary is >\$200k and they work at Google?
- 4 What's the probability that a person's salary is >\$200k given that they work at Google?
- 5 What's the probability that a person works at Google given that their salary is >\$200k?
- 6 Given the data from the previous questions, are the variables for a person's salary and employer independent or dependent?

Example: cybersecurity

- The text on the right is from a test to evaluate the effectiveness of an undergraduate cybersecurity program
- We entered it verbatim into ChatGPT & got the right answer (below) and gave a good explanation

Response:

In this context, the most significant security limitation would be:

B. The device lacks a display to show Alice the details of the transaction being authorized.

This is a major vulnerability because it means that Alice has no way to confirm what transaction she is authorizing with her physical device. If a malicious actor has compromised her computer and alters the transaction details (e.g., the amount or the recipient of the transfer), Alice would unknowingly authorize the incorrect transaction. The device's inability to show transaction details before authorization means that it can't provide "What You See Is What You Sign (WYSIWYS)" functionality, a critical feature for secure transaction authentication.

Other options listed also pose security risks, but they are not as significant as this one in this context.

Prompt:

Scenario. To guard against potential man-in-the-middle attacks on a customer's home computer, a bank requires all remote (i.e., not at the physical bank) transactions to be authenticated by a trusted physically-secure physical device issued by the bank. The device has no clock. The bank verifies a transaction by requesting that the customer transmit the proposed transaction together with a signed token output from the device. Each token includes a unique sequence number. To output the token, the customer inserts the device into their home computer and pushes a physical button on the device. The device cryptographically signs the token using a unique secret key physically secured on the device, and outputs the signed token. The bank requires each customer to maintain possession of their device.

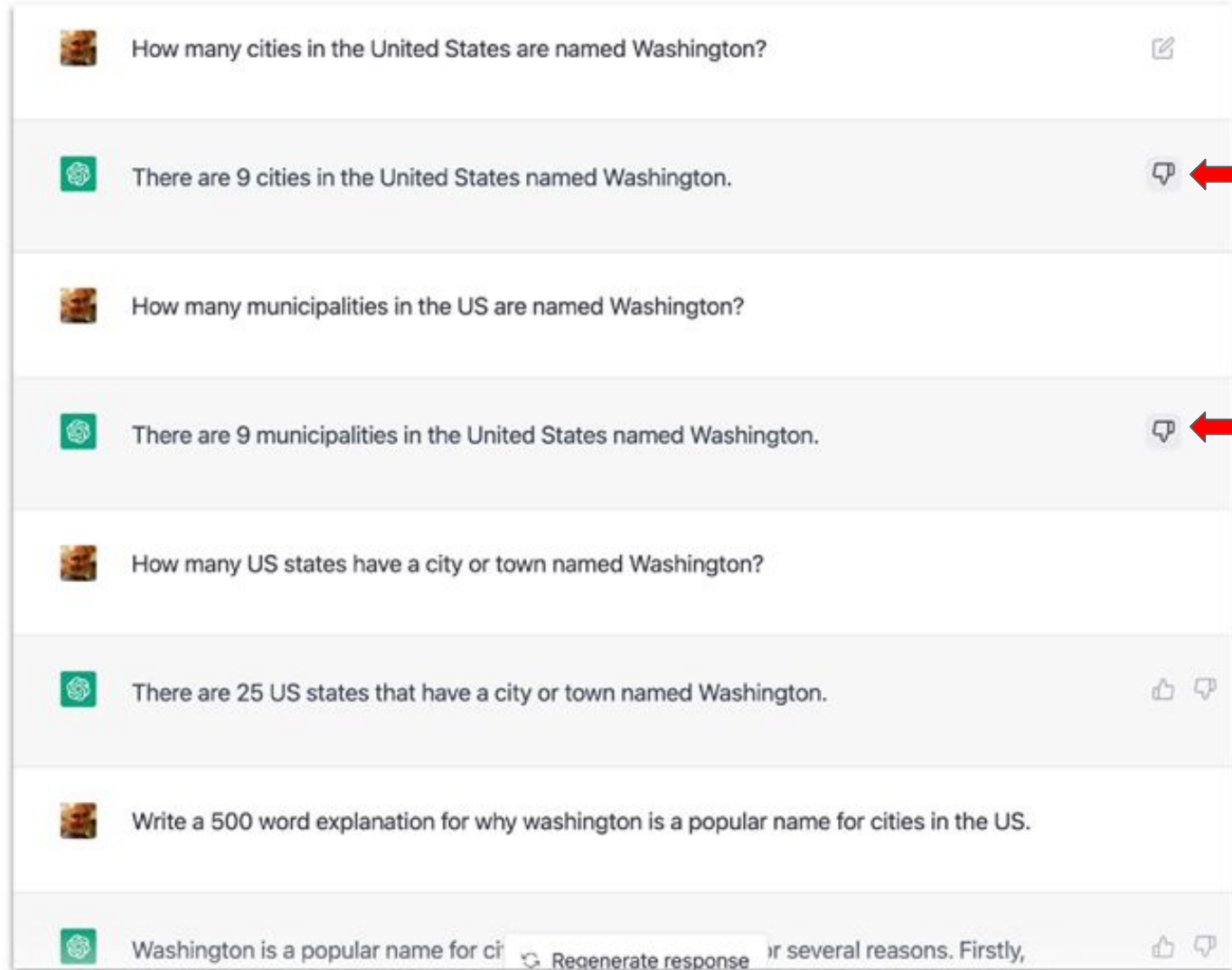
Alice logs into the bank's website and fills out a form to transfer \$2000 from Account 1 to Account 2. When prompted, she pushes the button on her device to authorize the transaction.

Question. Choose the most significant security limitation of the device in this context: The device...

- A. cannot produce a timestamp.
- B. lacks a display to show Alice the details of the transaction being authorized.
- C. cannot verify who pushed the button.
- D. communicates with Alice's home computer through an unencrypted channel.
- E. signs the token with its own secret key, not with Alice's secret key.

A ChatGPT error

- Example shows it can be wrong! Only 9 cities named Washington, but 25 states have one?
- Demonstrates a lack of common sense
- The short explanation was quite good, tho!
- Example fixed now in both GPT-3.5 & GPT-4



Problems with ChatGPT & similar systems



1. LLMs are unable to cite sources for confirmation
2. They can “[hallucinate](#)” some facts
 - Q:** When did Leonardo da Vinci paint the Mona Lisa?
 - A:** Leonardo da Vinci painted the Mona Lisa in 1815.
3. They lack [common sense reasoning](#)
 - 25 US states have a town named Washington, but there are also only 9 US towns named Washington
4. They have poor mathematical and logical reasoning
5. Can learn social bias & misinformation from training data
6. [Prompt engineering](#) can encourage inappropriate responses

This is a **partial** list of frequent problems and errors!



Beyond ChatGPT

- ChatGPT part of an evolution of computer assistive technology
Information retrieval ► computers ► web search ► web search + answers
► writing help ([Grammarly](#)) ► programming help ([GitHub Copilot](#)) ► ...
- LLM size [increased 10x](#) each year since 2018
- AI researchers are working to identify & address shortcomings
E.g., add common sense reasoning, structured knowledge, problem solving,
more logic and math, multilingual support, ...
- Expect new AI tools embedded in many popular software systems
we and our students use

Policies for use in education?



- We need policies for use of these systems in our classes
 - They offer new tools for students to learn, but can be misused
 - Minimal policy: say if & how such systems have been used
- There are apps to detect text written by automated systems
 - OpenAI has a [ChatGPT detector](#) and others are available, but their accuracy is and will be an issue
- Current AI systems can also write code, database queries, and spreadsheets and generate images and audio



The USM and AI

- USM has strong, broad and highly regarded **AI-related faculty and resources** across our campuses
- Its faculty, staff & students using or studying AI are in **many academic areas**: STEM, business, medicine, social sciences, humanities, education, art
- USM can lead in ways industry cannot; its diverse programs allow both **interdisciplinary and transdisciplinary** work
- Demand for **advanced training & degree programs** may increase as AI systems begin to automate more lower-level tasks
- Many **educational issues**: educating faculty, staff & students about AI; new policies for testing and homework; reduced personal/social interaction; teacher displacement, and more



Conclusion

- ChatGPT is part of a **new generation** of AI powered tools that we and our students will use
 - We should **experiment with them** to better understand their capabilities w.r.t. our discipline and educational goals
 - Our students will use them to help with homework and assignments
- We will need to understand how such AI systems can be used to **help our students learn**
- We must **address potential problems** as they arise
“If you can't predict whether a technology is going to be beneficial or not, build it so it is” – [Yann LeCune](#), 2023



Report to the USM Board of Regents

Chancellor Jay A. Perman

Frostburg State University | June 16, 2023

Thank you, Madame Chair, and let me congratulate you on your award this week from the American Heart Association. Chair Gooden received the AHA's 2023 G. Morgan Stark Memorial Award. Let me tell you how big a deal this is: The award is given annually to only *one* AHA national volunteer. Chair Gooden was honored for her work to improve the association's technology and risk management platforms. Linda, thank you for modeling service. Congratulations.

I join Chair Gooden in praising our Student Scholarship winners. It was a lovely ceremony, and a terrific networking event. Arsalan, again, thank you for ensuring that our extraordinary students get some well-deserved recognition.

Let me also thank our hosts this morning, Frostburg State and President Nowaczyk. For most of us, it's a long drive to get here, but the payoff is just incredible. Thank you for having us.

I add my thanks to all of our departing regents. And to Regent Oludayo, my congratulations on your graduation from Bowie State. To Vice Chair Gary Attman—leaving the board after 14 years and three chancellors—I'm so grateful that I personally got to serve this great System with you. Your leadership will be missed.

LEADERSHIP TRANSITIONS

As Chair Gooden mentioned, June serves as a year-in-review, and *this* year was marked by several leadership transitions.

In April, we were thrilled to formally install Dr. Sheares Ashby as UMBC president. And then, just one week later, we inaugurated Dr. Lepre at Salisbury University. The days were perfect—truly—and the joy and optimism of those ceremonies will stay with me for a very long time.

Towson University will soon have a new president. We're preparing for an announcement this summer. I thank the search committee and its chair, Regent Fish, for their hard work. Without doubt, this is a sought-after job. The candidates are accomplished higher ed leaders from across

the country, which speaks to Towson's prominence. I thank Dr. Perreault for sustaining TU's excellence and momentum as the search is conducted.

This spring, Dr. Jacob Ashby was named the new executive director of the USM at Hagerstown. And I was thrilled to see Dr. Ashby profiled in *The Herald-Mail* last month, sharing his vision for positioning USMH as *the* driver of social mobility in Washington County. Dr. Ashby, we're here to support you in that mission.

We're also in the midst of a transition at UMCES. I'm grateful that Dr. Goodwin will continue as president until his retirement on Sept. 25, and delighted that Dr. Bill Dennison, vice president for science application and professor of marine science, has agreed to take over as interim leader.

I've shared many times my ambitions that the USM become the country's premier institution for environmental science and policy; that we drive the national conversation on climate solutions and provide essential expertise. And so I'm honored to be invited to serve on the Aspen Institute's Higher Ed Climate Action Task Force to accelerate what U.S. universities are doing to solve our climate crisis. I look forward to updating you on our work.

UNIVERSITY EXCELLENCE

Let me turn now to the excellence of our institutions, recounting *recent* good news, but also some of our universities' biggest achievements over the past 12 months.

I begin with our host today. I've talked a lot recently about Frostburg's leadership as an anchor institution in Western Maryland, convening partners in pursuit of common economic goals—regional goals—and working collaboratively with those partners on strategies that advance inclusive prosperity and social connection.

If you consider Frostburg's efforts this year, you see that this "anchor ethos" suffuses everything it does: Partnering with the Maryland Energy Administration on a clean-energy microgrid to benefit the campus and the community. Working with local two-year colleges to develop a renewable energy training certificate. Winning federal grants to diversify the teacher workforce in Western Maryland and increase the number of culturally responsive special educators. Partnering with Garrett County Public Schools in the Bobcat Academy, a dual-enrollment program allowing high school seniors to earn college credits. Ron, thank you for showing what an anchor institution can do in—and for—our rural communities.

Coppin State University knows something about serving as an anchor. Late last year, Coppin's Pathways to Professions program—designed to close the teacher shortage and boost student success in Maryland's high-need urban and rural schools—won two federal grants totaling \$8

million. Add to that \$4 million from the Department of Commerce to help close the digital divide in West Baltimore.

This spring, a \$2 million grant from Truist—the largest corporate gift in Coppin’s history—established the Truist Hub for Black Economic Mobility at the university’s Eagle Achievement Center. None of this good work was lost on Gov. Moore, who delivered his very *first* commencement address as Maryland’s leader to the Coppin State Class of 2023. Anthony, congratulations.

At UMBC, the research enterprise keeps growing. The university won two huge NSF grants: \$13 million to lead a climate-focused data science institute, and \$10 million to grow the number of postdocs of color in the STEM disciplines. With the winter came a \$1.2 million Department of Defense grant to enhance cyber training and then a five-year, \$13.7 million NIH grant—a partnership with the University of Maryland, Baltimore—to better recruit biomedical faculty from underrepresented groups.

Earlier this month—with initial funding of \$2 million from the DOD—UMBC launched the Center for Navigation, Timing, and Frequency Research, using photonic technology to develop clocks and communication protocols that are invulnerable to disruptions or sabotage, as GPS satellites are. Congratulations, Valerie.

Towson University is “walking the walk” of equity and inclusion. For the third year in a row, Towson was awarded a national Higher Education Excellence in Diversity award—not only for success in diversifying its student body and closing race-based achievement gaps, but for its relentless efforts to *sustain* a campuswide focus on DEI.

The university joined the American Talent Initiative to substantially expand access and opportunity for low- and moderate-income students. And two months later, Bloomberg Philanthropies recognized TU among 28 universities nationwide for its success in enrolling Pell-eligible students. And just this month, Towson was named to the First Scholars Network for its commitment to improving experiences and outcomes for first-gen college students. Well done, Melanie.

Last fall, UMES was one of six universities—and the first-ever HBCU—to win a Howard Hughes Medical Institute STEM education grant. The grant challenges research universities to create cultural change that prepares all undergraduates to excel in STEM. UMES is using the \$2.5 million grant to develop an immersive living-learning community for STEM students.

The university continues building out its signature aviation sciences program, developing an FAA-certified curriculum in aviation maintenance.

And what a special celebration it was last month as we dedicated UMES's Pharmacy and Health Sciences Complex, consolidating the university's nine health sciences programs—the most at any HBCU—into one state-of-the-art facility. Heidi, I thank you for your commitment to closing gaps in rural health care and serving your Lower Shore neighbors.

The University of Maryland Global Campus expands its “access imperative”—here in the U.S. and overseas. The university signed articulation agreements with community colleges in Delaware, Pennsylvania, Virginia, Illinois, Iowa, and Colorado.

Meanwhile, it's been awarded a new five-year contract by the DOD to educate our troops across Europe. Next year, UMGC celebrates 75 years of teaching American servicemembers on the continent. The European education services contract completes a trifecta of sorts, joining contracts for Asia and for the Middle East and Africa.

We often tout UMGC's global presence, but this is equally important: UMGC now has 100,000 alumni living and working in Maryland. UMGC may have “global” in its name, but we'd do well to remember its very *local* impact. Thank you, Greg.

Salisbury University continued its Fulbright dominance this year, named the nation's No. 1 producer of Fulbright Students among U.S. master's universities. It backed up that milestone with another: a record 12 students named Fulbright semifinalists for this coming round of grants. Half of SU's applicants made the semifinalist cut, and the group is the most diverse in SU history—boasting Pell grant students, first-gen and transfer students, students from many different racial and ethnic groups, and from the LGBTQ community.

If Salisbury's students are scholars in the classroom, they're warriors on the field. In April, SU Cheerleading brought home its first national championship. In May, Men's Lacrosse won the DIII national championship, the 13th in program history—a win that brought them to the White House this week to be honored by Vice President Harris. And then in June, Salisbury Softball was the DIII runner-up in the national championship game. What a run, Lyn. Congratulations.

UMB has won several gifts and grants promising to transform biomedical research and health care: A \$46 million DARPA-funded project to develop a bio-synthetic, shelf-stable artificial blood. A \$7 million gift from Bill and Joanne Conway to create *another* 218 full-ride Conway Scholarships for nursing students. A \$10 million gift from the Kahlert Foundation to support the School of Medicine's new multidisciplinary institute for addiction treatment and prevention. An \$18 million gift from Lawrence Hayman to strengthen health care pipeline programs on the Eastern Shore and expand clinical rotations and residencies there.

And proving its anchor institution *bona fides*, UMB launched the Center for Violence Prevention, a multidisciplinary initiative aimed at reducing violence in the city, and broke ground on its

newest BioPark building, 4MLK—the first phase of a \$320 million project planned in West Baltimore. Congratulations, Bruce.

UMCES's environmental leadership was underscored with a series of major grants: \$7.5 million from NOAA establishing a technology incubator to control harmful algal blooms; \$2 million from the U.S. Energy Department to explore how microalgae can reduce CO₂ emissions from power plants; with the University of Arizona, \$5 million from the USDA to examine effective farming practices in a rapidly drying climate.

And earlier this month, UMCES released its annual Chesapeake Bay and Watershed Report Card, including for the first time an integrated environmental justice index measuring community vulnerability to environmental impacts. This report card is a vital resource for Maryland policymakers, and I thank Peter and his team for giving us this tool to assess Bay health.

The University of Baltimore is known for producing the graduates who advance, protect, and serve our democracy. Last fall, UBalt collected three national honors for its voter engagement efforts—recognized by *Washington Monthly*, by the All In Campus Democracy Challenge, and in the National Study of Learning, Voting, and Engagement. The university's Schaefer Center for Public Policy deepened its commitment to swelling our corps of public servants—with targeted internships, a new public service minor, and a non-degree certificate.

Last month, UBalt unveiled a \$158 million redevelopment project that promises to transform the campus and the community. And in a commencement season filled with deeply affecting stories, I have to mention Kelly Gilliss and Kenneth Bond, who graduated from UBalt's Second Chance College Program for incarcerated students, and earned their degrees. A wonderful moment for an important program. Thank you to Sally Reed-Aro, who's here representing President Schmoke.

The USM at Southern Maryland celebrated a year marked by outreach designed to grow the region's college-going population. Local high school students are welcomed to the SMART building for summer programming, the local chapter of the National Society of Black Engineers holds monthly STEM events on campus, and throughout the year, students from the College of Southern Maryland are invited to explore pathways to a four-year degree.

And this spring, Bowie State showed off its degree programs at USMSM—programs in criminal justice, computer science, nursing, and human resources—bringing the BSU campus a lot closer to the Southern Maryland students looking for the Bulldog experience. Thank you to Jean Combs, representing Dr. Abel, and to you, too, Aminta.

“Partnership” is how I'd describe the year that Bowie State just had. BSU is among several HBCUs working with IBM to stand up Cybersecurity Leadership Centers. It's sharing \$2 million from the Blackstone Charitable Foundation to expand student entrepreneurship. It's part of a

DOD-funded consortium led by Howard University focused on tactical autonomy. The \$90 million University Affiliated Research Center is the *only* one associated with the country's HBCUs. And the university just celebrated its first-ever NSF CAREER award. Chemistry Professor Jaqueline Smith's \$800,000 grant will support her breast cancer research.

And BSU's novel tech intern pipeline, featured in the *New York Times*, has drawn the attention of the country's Fortune 100s. Now they're banging down BSU's door, looking to link up with the university. That's how you do it, Aminta. Thank you.

All eyes at College Park are on solving the grand challenges of our age. This spring, the university distributed \$30 million in grants across campus to address existential threats like food insecurity, urban inequality, and climate change.

College Park is leading a consortium of DC universities in the 120 Initiative, using our evidence base to tackle the country's gun violence epidemic. The university's Terrapin Commitment is dedicating \$20 million in annual aid to Maryland students in financial need. And that fidelity to access continues with College Park's efforts to help students from small towns and rural communities get into—and through—college.

And just last month, College Park announced the expansion of its Do Good Institute, laying in more courses, more faculty and staff, more philanthropy-focused research, and more support for students with ideas and ventures that create social impact. Thank you, Darryll, for your leadership.

The Universities at Shady Grove won a huge endorsement of its work this year, when Google contributed \$500,000 to USG's efforts to build targeted degree pathways for students and strong career opportunities. USG celebrated one of those pathways last month, hosting a ceremony to recognize the 200+ students dually enrolled at a local high school *and* at Montgomery College. And to seal the deal, USG launched the JumpStart Scholarship—\$500 to all undergrads starting this fall in any USG program. Well done, Anne.

THE FUTURE OF AFFIRMATIVE ACTION

Before I cede the podium, I want to touch on an issue that's been front of mind for all of us. This month, we expect a decision from the Supreme Court on affirmative action—whether the court will uphold or reject 45 years of precedent affirming the constitutionality of race-conscious admissions. And, moreover, whether it will uphold or reject student diversity as a compelling state interest.

Of course, *we* believe that diversity is a compelling interest, given persuasive evidence that diverse learning environments provide educational benefits that better prepare students for work, for life, and for leadership. It's the very purpose of higher education.

Certainly, diversity is a compelling interest to the USM, whose mission is “to educate and serve the people of Maryland, to advance equity, justice, and opportunity, and to produce the research and scholarship that improve lives.” The court’s decision doesn’t change this mission.

And whatever the landscape drawn by the court’s ruling, Maryland has an advantage. We are among the nation’s most racially and ethnically diverse states, and so the first part of our mission—to educate and serve the people of Maryland—means we *must* reflect the state’s population. Our universities can and will do this within the bounds of federal law.

But educating Maryland’s people means more than a yes/no decision on a candidate’s application. It means advancing college access and affordability—giving every learner who wants a USM education the ability to enroll here. And it means giving these same learners, across all backgrounds and experiences, the individualized academic, financial, and social supports that help them complete their degree.

These efforts are central to our strategic plan. I’m privileged to have been invited to serve on the Carnegie Postsecondary Commission, whose work is to innovate how the U.S. propels more underrepresented, low-income, and first-generation students to—and through—college and into fulfilling careers. Because we will not keep this country strong by leaving talent out.

Our universities have been preparing for this court ruling for some time, and are examining their admissions policies and practices to determine whether any need to be adjusted.

Nevertheless, we are Maryland’s *public* system of higher education. We serve the people of Maryland—all of them. And the Supreme Court’s coming decision will not stymie our ability to do just that.

Madame Chair, this concludes my report. Thank you.

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Board of Regents Meeting Report
June 16, 2023

With only two meetings left for the 2022-2023 CUSS cycle, I have a variety of updates to share with you at our last official meeting of the year.

First, I am pleased to present for your review the Board of Regents Staff Awards nominees for the 2022-2023 cycle. We received 36 packets in total: 31 exempt and five non-exempt. 10 of the 12 USM campuses sent in nominations for exempt staff (FSU, SU, TU, UB, UMB, UMBC, UMES, UMGC, UMCP, and UMCES). UMCP and SU were the only campuses to submit non-exempt packet nominations. Our review committee has identified nine extraordinary staff who we would like to submit for your review. Please see the attached document for the final nominees and a brief summary of their recommendation.

Second, we have taken a vote and agree to conduct 50% of our 2023-2024 meetings in person. Not only did many on our committee find that they missed the connection and productive feeling of working with fellow CUSS members in person, many of us who were around pre-COVID miss visiting all of our wonderful USM campuses! With that in mind, here is the CUSS schedule for the 2023-2024 cycle (off rotation: UMGC & BSU. Meetings are virtual unless otherwise noted).

- August: CSU (in person) - 8/15/23
- September: UMCP - 9/12/23
- October: FSU (in person) - 10/10/23
- November (Joint Councils): UMBC (in person) - Tentative 11/15/23
- December (USM Office): USMO - 12/12/23
- January: UB - 1/16/24
- February (Advocacy Day): Annapolis (in person) - TBD (Weds. 2/14/24?)
- March: UMB - 3/12/24
- April: TU (in person) - 4/9/24
- May: UMCES - 5/14/24
- June: SU (in person) - 6/18/24
- July: UMES - 7/16/24

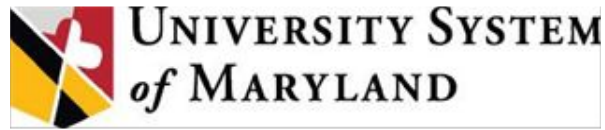
We look forward to visiting CSU, FSU, UMBC, TU, and SU in the coming year. We hope campuses will return to supporting staff who are traveling to our meetings with the resources necessary to make their attendance possible.

Finally, our 2023-2024 CUSS cycle will begin in August. With that in mind, we have collected nominations for our executive committee for the coming year. We will elect the Chair, Vice Chair, and Secretary positions at the June meeting and in the August/September meetings we will elect our members at large.

Thank you for a great year. It has been a privilege and an honor to work with you all and get to know your campuses better. As always, should you have any questions, please don't hesitate to reach out to me directly.

Most Sincerely,

Kalia R. Patricio, Ph.D.
CUSS Chair



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
June 16, 2023

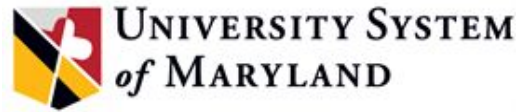
CUSP met twice since the last Board meeting – May 1st and June 5th.

The May 1st meeting was held in person and as has been the case with all of our in person meetings this year, the agenda was packed. Associate Vice Chancellor Skolnik started the meeting off with the Compensation & Classification Committee report on the adjustment to the nonexempt pay structure.

Senior Vice Chancellor Herbst then gave updates on the operating and capital budget requests with input from Ms. Auburger and Mr. Beck, respectively. Chancellor Perman and Senior Vice Chancellor Wrynn led a discussion about graduate student collective bargaining and Chancellor Perman provided a reminder about notification of investigations. President Schmoke led a discussion about the handling of active shooter incidents on campus. President Jarrell and Vice Chancellor Hogan closed out the meeting with an update on the Maryland Department of Health Secretary’s focus on mental health.

The June 5th meeting, held virtually, included two presentations. Drs. Shirley Collado, President and CEO, and Rosanna Ferro, Chief of Education, from CollegeTrack presented on “Building a Bold Partnership to Democratize Potential” and the possible role of the USM in that initiative.

Vice Chancellor McDonough and representatives from BVK also presented an update on the USM branding initiative and led a robust discussion on the topic. Associate Vice Chancellor Skolnik ended the meeting with a proposed amendment to V.2.10 – University System of Maryland Policy on Intercollegiate Athletics.



USM Student Council Report for the USM Board of Regents

Date: June 16th, 2023

Meeting: June 2023 Full Board of Regents Meeting

Organization: University System of Maryland Student Council

Representation: Arsalan Siddiqui, President of the University System of Maryland Student Council

Good Morning Chair Gooden, Chancellor, Perman, Board of Regents, and Esteemed Colleagues,

USMSC General Meeting

Since our last Board of Regents meeting, we held our USMSC General Meeting at Towson University, so once again to Towson University for hosting us. And we were happy to welcome Chancellor Perman to our meeting as well, where he had an opportunity to talk to some of the representatives and student leaders from across the system.

USMSC Elections

In our May General Meeting, the USMSC held its election for the executive council. Next year, as President of the USMSC, we will have Vainavi Gahmbir who is currently an undergraduate student at the University of Maryland. I will continue to serve as the Vice President of Graduate Affairs, and Clifton Crosby Jr. will serve as the Vice President of Undergraduate Affairs who is currently an undergraduate student at Towson University.

Chancellor's Chat

In April, I had the opportunity to join the Chancellor on his chancellor's chat with graduating undergraduate and graduate students. It was wonderful to see many of our students, backed with a high-quality education, step into the real world. One thoughtful point of discussion that we had was how we on a university level can help provide mentorship and guidance, both on a professional and personal level. In some, if not most cases, a lot of students only met with their advisor for less than five minutes at times in order to register for classes.

Scholarship Ceremony and Brunch at Hidden Waters

In May, the Board of Regents held a Scholarship Ceremony and Brunch for the Student Awardees at Hidden Waters. They were joined by their parents and mentors as well as the president of their respective institution. During the ceremony, each of the students was awarded a stole that read “Board of Regents Excellence Scholar” which they could wear to their graduation. They will also be awarded a \$2000 award which they can use to help finance their education.

Respectfully submitted,



Arsalan Siddiqui

President of the University System of Maryland Student Council (USMSC)





COUNCIL of UNIVERSITY SYSTEM FACULTY

Board of Regents Report June 9, 2023 (for June 16 meeting)

The Council of University System Faculty has had two general meetings since my last report, on April 21 and May 16. The executive committee also met on April 10 and May 1. We also had a meeting with the shared governance leaders of all campuses on April 27.

Executive Committee

The executive committee recommended speakers for our general body meetings and briefly discussed drafts of the end of year report and shared governance survey report. More details are below, in the end-of-year report.

General Body Meetings

At our meeting on April 21, we had elections for the executive committee for next year. Heather Haverback (Towson), now CUSF Vice Chair, will be CUSF Chair next year. Tom Abrams (UMB) will be CUSF Vice Chair. Lore Naylor (UB) will be Secretary. Atma Sahu (Coppin State) and Nagaraj Neerchal (UMBC) will be members of the executive committee at large. Holly Brewer will be past-chair.

Committee progress

Some of the main events of the committees were with respect to two Town Halls organized by the Faculty Concerns Committee and the Educational Policy Committee, respectively. The Faculty Concerns Committee created a white paper with recommendations for USM on Mental Health issues. The new research Committee met with Michel Masucci, Associate Vice Chancellor for Research and Innovation and has set up an agenda for next year.

At our final meeting of the year on May 16, the chair shared the shared governance reports. We also had updates on transfer credits and on an internal survey conducted by the rules committee on the venue for meetings next year and other technical questions. More on all of these issues is below in the end of year report.

End of year report for CUSF 2022-2023

These are issues that were considered by the executive committee this year. They were initially raised either in executive committee, by committee chairs, by individual CUSF members, by outside faculty who wrote to the chair or others, or originated as a result of concerns raised in USM committees.

1) SHARED GOVERNANCE evaluation and suggested improvements:

Goal: to identify problems and develop strategies for increasing shared governance in many areas.

Concern Met? Yes. See **Appendix A**.

Working with Heather Haverback, CUSF vice chair, Holly Brewer, CUSF chair, developed a two part survey. The first was based on the traditional survey of the chair of each faculty senate. The second was a broader survey that tried to reach beyond the leader or leader of shared governance at each university. The first survey had 35 respondents among the leaders of the shared governance. The general survey had 1395 participants. From these Holly Brewer (with help from survey professionals) created informetric graphs as well as a few observations and general recommendations that were shared with CUSF and with the Chancellor and his staff.

Results for each campus will shortly be sent to each president and chairs of faculty senates so that they can use them productively next year to argue for better shared governance in the areas that need it. Ideally, working with the presidents' council, we can model best practices at the universities and in the areas where those work most effectively, and share them with other universities and in other areas where shared governance works less well.

Recommendations include:

- Identify the units and universities where shared governance is working well versus not as well.
- Finding ways for more faculty to have more meaningful input
- Figuring out where faculty should have input that they are not (e.g. with major financial decisions that impact faculty and students)
- Figuring out where staff support for university governance is most urgently needed
- Figuring out ways for CUSF to help strengthen shared governance on each campus more systematically
- Modeling best practices at the universities where shared governance is most dynamic, and working with the President's council to share them.
- Listing the reasons why strengthening shared governance is important for the students, faculty, and overall university effectiveness.

- 2) Increase interaction with the different councils and different arms of USM governance.

Concern met? Yes.

--Joint presentation on open access with the chair of the USM Library Council (Dean Adriene Lim) and [UMD's PACT](#).

--Creation of Ad-hoc Research Committee that interacts with the Vice-Chancellor of Research

--Many speakers from different units of USM administration on many issues detailed below.

--Outline of potential task forces on faculty workload, recruitment of new teachers, and mental health, which ideally can be followed up with next year. (see **Appendix C**).

--working with USM president's council to increase the ability of CUSF to conduct polling (with consent of university senate leaders on all campuses). There are clearly sharp limits on the ability to access & use email lists, which interferes with the integrity of polling. After some effort, the shared governance survey was most cases it was shared at least with the faculty senate at each university, with the consent of shared governance leaders and the president on each campus. That survey on shared governance had important findings, revealing substantial differences in shared governance between different universities. The single exception was University of Maryland, University College, which has no faculty senate (only an appointed faculty council) and chose not to share the survey.

- 3) Consideration of whether to make recommendations about the current Maryland laws that bars collective bargaining for graduate students and faculty at USM. Concern met? Yes/mostly.

Referred this issue to the legislative affairs committee, which recommended, based on last year's bill that was only about graduate students, that collective bargaining restraints be removed for graduate students in particular. The full CUSF council voted on the recommendation *vis a vis* graduate students, which was shared with the chancellor, president's council, and chair of the Maryland Senate. It is attached as **Appendix B**.

However, the Legislative affairs committee did not come to a conclusion this year about whether to recommend removing it for faculty, although CUSF has

passed resolutions recommending the removal of such restraints in past years (2010-2017).

- 4) Making a plan to address difficult political issues. It is recommended that we make formal statements, if we want to do so. Some potential issues raised, such as CRT and gun control the relationship between prisoners and state universities, particularly the requirements to purchase prisoner made furniture. Concerns met? No. Insufficient interest this year. But we did agree that formal Statements can be effective if thought necessary.
 - a. Last year there were three legislative bills about Critical Race Theory and Education. This year, none seem to have gotten very far, and the new governor Wes Moore has made it clear he would not sign such a bill. So it seemed unnecessary.
 - b. Gun control/safety issues, made more pressing by the Supreme Court Decision in Bruen, which effectively led to overturning long-standing Maryland laws, seem to have been taken up by the legislature and campus leaders. CUSF did not get involved. Prisoner made furniture. We did meet jointly with the other councils with respect this issue in November, but it did not come up in the legislative session until late. We issued no statement.
 - c. Prisoner education and prisoner-made furniture. Some discussion at the joint councils meeting in November 2022, but this was not a major legislative issue this year.

- 5) What should USM emphasize and support?

Recruitment/retention efforts: Concern met? Yes/partially.

ExCom met with Tim McDonough (USM Vice Chair of marketing and communications) and the company USM hired in January about branding and encouraged more input from faculty at each institution into all of these questions. Not clear if he/they followed up.

- 6) There is a USM fund for projects that take university innovations private. Another fund that encourages university innovations that help the common good, that enables access to crucial innovation, and Open Access to tools and information and resources? Raising awareness of these issues via larger

conversations about Open Access, see below. Will be considered further by new Research Committee

- 7) Open/Equitable Access to Research. Increase awareness.
 - a. Academic Research is increasingly hidden behind expensive paywalls due to profiteering by many publishers. Students have difficulty accessing. Our Libraries are broke. New proposals for “open access” – some of them—have the potential to create barriers of access to publication to those teaching at less privileged institutions. How do we respond? This is a pressing issue, and there is a serious need to respond to President Biden’s directive on Open Access. initiative on OPEN ACCESS Had one speaker for CUSF in November, and put together an information session for the Chancellor in January that involves some members of CUSF, of USM administration, and one member of the Board of Regents. One part of these issues (related to teaching materials) is being taken up by ed policy committee, in conjunction with the Kirwin Center.
 - b. The issue of Open Access is being considered by the newly instated Research Committee

- 8) How can we think about workforce needs & common good? Concerns met? partially
 - a. HEALTHCARE (nurses & doctors etc.) Concern met? No.
 - b. TEACHERS: Concern met? In part. We lost 5500 teachers in Maryland last year, and we need many more—not less— because of new state funding). THERE is some funding for universities and for students who choose to become teachers in the Blueprint for Maryland). Had two speakers, Vice Chancellor Nancy Shapiro and former Chancellor Brit Kirwan to speak to us. This is an informational issue. Very important that our representatives bring this back to their campuses. We have also laid preliminary plans for a taskforce on this issue. (**Appendix C**).
 - c. Public/Innovation & Civic engagement: how can USM institutions work with the Kirwin Center for academic & innovation and USM itself to incentivize programs that increase such engagement. Same speakers.

- 9) How can we address national concerns about keeping tuition and fees (and room & board) affordable? Prioritized on Annapolis Day, as it was by USM leadership. Maryland legislature did set up a new fund to support more scholarships based on need.
- 10) Faculty morale and mental and physical health: We had a town hall on May 1, organized by our faculty affairs committee, who are also finishing up a white paper with recommendations. See below, under faculty affairs committee, and Appendix D.
- 11) Workload, status and tenure issues: Initiated request for evaluation of faculty status (tenure/tenure track versus non tenure track/contingent) over past ten years. Presentation to general CUSF meeting in February. We voted to support putting together a taskforce on faculty workload/status/tenure issues across the USM System. It would include some USM administrators and CUSF members to address these issues. The goal would be to, working with USM, make some longer-term recommendations, but first we need to collect evidence. See **Appendix C**, which also contains a brief table with some preliminary findings, based on data from prior years USM workload reports. Student transfers informational session (with regard to new policy)
- 12) Transfer issues: In May, we invited Candace Caraco Assoc VC for Academic Affairs to discuss the new system and debates about transfer issues.
- 13) CUSF's proposed revisions to USM's academic integrity policy – Passed the Board of Regents in December 2022, after five-year effort led by Elizabeth Brunn and Mary Crowley Farrell on the Education Policy Committee.
- 14) Election Day Policy: Proposed by Educational Policy Committee in October and passed unanimously in September 2022.
- 15) *Committee Accomplishments*
 - i. Awards Committee: Solicited nominations and met in December. Sent 20 recommendations to USM Academic Affairs Committee. All approved. Awards announced in March and granted in April. .
 - ii. Rules Committee: Has been working on revisions to bylaws. Made recommendation about what should be contained in the minutes. Reviewing whether our online Constitution and Bylaws are Up-To-Date. Conducted survey on how often members would like meetings in person.

- iii. Legislative Affairs Committee: Worked on recommendations about collective bargaining and many other issues. Organized Advocacy Day.
- iv. Educational Policy Committee: In addition to the election day resolution, and academic integrity policy, put on a town hall on AI and ChatGPT in late April. More than 200 participants.
- v. Faculty Affairs Committee: Town Hall on Mental Health on May 1 with more than 50 participants. One representative from this committee attends USM committee on DEI. White Paper with recommendations attached.

16) Ad-hoc Research Committee created, and standing Research Committee proposed to bring us in line with the CUSF Constitution.

Why? Because there are issues that we need to investigate that do not fit neatly into the existing committee structure.

Concern met? Yes. Created ad-hoc research committee which now has 11 members and is addressing the following questions:

Benefits of CUSF-Wide research infrastructure enhancements:

- Improved Faculty Recruitment and Retention
- Improved Student Recruitment
- Improved Faculty productivity
- Improved Extramural Funding success
- Strengthening of Maryland economic engine
- Intellectual property (patents)
- Facilitated connections with companies

Objectives:

- Intercampus Research Portals
 - Focus areas for USM Research Communities
 - Connections across USM for faculty researchers (facilitating identification of collaborators)
 - Searchable by Keywords – simple and streamlined
 - Access to USM faculty for potential student interns
 - Sponsoring of annual retreats for focus areas
- Open and Equitable Access to Journals, Books & Databases (Databases now required by Federal policy)
- Data Archiving – USM system-wide platforms†
- Improved support for foreign-born researchers and students (Creation of more welcoming environment)

- Enhancement of Animal care and streamlining of protocol approval
Found procedures are inconsistent across USM
Beginning to develop recommendations for Best Practices)

- 17) USM system contributions to non-state retirement system: This is a result of a petition from outside our membership. We declined to intervene but the request was then redone and submitted as a white paper with recommendations. Referred to Legislative Affairs Committee again. Concern met? No.
- 18) We were asked to contribute a member to a new USM level committee to consider titles for non-tenure track faculty across the system, based on UMBC's model. Concern met? Partially. Chair appointed CUSF member Jay Zimmerman to the committee. At the end of the year they made draft recommendations, which we did hear, but did not have time to consider. It will be an issue taken up next year.

I close with special thanks and appreciation for this year's CUSF Executive Committee, Heather Haverback (vice-chair) Lore Naylor (Secretary), Atma Sahu and Erica Kennedy (members at large). Deep appreciation for former Vice Chancellor for Academic and Student Affairs Jo Boughman, for current Vice Chancellor for Academic and Student Affairs Allison Wrynn, and especially to Zakiya Lee, Associate Vice Chancellor for Academic and Student Affairs, for all their help.

I also want to thank and acknowledge the leaders of all the committees this year: Chairs of the Committees included: Mary Crowley Farrell, Educational Policy Committee, Ellen Schaefer Sahlins, Co-chairs faculty Affairs Committee, David Gray, Legislative Affairs Committee, Benjamin Arah, Awards Committee, Heather Haverback, Rules Committee, and Tom Abrahams and Miroslaw Janowski, co-chairs of research Committee.

Respectfully submitted,

Professor Holly Brewer

Chair, Council of University System Faculty (hbrewer@umd.edu)

CUSF Representatives from all USM Universities

AY 2022 – 2023

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<p>University of Maryland, Baltimore</p> <p>(6)</p>	<p>Susan Antol*</p> <p>David Gray</p> <p>Patricia Campbell</p> <p>Emily Gorman (alt)</p> <p>Thomas Abrams</p> <p>Miroslaw Janowski</p> <p>Terry Shaw</p>	<p>antol@umaryland.edu</p> <p>dgray@law.umaryland.edu</p> <p>PCampbell@law.umaryland.edu</p> <p>efgorman@hshsl.umaryland.edu</p> <p>tabrams@som.umaryland.edu</p> <p>miroslaw.janowski@som.umaryland.edu</p> <p>TSHAW@ssw.umaryland.edu</p>
<p>University of Maryland, Baltimore County (3)</p>	<p>Nagaraj Neerchal</p> <p>Justin Webster</p> <p>Mohammad Samarah</p>	<p>nagaraj@umbc.edu</p> <p>websterj@umbc.edu</p> <p>msamarah@umbc.edu</p>

<p>UMD-College Park (6)</p> <p>CONTACT</p> <p>Willie Brown</p> <p>wbrown@umd.edu</p> <p>https://senate.umd.edu/councilstaskforces/cusf</p>	<p>Holly Brewer 2024 (not rep this year, as she is chair) But will be rep next year</p> <p>Marcia Shofner 2023*</p> <p>Debabrata Biswas 2023</p> <p>Rachel Gammons 2023</p> <p>Valerie Orlando –2025</p> <p>Rosellina Ferraro –2025</p> <p>Agisilaos Iliadis 2025</p>	<p>hbrewer@umd.edu</p> <p>mshofner@umd.edu</p> <p>dbiswas@umd.edu</p> <p>rgammons@umd.edu</p> <p>vorlando@umd.edu</p> <p>ferrar2@umd.edu</p> <p>agis@umd.edu</p>
<p>University of Maryland Center for Environmental Science (2)</p>	<p>Andrew Elmore</p> <p>Mario Tamburri (alt)</p>	<p>aelmore@umces.edu</p> <p>tamburri@umces.edu</p>
<p>University of Maryland Eastern Shore (2)</p>	<p>Kathryn Barrett-Gaines</p> <p>Bryant Mitchell</p> <p>Tbd (alt)</p>	<p>kbarrett-gaines@umes.edu</p> <p>bcmitchell@umes.edu</p>
<p>University of Maryland Global Campus (2)</p>	<p>Emma Bate</p> <p>Mary Crowley-Farrell</p> <p>Edward Haberek (alt.)</p>	<p>emma.bate@umgc.edu</p> <p>Mary.Crowley-Farrell@umgc.edu</p> <p>Edward.Haberek@faculty.umgc.edu</p>

Shared Governance at the University System of Maryland

- Appendix A for Board of Regents
- June 9, 2023
- Compiled by Holly Brewer
- Chair, Council of University System Faculty 2022-2023
- Based on two shared governance surveys conducted in April 2023

Constitution of the Council of University System Faculty, University System of Maryland

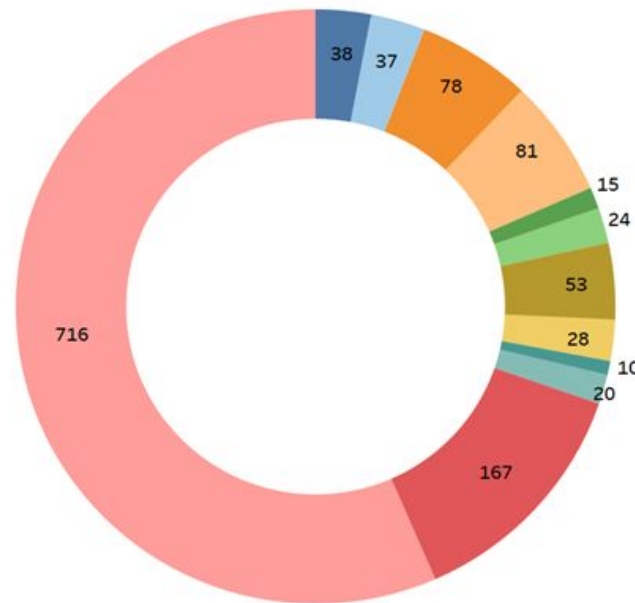
- “Basic to the effective operation of any system of higher education is the acceptance of the concept of shared governance. It is the faculty, whose careers are dedicated to the advancement of learning, who provide the thrust and direction of any academic institution. Therefore, the faculty shall have wide powers in determining professional and academic matters, an informed advisory role in areas of administrative responsibility, and a voice in basic decisions which affect the welfare of the system as a whole.”

Broader survey:
Total responses=1395
participants
Conducted via Qualtrics
anonymous
but emails checked



- **1,267 selected an institution**

Total Responses by Institution



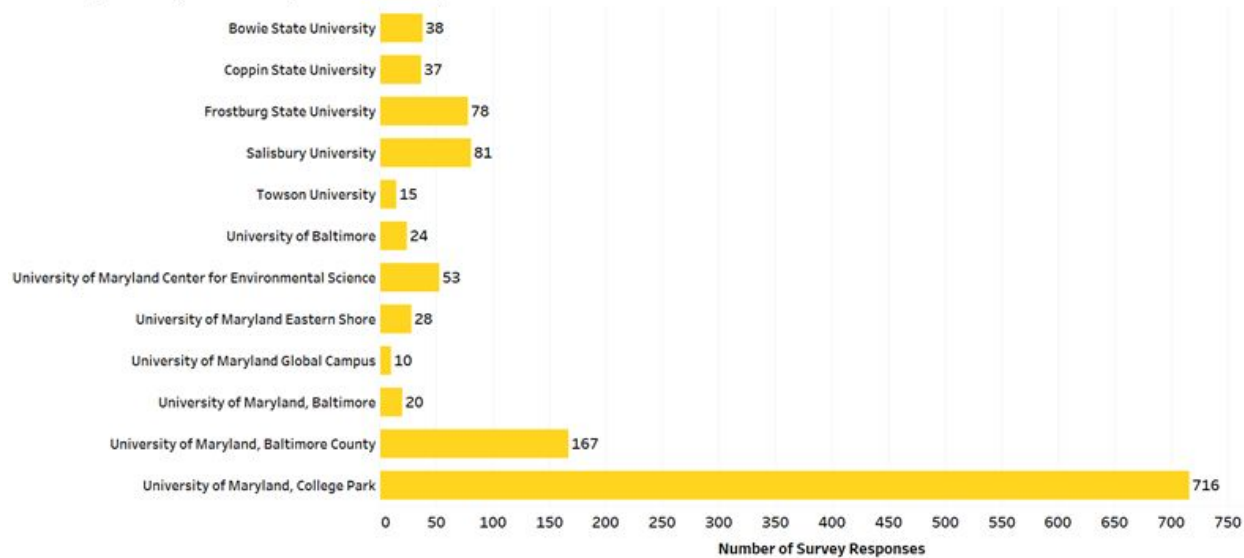
Institution

- Bowie State University
- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Baltimore
- University of Maryland Center for Environmental Science
- University of Maryland Eastern Shore
- University of Maryland Global Campus
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park

Same data: Some universities shared the survey widely. Others did not. The ratio was poorest for UMGC which chose not to share the survey.

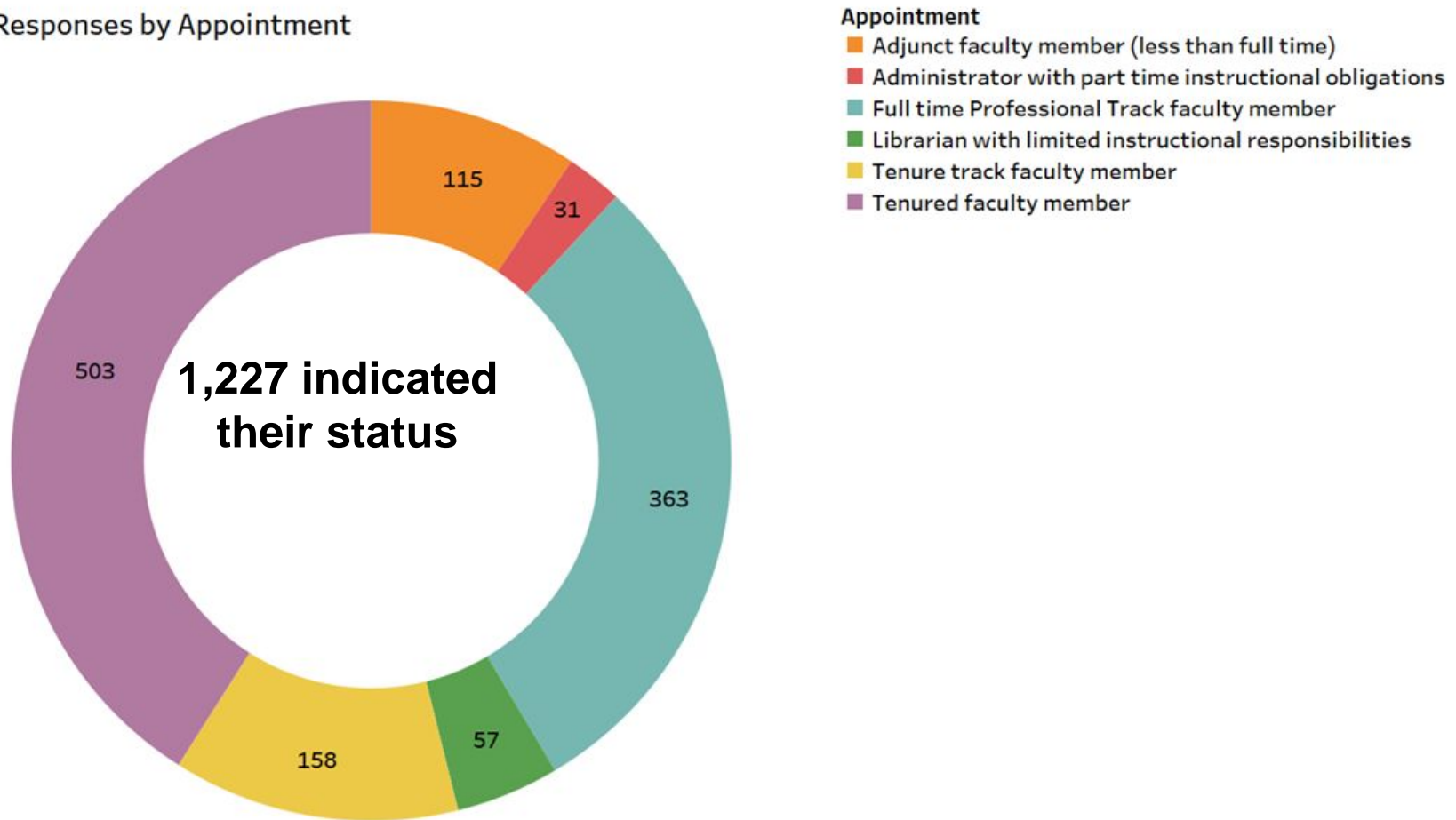


Total Responses by Institution (Blanks Excluded)



Those universities with lower numbers of respondents shared the survey only with members of their academic senate.
Unsurprisingly, the majority of respondents were tenured or tenure track.

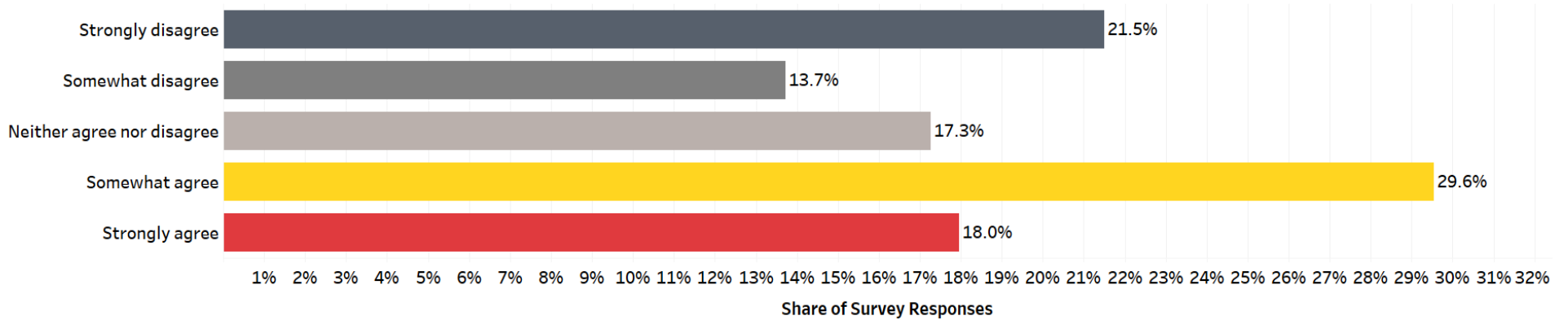
Total Responses by Appointment



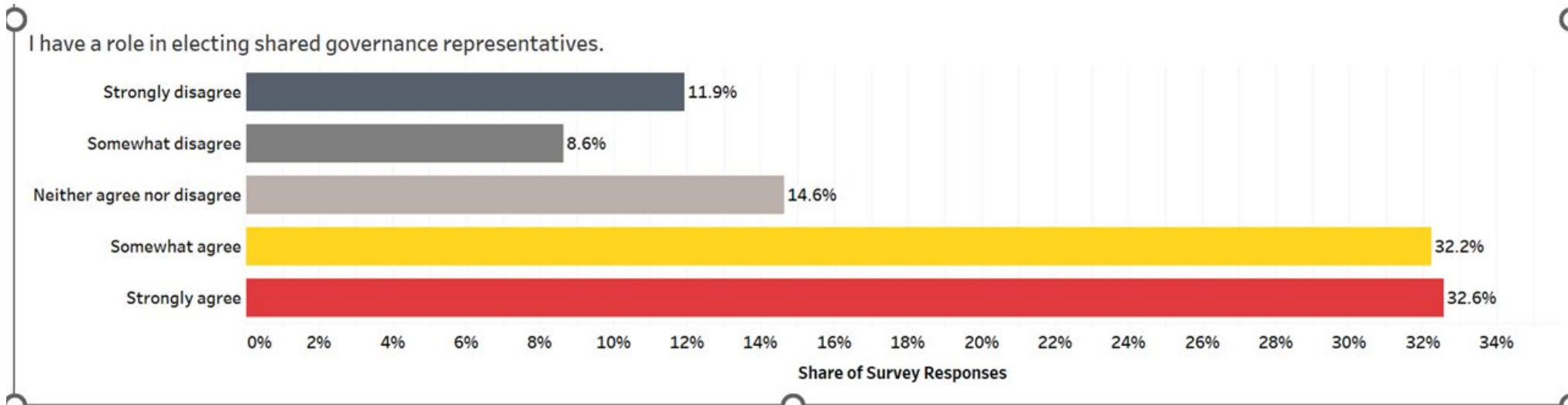
Almost half of respondents are involved in shared governance at the university level.



I am involved in shared governance at the university level.

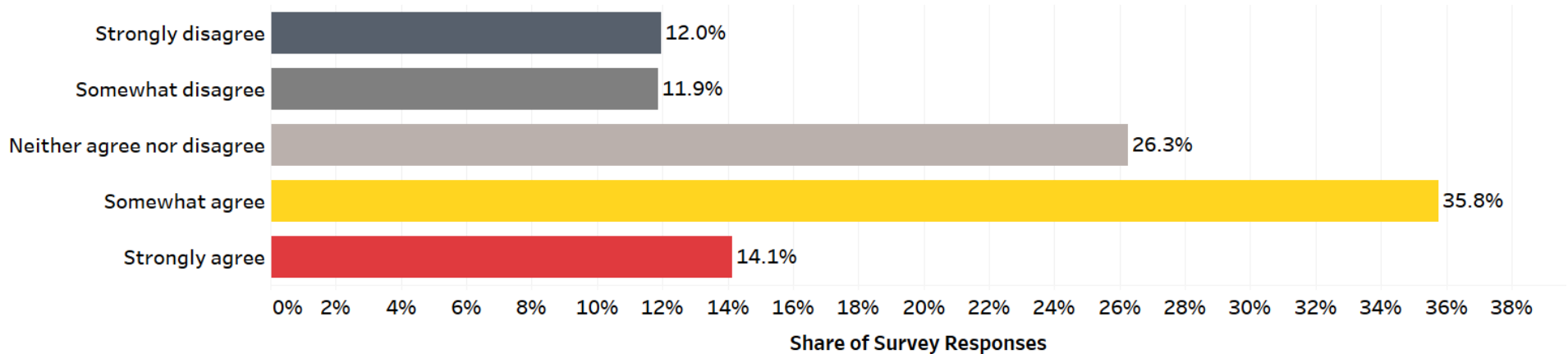


About 60% had some ability to elect shared government representatives.



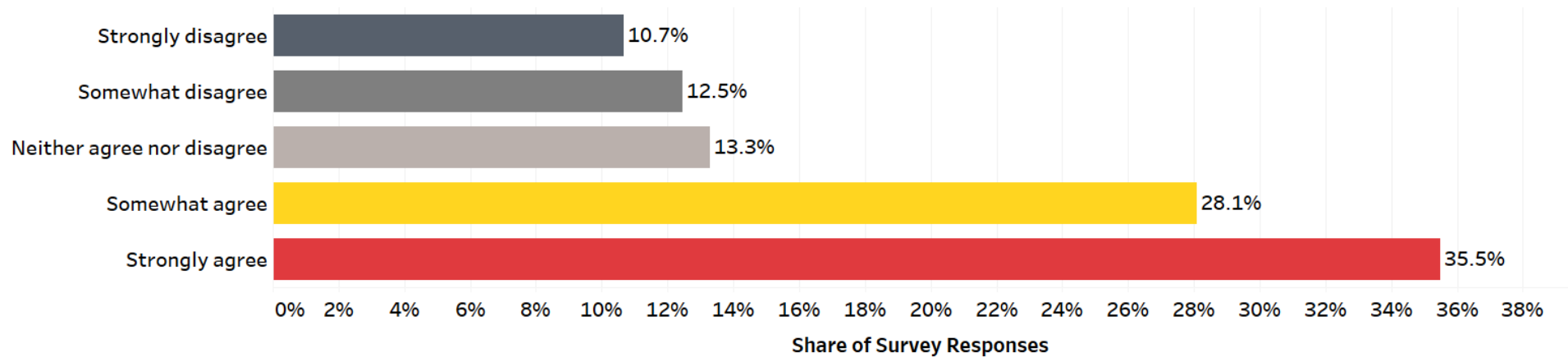
Half agreed (at least somewhat) that they had an impact on campus policies that mattered to them

My shared governance representatives have an impact on campus policy decisions that matter to me.



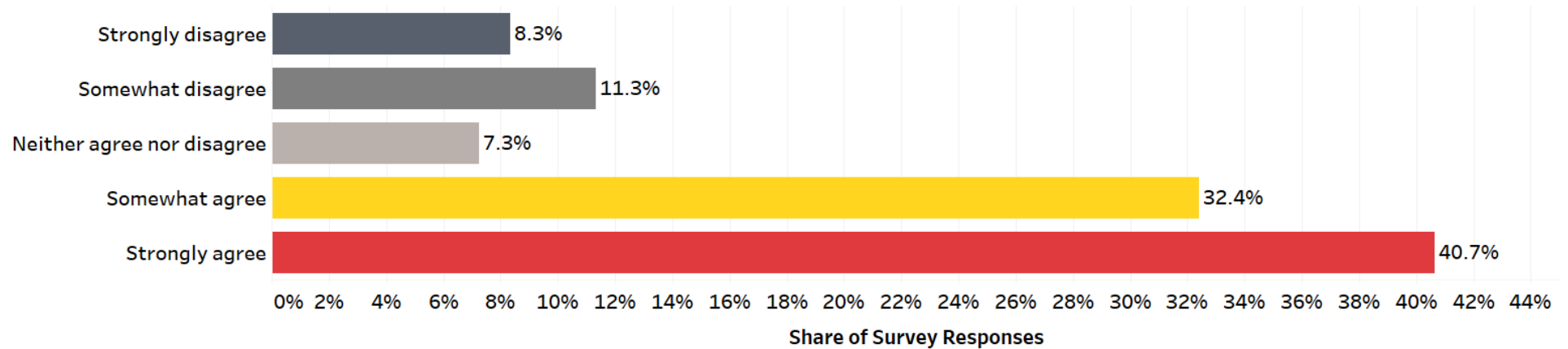
About 36% feel comfortable speaking up in faculty meetings, others do not

I feel comfortable speaking up in faculty meetings.



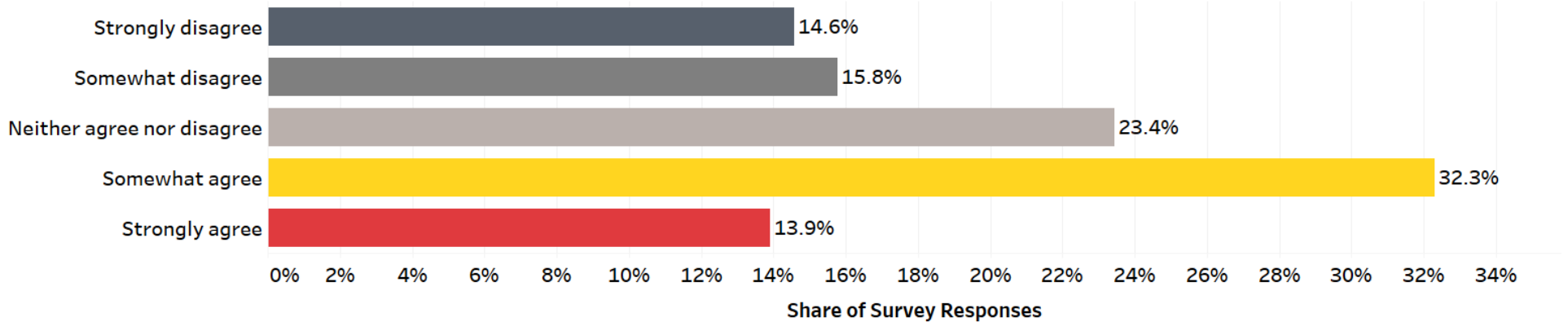
41% felt they could communicate freely

I can communicate freely with my peers in my department, unit, and/or college.



Overall satisfaction with shared government *vis a vis* academic policies

Overall, I am happy with my input into academic policies at my university.



Scale. Note that three is neutral

1= Strongly Disagree

2= Somewhat Disagree

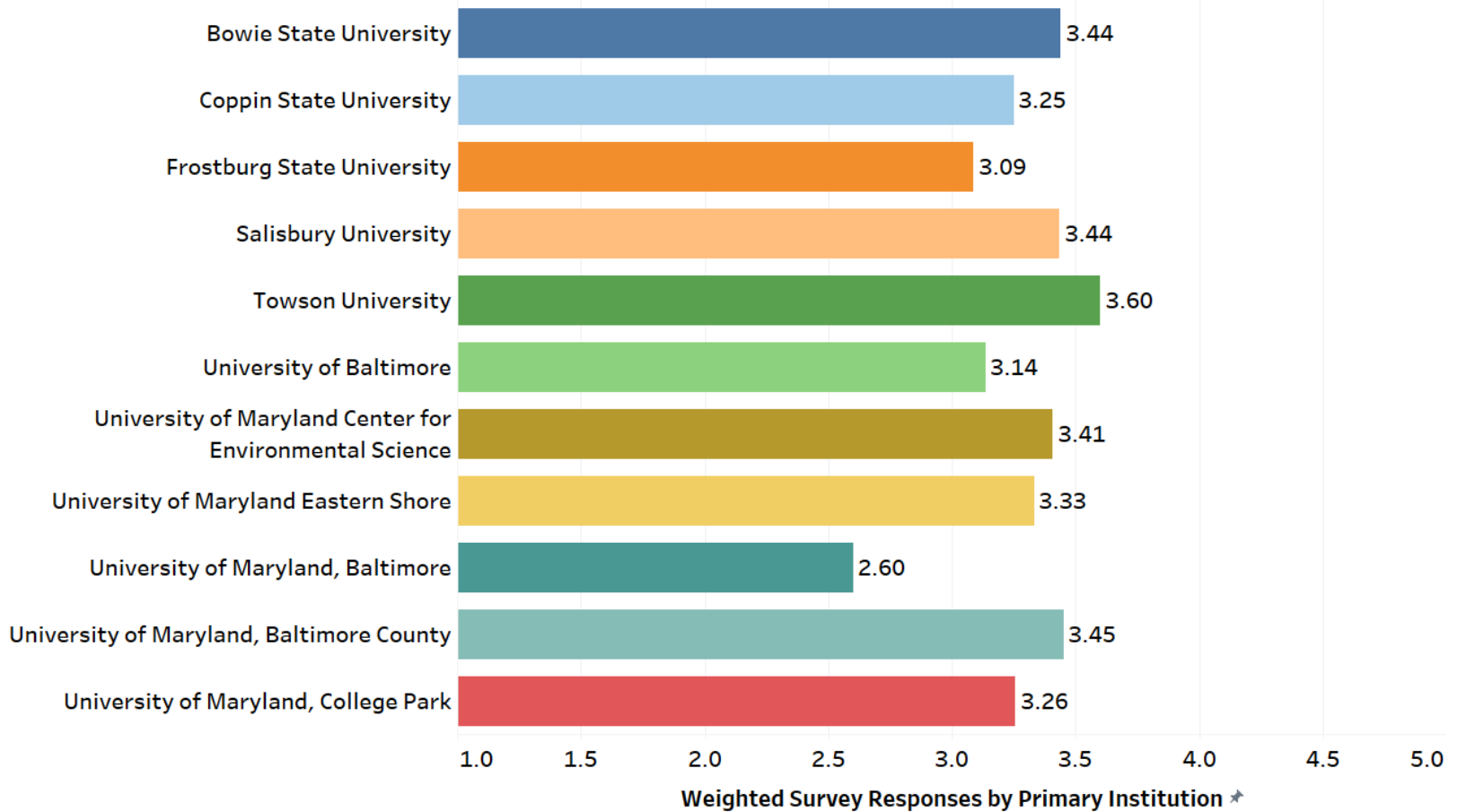
3= Neither agree nor disagree

4= Somewhat agree

5= Strongly agree

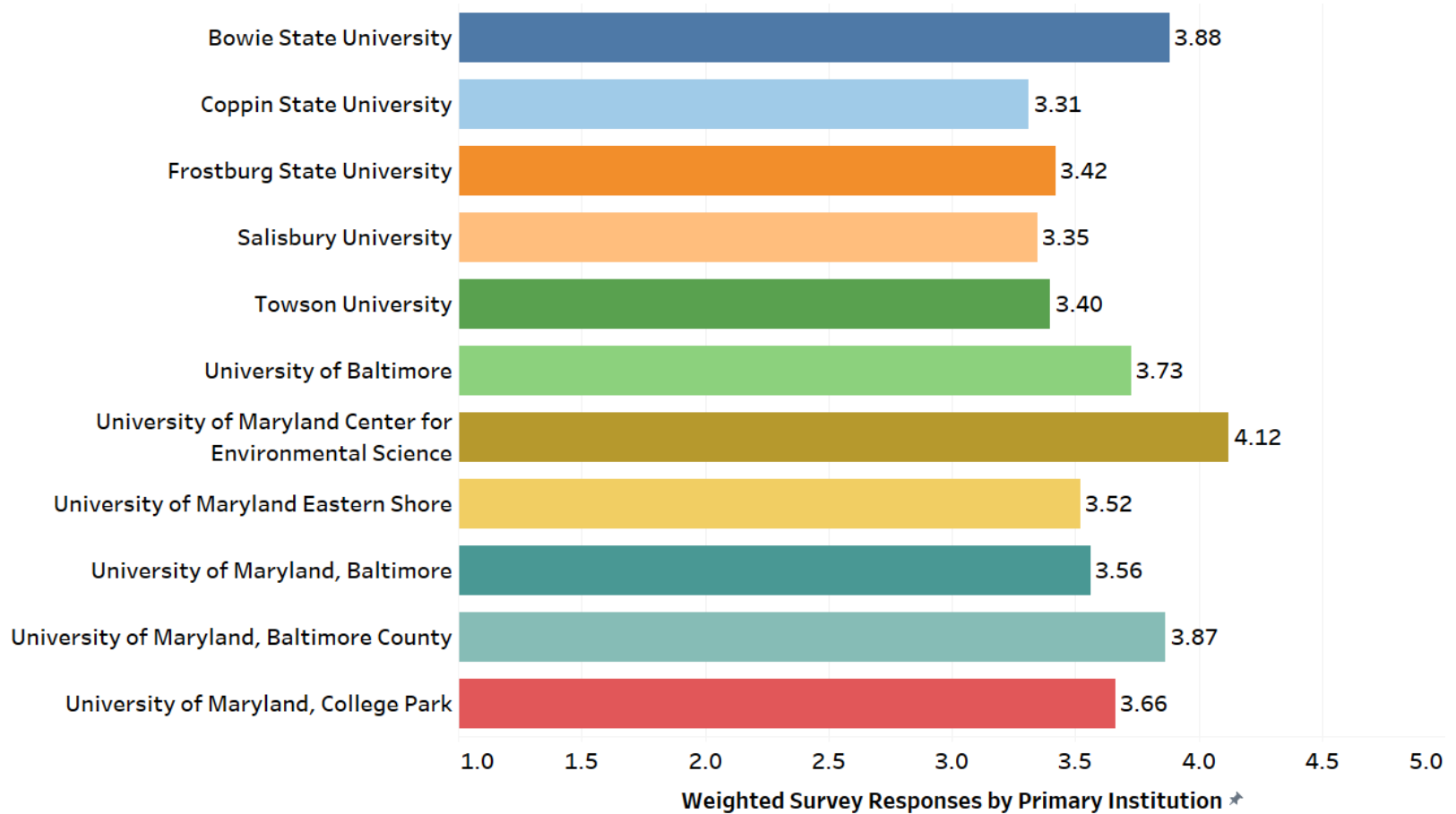
Question 7 Key Takeaway (sample comparison by campus)

My shared governance representatives have an impact on campus policy decisions that matter to me.



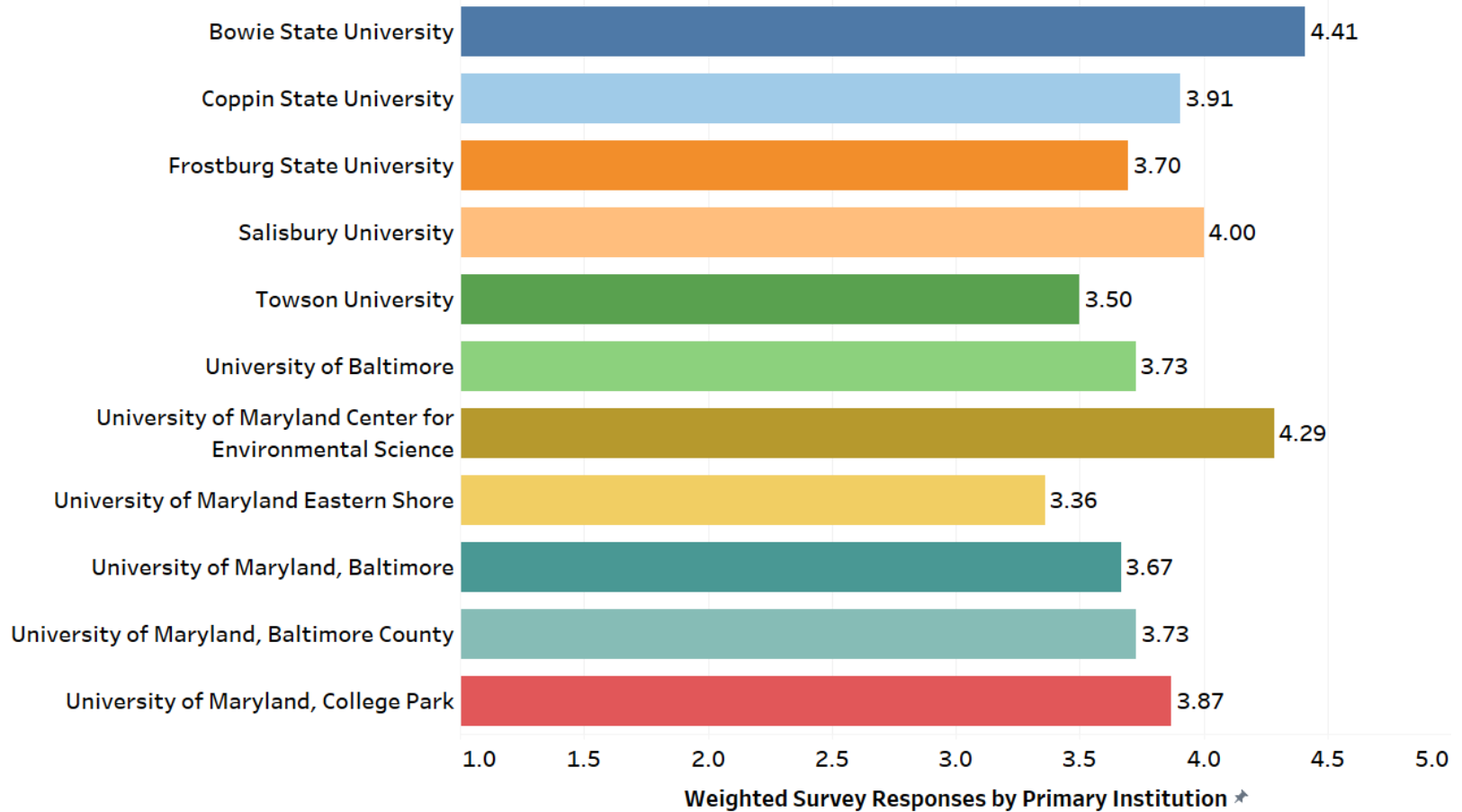
Question 8 Key Takeaway

I feel comfortable speaking up in faculty meetings.



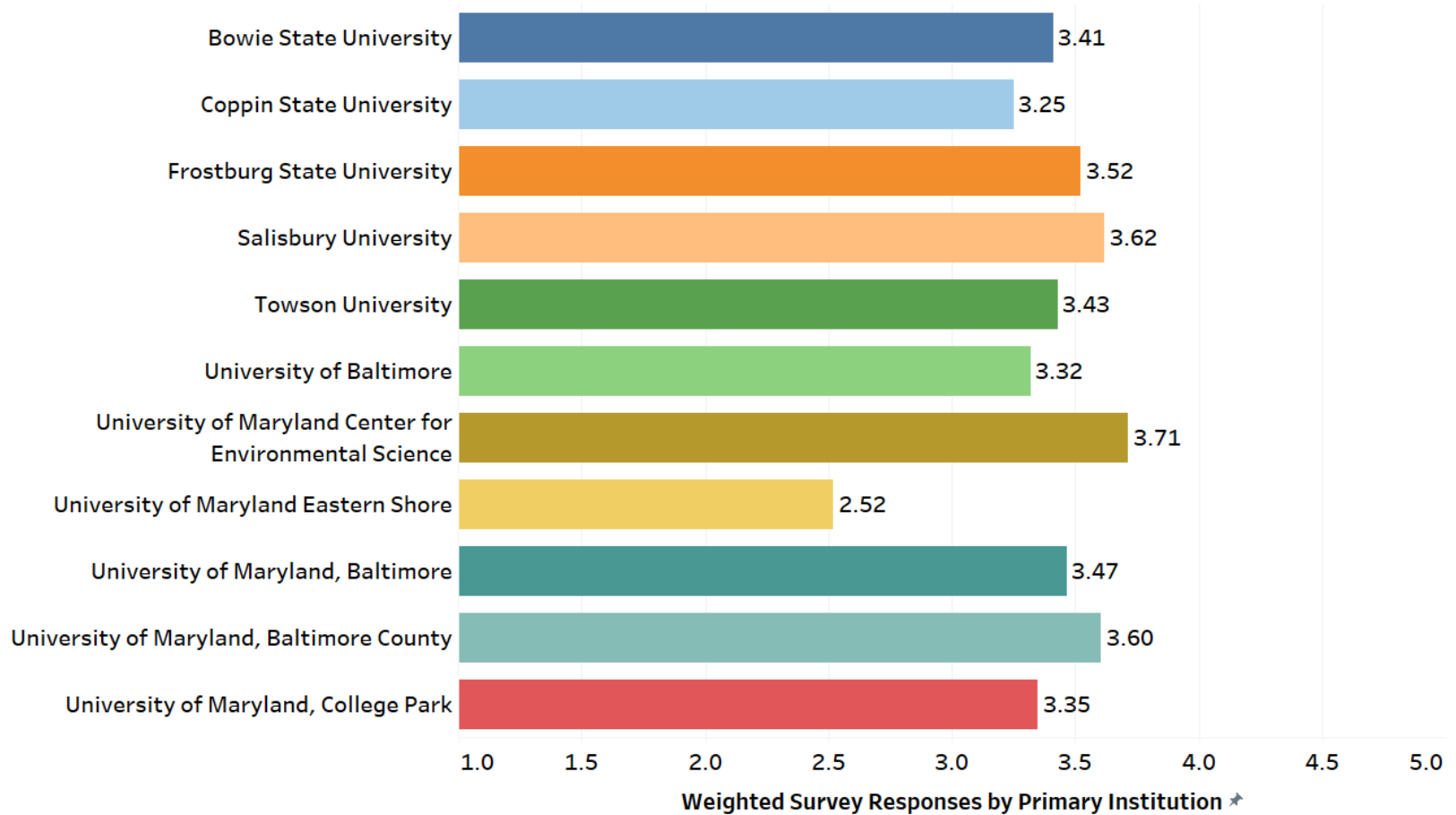
Question 9 Key Takeaway

I can communicate freely with my peers in my department, unit, and/or college.



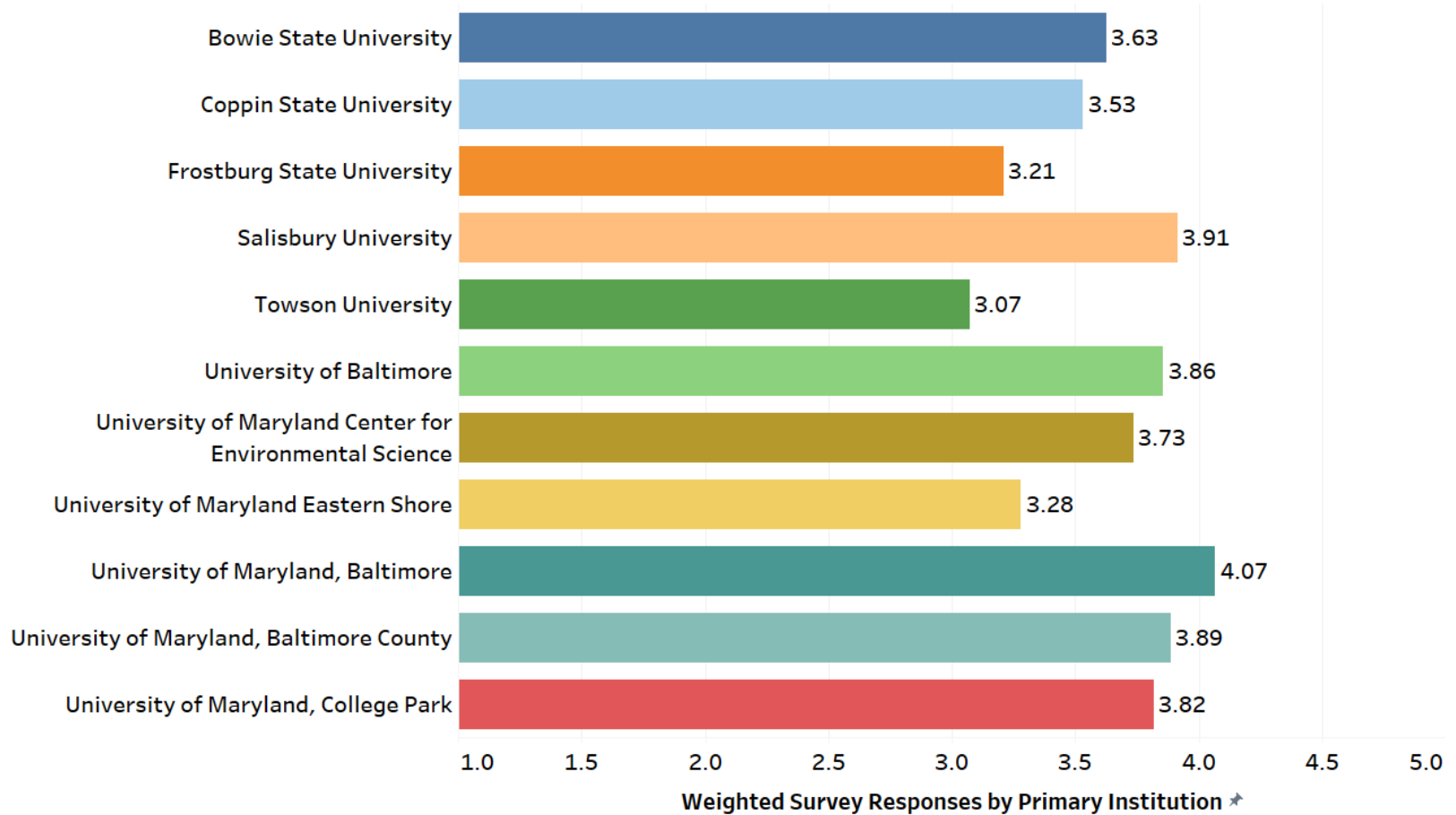
Question 10 Key Takeaway

I play a role in choosing my colleagues and in evaluating their academic and teaching performance.



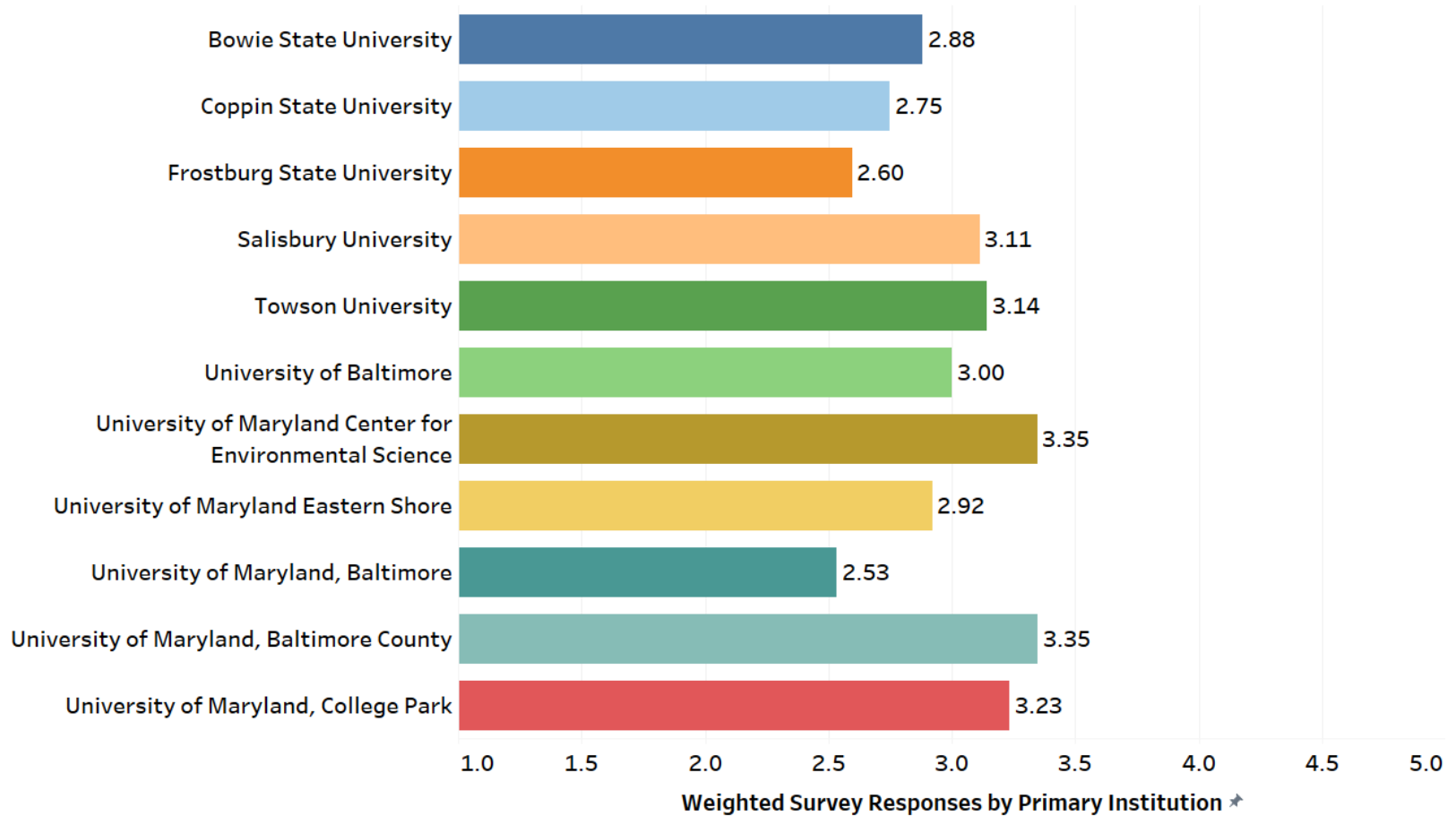
Question 13 Key Takeaway

I have access to the basic tools and space I support I need to fulfill my academic role on this campus.



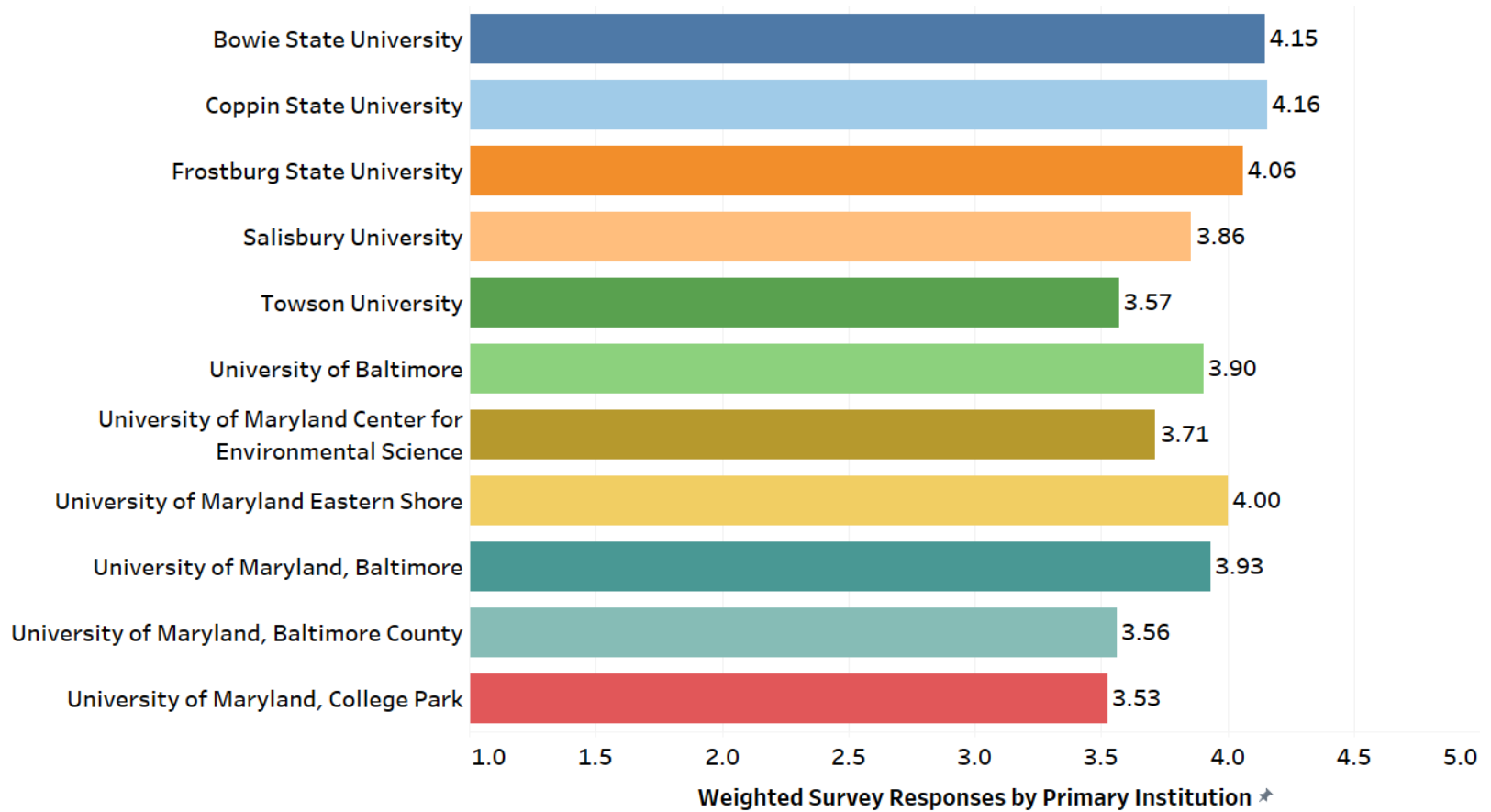
Question 15 Key Takeaway

Overall, I am happy with my input into academic policies at my university.



Question 16 Key Takeaway

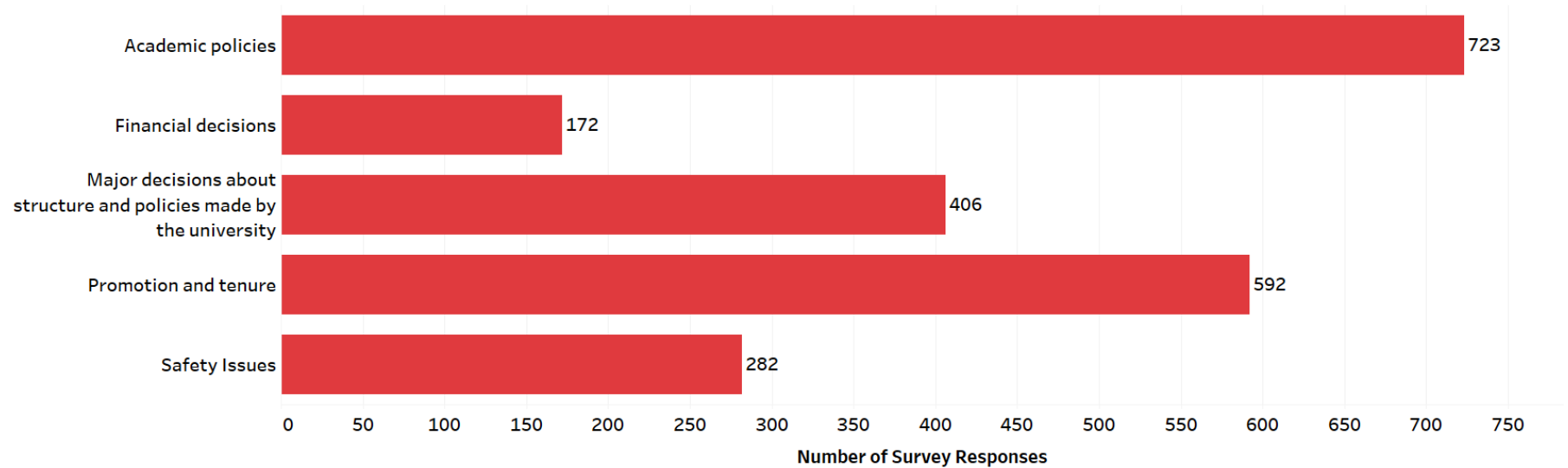
I believe a more thorough evaluation of shared governance at my institution would be important to making better recommendations about improving the quality of instruction.



Shared governance by category: 839 respondents



Shared governance bodies at my university have significant input into (check all that apply)

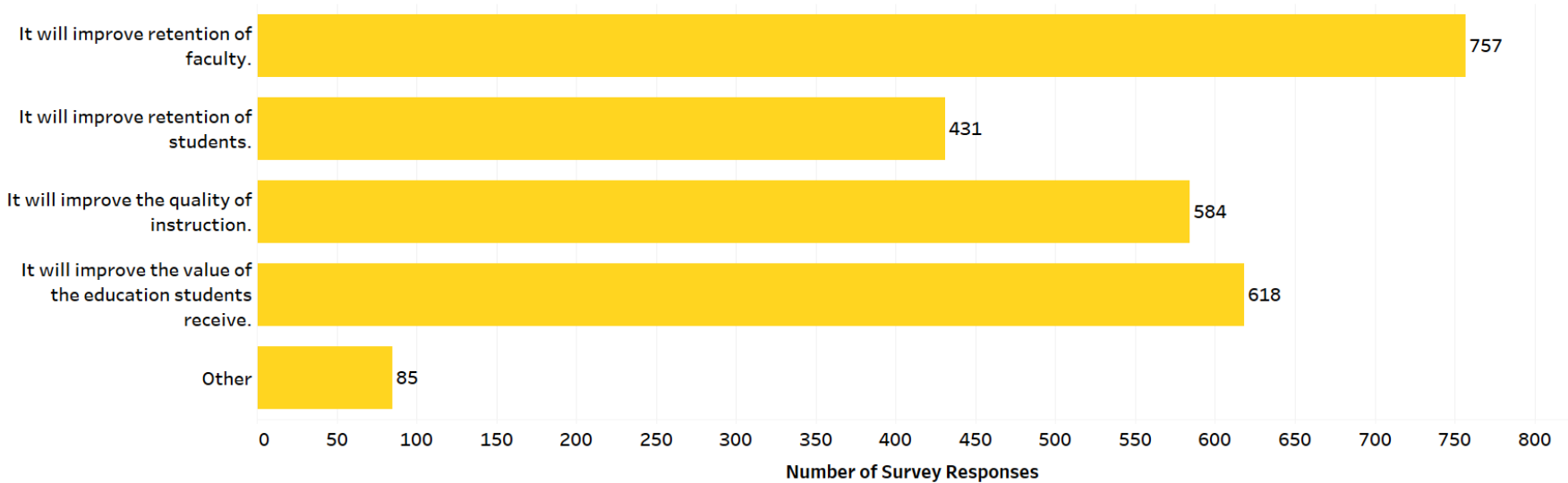


Why increase shared governance?

863 respondents



If you believe that faculty should have a greater role in shared governance, please explain why (check all that apply)

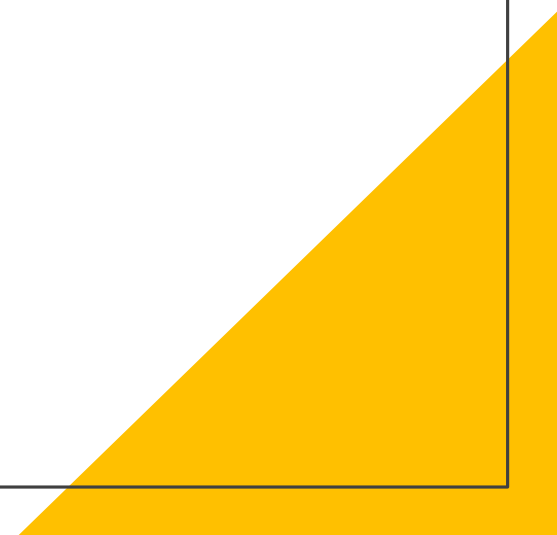


Survey of Faculty Senate Leaders

35 respondents

All 12 campuses represented

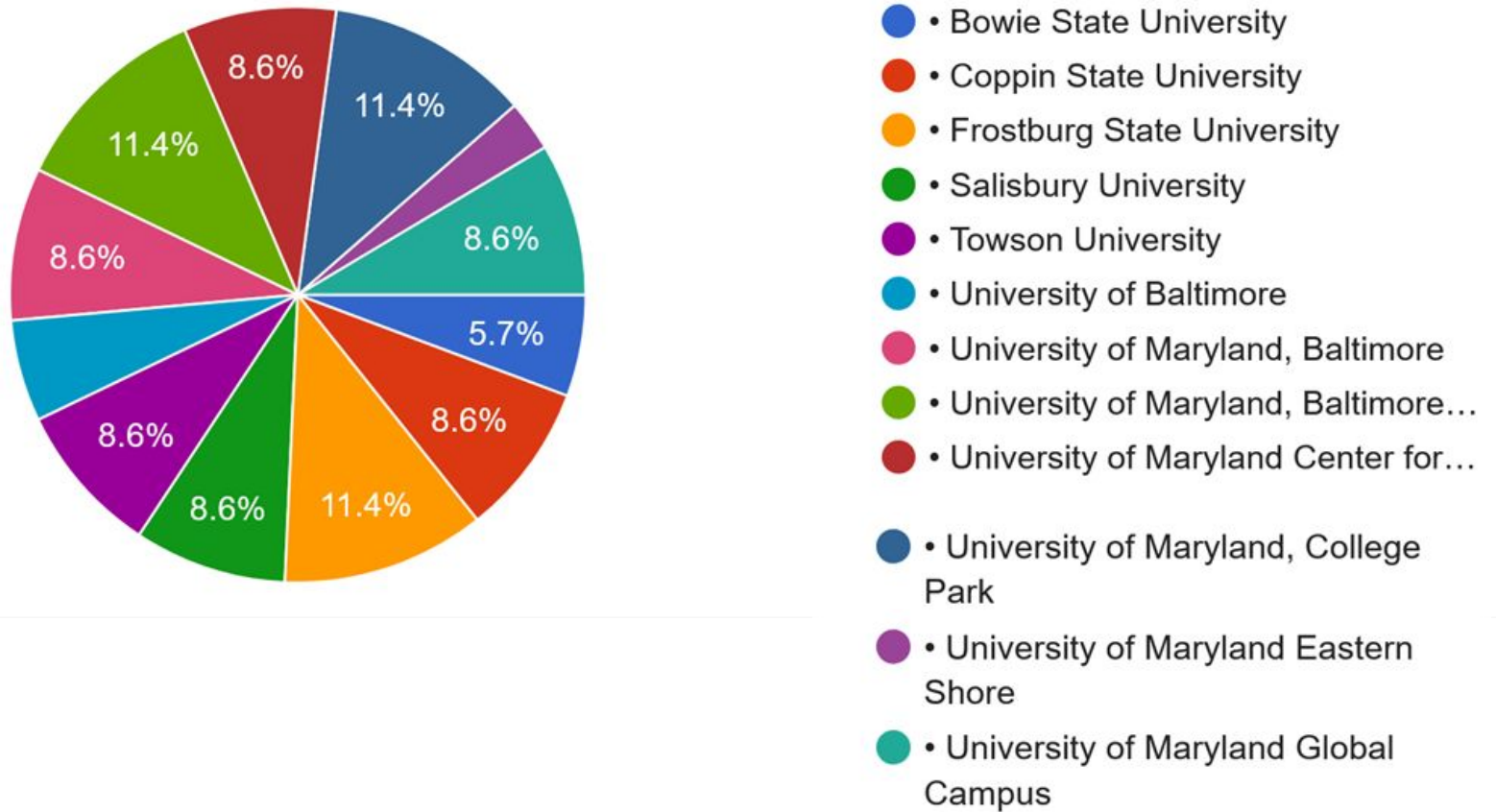
Selected highlights



I am a faculty member at the following institution

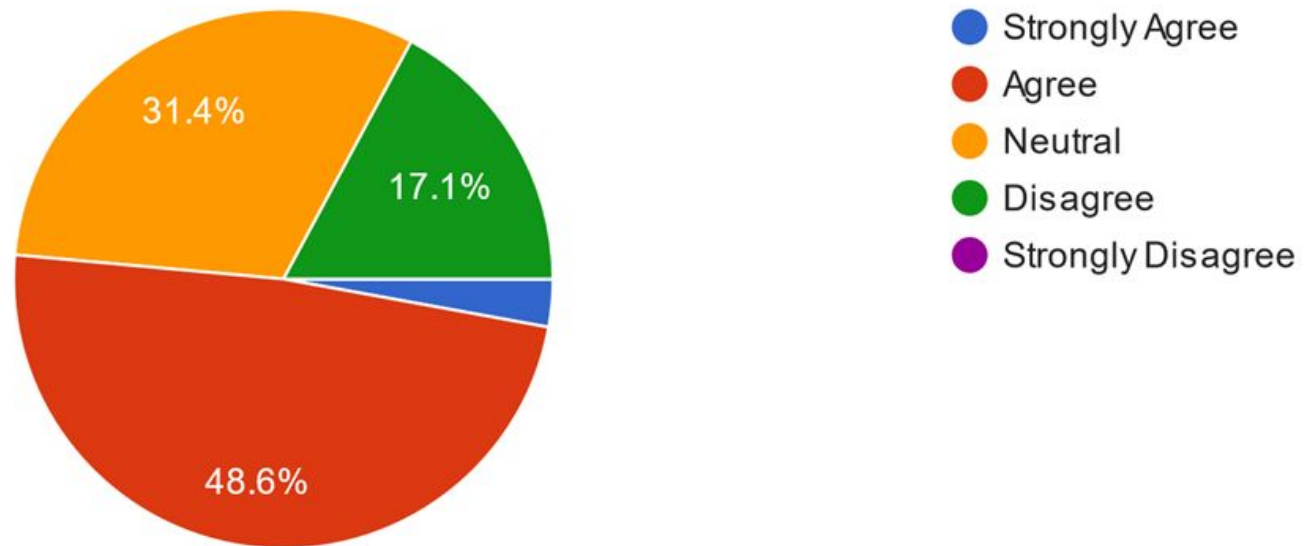


35 responses



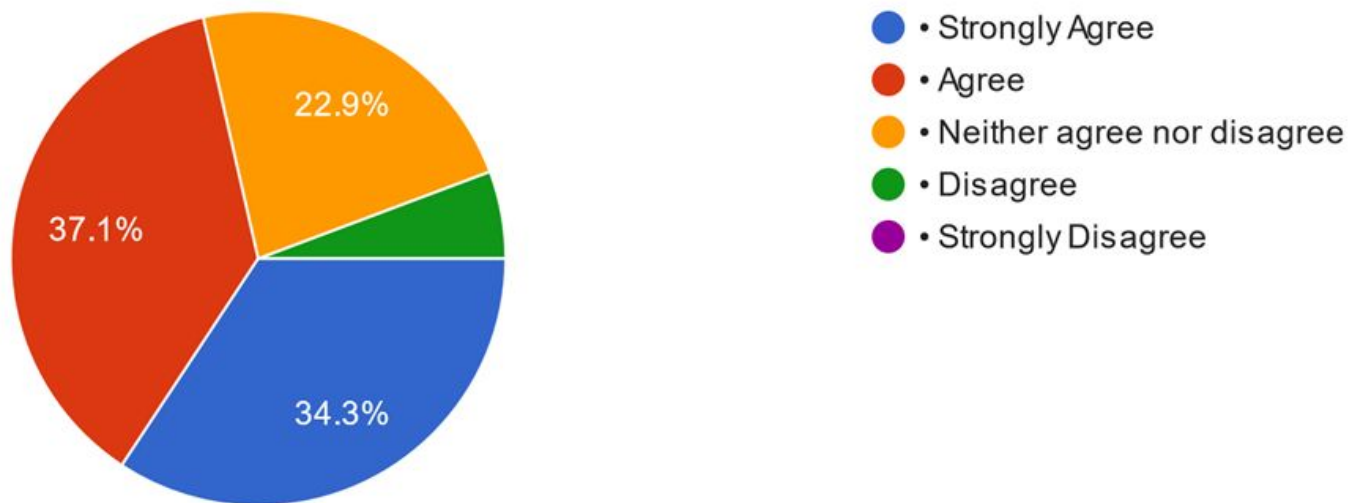
Shared governance on our campus is alive and healthy-

35 responses



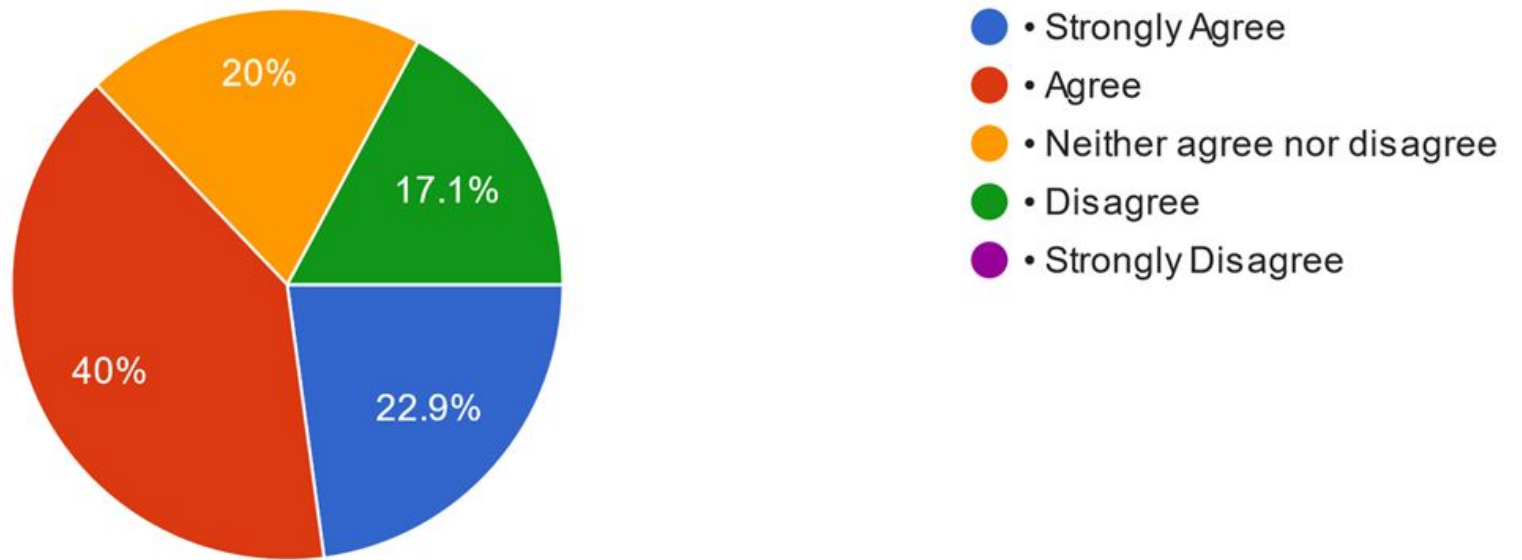
Faculty can speak openly when expressing opinions or giving counsel whether it be on committees or in public forums.

35 responses



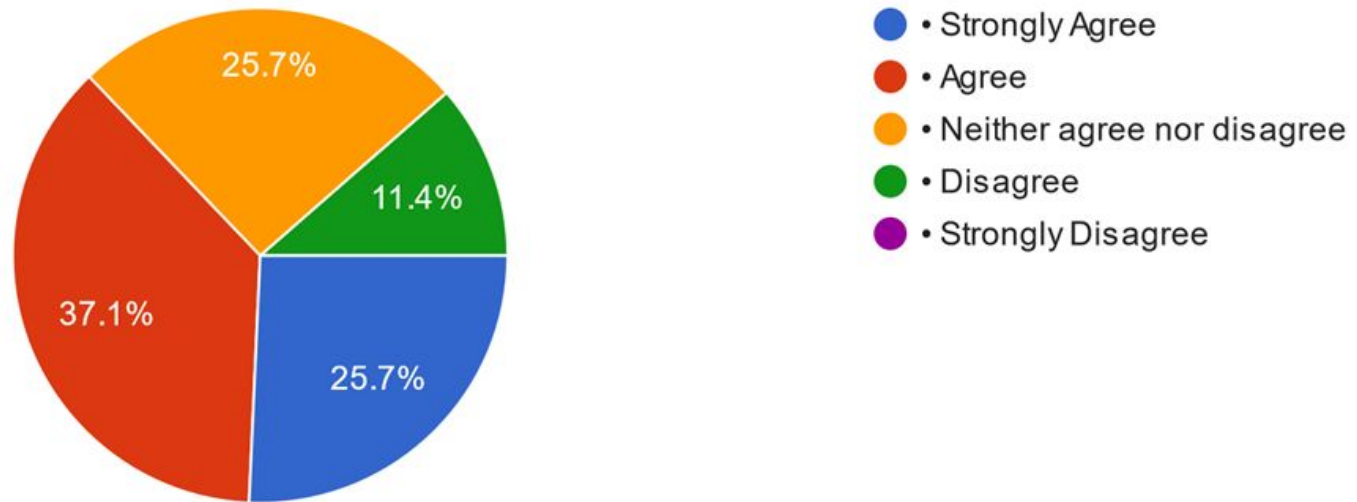
The administration is supportive of faculty involvement in shared governance.

35 responses



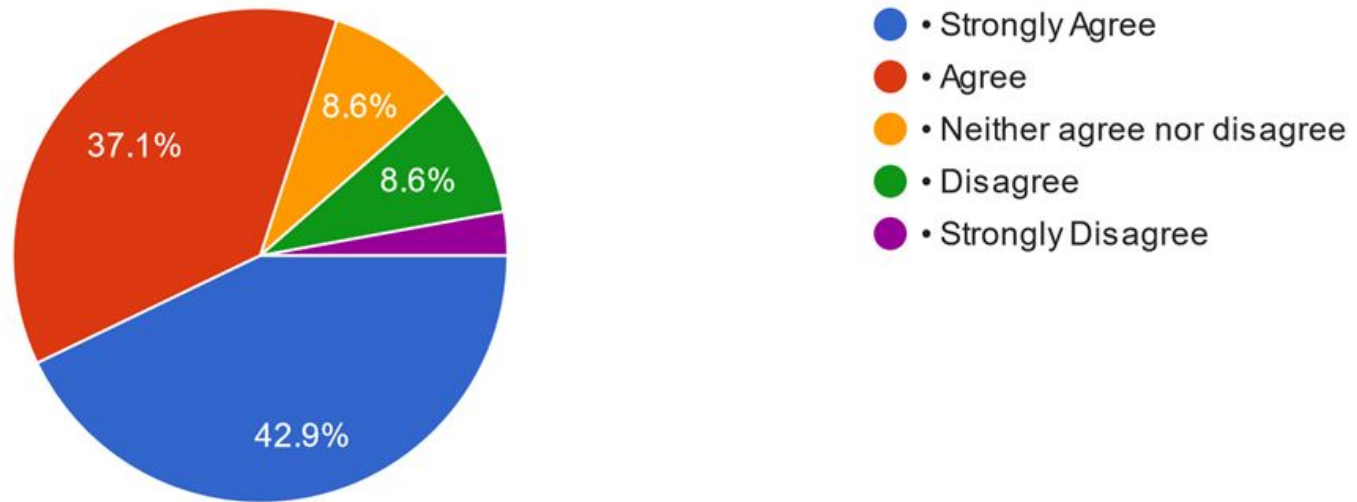
There are excellent communications and consultation between the administration and the faculty senate leadership. -

35 responses



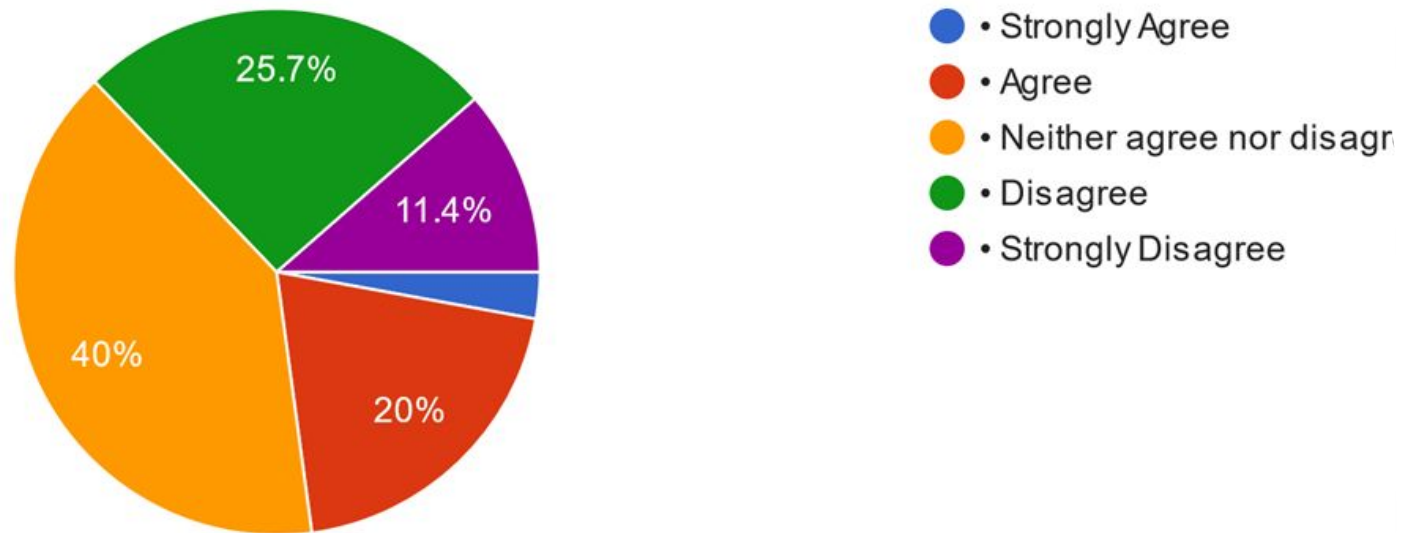
The President respects faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).

35 responses

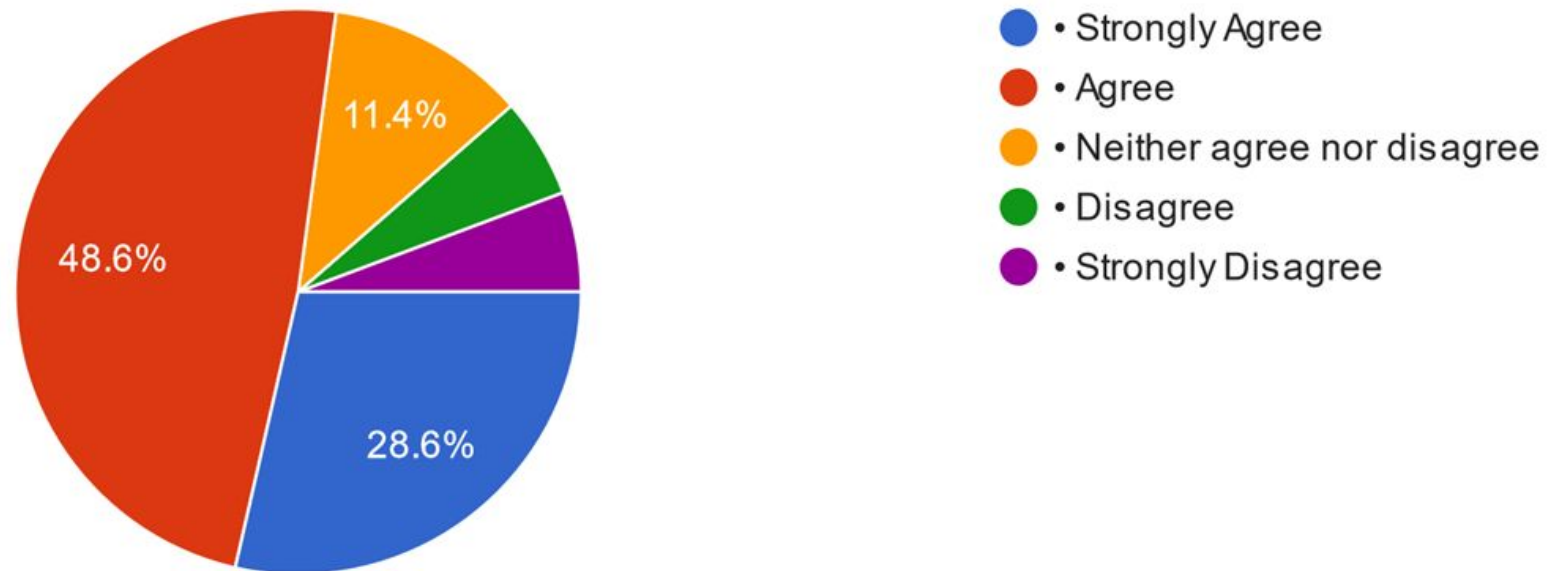


The president seeks meaningful faculty input on issues (such as budgeting) in which they have an appropriate interest but not primary responsibility. -

35 responses

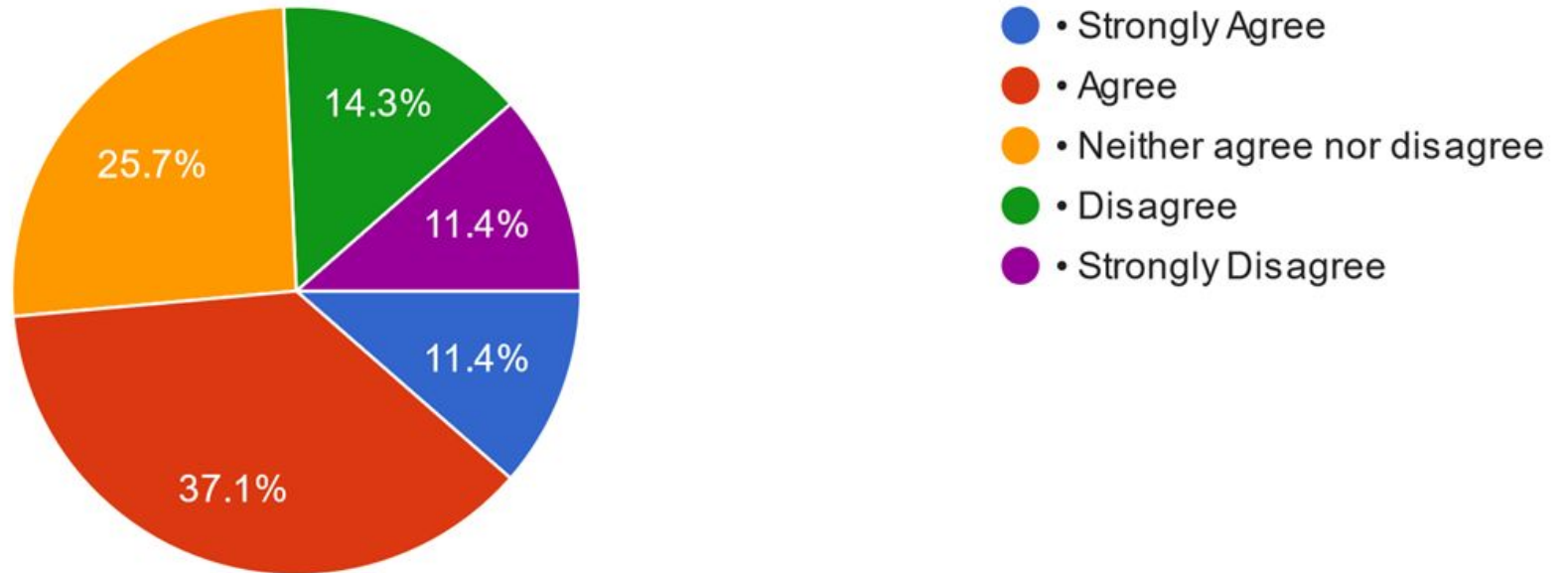


The president supports and advocates for shared governance? - 35 responses

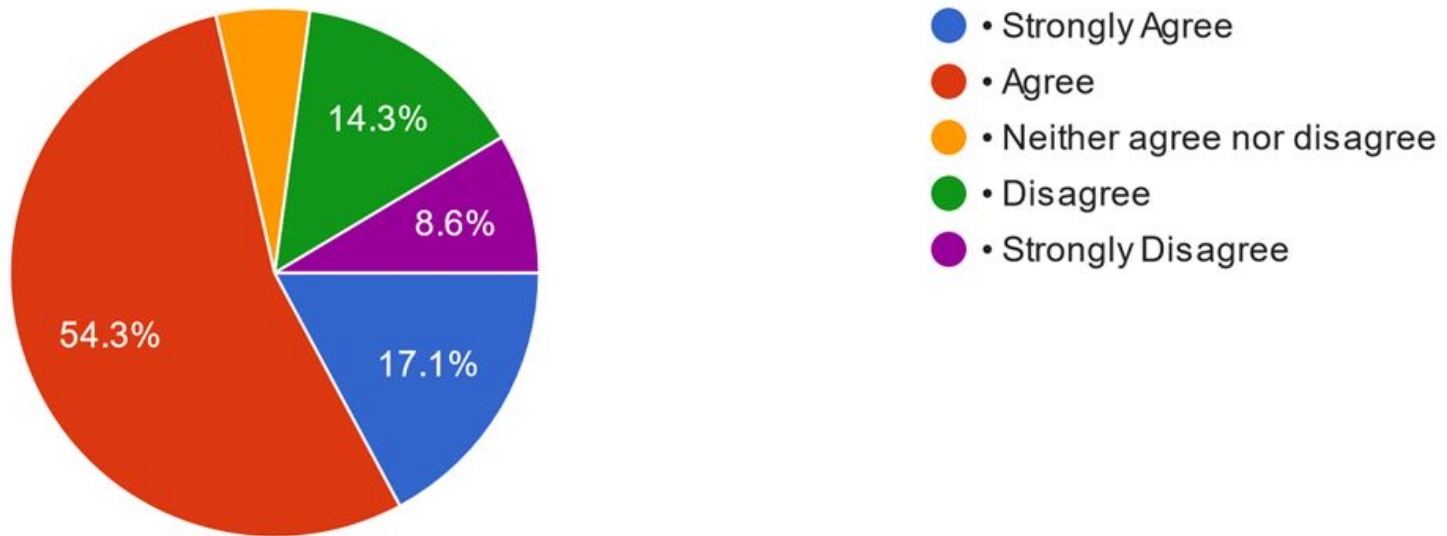


The administration provides adequate financial support for faculty senate governance

35 responses

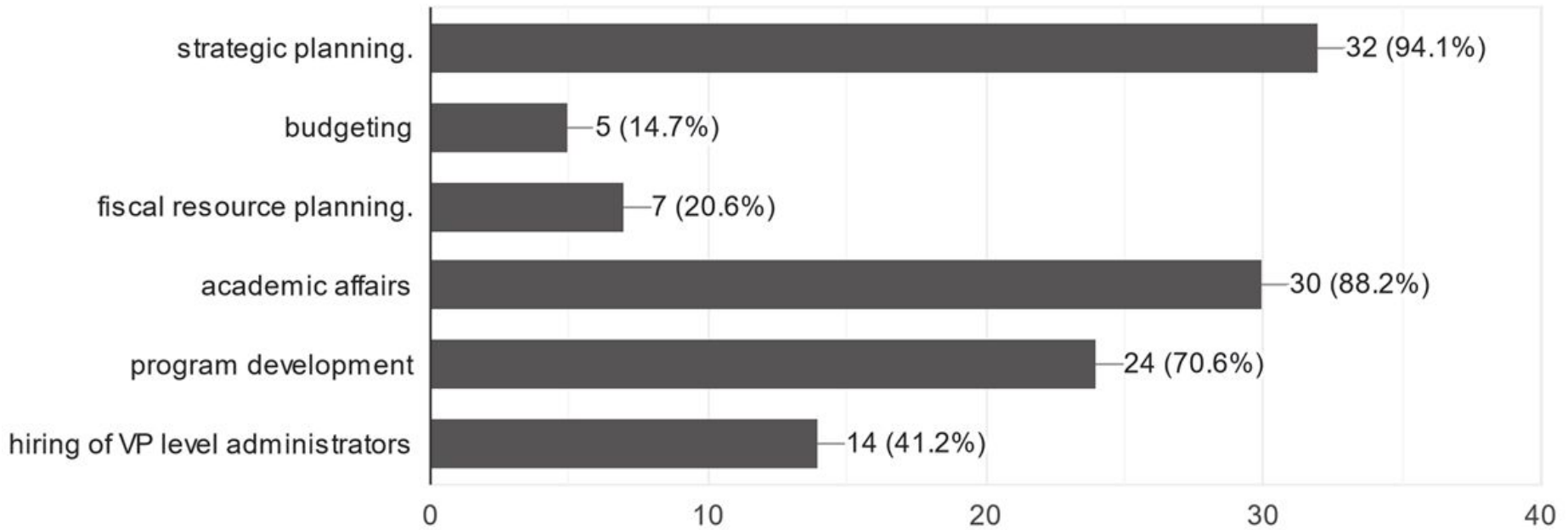


Does the administration provide adequate administrative support for faculty senate governance responses



The administration consults faculty on issues related to (check all that apply) -

34 responses



Concluding observations

- ❑ The two surveys together show that most perceive presidents of universities to be supportive of shared government, to some degree
- ❑ In some respects shared governance functions well, at some universities and for some people
- ❑ But shared government does not work as well as it should
- ❑ Why not? Structural factors are part of the problem

Concluding observations

- Why doesn't it work as well as it should? Structural factors are part of the problem
 - THEY VARY BY UNIVERSITY BUT CAN INCLUDE
- Need for revision of shared government documents/procedures
- Appointed versus elected representatives
- Hierarchies that make it uncomfortable for some to speak up
- Exclusion of faculty from key shared governance processes that concern them

Solutions:

- Identifying problem areas
- Modeling effective practices
- Making sure that all faculty have a way to express concerns and have a voice
- Better communication
- Other?

Highlight of two particular concerns:

At two universities, UMGC and UMB, significant portions of faculty are not represented by any elected shared governance body, but only by appointed councils.

At UMGC the shared governance concern appears to have been made worse by the reorganization and renaming of the university in 2019-2020, during which their adjunct faculty association seems to have lost much of its influence. How can that unit be strengthened? How can faculty have more input? UMGC's refusal to share the shared governance survey is problematic.

At UMB it seems to be just the medical school that is excluded from shared governance.

Some Comparative data on Tenure/Tenure track faculty, student numbers and student retention at the 12 USM institutions.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Tenure and tenure track faculty rates of change over past seven years							student population				2016-2022 cohort		ratio student pop to TTK fac				
2	2014-15		2021-2022		change	% change		2014-2015	2021-2022	change in student pop.	% change in stud. pop		6 Year graduation rate	2014-2015	2021-2022			
3	BSU	161	176	15	9.32%		5695	6308	-613	-10.76%		42.00%	35.37	35.84				
4	CSU	141	85	-56	-40%		3133	2101	-1032	-32.93%		23.00%	22.22	24.71				
5	FSU	214	198	-16	-7.50%		5645	4449	-1196	-21.19%		55.00%	26.38	22.47				
6	SU	289	343	54	18.70%		8770	7568	-1202	-13.71%		70.00%	30.35	22.06				
7	TU	514	592	78	15.20%		22285	20856	-1429	-22.18%		74.00%	43.36	35.23				
8	UB	173	140	-33	19.10%		6442	3709	-2733	-42.42%		36.00%	37.24	26.49				
9	UMB	539	465	-74	-13.70%		6276	7244	968	15.42%		n/a	11.64	15.58				
10	UMBC	386	385	-1	0.26%		13979	13638	-341	-2.44%		72.00%	36.22	35.42				
11	UMCP	1456	1362	-94	-6.50%		37610	41271	3661	9.73%		88.00%	25.83	30.3				
12	UMES	170	155	-15	-8.80%		4279	2384	-1895	-44.29%		40.00%	25.17	15.38				
13	TOTALS	4043	3901	-142	-3.50%		114114	109528	-4586	-4.02%			28.23	28.07				
14																		
15	UMCES																	
16																		
17																		
18																		
19																		
20	UMGC	0	0	0	0		47,906	55,323	7417	15.48%		11.00%				infinite		
21																		
22																		
23																		
24																		
25																		
26																		

*Note that these numbers exclude UMGC, which has no tenured faculty
* Data for UMGC is below

** SHARED GOVERNANCE SATISFACTION. 3 is neutral on a 1-5 scale (5 is positive)

*6 year grad rates at any UMD campus

All data on tenure/tenure track lines is from USM reports on Instructional workload, 2014/2015, 2019/2020, and 2021/2022
All data on student populations is from the USM website <https://www.usmd.edu/IRIS/DataJournal/Enrollment/?report=Fall-Headcount-by-Level>

Thanks to

Heather Haverback (Towson University, CUSF Vice Chair 2022-2023 for help with the survey questions)

Jen Patterson (IT, UMD for help with the Qualtrics Survey set up)

Philip Moses (English, UMD for help with data extraction by institution and turning raw data into clean data)

Dylan Solden (MA in public policy and certificate in data analysis) for help with informetrics.

By Holly Brewer (History, UMD--- CUSF CHAIR 2022-2023

Appendix B
CUSF Resolution in Favor of Graduate Student Collective Bargaining
Passed at CUSF General Meeting on February 24, 2023

Whereas the Council of University System Faculty (the Council) consists of faculty representatives elected by the faculties of the constituent institutions of the University System of Maryland (USM) to represent USM faculty; and

Whereas it is the Council's responsibility to consider and make recommendations on matters of System wide professional and educational concern to USM faculty; and

Whereas the Council advises the USM Chancellor and reports regularly to the USM Board of Regents on matters of interest to USM faculty; and

Whereas CUSF members and their constituents are committed to supporting graduate students at USM institutions, who represent the next generation of higher education teachers, researchers, and scholars; and

Whereas support for graduate students at USM universities is an excellent investment in the growth of the Maryland economy because USM graduate students contribute substantially to the next generation of Maryland leaders in education, business, health care, and research; and

Whereas pursuing a graduate education is inherently challenging, and unnecessary additional challenges related to financial support and compensation, health care benefits and working conditions create barriers to recruitment to and completion of graduate programs; and

Whereas CUSF members and their constituents have observed that students pursuing graduate studies at USM institutions face significant challenges relating to working conditions, financial support, compensation, and benefits; and

Whereas CUSF members and their constituents believe that these challenges have a deleterious effect on the education and research mission at USM institutions; and

Whereas USM graduate students have consistently expressed a desire to address these challenges by engaging in collective bargaining; and

Whereas bills proposed in the Maryland General Assembly in each of the last five years that would allow graduate students at USM institutions to engage in collective bargaining have earned consistent, overwhelming support from graduate students and USM faculty and staff; and

Whereas graduate students at many top research universities have formed collective bargaining units in recent years; and

Whereas graduate students are transitory employees with no direct, sustained professional ties to state government; and

Whereas graduate students at USM institutions do not have supervisory or managerial control over their institutions or working conditions; and

Whereas individual graduate students at USM institutions with a collective bargaining unit will have the option not to join or financially support a union;

Be it here resolved that the Council supports the amendment of Maryland law to allow graduate students at USM institutions to engage in collective bargaining.

Appendix C: Taskforce Planning Document CUSF Spring 2023

CUSF executive committee proposals/ draft

1) Faculty Tenure/Workload/Status

We had asked for data on relative tenure rates across all 12 USM campuses over the past ten years. We would like a sense of how the academic workforce is changing. CUSF formally voted to support the collection of such crucial information at our meeting in January. Note that it is already collected by USM and our 12 universities because such data has to necessarily be reported to the government (part of their IPEDS data). In a connected way, we are interested in the nature of labor contracts and statuses for those who are not tenured. At UMCEES, for example, most other faculty are “research faculty” with five year contracts that are normally renewed, and respectable pay. How does that compare to other campuses? How does this fit with the current effort to give non -tenure track faculty different titles based on their accomplishments? What portion of classes are taught by adjunct faculty? What is the lowest pay per class? What are the impacts of these decisions about faculty on student success? Where are we going in the future? How does this fit (or not) with the USM strategic plan, with shared governance concerns, and other issues? Such a task force should have representatives from faculty and student councils as well as potentially from the provosts and presidents council.

2) **Teacher Training & Retention** in response to the Blueprint for Maryland’s Future. How can Faculty and the USM institutions become more involved? Teaching in the 21st century is very complex. Teachers must be prepared to navigate numerous responsibilities, including but not limited to, pedagogical practices, learner differences, legislative mandates, family dynamics, social/emotional health, and classroom management. The pandemic only furthered this complexity.

NCES (2022) reported that in October 2022, 45% of public schools in the US were operating without a full staff. In fact, 27% of public schools stated they had more than one teacher vacancy.

Thus, teacher attrition and retention is a serious concern. By 2025 an annual shortage of over 300,000 teachers is predicted (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

While past research indicates that intrinsic motivations, altruistic goals, love of subject matter, age of the student, and passion for teaching are some of the main reasons that undergraduate college students choose teacher education as their major (Author, 2013; Cooper & He, 2012; Farkas, Johnson, & Foleno, 2000; Jarvis & Woodrow, 2005), there is need for more to be done to attract candidates to the field of teaching.

The state of Maryland is facing this teaching shortage firsthand. At the same time, the US teacher population has been found to be far less diverse than the student population (Taie & Goldring, 2020). Therefore, the state should focus on creating a population of diverse individuals who are interested in becoming teachers. In the USM, colleges of education are using varying strategies to recruit and retain teachers. Therefore, one way to better recruit and retain teachers is to examine the existing resources and capabilities we have among USM institutions that are working well in order to develop a better strategy for all of USM. This could be done through the creation of a task force with representation from all USM Colleges of Education and other state educational entities. Some of these initiatives are, but not limited to: student pipelines into teaching, GYO models, community college partnerships, teacher residency programs, etc...

3. Mental Health: In the wake of the Covid-19 pandemic, higher education continues to face challenges linked to the mental health of students, faculty, and staff. At the USM Joint Councils meeting held in November 2022, leaders representing the Council of University System Faculty (CUSF), Council of University System Staff (CUSS), and University System of Maryland Student Council (USMSC) all noted the impacts that declines in mental health has had on faculty, staff, and students and argued that finding means to address this challenge should be a priority to USM. Mental health has the potential to affect student success and retention, as well as faculty and staff retention, morale and productivity. As challenges linked to mental health have such wide-ranging impacts, it is proposed that USM develop a Mental Health Task Force to allow experts in this area across

USM campuses to come together to develop solutions that will improve the mental well-being of students, staff, and faculty. It is recommended that this Task Force include two members of CUSF, CUSS, and USMSC, and one to two representatives from each USM campus with expertise in an area linked to mental health. The goal of this Mental Health Task Force will be to determine actionable items that can be reported to USM administration that will help to improve the mental well-being of students, faculty and staff across USM campuses. This taskforce could potentially engage with any initiatives coming out of the Maryland legislature (and possibly funding via MHEC).

4. **Open Access:** This might not need a full task force, but we would like to keep following up on this issue, in coordination with the Library Council and UMD-PACT.

Appendix D:

Report on Improving Faculty Mental Health on USM Campuses

CUSF Subcommittee on Health and Well-Being

Members: Rosellina Ferraro, Ellen Hondrogiannis, and Erica Kennedy

In the wake of the Covid-19 pandemic, mental health challenges continue to have a major impact on students, faculty, and staff at universities across the country. A 2023 Gallup poll demonstrated the great effects that mental health has had on students, with more than 40% of students considering stopping their coursework as the result of emotional stress. Recent research suggests that students on college campuses have been experiencing a mental health crisis, and this has impacted student enrollment and retention at universities across the country (Merisotis, 2023; Abrams, 2022; Gallup poll, 2023). Students are reporting higher rates of anxiety and depression, and this has impacted their ability to attend classes, complete their coursework, and generally succeed in college (Abrams, 2022; Gallup poll, 2023, Flannery, 2023). However, these mental health challenges are not limited to students. The increased mental health needs of students have placed strains on campus counseling centers and on faculty who are often the first to notice that students are struggling. Faculty have experienced increased stress as the result, often feeling unprepared to help students in crisis (Flannery, 2023). Faculty have also experienced increased workload and felt increased levels of burnout, which ultimately affects their satisfaction with their jobs, and the quality of education that students receive (Flaherty, 2021; Lederman, 2022; Carrasco, 2022).

In November 2022, USM hosted a Joint Councils meeting with representatives from the Council of University System Faculty (CUSF), Council of University System Staff (CUSS), and USM Student Council. In this meeting, all three groups noted that mental health on campuses across USM should continue to remain a priority due to the wide-ranging impacts it has on university life and work. In 2021 and 2022, CUSF formed a subcommittee which focused on the impacts that the pandemic was having on USM faculty. In both years, surveys were distributed to USM faculty to get feedback about the effects of the pandemic on the lives of faculty. Free responses on these surveys particularly highlighted the strains that the pandemic placed on faculty; from health concerns for themselves and their families, stress linked to additional workload, and difficulties with work/life balance, there were

clear concerns linked to general well-being expressed by many faculty. In 2022-2023, CUSF charged this subcommittee, which had been focused on the effects of Covid-19, to focus more broadly on faculty health and well-being, with a focus on mental health. The subcommittee created a survey to get feedback from CUSF members about actionable items to help improve the mental health of USM faculty members.

The results of this short survey showed that faculty would appreciate more funding for well-being programs on campuses (such as meditation, yoga, stress-relief). There is also a desire to have gym membership on campuses be free for faculty, as fitness is a key component of general well-being. Faculty also expressed a desire for campuses to provide funding for training to learn how to better assist students with mental health concerns. Having the option to take courses such as Mental Health First Aid would better prepare faculty to know how to get students help when needed. The survey also revealed that faculty would appreciate improvement in accessibility of information on how to assist students with mental health needs with resources available on their campuses.

There were also several areas in which faculty expressed need for additional assistance which would lead to improvement in terms of their own mental health. Having additional support for teaching, in terms of smaller class sizes, teaching assistants, and administrative help was rated high in terms of its potential to help with faculty well-being. Addressing salary equity and issues linked to work-life balance were also considered important in aiding faculty. Finding ways to limit after hours communication was suggested as one relatively simple solution linked to work-life balance. Examining ways to generally reduce faculty workload (including reduction in service duties and advising) was also considered an important component to improving well-being of faculty.

As mental health plays such a key role in faculty, staff, and student morale, motivation, success, retention, and general well-being, it is imperative that this topic continue to be a high priority to USM (Gallup poll, 2023; Alonso, 2023; Ezarik, 2022; Marijolic, 2023). Developing a task force to bring individuals knowledgeable about mental health together across USM campuses would be a beneficial way to continue this discussion and examine additional ways to help improve the mental health of all of those working on USM campuses.

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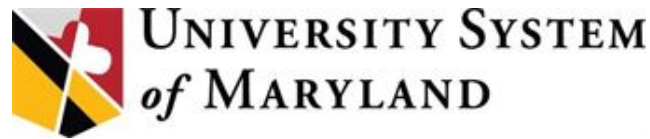
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University System of Maryland Board of Regents
Coppin State University
April 14, 2023 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 9:07 a.m. on Friday April 14, 2023 at Coppin State University. Those in attendance were: Chair Gooden; Regents Atticks, Attman, Fish, Gonella, Helal, Hur, McDonald, Neuberger, Peters (virtual), Smarick, Wallace, and Wood (virtual); Presidents Anderson, Vice President Detloff for Asbhy, Breaux, Provost Pomietto for Fowler, Goodwin, Jarrell, Jenkins, Lepre, Nowaczyk, Interim President Perrault, Pines, and Schmoke; Vice Chancellors Herbst, McDonough, Raley, and Wrynn; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden opened the meeting by congratulating the Board of Regents Faculty Award winners. The winners are:

- Mentoring:
 - Dr. Michel Cukier (UMCP)
 - Dr. Min Deng (TU)
 - Dr. Eric Schott (UMCES)
 - Dr. Stella Tomasi (TU)
- Teaching
 - Dr. Susan Bindon (UMB)
 - Dr. Jeni Davis (SU)
 - Dr. Mariana Lebrón (TU)
 - Dr. Sumanth Reddy (BSU)
- Public Service:
 - Dr. Charles Adams (BSU)
 - Dr. Dennis Klima (UMES)
 - Dr. Tiffaney Parkman (UBalt)
 - Dr. Corinne Pubill (SU)
- Scholarship or Research:
 - Dr. Charissa Cheah (UMBC)
 - Dr. Paz Galupo (TU)
 - Dr. Anupam Joshi (UMBC)
 - Dr. Ting Zhang (UBalt)
- Creative Activity:
 - Dr. Shaochung Victor Hsia (UMES)
 - Dr. Monifa Love (BSU)

- Dr. John Wesley Wright (SU)

Chair Gooden noted that SU President Carolyn Lepre was recognized in *The Daily Record's* 2023 Top 100 Women in Maryland along with nine other honorees from the USM.

She provided the update that Regents Wallace and Wood have been reappointed to the Board and that we'll welcome three new Regents – Anwer Hasan, Charles “Tom” McMillen, and Steven Sibel. Chair Gooden also said how sad we are to say goodbye to Regents Attman, McDonald, and Oberg.

Welcome from Coppin State University. President Anthony Jenkins welcomed everyone to Coppin State University. He started by highlighting CSU's path to becoming a leader in urban higher education by providing a transformational educational experience. Several CSU students then spoke about their varied and life-changing experiences.

Educational Forum: ARLIS: The UARC for the Intelligence and Security Enterprise. Dr. William Regli, Executive Director of ARLIS and Professor of Computer Science, spoke about ARLIS and its role as a University Affiliated Research Center.

Chancellor's Report. Chancellor Perman presented his report. He started by again recognizing the Board of Regents Faculty Award winners and thanking Dr. Regli for his presentation.

Chancellor Perman went on to highlight recent achievements across the USM campuses. He gave an update on the 2023 legislative session, noting strong support for the USM through both the operating and capital budgets. He also highlighted two bills that will have an impact on the USM – Senate Bill 426, which authorizes the board to establish a quasi-endowment fund of up to \$150 million to help support financial aid for our students, and Senate Bill 142, which authorizes the board to award a grant, supported by private donor funds, to the student regent in the first year of their term.

I. Council Reports

- a. Council of University System Presidents (CUSP). President Breaux presented the report stating that CUSP met twice since the last meeting. The March 6th meeting included topics such as a TEDCO presentation, a legislative update, a request for proposals to hire a consultant to study the USM pay plan, facilities renewals, the DOE update on third party servicers and shared governance. The April 10th meeting also included a legislative update since the 10th was Sine Die. The Council continued their discussion on shared governance and President Nowaczyk led a discussion on the Middle State self-study process.
- b. University System of Maryland Student Council (USMSC). Mr. Siddiqui presented the USMSC report. He provided an update on the inaugural Board of Regents Student Excellence Scholarship awards, noting that they received over 300 applications and

were able to select twelve students for recommendation to the Board. He also spoke about students' concerns with access to hybrid education

- c. Council of University System Faculty (CUSF). Dr. Sahu, CUSF member, presented the report. He noted that the Executive Committee has started to work with Senior Vice Chancellor Wrynn to set up taskforces that align with some of the Council's priorities. The General Body passed a resolution supporting the removal of current state restrictions on graduate student collective bargaining. Dr. Sahu also provided a summary of the work of the other committees.
 - d. Council of University System Staff (CUSS). Dr. Patricio presented the report. She provided an update on the CUSS shared governance survey. She also noted that the Council has been reviewing the Board of Regents Staff Award applications and will present their recommendations soon.
2. Public Comment. Chair Gooden opened the meeting for public comment. Leo Hojnowski, a UMBC student, spoke regarding civic engagement and commented on Uyghur persecution, asking the Board of Regents to consider action.
 3. 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 item. Chair Gooden moved and Regent Pope seconded the motion to accept the consent agenda. The consent agenda was approved. The items included were:
 - a. Committee of the Whole
 - i. Approval of meeting minutes from February 17, 2023 Public and Closed Sessions (action)
 - ii. Approval of minutes from February 2, 2023 Committee on Governance and Compensation Meeting (action)
 - b. Committee on Advancement
 - i. Approval of the March 29, 2023 Public and Closed Session Minutes (action)
 - c. Committee on Audit
 - i. Approval of meeting minutes from March 27, 2023 Public and Closed Sessions (action)
 - d. Committee on Economic Development and Technology Commercialization
 - i. Approval of March 30, 2023 Meeting Minutes (action)
 - e. Committee on Education Policy and Student Life
 - i. Academic Program Proposals (action)
 1. Frostburg State University: B.S. Environmental Science
 2. Towson University: Ph.D. Autism Studies
 3. Towson University: Ph.D. Business Analytics

4. University of Baltimore: M.S. Counseling Psychology
 5. University of Baltimore: M.S. Industrial and Organizational Psychology
 - ii. Campus Safety and Security: Report and Panel (information)
 - iii. Update: Civic Engagement and Civic Education (information)
 - f. Committee on Finance
 - i. Approval of meeting minutes from March 30, 2023 Public and Closed Sessions (action)
 - ii. USM Enrollment Projections: FY 2024-2033 (action)
 - iii. University of Maryland, Baltimore: Facilities Master Plan Update (action)
 - iv. University of Maryland, Baltimore: Health Sciences Facility III Fifth and Sixth Floor Fit-Out (action)
 - v. University of Maryland, Baltimore: Modifications to the Oracle Financial Systems Contract for Additional Software and an Additional Renewal Term (action)
 - vi. University of Maryland, College Park: Contract Extension for Pouring Rights Agreement (action)
 - vii. University of Maryland, College Park: Voluntary Separation Program for Tenured Faculty in Select Academic Areas (action)
 - viii. University of Maryland, College Park: Modification to Student Health Insurance Program Contract (action)
 - ix. Frostburg State University: Facilities Master Plan 5-year Update (information)
 - x. Financial Condition and Financial Results of Intercollegiate Athletic Programs (information)
 - xi. University System of Maryland: Self-Support Charges and Fees for FY 2024 (action)
 - g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
 - i. Approval of meeting minutes from March 13, 2023, Public Session (action)
 - ii. Mid-Year Athletic Director's Updates – Rotating – UMBC, SU, TU (information)
 - iii. Financial Condition and Results of Intercollegiate Athletic Programs (information)
4. Review of Items Removed from Consent Agenda
5. Committee Reports
 - a. Committee of the Whole
 - i. Fiscal Year 2024 Schedule of Tuition and Mandatory Fees. Regent Attman moved to approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Regent Pope seconded. The motion was unanimously approved.

- b. Committee on Audit
 - ii. Proposed Amendments to BOR Policy I-7.00 Policy on Public Ethics of Members of the Board of Regents. Regent Fish moved to approve the proposed amendments to BOR Policy I-7.00 Policy on Public Ethics of Members of the Board of Regents. Regent McDonald seconded. The motion was unanimously approved.
 - c. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
 - iii. Mental Wellness and Mental Health in the Intercollegiate Athletics Community – a presentation by Dr. James Borchers, President and CEO of the U.S. Council for Athlete’s Health. Regent Gonella provided a summary of the presentation that Dr. James Borchers provided about mental health issues in student athletes.
6. Reconvene to Closed Session 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 Chair Pope, seconded by Regent Fish; unanimously approved.)

Meeting adjourned at 11:20 a.m.



University System of Maryland Board of Regents
Coppin State University
April 14, 2023 Closed Minutes

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order in closed session at 11:45 a.m. on Friday April 14, 2023 at Coppin State University. Those in attendance were: Chair Gooden; Regents Atticks, Attman, Fish, Gonella, Helal, Hur, McDonald, Neuberger, Peters (virtual), Smarick, Wallace, and Wood (virtual); Vice Chancellors Herbst, McDonough, Raley, and Wrynn; Ms. Wilkerson and AAGs Bainbridge and Langrill. Associate Vice Chancellor Skolnik, Ms. Roxas, Ms. Detloff, Ms. Adams, and Mr. Tallon from UMBC, and Presidents Anderson and Jarrell were present for a portion of the meeting.

I. Consent Agenda

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda which included the items below.

- a. Committee on Advancement
 - i. Naming request from the University of Maryland, Baltimore (§3-305(b)(1)(i) and (2))
 - ii. Naming request from Salisbury University (§3-305(b)(1)(i) and (2))
- b. Committee on Finance
 - i. Towson University: Campuswide Dining Services (§3-305(b)(14))
 - ii. University of Maryland, College Park Acquisition of Office Building and 22.23 acres located at One Physics Ellipse in College Park (§3-305(b)(3))
 - iii. University of Maryland, College Park: Campus Wired and Wireless Network Refresh (§3-305(b)(14))
- c. Committee of the Whole
 - i. Review of Certain Contracts and Employment Agreements (§3-305(b)(1))

2. Meeting with the Presidents

As part of their performance reviews, the Board met individually with Presidents Anderson and Jarrell. (§3-305(b)(1)).

3. **Collective Bargaining Update.** Associate Vice Chancellor Skolnik and Ms. Roxas, Director of Labor, provided an update on collective bargaining across the USM. (§3-305(b)(9)).
4. **University of Maryland, Baltimore County Pre-Negotiation Briefing re MOU with FOP covering police.** Associate Vice Chancellor Skolnik and Ms. Roxas presented a pre-negotiation briefing regarding the MOU between UMBC and the FOP. Ms. Detloff, Ms. Adams, and Mr. Tallon from UMBC were present for the discussion. (§3-305(b)(9)).
5. **TU Transition Update.** Chancellor Perman provided an update on the TU president transition. (§3-103(a)(1)(i)).
6. **UMCES Transition Update.** Chancellor Perman provided an update on the transition at UMCES. (§3-103(a)(1)(i)).
7. **Board of Regents Student Excellence Scholarship Recommendations.** The Regents approved the recommendations of the evaluation committee to honor the twelve students with the Board of Regents Student Excellence Scholarships. (§ 3-305(b)(13)).

The meeting adjourned at 2:27 p.m.



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE**
Video Conference and Teleconference
May 10, 2023, 11:00 AM

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on May 10, 2023, at 11:00 am. In attendance were Regents Hugh Breslin, Linda Gooden, Louis Pope, Doug Peters, Edward McDonald, Geoff Gonella, Farah Helal, ACE Fellow, Dr. Anupam Joshi and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Vice Chancellor Leonard Raley, Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From USM institutions: Jayme Block (SU), Theresa Silanskis (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Matthew Hodge (UMCP), John Short (FSU), Brian DeFilippis (TU), John McKee and Jim Hughes (UMB), Joshua Humbert (CSU), Lois Colaprete (UMCES), Richee Smith Andrews (USG), and Brent Swinton (BSU).

Fundraising Updates (information)

The System-wide goal for the year is a little over \$383 million, and we are already at \$318 million for April FY23, well ahead of the pace for meeting the goal this year. Several vice presidents commented on recent gifts and progress.

Discussion of the USM BOR IX – 4.00 – BOR Policy on Alumni Associations (information)

The Alumni Relations Committee met on April 28th to discuss the Board of Regents Policy on Alumni Associations, which has not been updated since 2016. The Office of Advancement has conferred with both the Alumni Relations Council (ARC) and VP Council regarding any needed changes and will work with USM senior staff as well.

Quasi endowment summary report for 2022 (information)

In 2015 the System established a \$50 million quasi-endowment program from a small portion of each campus's fund balance, as well as \$10 million from the System's fund balance. The USM Foundation invests those funds. Spendable income flows directly back to campuses to help fund advancement programs, and \$425,000 in spendable income funds this grant program. As outlined in the summary report, campuses have been able to use these funds for a lot of great initiatives. They have been able to hire staff to help with fundraising and campaigns, they have initiated a giving society, and they have been able to produce marketing materials from the funds.

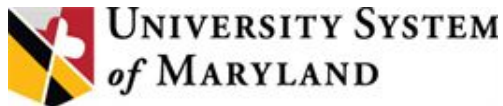
USM Board of Regents Quasi Endowment Funds for need-based student financial aid, Senate Bill 426 (information)

In March 2023, Senate Bill 426 was passed which will authorize the Board of Regents to establish quasi-endowment funds and allow the Board to use investment income produced by quasi-endowment funds to provide need-based student financial aid. The Office of Advancement will report back on this in the fall when we have more information.

Convene to closed session (action)

Regent Breslin read the Convene to Close statement. He then moved for recommendation, seconded by Regents Pope and McDonald, and unanimously approved.

The public meeting was adjourned at 11:35 am.



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE**
Video Conference
May 10, 2023, 11:36 AM

DRAFT Minutes of the Closed Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on May 10, 2023, at 11:00 am. In attendance were Regents Hugh Breslin, Linda Gooden, Louis Pope, Doug Peters, Edward McDonald, Geoff Gonella, Farah Helal, ACE Fellow, Dr. Anupam Joshi and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Vice Chancellor Leonard Raley, Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From University of Baltimore, Maryland, Renee Hutchins, Dean for the Francis King Carey School of Law, Jim Hughes, Senior VP for the Office of Research and Development, and Shara Boonshaft, Assistant Dean for Development & Alumni Relations, Francis King Carey School of Law; from Towson University, Brian DeFilippis, Vice President, University Advancement; and from Salisbury University, Associate Vice President, University Advancement.

Honorific naming request from the University of Maryland, Baltimore (action)

UMB requested to name a new Center in the University of Maryland Francis King Carey School of Law to honor Maryland Carey Law's first two Black tenured professors, who's combined 80 plus years of teaching and remarkable contributions to the Law School, the legal profession, and the community are unmatched. They individually and collectively have had an outsized impact on the city of Baltimore and state of Maryland and the broader legal community through their mentorship, research, and scholarship.

Regent Breslin moved for recommendation, seconded by Regents McDonald and Gonella, and unanimously approved.

Naming request from Towson University (action)

TU requested to name the Lower Practice Field, which is part of the South Campus Athletic Fields, to honor a Towson alumnus who was a member of TU's first football team and strong advocate for Tiger Athletics. The naming request recognizes and celebrates several existing gifts by the family, a multi-year commitment, and a deferred gift totaling more than \$1 million, which has been designated for the Athletics Practice Fields Capitol Project. The family have given quite generously to Towson University and specifically to TU Athletics. They helped establish two endowed scholarships which have benefited student athletics, the College of Business and Economics, and more.

Regent Breslin moved for recommendation, seconded by Regents Pope and McDonald, and unanimously approved.

Naming request from Salisbury University (action)

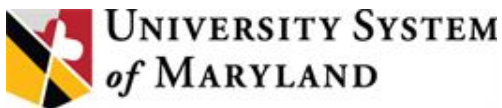
SU requested to name the Soccer Stadium Complex after a faculty member with a long and distinguished career at SU, totaling 44 years of service. An advocate of higher education, he taught at the business school and went on to serve as an associate dean of the Perdue School of Business, while coaching soccer full-time. He was named Regional Coach of the Year six times, Capital Athletic Conference Coach of the Year seven times, won eight CAC Championships and made 13 NCAA Tournament appearances, with a semifinal appearance in 2004. An anonymous donor made a commitment of \$250,000 to name the soccer stadium after him. The total construction cost of the soccer stadium, completed in 2017, was \$2,526,609. To satisfy the USM naming requirement of 7.5% of the construction cost, the minimum amount to name the facility is \$189,497. To date, \$250,000 has been given to make this naming a reality. The initial pledge has been paid in full.

Regent Breslin moved for recommendation, seconded by Regents Pope and Gonella, and unanimously approved.

Motion to adjourn (action)

Regent Breslin moved for a motion to adjourn, seconded by Regents McDonald and Pope, and unanimously approved.

The closed session meeting was adjourned at 11:55 am.



**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
And teleconference
June 1, 2023**

DRAFT

Minutes of the Public Session

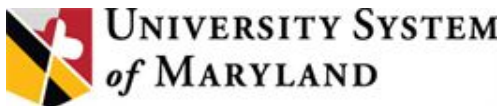
A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on June 1, 2023, at 11:00 am. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Doug Peters, Edward McDonald, Farah Helal, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Vice Chancellors Leonard Raley and Ellen Herbst; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Matthew Hodge, Vice President for University Relations, President of University of Maryland College Park Foundation, and Brian Ullman, Associate Athletics Director, Chief Strategy Officer, Maryland Athletics.

Chairman Breslin called the meeting to order at 11:00 am.

Convene to closed session

Regent Breslin read the Convene to Close Statement and then moved for recommendation, seconded by Regents McDonald and Peters, and unanimously approved.

The public meeting was adjourned at 11:05 am.



**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Video Conference
June 1, 2023**

DRAFT
Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on June 1, 2023, at 11:00 am. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Doug Peters, Edward McDonald, Farah Helal, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Vice Chancellors Leonard Raley and Ellen Herbst; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Matthew Hodge, Vice President for University Relations, President of University of Maryland College Park Foundation, and Brian Ullman, Associate Athletics Director, Chief Strategy Officer, Maryland Athletics.

Chairman Breslin called the meeting to order at 11:06 am.

Naming request from the University of Maryland, College Park (action)

The University of Maryland, College Park, has made a request to name the Baseball Development Center after a prominent alumnus, who was a lifelong donor to Maryland Baseball. The naming is a result of a generous gift commitment from the alumnus' widow. The Baseball Player Development Center is part of the existing Bob "Turtle" Smith Stadium and will provide 8,500 square feet of indoor space for player development with training areas to focus on hitting and pitching, as well as a learning lab for Maryland Baseball student-athletes.

Maryland Athletics will leverage its support of the project to attract philanthropic investment from other donors who wish to support Maryland Baseball. Multiple five-figure philanthropic commitments have already been received and many others are in negotiation.

Regent Breslin moved for recommendation, seconded by Regents Gooden and Gonella, and unanimously approved.

Motion to adjourn (action)

Regent Breslin moved for a motion to adjourn, seconded by Regents Gooden and McDonald, and unanimously approved.

The meeting adjourned at 11:17 am.



**UNIVERSITY SYSTEM
of MARYLAND**
**BOARD OF REGENTS
COMMITTEE ON AUDIT**
Minutes from Open Session
June 9, 2023

Regent Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at 10:00 a.m. This meeting was conducted via teleconference.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (*ex-officio*), Mr. Hur, Mr. Neuberger, Mr. Pope and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Ms. Ames, Mr. Brown, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, and Ms. Wilkerson; CliftonLarsonAllen LLP (USM’s Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Report on UMB Global/MGIC

Dr. Jarrell and members of his staff provided an update on UMB’s response to the audit findings identified in the Single Audit for fiscal year 2022 which pertain to UMB’s Global AIDS Program. He outlined the corrective actions that have been and would be taken to address potential issues in the UMB’s Global AIDS Program and other programs at UMB. Dr. Jarrell also provided the committee with the background and scope of operations for the Global AIDS programs.

2. CliftonLarsonAllen LLP, Audit Approach for the FYE 2024 Independent Audit (Information & Discussion)

USM’s independent auditor (CliftonLarsenAllen LLP) outlined its Audit Approach for the FYE 2024 Independent Audit.

3. Information & Discussion – Single Audit Terminology

USM’s Associate Vice Chancellor for Financial Affairs and USM’s independent auditor (CliftonLarsenAllen LLP) described the rationale behind the single audit and the way that significant deficiencies and material weaknesses are defined in the financial statement audit and under the single audit because of the requirements of the federal government.

4. Information & Discussion – Update from the Enterprise Risk and Crisis Management Work Group

Regent Pope presented an update on the Enterprise Risk and Crisis Management Work Group.

5. Information – Office of Legislative Audit Activity – Published Audit Reports

No Office of Legislative Audit reports were issued since the Committee’s March 2023 meeting.

6. Information & Discussion – Follow Up of Action Items from Previous Meetings

Chair Fish informed the committee that the accused, from the computer theft at the University of Maryland, College Park, is scheduled for trial in July 2023.

7. Convene to Closed Session

Regent 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 Regent Fish, seconded by Regent Pope; unanimously approved.]

The closed session convened at approximately 11:29 a.m.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**
Minutes from Closed Session
June 9, 2023

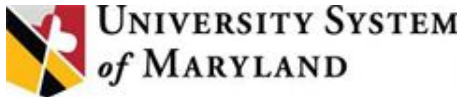
Regent Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Regent Fish, seconded by Regent Pope; unanimously approved.] The closed session commenced at approximately 11:29 a.m. This meeting was conducted via teleconference.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (*ex-officio*), Mr. Hur, Mr. Neuberger, Mr. Pope and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Ms. Ames, Mr. Brown, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, and Ms. Wilkerson; CliftonLarsonAllen LLP (USM’s Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Ms. Fish indicated that there were no reported updates on legal matters for this meeting but that in the future there would be a recurring report regarding legal matters given to the committee. (§3-305(b)(12)).
2. Ms. Fish provided an update of engagement additions, cancellations, and completions to the Office of Internal Audit’s Audit Plan of Activity for Calendar Year 2023. (§3-103(a)(1)(i)).
3. USM’s Associate Vice Chancellor for Information Technology/CIO provided an update of USM’s IT Security Environments. (§3-305(b)(10)).
4. The Committee members met separately with the Independent Auditors. (§3-103(a)(1)(i)).

Closed session adjourned at 11:36 a.m.



The Board of Regents Committee on Economic Development and Technology Commercialization
Minutes of the Public Session for June 7, 2023

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 1:00 pm on June 7, 2023, virtually. Regent Leggett called the meeting to order at 1:02 pm.

Regents present were Regents Leggett, Attman, Fish, Neuberger, and Gooden. USM representatives present were Chancellor Perman, Vice Chancellors Masucci, Herbst, Wrynn, and McDonough; Lindsay Ryan and Denise Wilkerson. Others present were Elena Langrill and Sarah Sheppard.

Regent Leggett, Chancellor Perman, and Vice Chancellor Masucci thanked Regent Attman for his dedicated service to the USM and this Committee. Regent Attman commented on the great growth in the Committee since his first involvement. Vice Chancellor Masucci congratulated Ms. Ryan on being named the Executive Director of Economic Development, after holding an interim role.

Current Activities of the Office of the Vice Chancellor for Research and Economic Development – Dr. Michele Masucci, Ms. Lindsay Ryan (Information Item)

Dr. Masucci explained that the focus of the strategic planning discussion will be research, recognizing that it is just one of the pillars. She reviewed a summary the primary components for this portion of the plan, including: Alignment, Environmental Science, Community Research, Collaborative Research, Strategic Partnerships, Funding Diversification, and Research for Social Good. Alignment refers to aligning USM strengths (general and R&D sector-specific) with opportunities. Regent Leggett commented that research diversification can be a challenge because of the large presence of the federal government, which we also don't want to lose. Dr. Masucci commented that we need to actualize strengths, and she described the ways in which USM R&D strengths align with many federal priorities, which will continue to be important. She also highlighted the interplay between workforce development needs and research. She similarly showed alignment with federal priorities in the environmental science field. Dr. Masucci reviewed the elements of Community and Collaborative Research among USM institutions. Dr. Perman commented that the new MPower-initiated University of Maryland 3-Institute for Health Computing is a great example, led by the University of Maryland, Baltimore and the University of Maryland, College Park, in collaboration with the University of Maryland Medical System and Montgomery County, MD. Dr. Masucci reviewed the Strategic Partnerships element, including the USM's leadership positions in national conversations, from which USM learns and also contributes to the national narrative. Dr. Masucci explained that the System can make sure institutions are cognizant of the strengths across the System, in order to grow and diversify the funding sources for the research enterprise. In reviewing the Research for Social Good element, Dr. Masucci commented that emerging USM communications plans could be additive to that element as well as Community Research.

Dr. Masucci explained the model for how the System Office plans to enable the desired outcomes of the strategic plan. She commented that research administration infrastructure will be strengthened.

Extension activities occur already, with the System Office being a hub. Additional internal USM convenings and working groups will also be added, such as an R&D Strategic Working group. Regent Fish asked what grants currently are obtained by the System, to which Dr. Masucci responded that they have largely been in the area of education, through the Office of Academic and Student Affairs. Dr. Masucci shared examples of what could be obtained through the USM Office of Research and Economic Development as a resource for the System. Chancellor Perman commented that the System has not classically pursued grants but needs to build the platform to support growth in that area. Regent Gooden commented that HBCUs have also highlighted capacity issues in applying for grants even though they have the expertise required to accomplish them. Vice Chancellor Masucci said she couldn't agree more, and helping to fill those gaps would be part of the goal. Vice Chancellor Herbst commented that the System is looking at it as an optional shared service. She also acknowledged the need for post-award infrastructure. Regent Gooden said it would be a good example of System value, not just to HBCUs but other such as Frostburg State University. Regent Gooden asked if the System has ongoing research in how people learn, which could be valuable in DEI education goals. Dr. Masucci said there are strengths at UMCP, and she has personal experience. It is important to differentiate but connect on-the-ground DEI programs with the research around the science of education. Dr. Masucci explained that being a Knowledge Center is being a conduit of best practices, including in highly technical areas such as research administration. An example would be policies and procedures on all aspects of research pre- and post-award, research security, and more. Regent Leggett asked about the engagement with the individual institutions. Dr. Masucci explained that a large part of it is arranging working groups across USM institutions of individuals. Chancellor Perman commented that recently, he was delighted to see top research and academic leaders at System Office in Baltimore that normally he would not see together. They were there because they were convened by the Office of Vice Chancellor for Research and Economic Development.

Ms. Ryan provided an update on the Launch Fund. She played a video, located at the following URL (<https://www.umaryland.edu/news/archived-news/may-2023/grid-pitch-funds-umb-student-entrepreneurs.php>), to showcase an example of one of the many resources available for entrepreneurs across the System that the Launch Fund is seeking to fuel, not compete with. Entrepreneurs in that program received support from the Launch Fund. She emphasized the strength in the community of experts that have contributed to evaluating requests and providing feedback. Regent Neuberger asked for clarification on specifics, and Ms. Ryan responded that capital could be provided as grants or investments and that there were no set limits on the percentage of alum versus students or any other group. The intention was to keep restrictions and barriers to entry to low to gauge true demand. Regent Neuberger asked if philanthropic support could be provided. Ms. Ryan responded that it was a goal to obtain philanthropic support, and in fact the USM Foundation had provided \$100,000 for the purposes of the microgrant component of the program. Dr. Masucci added that corporate and strategic partner support is possible as well. She explained that this is working with, not competing against, institution-specific efforts to raise philanthropic support. Regent Leggett and Ms. Ryan commented that this is a pilot, with the goal to make the case for some of this external support. Ms. Herbst commented that support outside of fund balance is a consideration as well for the Momentum Fund.

Ms. Ryan reviewed the Commercialization Outcomes. She included links to two recent press releases showcasing Momentum Fund investments, as follows, noting the SIMPLi provides another example of an early capital contribution from the Salisbury Ratcliffe Shore Hatchery Program for a company that

eventually went on to secure Momentum Fund investment:

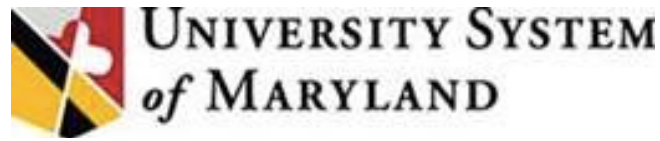
<https://momentum.usmd.edu/news/university-system-maryland-momentum-fund-invests-astek-diagnostics-joins-wexford-scitech-fund>, <https://momentum.usmd.edu/news/university-system-maryland-momentum-fund-invests-simpli-supporting-rapid-growth>.

Dr. Masucci added that for spinouts based in intellectual property, it is important to keep in mind that institutions are required to protect intellectual property, and sometimes the best way to do that is in affiliation with commercialization through a startup. It is one way that institutions move beyond simply patenting, which is not enough to obtain impacts.

The meeting was called to a close at 2:03pm.

Respectfully submitted,
Isiah Leggett, Chair
Committee on Economic Development and Technology Commercialization

DRAFT



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

**Minutes
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, May 11, 2023. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Helal, Oludayo, Leggett, Peters, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Bowden, Dr. Caraco, Dr. Carlow, Dr. Clemmons, Dr. Cooper, Mr. Dahl, Dr. Evans, Ms. Feagin, Dr. Foust, Dr. Frank, Dr. Gilliam, Dr. Goodman, Dr. Haverback, Ms. Herbst, Dr. Hurte, Dr. Jenkins, Dr. Jennings, Dr. Jeter, Dr. Joshi, Dr. Khademian, Ms. Lang, Dr. Lee, Dr. Liu, Mr. McDonough, Ms. Marano, Dr. Medina, Mr. Morgan, Dr. Muhoro, Mr. Muntz, Dr. O'Bryant, Dr. Olmstead, Dr. Patricio, Dr. Potter, Dr. Re, Dr. Richardson Wilks, Dr. Rodriguez, Dr. Shapiro, Dr. Skevakis, Dr. Smith, Dr. Taylor, Dr. Ward, Ms. Wilkerson, and Dr. Williams.

Guests also participated via the public, listen-only line.

Chair Gourdine acknowledged Regent Tola Oludayo, this year's voting student regent. This was Tola's last EPSL meeting, and he was lauded for his insightful work on the committee. Chair Gourdine expressed thanks on behalf of the committee and all stakeholders.

Action Items

Academic Program Proposals

Bowie State University: Ph.D. in Counselor Education and Supervision

Dr. Carl Goodman, Provost; Dr. Rhonda Jeter, Dean, College of Education; and Dr. Otis Williams, Chair, Department of Counseling, presented the proposal for Bowie State to establish the Ph.D. in Counselor Education and Supervision. Currently, there are no Ph.D. counseling programs available in the area with the specific focus of preparing and educating Black counseling students. BSU's proposed Ph.D. in Counselor Education and Supervision is an innovative academic program that aims to develop culturally responsive school counselors and counselor educators in the Maryland-District of Columbia-Virginia region, and beyond. The program is specifically designed to prepare students to address national and international topics related to systemic change, leadership, and advocacy. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. The required internships, practicum, and dissertation all aim to prepare students as future practitioners, educators, and researchers in the field of counseling. Students graduating from similar master's degree programs often have jobs before graduation due to the demand. Research indicates the

same will be the case for students graduating from the doctoral program. The University also anticipates that graduates of multiple BSU master's programs can feed into this program.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer the Ph.D. in Counselor Education and Supervision.

The motion was moved by Regent Gourdine, seconded by Regent Peters, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Coppin State University: Joint Master of Social Work/Doctor of Social Work

Provost Pamela Wilks; Dr. Beverly O'Bryant, Dean, College of Behavioral and Social Sciences; and Dr. Christa Gilliam, Chairperson & Associate Professor, Department of Social Work presented the proposal for Coppin State to establish the joint Master of Social Work/Doctor of Social Work degree. The program is designed to facilitate and complement Coppin's current BSW in Social Work. The purpose of the MSW/DSW program is to prepare Advanced Generalist (MSW) level and Advanced Scholar-Practitioners to facilitate the needs of the community and the profession. The program would offer a traditional MSW track that requires 60 credits and an advanced standing track that would require a previously awarded BSW degree from an accredited institution and 33- to 36-credit hours. The DSW degree component of the proposal would also provide instruction and would require students to complete 42-credit hours for degree completion. Students will become certified in one of the following macro-practice areas: International Social Work, Legislative Policy Practice, Clinical Supervision, Financial Social Work, Non-Profit Leadership, and Gerontology. The proposed joint master and doctorate program would be one of very few offered at the USM's HBCUs, one of 14 programs that offers the DSW versus Ph.D., and one of the very few graduate degree programs in social work that infuses community engagement and social justice within the curriculum. Faculty hope that the creation of this program will keep social work students at Coppin instead of them seeking additional degrees elsewhere. If established, this will be one of the few such programs within at USM and at HBCUs nationally that infuses community engagement with social justice and practice. Regent Gooden applauded the presenters for an excellent market survey and a well-supported proposal. The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Joint Master of Social Work/Doctor of Social Work.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Towson University: Master of Arts in Communication and Advocacy

Dr. Cynthia Cooper, Acting Provost; Dean Regina Carlow from the College of Fine Arts & Communication; and Dr. Jennifer Potter, Chairperson, Department of Communication Studies presented the proposal to establish a Master of Arts (MA) in Communication and Advocacy (CA). This MA degree will be housed in the Department of Communication Studies within the College of Fine Arts and Communication. This program builds on the strength of communications studies at TU and would offer high quality graduate education through course instruction, mentorship, and independent study in the areas of communication and critical/cultural studies. The program will prepare students for careers in nonprofit advocacy, international development, and higher education administration, and beyond. The program would expertly position TU to become an innovative leader in grounding students in the essential communication skills to lead across the globe. The program also contributes to the university's goal of achieving R2 status as it will increase measured research activity by increasing grants and other research opportunities. The program leverages the strength and expertise of current department faculty. All courses in the program can be taught by existing faculty, and existing facilities are sufficient to support the program. The program will be financially self-sustaining. The focus on advocacy, which is also at the core of the undergraduate communications degree, makes this a unique program. Communications careers are most likely, but the breadth of the program will prepare students for a wide variety of jobs due to the extent of transferable skills students will gain.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Communication and Advocacy.

The motion was moved by Regent Gourdine, seconded by Regent Peters, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

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

Dr. Jennifer Frank, Deputy Chief Academic Officer, and Dr. Phyllis Medina, Program Director and Collegiate Professor of Psychology presented the proposal for UMGC to establish the Master of Science in Clinical Professional Counseling. The program is designed for students seeking preparation leading to counseling-related employment as licensed practitioners and prepares graduates to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, correctional institutions, health care settings, social service agencies, private practice, and business and industry. From the initial course in professional orientation to the conclusion of supervised field work, the program is aligned with UMGC's institutional learning goals to provide career-relevant education and develop our students' capacity for lifelong learning and growth, which are essential for the continuously evolving field of professional counseling. This program requires the successful completion of 60 semester hours of graduate coursework that includes both classroom and supervised field experience. Graduates will be positioned to seek Maryland licensure as Licensed Clinical Professional Counselors (LCPC) upon meeting post-master's examination and field experience requirements. Students who complete designated alcohol and drug counseling elective coursework as a part of their degree plan will be positioned to seek dual Maryland licensure as LCPCs and as Licensed Clinical Alcohol and Drug Counselors (LCADC). The program may lead to licensure in other states, depending on their requirements. The degree would be offered online, include supervised field experiences, and still be open, accessible, and high-quality option for working adults and career changers. Job growth substantiates the need for the program, which is expected to grow over the years.

Demand in the field is likely to eclipse duplication concerns, but it was noted that programs that are geographically close are distinct enough that, after conversations with some existing programs, duplication concerns have not been raised. Further, there is potential for collaboration with schools like the University of Baltimore. Additionally, the proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

Chair Gourdine asked if there is an adequate number of clinical/field work placement sites to accommodate students' needs. The presenters noted that there is competition for sites, but UMGC has been in conversation with several sites in the area. Chancellor Perman shared that he is pleased to hear about partnerships between institutions, and he encourages more.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Global Campus to offer the Master of Science in Clinical Professional Counseling.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Final Notes

- Dr. Darlene Smith, Special Assistant to the Senior Vice Chancellor for Academic and Student Affairs, shared that EPSL has approved 26 new programs this year. This is an increase over last year and indicates faculty and academic leadership are being responsive to workforce needs and developing innovative programs. The full report on academic programs will be presented in September.
- Chair Gourdine thanked Dr. Smith for her service to the USMO over the last year. Dr. Smith served as Interim Assistant Vice Chancellor for Academic Affairs until Dr. Candace Caraco was hired and has been a special assistant since Dr. Caraco came on board. Dr. Smith has spent much of her time and expertise ensuring academic program proposals were done and done well. The committee wished her the best in retirement.

2023 Institutional Programs of Cultural Diversity Annual Progress Report

Dr. Zakiya Lee, Assistant Vice Chancellor and Chief of Staff for Academic and Student Affairs, presented this report to the Committee. In 2008, a law was passed that required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. That law required that each institution annually submit its plan and a progress report to its governing body for review and, subsequently, to the Maryland Higher Education Commission.

Every year, before submitting our institutions' reports to MHEC, they come through this Committee and, subsequently, the full Board for approval. Although it's not required for MHEC, we create a USM summary to identify themes and to highlight a few of the institutions' responses in order to contribute to our understanding of what's happening system wide. In addition to submitting their Cultural Diversity Plan, institutions had to respond to the following prompts:

Prompt #1 - A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Prompt #2 - A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty.

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

Prompt #4 - A description of emerging populations that are currently underrepresented in higher education.

Dr. Lee offered highlights of each section and noted that all institutions have complied with the reporting requirements. A USM summary precedes the campus reports and offers more details.

Regent Smarick asked how freedom of speech and expression are addressed in diversity-related work. Dr. Lee noted that institutions do acknowledge the importance of diversity of thought. She also shared that the approximately five years ago, the USM established guidelines around the freedom of expression. Regent Helal and Dr. Nancy Shapiro, Associate Vice Chancellor for Outreach and Engagement, noted that these issues are also present in the USMO's and institutions' civic education and civic engagement work as well as being threaded in the new strategic plan.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Information Items

Regional Higher Education Centers as Innovation Hubs

Dr. Anne Khademian, Executive Director, Universities at Shady Grove, presented this proposal to the committee. USG 2.0 centers on building the capacity for innovation to serve the fluid student of today and tomorrow -- students who need to flow in and out of jobs and education, rather than pursue a degree in two or four years; who direct their educational experience toward personalized career opportunities, while stacking and banking credentials and experience into degrees; who want choices to study virtually, in person, and in applied experiential settings; and students for whom an institutional ranking and record of degree completion may be less relevant than the support they receive to achieve meaningful employment related to their areas of study. This is fundamentally about a new model of higher education that is pathway focused, centered in career readiness, and built through a new partnership between academic partners and employers to deliver on meaningful employment and career/business success--lifelong learning. The presentation focused on how the Universities at Shady Grove is building this effort, and to socialize the idea of USG being designated (as some point) by the regents, and perhaps the legislature, as a hub to do this innovative work with our academic and workforce partners. The challenge is how to catalyze the opportunity of 9 (and hopefully 12) institutions working together in one campus to transform and scale opportunities for the fluid students of today and tomorrow. The presentation highlighted USG as working to:

- become a community of innovation;
- serve the “fluid” student today and tomorrow;
- serve the future student through partnerships;
- building pathways; and
- leading academic and employer partnerships for pathways.

Shared impact would include:

- Activate the power of the USM to learn together, model, scale
- Greater impact for access, affordability, and enrollments
- Reduce the risk to individual institutions, apply lessons
- Deliver on a student centered approach and ROI for fluid students
- Develop shared assessment framework

Regent Gooden asked if this plan had been shared with presidents. Dr. Khademian noted that she had presented to presidents, provosts, the Chancellor’s cabinet, the Economic Development committee, and other RHEC leaders. The regents applauded USG on its growth, progress, and vision.

Update: PreK-20 Initiatives

Dr. Nancy Shapiro, USM Associate Vice Chancellor for Education and Outreach, presented the P-20 report to the committee. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of

Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state’s most immediate education problems. P–20 works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Previously this year, EPSL received updates on the Maryland Center for Computing Education and USM’s Civic Engagement and Civic Education work. The focus of the current presentation was:

- Student Access and Success: Report on the NEXUS research, supported by the Abell Foundation and private philanthropist, Ms. Mary-Ragan (MR) Macgill.
- Teacher Education
- P-20 Policy Engagement

Dr. Jing Liu and Dr. Sophia Rodriguez from the University of Maryland, College Park reviewed results of the Student Access and Success study. The research addressed the following questions: Comparing Baltimore City Public School Students (BCPSS) to their peers from other Maryland school districts who enrolled in the same Maryland four-year institutions:

1. How did they differ in key academic readiness indicators in high school?
2. How did they differ in college persistence and completion?
3. How did BCPSS’ college persistence and graduation rates differ across Maryland four-year institutions after controlling for student demographic backgrounds and key college readiness indicators?
4. How do graduates from Baltimore City schools who now attend University of Maryland system schools perceive their educational access to college?
5. How do these young people talk about their current college experience and the factors that help them remain in college?

Select findings indicate that students from BCPSS who are enrolled in USM institutions tend to:

1. not feel a strong sense of belonging due to limited pre-college support (academic factor for integration);
2. have fewer trusting relationships with adults on campuses; and
3. report limited opportunities for organizational network-building (social factor for integration)

The committee found this work enlightening and applauded the implications and recommendations, which include:

- a connection to Blueprint for Education;
- pipeline-based solutions; and
- developing students’ belonging on campus and expanding existing solutions across the System

All agree that we cannot let this continue to happen to a segment of our student population. Dr. Shapiro and team will share this information and results with the institutions, so we can work collaboratively on these issues. Regent Smarick noted that it will be important to see if the Blueprint helps remedy some of these issues, as previous commissions did not yield lasting

changes. When appropriate, Regent Wood notes that we may want to hear from Regent Leggett who chairs the Accountability and Implementation Board.

New Program 5-Year Enrollment Review - Fall 2018 – Fall 2022

Dr. Candace Caraco, Assistant Vice Chancellor for Academic Affairs, presented the New Program 5-Year Enrollment Review. As part of the ongoing review process of academic programs, the data have been updated with the Fall 2022 enrollments of programs continuing in the five-year review period. The Fall 2018–Fall 2022 review comprised enrollment data for seventy-four (74) approved new academic programs. The format for the review was standardized and included the projected and actual enrollments for each program. The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. The most recent programs in review have varying degrees of actual enrollments, as they progress through the first and second years of implementing the program. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to a program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation.

With those caveats in mind, the enrollment data reflected the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review. The report indicated that most of the programs reviewed this cycle achieved actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs, the actual enrollments exceed the projections. The report bodes well for the enrollment projections made during the program proposal process and for the work faculty and campus officials do to ensure the viability of programs before proposing them to EPSL.

2023-2024 Agenda Brainstorming

Regent Gourdine noted that the annual agenda for the Committee includes many standard reports, new academic program proposals, and other anticipated information items. She and the USM Academic and Student Affairs Office team meet during the summer to plan next year's agenda, but she offered this opportunity for committee members to share ideas they believe warrant attention by the Committee. Ideas included:

- The state of the humanities and liberal arts (enrollment, return on investment, student and faculty opinions and need, etc.) – Regent Smarick
- Sports betting and possibly the need for a USM policy. This affects general student life and athletics, so consideration should be given to which committee receives this topic – Regent Wood
- Expansion of student affairs/student life topics covered including, but not limited to, dining, residence life, and more
- Scholarships – how to access, prevalence of, distribution of, etc. This was raised by Regent Peters who also noted recent updates to scholarship resources offered by the USM institutions, the USM, and the Board of Regents all on the USM website.
- Update on USM's and health equity work

Chair Gourdine encouraged all to continue sharing ideas they may have from this point forward.

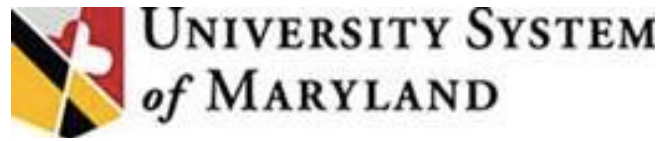
Action Item

Motion to Adjourn

Chair Gourdine thanked all who participated in today's meeting. She also reiterated thanks to Regent Oludayo for his service and noted that we look forward to working with Regent Helal as next year's voting student regent, as well as the incoming student regent.

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 11:45 a.m.

Respectfully,
Regent Michelle Gourdine
Chair



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

**Minutes
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Monday, June 5, 2023. The meeting was convened at 12:01 p.m. Committee members present were: Regents Gourdine (chair), Gooden, Helal, Oludayo, Leggett, Peters, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Dr. Bittinger, Dr. Caraco, Dr. Bowman, Dr. Cooper, Dr. Evans, Ms. Herbst, Dr. Joshi, Dr. Kaza, Dr. Lee, Dr. Moore, Dr. Moreira, Dr. Muhoro, Dr. Salice, and Ms. Wilkerson.

Guests also participated via the public, listen-only line.

Chair Gourdine welcomed all to the meeting. She thanked the committee for being flexible and for making time for this special meeting. She noted that in most cases, the timing and sequence of the statewide academic program proposal process works in sync with our EPSL and BOR meetings. Occasionally, there are timing issues. Chancellor Perman and Chair Gourdine talked to the USM staff and deemed it reasonable and ideal for these two programs, which experienced timing complications, to be brought forth in a special session as opposed to waiting until this committee's next regular meeting in September.

Action Items

Academic Program Proposals

Towson University: Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change

Dr. Cynthia Cooper, Acting Provost; Dr. Chris Salice, Interim Dean of the Fisher College of Science and Mathematics; and Dr. Joel Moore, Program Director, Environmental Science and Studies presented the proposal for Towson University to create a Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change (SEC). The Ph.D. in SEC is an interdisciplinary, research-focused program that will strengthen students' research skills and deepen their understanding of sustainability issues and novel solutions to environmental challenges. The addition of this program will also support TU's effort to achieve R2 Carnegie classification. The program will leverage existing environmental-related programs, and students in those programs can feed into the proposed program. Students pursuing the Ph.D. will become proficient in research methods and analyses relevant to their dissertation topics while also gaining exposure to diverse perspectives pertinent to addressing complex environmental problems. Steady job growth is expected nationally, but it's likely to be higher in Maryland due to the Chesapeake Bay. Students will engage with faculty and environmental professionals in identifying and pursuing research projects aimed at understanding how anthropogenic environmental change and sustainability practices are

impacting both human and ecological/scientific systems.

Regent Helal thanked the University for discussing (in the proposal) possible partnerships with UMES, and she looks forward to that work. Chancellor Perman noted that this program would materially add to USM's goal of being premier in addressing environmental and sustainability concerns. In response to a question from Regent Wood, the presenters noted that no duplication concerns have been raised and that the program's unique focus on the scientific and human elements of sustainability and environmental change would make the TU program unique. Also, Towson has partnered with Morgan State University on aspects of this work. The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, Baltimore County: Master of Science (MS) in Cybersecurity

Dr. Antonio Moreira, Vice Provost for Academic Affairs; Dr. Keith Bowman, Dean of the College of Engineering and Information Technology; and Dr. Anupam Joshi, Chair of the Department of Computer Science and Electrical Engineering presented the proposal for UMBC to create a Master of Science in Cybersecurity. After a short transition period, the proposed M.S. in Cybersecurity will replace the existing M.P.S. in Professional Studies: Cybersecurity track as UMBC's primary graduate degree in the cybersecurity domain. The Department of Computer Science and Electrical Engineering and College of Engineering and Information Technology work closely with their respective advisory boards to build external relations to make sure that UMBC is responsive to the regional and national needs of industry stakeholders in providing affordable, accessible ways to effectively enhance the professionalism and diversity of Maryland's cybersecurity workforce. The M.S. in Cybersecurity will be a non-thesis program with core courses focusing on the operational and theoretical aspects of cybersecurity. Elective courses will allow students to dive deeper or specialize on more granular topics that are relevant to their personal interests or professional needs. A subsequent submission will propose offering the program at the Universities at Shady Grove.

Maryland remains a global hub of cybersecurity employment. A total of 31,000 unique job postings for cyber/information security engineers or analysts were posted in the Baltimore and Washington, DC metropolitan areas between July 2021 and July 2022. This region is expected to add 130,000 jobs that require digital skills in the next five years. By launching this new graduate degree program, UMBC will continue directly contributing to USM's strategic priorities to help meet these critical needs in the State and region. This program would meet a demonstrated need and is unique

with its focus on both technical and non-technical aspects of the field. Regent Gooden reaffirmed the wealth of job opportunities. Chair Gourdine suggested that the USM team and the committee explore if there is more USM institutions can do or should be doing to help prepare students for jobs in this field. Regent Gooden agreed and offered that we should consider artificial intelligence in the discussion too.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer the Master of Science (MS) in Cybersecurity.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Final Comments

Regent Wood shared that he understands that laws regarding duplication may have changed. He asked Katherine Bainbridge if the regents could be updated accordingly.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She adjourned the meeting at 12:28 p.m.

Respectfully,

Regent Michelle Gourdine
Chair



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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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

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

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer the Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision.

COMMITTEE RECOMMENDATION: Approval DATE: May 11, 2023

BOARD ACTION: DATE:

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



Aminta H. Breaux, Ph.D.

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March 1, 2023

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

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

Dear Chancellor Perman,

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

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

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

Sincerely,

A handwritten signature in black ink that reads 'Aminta H. Breaux'. The signature is written in a cursive style.

Aminta H. Breaux

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

Counselor Education and Supervision

Title of Proposed Program

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

Fall 2023
Projected Implementation Date

082601
Proposed HEGIS Code

13.1102
Proposed CIP Code

Education
Department in which program will be located

Otis Williams III, Ph.D
Department Contact

301-860-3188
Contact Phone Number

owilliams@bowiestatte.edu
Contact E-Mail Address


Signature of President or Designee

March 1, 2023
Date

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

A. Centrality to Institutional Mission and Planning Priorities:

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

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

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

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

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

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

Mission Statement:

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

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

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

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

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

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

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

- African Psychology Student Association

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

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

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

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

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

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

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

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

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

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

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

Goal #5: Ensure Long-term Viability of BSU

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

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

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

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

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

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

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

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

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

Financial support will be provided by the department's annual budget. BSU is committed to increasing the department's annual budget using existing HBCU Coalition Funds to support new faculty salaries and benefits. Financial support and resources will also be sought at the university and college levels, such as the University's Office of Research and Sponsored Programs, University's Title III Office, and College's Travel and Professional Development Committee. Ongoing technical support will be provided by the BSU's Division of Information Technology (DoIT). This unit is primarily responsible for maintaining "technology infrastructure and services for the entire Bowie State University Community. DoIT provides technical support and services for applications, communications, and technologies for the academic and administrative environment including PeopleSoft Financials, Campus Solutions, Human Resources, email, network wired and wireless access, etc."

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

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

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

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

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

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

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

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

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

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

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

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

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

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

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

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

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

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

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

D. Reasonableness of Program Duplication:

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

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

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

Regional Doctoral Programs in Counselor Education and Supervision

(District of Columbia, Maryland and Virginia)

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

2. Provide justification for the proposed program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Explain how the institution will:

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

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

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

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

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

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

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

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

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

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

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

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

Program Admissions Requirements

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

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

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

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

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

Program Exit Requirements

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

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

Not applicable

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

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

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

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

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

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

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

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

H. Adequacy of Articulation

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

Not applicable

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

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

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

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

- a) *Pedagogy that meets the needs of the students*
- b) *The learning management system*
- c) *Evidenced-based best practices for distance education, if distance education is offered.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a) *An institutional electronic mailing system, and*
- b) *A learning management system that provides the necessary technological support for distance education*

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

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

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

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

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

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

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

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

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

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

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

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

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

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

Assessment of student learning

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

Assessment of student retention

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

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

Objective 2.1 Student retention and progression strategy — Develop and implement a comprehensive graduate retention and progression strategy by encouraging innovation and collaboration between academic and non-academic units in efforts to support student success.

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

Assessment of student satisfaction

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

Assessment of faculty satisfaction

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

Assessment of cost effectiveness

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

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

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

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit the local, state, national and global communities.

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

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

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

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

Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

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

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

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

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

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

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

This program is in the College of Education and has no relationship with a low productivity program identified by the Commission.

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

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

Not applicable

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

Not applicable



OFFICE OF THE PRESIDENT

April 12, 2023

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

Dr. Chancellor Perman:

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Anthony L. Jenkins".

Anthony L. Jenkins, Ph.D
President

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Coppin State University

Institution Submitting Proposal

Joint Master of Social Work/Doctor of Social Work

Title of Proposed Program

MSW/DSW in Social Work

Award to be Offered

Fall 2023

Projected Implementation Date

2104.00

Proposed HEGIS Code

44.0701

Proposed CIP Code

Social Work

Department in which program will be located

Dr. Christa Gilliam, Chairperson

Department Contact

(410) 951-3532

Contact Phone Number

chrgilliam@coppin.edu

Contact E-Mail Address


Signature of President or Designee

April 12, 2023

Date

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

A. Centrality of Institutional Mission and Planning Priorities

1. Coppin State University’s mission, the aforementioned mission of the Department of Social Work, and the most recent CSWE standards for doctoral education and MSW programs all align with the mission and goals of the professional doctoral social work program addresses social work’s purpose, are grounded in core professional values, and are informed by program context. The core values of the profession are service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values underpin the explicit and implicit curricula and frame the profession’s commitment to respect for all people and the quest for social and economic justice. The program context encompasses the mission of Coppin State University and the needs and opportunities associated with the context in which Coppin is located. The university’s mission states that “*Coppin State University, a Historically Black Institution in a dynamic urban setting, espouses a mission to serve a multi-generational student population and provide education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.*”

2. In alignment with the university’s mission, the Department of Social Work is committed to excellence in educating a diverse student population to become generalists, advanced generalists and advanced social work practitioners and scholars. Through the use of a competency-based curriculum, students acquire social work knowledge, values, and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level through advanced practitioners and global leaders. More specifically, the proposed joint MSW to DSW program is committed to excellence in educating a diverse student population to become advanced social work scholar- practitioners. Through the use of a competency-based curriculum, students explore social work’s purpose, expand upon social work knowledge, values, and skills, and explicate the context in which these are practices with to work effectively as advanced scholar- practitioners with individuals, families, groups, organizations, and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating innovative research opportunities, the department prepares master-level graduates of CSWE-accredited programs to work as competent advanced Doctor of Social Work practitioners and global leaders. Furthermore, the proposed MSW to DSW program is further influenced by Coppin State University’s practice communities, is

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

3. The university is committed to supporting the growth of the program and commits to providing the necessary budgetary support to ensure the success of the program's implementation and ongoing administration over the next five years and beyond. Initial growth of the program will be driven by Coppin's own undergraduates who express on an annual basis the desire to remain at Coppin and pursue master and doctoral studies upon graduation from the Bachelor of Social Work program. Seventy-five percent of program completers express this desire annually, along the explaining the needs the profession requires in the current social and economic conditions in the State and nation. The program anticipates an enrollment of 17 in the initial class upon implementation. However, the budget is set at a conservative projection of 10 full-time students within the first year. The University is committed to supporting the program as it meets its enrollment goals over the next five years and beyond.
4. Description of Institution's Commitment for:
 - a. **ongoing administrative, financial, and technical support of the proposed program**

The proposed program has the ongoing committed administrative, financial, and technical support from the institution. The types of support include, but not limited to, faculty salaries, recruitment activities and other initiatives with internal and external partners, state-of-the-art smart classrooms and IT infrastructure, faculty professional development, technical support from the campus IT Division, and library resources.
 - b. **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Given the high demand for and the strategic importance of the program, the program will be continued, and CSU is committed to allow sufficient time for enrolled students to complete the program. Once the program gets approved, we will start active recruitment through different platforms, establish external partnerships with local businesses, community colleges and high schools, create career development and placement prospects for program students, and seek interdisciplinary or multidisciplinary collaboration opportunities with other CSU programs and government agencies.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The Coppin State University Department of Social Work aspires to prepare relevant social workers who excel as transformative leaders that positively impact the human condition and all systems through direct service, activism, advocacy, and

technological innovation that benefits the global society at all levels.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Reasonableness of Program Duplication

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

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

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

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

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

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

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

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

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

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

2. Objectives and Outcomes

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

Educational Objectives

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

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

3. How will the institution do the following:

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

MSW Student Learning Outcomes

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

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

DSW Student Learning Outcomes

Upon completion, Doctoral level students will be able to:

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

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

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

MSW Course Descriptions

Social Welfare & Social Work History (3 credits)

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

Policy (3 credits)

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

Ethics (3 credits)

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

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

HBSE (3 credits)

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

Theories (3 credits)

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

Research I (3 credits)

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

Research II (3 credits)

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

Social Work & Technology (3 credits)

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

Generalist Practice and Field I (3 credits)

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

Generalist Practice and Field II (3 credits)

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

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

Advanced Generalist Practice and Field I (3 credits)

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

Advanced Generalist Practice and Field II (3 credits)

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

Culture, Diversity and Policy I (3 credits)

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

Contemporary Issues in Special Populations (3 credits)

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

Leadership, Management and Administration (3 credits)

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

Advanced Policy and Practice (3 credits)

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

Global Social Work Leadership (3 credits)

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

Coaching, Supervision and Leadership (3 credits)

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

Grant Writing (3 credits)

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

Data Analysis (3 credits)

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

Program Evaluation (3 credits)

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

Field-based Presentation

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

Capstone (Portfolio) Presentation

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

MSW Program Requirements

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

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

DSW Course Descriptions

Philosophies of Knowledge (3- credit hours)

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

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

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

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

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

Ethical Issues (3- credit hours)

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

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

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

Advanced Research Methods (3- credit hours)

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

Statistics & Data Analysis (3- credit hours)

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

Contemporary Issues in Special Populations (3- credit hours)

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

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

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

Executive Leadership (3- credit hours)

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

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

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

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

Teaching and Learning (3- credit hours)

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

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

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

DSW Program Requirements

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

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

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

MSW Plan of Study

Traditional Program- First Year (24 credits)

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

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

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

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

DSW Plan of Study

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

5. Discuss General Education Requirements

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

6. Specialized Accreditation Requirements

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

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

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

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

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

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

7. Institutional Contracts

None

Program Evaluation Provisions

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

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

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

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

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

H. Adequacy of Articulation

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

I. Adequacy of Faculty Resources

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

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

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

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

J. Adequacy of Library Resources

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

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

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

L. Adequacy of Financial Resources with Documentation

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

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

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

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

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

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

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

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

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

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

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

M. Adequacy of Provisions for Evaluation of Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The program will not be offered via distance education.

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

Not applicable



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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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

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

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

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

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

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

COMMITTEE RECOMMENDATION: Approval

DATE: May 11, 2023

BOARD ACTION:

DATE:

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

awrynn@usmd.edu

April 12, 2023

TOWSON.EDU



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

Dear Chancellor Perman:

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

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

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

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

Thank you in advance for your review.

Sincerely,

Melanie Perreault, Ph.D.
Interim President

MP/rjme

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

☎ 410.704.2356 ☎ 410.704.3488
presidentoffice@towson.edu
www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University

Institution Submitting Proposal

Communication and Advocacy

Title of Proposed Program

Master of Arts

Award to be Offered

Fall 2023

Projected Implementation Date

0601.00

Proposed HEGIS Code

09.0101

Proposed CIP Code

Communication Studies

Department in which program will be located

Dr. Jennifer Potter

Department Contact

410-704-2888

Contact Phone Number

jpotter@towson.edu

Contact E-Mail Address



Signature of President or Designee

April 12, 2023

Date



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

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A. Centrality to Institutional Mission Statement and Planning Priorities

1. Program Description and Alignment with Institutional Mission.

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

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

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

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

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

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



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

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

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

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

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

3. Five-Year Funding Plan.

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

4. Institutional Commitment.

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



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

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

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

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

1. Program Demand and Need

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

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

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



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

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

1. Employment Opportunities.

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

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

Table 1: Relevant Occupations and Growth Outlook

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



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

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

2. Market Demand and Training Needs.

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

3. Anticipated Vacancies and Training Needs.

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

**Table 2: Maryland Regional Data**

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

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

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

4. Current and Projected Supply of Prospective Graduates.

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

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

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

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

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

D. Reasonableness of Program Duplication

1. Similar Programs.

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

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

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



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

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

Table 4: Degrees Awarded in Similar Programs

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

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

2. Program Justification.

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



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

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

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

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

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

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

1. Program Establishment and Oversight.

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

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

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



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

2. Program Educational Objectives and Learning Outcomes.

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

Table 5: Learning Outcomes

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

3. Assessment and Documentation of Student Learning Outcomes.

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



4. Program Requirements and Course Descriptions.

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

Required Core Courses (12 credits)

COMM 500 Qualitative Research Methods (3 credit hours)

COMM 501 Communication Theory (3 credit hours)

COMM 600 Introduction to Communication and Advocacy (3 credit hours)

COMM 603 Instructional Communication (3 credit hours)

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

Elective Area of Focus #1: Globalization and Leadership

COMM 698 Special Topics in Communication Studies (3 credit hours)

COMM 700 Advanced Organizational Communication (3 credit hours)

COMM 701 Organizational Advocacy (3 credit hours)

COMM 703 Organizational Communication & Globalization (3 credit hours)

COMM 705 Global Leadership Communication (3 credit hours)

Elective Area of Focus #2: Critical/Cultural Studies

COMM 698 Special Topics in Communication Studies (3 credit hours)

COMM 751 Critical/Cultural Studies (3 credit hours)

COMM 752 Cultural Rhetorics (3 credit hours)

COMM 753 Advocacy and Performance (3 credit hours)

COMM 754 Advanced Intercultural Communication (3 credit hours)

COMM 795 Independent Study (3 credit hours)

Interdisciplinary Electives (6 credits)

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

Thesis/Internship (6 credits)

Students will complete a six-credit thesis or internship.

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

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



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



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

The proposed sequencing for this program is listed below:

Table 7: Recommended Course Sequencing

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

5. General Education Requirements.

Not applicable since this is a graduate program.

6. Specialized Accreditation or Graduate Certification Requirements.

None.

7. Contracts.

Not applicable.

8. Program Information Assurances.

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

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



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

9. Advertising, Recruiting, and Admissions Materials.

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

H. Adequacy of Articulation

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

I. Adequacy of Faculty Resources

1. Faculty Summary

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

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

Table 8: Faculty Resources

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



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



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

2. Faculty Training.

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

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

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



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

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

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

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

J. Adequacy of Library Resources

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

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



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

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

1. Assurance of Physical Facilities, Infrastructure and Equipment.

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

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

2. Assurance of Distance Learning Resources.

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

L. Adequacy of Financial Resources with Documentation

Table 9: Program Resources

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



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

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

Table 10: Credit Hour Calculation

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

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

Other Sources: No other sources are anticipated.

Table 11: Program Expenditures

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



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

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

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

Equipment: No additional equipment expenditures are anticipated.

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



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

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

M. Adequacy of Provisions for Evaluation of Program

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

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

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

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

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

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



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

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

2. Evaluation of Program Educational Effectiveness

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

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

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

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

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



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

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

O. Relationship to Low Productivity Programs Identified by the Commission

Not Applicable.

P. Adequacy of Distance Education Programs

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



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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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

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

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Global Campus for the Master of Science in Clinical Professional Counseling.

COMMITTEE RECOMMENDATION: Approval

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu



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

April 17, 2023

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

Dear Chancellor Perman:

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

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

Sincerely,

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

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

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

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Clinical Professional Counseling

Title of Proposed Program

Master's Degree

Fall 2024

Award to be Offered

Projected Implementation Date

20.04

51.1508

Proposed HEGIS Code

Proposed CIP Code

School of Arts and Sciences

Blakely Pomietto

Department in which program will be located

Department Contact

301-985-7414

blakely.pomietto@umgc.edu

Contact Phone Number

Contact E-Mail Address



April 17, 2023

Signature of President or Designee

Date

ACADEMIC PROGRAM PROPOSAL

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

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

A. Centrality to Institutional Mission and Planning Priorities:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This is not applicable as this program is new.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal 3.** The MSCPC is designed to serve the changing student and changing workforce. Applicable to Goal 3 (Innovation) are the program’s provision of authentic online education and assessment strategies outlined under Goal 2. Additionally, the MSCPC will leverage cutting edge virtual instruction and student clinical portfolio tools, creating an agile program that is accessible, builds partnerships, enhances student mastery of workforce skills, and opens doors for students to network and connect with potential future employers.
- C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**
- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
 - 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
 - 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The field of clinical professional counseling is one of the few fields in the U.S. predicted⁴ to grow at a rate 4 times greater than that of other forms of employment between 2021 and 2031. U.S. employment in the aggregate is projected to rise by 5%; the field of clinical professional counseling by 22%. Clinical professional counseling is an ONET designated Bright Outlook⁵ occupation. As a “fastest growing occupation,” the favorable 22% growth projected for clinical mental health counseling in the U.S. will translate to 77,500 new counseling jobs added to the workforce by 2031, compared to 2021 values. Regionally, and in Maryland, workforce projections mirror this national trend.

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

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

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

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

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

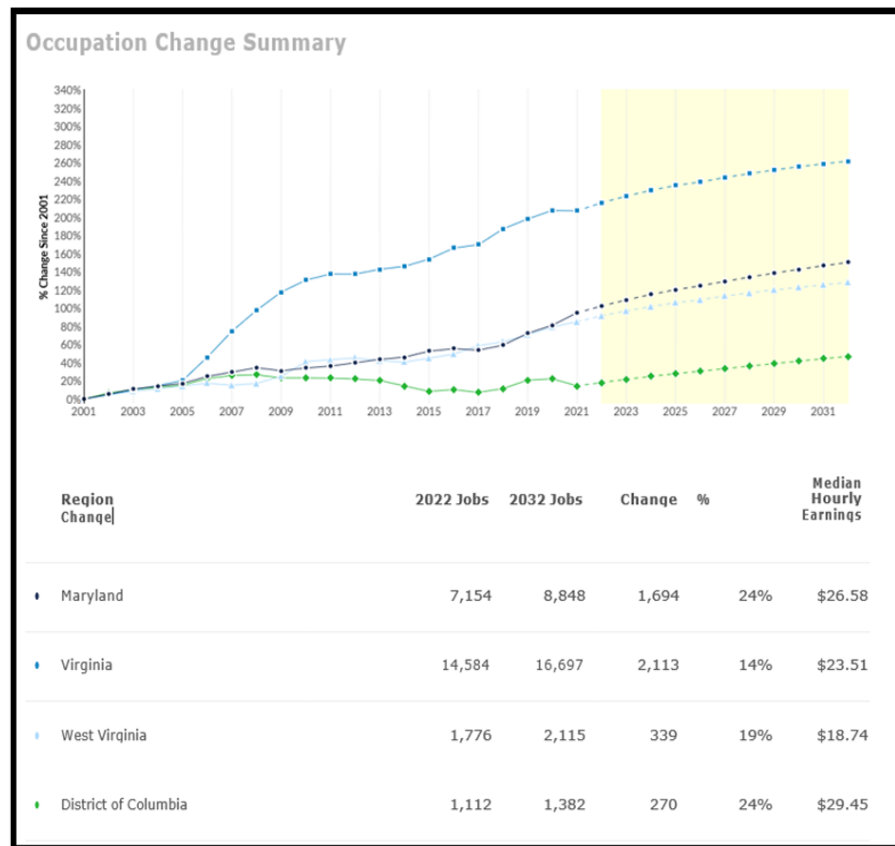


Figure 1. Occupation Change Summary: Substance Abuse, Behavioral Disorder, and Mental Health Counselors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Reasonableness of Program Duplication:

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

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

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

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

Table 10: Comparison of Maryland institutions counseling programs.

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

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

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

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

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

2. Provide justification for the proposed program.

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

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

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

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

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

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

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

¹⁴ Substance Abuse and Mental Health Services Administration (2020, September). Key substance use and mental health indicators in the United States: Results from the 2019 national survey on drug use and health. (HHS publication No. PEP20-07-01-001, NSDUH Series H-55). Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, Rockville, MD. <https://www.samhsa.gov/data/sites/default/files/reports/rpt29393/2019NSDUHFRRPDEFWHTML/2019NSDUHFRR1PDFW090120.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

²¹ [The Program Overview | University of Maryland Eastern Shore \(umes.edu\)](#)

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

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

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

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

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

The Program Learning Goals (PLGs) are as follows:

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

3. Explain how the institution will:

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

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

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

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

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

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

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

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

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

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

Course Descriptions

CNSL 601 Onboarding Program Orientation (0)

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

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

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

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

CNSL 612 Social and Cultural Foundations in Counseling (3)

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

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

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

CNSL 620 Professional Orientation in Counseling (3)

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

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

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

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

CNSL 622 Counseling Techniques: The Helping Relationship (3)

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

CNSL 624 Psychopathology and Diagnosis (3)

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

CNSL 626 Group Counseling (3)

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

CNSL 627 Advanced Techniques of Counseling (3)

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

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

CNSL 628 Assessment and Appraisal in Counseling (3)

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

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

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

CNSL 632 Career Development and Counseling (3)

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

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

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

CNSL 634 Introduction to School Counseling (3)

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

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

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

CNSL 641 Introduction to Psychopharmacology (3)

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

CNSL 643 Substance Use and Dependency Treatment Delivery (3)

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

CNSL 644 Co-Occurring Disorders (3)

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

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

CNSL 648 Special Topics in Addiction Counseling (3)

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

CNSL 651 Couples Counseling (3)

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

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

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

CNSL 661 Counseling Children and Adolescents (3)

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

CNSL 663 Child and Adolescent Psychopathology (3)

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

CNSL 668 Expressive and Creative Arts in Counseling (3)

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

CNSL 671 Military Culture (3)

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

CNSL 673 Counseling Military Families (3)

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

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

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

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

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

CNSL 683 Counseling the Older Adult (3)

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

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

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

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

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

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

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

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

CNSL 688 Seminar: Special Topics in Counseling (3)

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

CNSL 690 Practicum (3)

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

CNSL 691 Internship 1: Professional Counseling (3)

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

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

CNSL 692 Internship 2: Professional Counseling (3)

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

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

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

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

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

CNSL 696 Internship Bridge (1)

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

Program Requirements

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

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

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

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

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

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

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

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

Course categories are as follows:

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

²² Maryland Behavioral Health Advisory Council, 2017

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

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

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

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

Not Applicable

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

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

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

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

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree

requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

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

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

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

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

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

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

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

H. Adequacy of Articulation

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

Not applicable.

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

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

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

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

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

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

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

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

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

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

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

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

a) Pedagogy that meets the needs of the students

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

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

b) The learning management system

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

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

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

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

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

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

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

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

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

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

Narrative Rationale

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

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

Table 13: Program Expenditures

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

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

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

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

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

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



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

TOPIC: Academic Program Proposal:
University of Maryland Baltimore County (UMBC): Master of Science (MS) in Cybersecurity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, June 5, 2023

SUMMARY: UMBC proposes a new Master of Science in Cybersecurity. After a short transition period, the proposed M.S. in Cybersecurity will replace the existing M.P.S. in Professional Studies: Cybersecurity track as UMBC’s primary graduate degree in the cybersecurity domain. The Department of Computer Science and Electrical Engineering (CSEE) and College of Engineering and Information Technology (COEIT) work closely with their respective advisory boards to build external relations to make sure that UMBC is responsive to the regional and national needs of industry stakeholders in providing affordable, accessible ways to effectively enhance the professionalism and diversity of Maryland’s cybersecurity workforce. This proposal for UMBC’s campus in Catonsville for an M.S. in Cybersecurity will be a non-thesis, course-based degree consisting of 10 courses/30 credits, with 6 core and 4 elective courses. Core courses focus on the operational and theoretical aspects of cybersecurity. Elective courses allow students to dive deeper or specialize on more granular topics that are relevant to their personal interests or professional needs. A subsequent submission will propose offering the program at the Universities at Shady Grove.

Maryland remains a global hub of cybersecurity employment. A total of 31,000 unique job postings for cyber/information security engineers or analysts were posted in the Baltimore and Washington, DC metropolitan areas between July 2021 and July 2022. The proposed degree supports the greater Washington region’s economic growth, the third-largest economy in the United States, and the seventh-largest global economy. This region is expected to add 130,000 jobs that require digital skills in the next five years. By launching this new graduate degree program, UMBC will continue directly contributing to USM’s strategic priorities to help meet these critical needs in the State and region.

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from UMBC to offer the MS in Cybersecurity.

COMMITTEE RECOMMENDATION: Approval

DATE: June 5, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

UMBC

Institution Submitting Proposal

Cybersecurity

Title of Proposed Program

Master of Science

Spring 2024

Award to be Offered

Projected Implementation Date

MHEC to determine

11.1003

Proposed HEGIS Code

Proposed CIP Code

Computer Science & Electrical Engineering

Anupam Joshi

Department in which program will be located

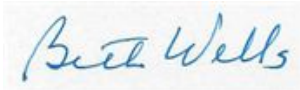
Department Contact

410-455-2733

joshi@umbc.edu

Contact Phone Number

Contact E-Mail Address



May 31, 2023

Signature of President or Designee

Date



May 01, 2023

Office of the President
University of Maryland, Baltimore County
1000 Hilltop Circle, Baltimore, MD 21250

Phone: 410-455-2274
Fax: 410-455-1210

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

Dear Chancellor Perman:

UMBC seeks approval to offer a Master of Science (M.S.) in Cybersecurity in the Department of Computer Science and Electrical Engineering (CSEE). The proposed M.S. will replace the existing M.P.S. in Professional Studies: Cybersecurity track as UMBC's primary graduate degree in the cybersecurity domain. The rigorous nature of our master's and doctoral programs is consistent with UMBC's role as one of three principal centers for research and doctoral-level training in the University System of Maryland (USM) as an R-1 (Very High) Carnegie classification.

The CSEE department and College of Engineering and Information Technology (COEIT) work closely with their respective advisory boards and UMBC's Office of Institutional Advancement to build external relations to make sure that we are responsive to the regional and national needs of our industry stakeholders.

Offered first at UMBC's campus in Catonsville, with a plan to seek subsequent approval for the Universities at Shady Grove (USG), the proposed M.S. in Cybersecurity will be a non-thesis, course-based degree consisting of 10 courses/30 credits, with 6 core and 4 elective courses. Core courses focus on the operational and theoretical aspects of cybersecurity. Elective courses allow students to dive deeper or specialize in more granular topics that are relevant to their personal interests or professional needs.

Maryland remains a global hub of cybersecurity employment. For example, a total of 31,000 unique job postings for Cyber/Information Security Engineers or Analysts were posted in the Baltimore and Washington DC metropolitan areas between July 2021 and July 2022. This region supports the greater Washington region's economic growth, the third-largest economy in the United States, and the seventh-largest global economy. This region is expected to add 130,000 jobs that require digital skills in the next five years. Accordingly, as a public research university, UMBC is ideally positioned to offer innovative, accessible, affordable, educational programs to meet the needs of students in in-demand fields.

Because there is no current crosswalk for identifying a HEGIS code to match our requested CIP code 50.0102, UMBC leaves it to MHEC to supply the HEGIS code for this program.

Thank you very much for your review of this proposal.

Sincerely,

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

Valerie Sheares Ashby
President

C: Antonio Moreira, Vice Provost for Academic Affairs, UMBC
Beth Wells, Director of Academic Administration, Assistant Vice Provost Emerita, UMBC

UMBC Master of Science (M.S.) in Cybersecurity Narrative

A. Centrality to Institutional Mission and Planning Priorities:

- 1) The UMBC Department of Computer Science and Electrical Engineering (CSEE) proposes to launch a Master of Science (M.S.) in Cybersecurity. Upon final approval, after a short transition period, the proposed M.S. in Cybersecurity will replace the existing M.P.S. in Professional Studies: Cybersecurity track as UMBC's primary graduate degree in the cybersecurity domain. The rigorous nature of our master's and doctoral programs are consistent with UMBC's role as one of three principal centers for research and doctoral-level training in the University System of Maryland (USM) as an R-1 (Very High) Carnegie classification. The CSEE department and College of Engineering and Information Technology (COEIT) work closely with their respective advisory boards and UMBC's Office of Institutional Advancement to build external relations to make sure that we are responsive to the regional and national needs of our industry stakeholders and providing affordable, accessible ways to effectively enhance the professionalism and diversity of Maryland's cybersecurity workforce.

Offered first at UMBC's campus in Catonsville, with a plan to seek subsequent approval to offer the program at the Universities at Shady Grove (USG), the proposed M.S. in Cybersecurity will be a non-thesis, course-based degree consisting of 10 courses/30 credits, with 6 core and 4 elective courses. Core courses focus on the operational and theoretical aspects of cybersecurity. Elective courses allow students to dive deeper or specialize on more granular topics that are relevant to their personal interests or professional needs.

Maryland remains a global hub of cybersecurity employment. For example, a total of 31,000 unique job postings for Cyber/Information Security Engineers or Analysts were posted in the Baltimore and Washington DC metropolitan areas between July 2021 and July 2022. It supports the greater Washington region's economic growth, the third-largest economy in the United States, and the seventh-largest global economy. This region is expected to add 130,000 jobs that require digital skills in the next five years. Accordingly, as a public research university, UMBC is ideally positioned to offer innovative, accessible, affordable, educational programs to meet the needs of students in in-demand fields.

- 2) As presented in the *University System of Maryland (USM) 2020 Strategic Plan's Theme 2: Maryland's Economic Development and the Health and Quality of Life of Its Citizens-Ensuring Maryland's Competitiveness in the New Economy*, a major goal is to enhance programs essential to the state's overall competitiveness in critical areas such as STEM, education, health care, cybersecurity. The USM Strategic Plan also provides a call to "Fuel Maryland's knowledge-based economy and enhance the quality of life of its citizens by increasing the number of graduates produced in workforce areas that are key to the state's ability to thrive and compete (including STEM, education, nursing, health care, cybersecurity, and other disciplines) and promoting improved health care and other critical services." (p.16) By launching this new graduate degree program, UMBC expects to continue directly contributing to USM's strategic priorities by creating a new graduate degree to help meet these critical needs in the State and region.

UMBC's Strategic Plan declares "UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland ... UMBC contributes to the economic development of the state and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning" (p.5). Security-related initiatives such as cybersecurity specifically are identified as an institutional priority (p.6), which UMBC is already actively involved with through innovative education, research, and assorted local, regional, and global partnerships. These goals are reflected in UMBC's institutional priorities and aligned with the USM's *2020 Strategic Plan* and the *2022 MHEC Statewide Plan*. Recent (2022) permanent new State funding for UMBC's cybersecurity mission further demonstrates UMBC's recognized capabilities in conducting meaningful cybersecurity education and research activities that directly support Maryland's workforce needs in this critical field.

- 3) The program will be funded entirely through tuition revenues managed by the Division of Professional Studies (DPS). Additional support services such as technology support, library services, marketing, and related academic/program support will be drawn from UMBC's existing institutional capabilities. Special learning experiences, research opportunities, and/or technologies for students may be funded through faculty-led grant efforts, such as UMBC's federal Scholarship-for-Service program, and/or obtained via internships with local companies or government organizations, including BWTECH@UMBC.
- 4) a) Security-related studies like cybersecurity are an institutional priority under UMBC's *Strategic Plan*. As such, and since cybersecurity across government and industry sectors continues to be a critical concern for Maryland and the world, UMBC is committed to providing the necessary administrative, financial, and technical support to launch, grow, and sustain this Masters in Cybersecurity. Technical support for students and faculty is available through Blackboard and other web-based technologies supported by UMBC's Division of Information Technology (DOIT), in-class time, and faculty office hours.

b) Launch of this new graduate degree will present no challenge or obstacles to currently enrolled (or future) students from completing their graduate studies in cybersecurity at UMBC.

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

1a) UMBC's first graduate cybersecurity program, the Master's in Professional Studies (M.P.S.) track in Cybersecurity, was launched in 2011 after consultation with a focus group that included members from federal, state, and local employers to identify their need for qualified talent to help grow their burgeoning cybersecurity workforce. UMBC faculty and staff anticipated a great need for cyber practitioners in the Baltimore and Washington MSAs at a time when there were few other cybersecurity graduate programs in Maryland. Given the ongoing workforce need to develop qualified cybersecurity practitioners across the region, UMBC's MPS cybersecurity degree is offered at UMBC's Main Campus and at the Universities at Shady Grove (USG).

The *2022 MHEC Statewide Plan* identifies cybersecurity and IT fields as key industries for Maryland (p.46). Public universities like UMBC offering such in-demand programs increases affordable (p.29) and geographical access (p.28) to quality workforce-centric education for prospective students and provides State employers with a robust pool of highly educated future employees to meet critical workforce needs (p.45). Such degree programs also foster expanded opportunities for minority and under-represented students to enhance their knowledge (p.46) and gain meaningful employment opportunities throughout the State: in this case, UMBC's proposed MS Cybersecurity will be offered at first at its Catonsville campus. A subsequent proposal will request to add it later at the Universities at Shady Grove. And, as a graduate degree, this proposed MS Cybersecurity offers working professionals opportunities to support lifelong learning and career development/changes (pp.46 & 56). Accordingly, this proposed degree is aligned with MHEC's goals and guidance regarding Maryland's higher education priorities. Relatedly, the *USM Strategic Plan* notes that STEM industries and education will continue to experience above-average growth, and that the USM can better support growth in Maryland's economy by increasing degree output in quickly growing fields and strengthening industry collaboration to address skills gaps.

The *2022 MHEC Statewide Plan's* discussion call for expanded STEM and cybersecurity education in Maryland is reflected in other areas as well. Several initiatives have come out of the state government reaffirming official commitment to Maryland's cybersecurity posture. In May 2022, Governor Larry Hogan signed SB 812 which established the Office of Security Management within the existing Department of Information Technology, SB 754 expanding the capacity of the Department of Emergency Management to include a Cyber Preparedness Unit with additional staff lines, and HB 1205 instituting a requirement for public and private water or sewer systems serving 10,000+ users to perform vulnerability assessments and develop incident response plans.¹ And in July 2001, the

¹ The Office of Governor Larry Hogan, Maryland.gov, Governor's Press Release Bills to be Signed by the Governor on May 12, 2022, at <https://governor.maryland.gov/wp-content/uploads/2022/05/Press-Release-Abbreviated-Signed-May-12-2022-1.pdf> (visited October 31, 2022).

State Legislature established the innovative Maryland Institute for Innovative Computing (MIIC) at UMBC, which among other initiatives, created Computing Innovation Rapid Response Teams of undergraduate and graduate students to develop and support real-time solutions to IT and data concerns in state agencies via internships and capstone experiences and further enhanced the UMBC-led Maryland Technology Internship Program (MTIP) supporting government IT operations across the State. Students in the proposed M.S. in Cybersecurity would be well-positioned to participate in these initiatives to gain real-world experience and future employment within Maryland's rich technology ecosystem. Initiatives like these directly reflect and support the goals of the *2022 MHEC Statewide Plan*, *USM Strategic Plan*, and UMBC's institutional priorities as a state university.

In October 2022, the Department of Labor announced funding from Employment Advancement Right Now (EARN), a program designed to provide upskilling opportunities to 100 state employees through industry-recognized training including cybersecurity.² Moreover, improving cybersecurity maturity continues to be a priority for the Department of Information Technology, as defined in the July 1, 2020 – June 30, 2023 statewide master plan where Goal 4 – Create Measurable Improvements in the Cybersecurity Posture of the State outlines a commitment to “enhance network boundary protection”, “implement a statewide vulnerability management program”, “establish a statewide cybersecurity incident response capability”, and “reduce mean time to respond (MTTR) through security orchestration, automation, and response (SOAR)”.³ As with most cybersecurity initiatives, these require an ongoing stream of qualified entry-level and mid-career employees, preferably with strong cybersecurity education backgrounds from Maryland universities like UMBC and thus also reflect the *2022 MHEC Statewide Plan's* emphasis on STEM and cybersecurity programs in Maryland.

These reflect a few of the ongoing and compelling cybersecurity needs in the region. Practitioner-oriented programs like this proposed MS in Cybersecurity specifically are designed to foster the advancement and evolution of knowledge and address critical societal needs. With UMBC and the M.P.S. in Cybersecurity's already proven reputation and current, flexible, and agile curriculum, given the continued (if not increased) workforce demand for qualified cybersecurity professionals as identified in the *2022 MHEC Statewide Plan* and *USM Strategic Plan*, UMBC expects to continue directly support the goals of those plans by developing innovative educational programs and opportunities, such as this new MS in Cybersecurity in order to provide the flexible ability for prospective students to upgrade their occupational, vocational, technical, and/or professional skills to meet job market requirements.

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

- 1) The target market for this proposed MS in Cybersecurity are early-to-midcareer IT and cybersecurity professionals currently working, or hope to be working in an IT or cybersecurity (or cyber operations) capability in any number of federal, state, or local government organizations or private companies located in Maryland. Desired candidates for admissions are college graduate with current IT or cybersecurity industry experience and/or a solid academic background in computer science, information systems, or from a field related to working in cybersecurity. However, given the interdisciplinary nature of cybersecurity, prospective students may come from outside those disciplines, such as from the law enforcement, legal, contracting, or business community. Students may also be early-career and recent graduates looking to expand their knowledge as they enter the Maryland STEM workforce.
- 2) According to the Bureau of Labor Statistics' *Occupation Outlook Handbook*, 'Information Security Analyst' is one of the 20 occupations with the highest projected percent change of employment between 2021-31. This job has a 10-year growth rate of 35% and a national average salary of \$102,600. About 19,500 openings for information security analysts are projected each year, on average, over the decade. Many of those openings

² Maryland Department of Labor, Maryland.gov, MD Department of Labor To Fund Critical Cybersecurity Upskilling Opportunities for State Employees, at <https://www.dlir.state.md.us/whatsnews/labortofundcriticalcybersecurityupskilling.shtml> (visited October 31, 2022).

³ Department of Information Technology, Maryland.gov, Statewide Information Technology Master Plan July 1, 2020 - June 30, 2023, at <https://doit.maryland.gov/Publications/Information-Technology-Master-Plan-2020-2023.pdf> (visited October 31, 2022).

are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.⁴

- 3) The Baltimore-Washington region in particular is a hotspot for the cybersecurity workforce. According to data gathered from Lightcast, a labor market analytics tool, there were 19,293 cyber-related job postings in the Washington and Baltimore MSA in 2021. The national average for an area this size is 4,829 employees. The job posting activity in this region also is high: while the national average for an area this size is 421 job postings per month, there are 1,714 postings per month in the Washington-Baltimore area. Regional employers hiring cybersecurity professionals include the federal and state government, Amazon, Leidos, ManTech, Booz Allen Hamilton, and Capitol One, among many others.⁵ Moreover, according to *The Industries of the Future* (Ross, 2016), “over the 20 years from 2000 to 2020, the cybersecurity market will have grown from a \$3.5 billion market employing a few thousand people working in IT departments to a \$175 billion market providing critical infrastructure to just about every kind of business, big and small.”
- 4) See #3 above for the current projected supply of prospective graduates in the cybersecurity field.

D. Reasonableness of Program Duplication:

- 1) UMBC’s Division of Professional Studies (DPS) identified and compared cybersecurity programs in the region. While it concludes that no direct program duplication exists with this proposed M.S., UMBC believes that this degree is aligned with and fully supports the 2022 MHEC *Statewide Plan* and USM’s *Strategic Plan* by contributing to the range of cybersecurity programs available in the State, even if they may overlap and/or duplicate others to varying degrees. Ultimately, our goal is to actively support the goals of MHEC, the USM, and UMBC by providing maximum flexibility, affordability, and accessibility to students in order to upgrade their occupational, vocational, technical, and/or professional skills to meet critical workforce and job market requirements.
- 2) A comparison of regional programs with UMBC’s proposed Master of Science (M.S.) in Cybersecurity is found in Appendix 2.
- 3) UMBC is classified as a doctoral university with very high research activity by the Carnegie Classification of Institutions of Higher Education. No other USM institution is designated a Center of Academic Excellence in both Cyber Defense Education (CAE-CD) and Cybersecurity Research (CAE-R) by the National Security Agency (NSA) and Department of Homeland Security (DHS). Building upon that foundation, this proposed M.S. degree in cybersecurity gives students the formal, conceptual, and technological skills necessary for professional practice to fill management, analytical, investigative, operational, and/or technical leadership roles along with the opportunity to engage in applied or theoretical cybersecurity research if desired.

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

- 1) The MS in Cybersecurity does not duplicate existing graduate programs at HBIs in the Baltimore or Washington region. The University of Maryland, Eastern Shore (UMES) does offer a graduate degree program leading toward a M.S. in Cybersecurity Engineering and Technology, however, that program is outside of the Baltimore and Washington region where UMBC is located. Morgan State University offers an M.S. in Advanced Computing, however, that program does not have a specific focus in cybersecurity, thus, there is no duplication of their program.

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

- 1) This program does not duplicate existing programs at HBIs, and it is expected to have no impact on the

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, at <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> (visited September 08, 2022).

⁵ Source: Lightcast™, https://a.economicmodeling.com/analyst/?t=3w4h8#h=hy5jD&page=occupation_snapshot&vertical=standard&nation=us, accessed 9/9/2022.

identity or mission of any of the HBIs, as described above. Since 2017, UMBC has been designated a Minority Serving Institution.

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

- 1) This practitioner-oriented curriculum was developed by faculty within the UMBC Department of Computer Science and Electrical Engineering (CSEE), drawing upon their expertise in the areas of cybersecurity and related disciplines. CSEE's industrial advisory board members also provide expert insights that inform the program. Program faculty, as subject-matter-experts, also regularly discuss emerging trends or current events that may require updating or creation of curricular modules and/or incorporating specialized instructional tools/platforms such as Metasploit, FTK, Wireshark, Tableau, Ghidra, and other cybersecurity tools into the curriculum.

The MS in Cybersecurity will be overseen by full-time Graduate Program Director and member of the CSEE faculty with a strong cybersecurity background. The GPD, as a direct report to the Chair of Computer Science and Electrical Engineering, is supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related issues. The GPD also works with the UMBC DOIT, CSEE's IT office, DPS IT staff, and other campus leaders on technology innovations related to the program or any new learning capabilities/platforms deployed, such as cybersecurity ranges and test environments. The Cybersecurity Graduate Program Director is a member of the Computer Science Graduate Committee and works with that committee on areas of mutual interest and oversight, to include recruiting, cross-program collaboration, new course ideas, and program innovations.

- 2) As a program targeting adult learners and working professionals, courses in this proposed degree will be taught in-person, hybrid, and online modalities to provide greater flexibility and accessibility to students. As with other workforce-oriented graduate programs in the region focusing on the cybersecurity discipline, students completing the core MS Cybersecurity curriculum will be expected to:
 - a. Successfully demonstrate knowledge of interdisciplinary cybersecurity principles, practices, theories, operational insights, industry organizations, and technologies associated with cybersecurity. (SLO-1)
 - b. Effectively identify and analyze threats, vulnerabilities, and risks to assorted cyber infrastructures and develop/apply the appropriate technical or procedural countermeasures to address or mitigate them. (SLO-2)
 - c. Understand the role of cybersecurity within modern organizations and appreciate its assorted social/legal/policy/ethical issues. (SLO-3)
 - d. Demonstrate the ability to conduct scholarly and/or professional-level research and the various skills necessary in the cybersecurity profession such as team collaboration, critical thinking, time management, and effective communication. (SLO-4)
- 3) Learning outcomes to assess the success of the program in meeting these objectives are included in Appendix 4. The UMBC Graduate School, College of Engineering and Information Technology, Department of Computer Science and Electrical Engineering, Division of Professional Studies, and Provost's Office tracks enrollments, retention, time-to-degree, and graduation rates for all programs. The Division of Professional Studies also is developing tools and mechanisms to track career placements. Appendix 6 describes the mechanisms used by the program to assess and document student learning competencies/outcomes (SLOs) in support of program objectives.
- 4) The MS Cybersecurity program consists of 30 credits divided into 18 credits in the degree core and 12 credits as electives. The degree core includes a 3-credit capstone project research course. For increased curriculum flexibility, there is no set sequence of required courses, except that the project course (CYBR 624) generally is taken after the other core courses have been completed successfully and that students new to cybersecurity are encouraged to start with CYBR 620 in their first semester. Additionally, prospective students holding

certain current industry certifications may, upon proper documentation, request CYBR 620 be waived, and that another course be used to satisfy that credit requirement (usually a fifth elective.).

Core courses are aligned with reasonable needs and expectations of the cybersecurity industry and practitioners. Given the interdisciplinary nature of the cybersecurity field and need to present students the opportunity to be flexible in their study foci based on their specific interests or needs, they may take appropriate electives from another program or department to fulfill their credit requirements after consultation with their advisor to determine the course's relevance to the degree program and the student's qualifications. Students also may receive credit for conducting appropriate independent study projects or partaking in industry or government-centric internships in the cybersecurity domain. Degree requirements for the M.S. in Cybersecurity are contained in Appendix 3. Course descriptions for core courses and electives owned by the Cybersecurity program are shown in Appendix 7.

- 5) Gen Ed Requirements: N/A
- 6) Accreditation or Certification Requirements: N/A
- 7) Other Institutions or Organizations: The department does not currently intend to contract with another institution or non-collegiate organization for this program.
- 8) Student Support: Detailed in Appendix 5.
- 9) The primary audience for the M.S. Cybersecurity is the early-to-midcareer working professional in the cybersecurity or related field from government or industry within Maryland. Local and regional marketing will be conducted by the Division of Professional Studies (DPS), while national and international marketing is handled by the UMBC Graduate School. Marketing is accomplished via the program's website, department website, and other local or global marketing sites/activities by the Graduate School, College of Engineering and Information Technology (COEIT), and DPS. All marketing materials and websites are reviewed regularly to ensure currency and accuracy of courses, degree paths, job outlooks, technology requirements, etc. Working with the Graduate School, COEIT, and DPS, the GPD is involved in the development and approval of degree marketing outreach to ensure it accurately reflects the program and services available to it at UMBC.

The M.S. in Cybersecurity program website, FAQ, advising information, syllabi, and marketing outreach provides students with clear, complete, timely, and accurate information on the program curriculum, course and degree requirements, how students and faculty will interact (both in class and for advising purposes), the expected/desired technology competencies, minimum technical requirements (e.g., computer and internet capabilities), identifies Blackboard as the program's LMS, and the range of academic policies and support services available (e.g., financial aid, degree completion, payment policies, academic integrity, etc.). Additional information for student may be found on the UMBC Graduate School, Registrar, Student Business Services, and Veterans Affairs websites.

Admission is for fall and spring semesters only. Applicants must have a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent non-U.S. university and a desired minimum cumulative GPA of 3.0 (on a 4.0 scale) in all prior undergraduate and graduate degrees. International applicants must in addition provide evidence of English proficiency, financial certification, and appropriate visa documentation. A narrative statement by the student discussing their background, interests, and goals for their cybersecurity studies and career is required. GRE scores are not required, however the UMBC Graduate School requires the TOEFL or a similar exam for those who do not have a degree from the US or whose prior instructional language was not English. The M.S. Cybersecurity Admissions Committee will make a final determination of an applicant's suitability for the program in coordination with the UMBC Graduate School. Maryland residency is not required to enroll, however as a USM institution, Maryland residents pay a reduced in-state tuition rate.

As of Fall 2022, UMBC's existing Graduate Cybersecurity Program is majority-minority in terms of student demographics: International: 30%; White: 29%; African American: 18%; Asian: 13%; Hispanic: 5%;

Other/Unknown: 3%; and 2 or more races: 2%. The program is 68% male and 32% female. Minority representation enrolled in the program is significantly higher both for minority representation (41% vs. 26%) and for women (32% vs. 17%) compared to in the broader cybersecurity field⁶.

Since 2012, UMBC has been a productive member of the prestigious federal Scholarship-for-Service (SFS) program offered by the National Science Foundation. Students with US citizenship may apply for this merit-based program that provides full-time tuition and a generous stipend (\$34,000) for up to three years' graduate study in exchange for working for the federal, state, or tribal government in a cybersecurity role after graduation for each year of funding. UMBC's SFS scholars must undertake a summer internship, obtain a federal security clearance, and participate in UMBC's SFS cohort activities during the year, to include the annual Winter Study. Institutions participating in the SFS program are very attractive to students seeking to enter the federal or State cybersecurity workforce, often within Maryland and the National Capitol Region. Opportunities also exist for domestic students to apply for the Department of Defense's Cybersecurity Scholarship Program (CySP) as well. Several UMBC MPS cybersecurity MPS graduate students enrolled at both UMBC's Catonsville campus and at the Universities at Shady Grove (USG) have benefited from these attractive federal opportunities supporting their graduate education.

- 10) The MS Cybersecurity requires 30 credits and 10 courses, as shown in Appendix 3. Appendix 7 provides descriptions for these courses.

H. Adequacy of Articulation - N/A

I. Adequacy of Faculty Resources

- 1) Faculty supporting the program are full-time, tenured, or tenure-track and hold terminal degrees in their respective fields. Specific course assignments have not yet been made and change on a regular basis. Appendix 8 lists faculty supporting the M.S. Cybersecurity. Additional adjunct faculty may be included in the future based on program requirements.
- 2) Faculty teaching in this program have access to instructional development opportunities available via the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities. For any online elements of coursework, faculty can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in the online environment. UMBC's DOIT offers on-demand and in-person assistance to faculty on the use of Blackboard's many features to help ensure the platform helps foster a quality learning experience for students and faculty alike regardless of in-person, hybrid, or online modalities. Program and department faculty also are encouraged to share best pedagogical practices with colleagues in this program and the broader CSEE department. Several internal grant opportunities exist to support innovation in faculty pedagogy as well.

J. Adequacy of Library Resources

- 1) On behalf of UMBC's President and Librarian, the Science Librarian of the Albin O. Kuhn Library has assessed library resources required for this program. The assessment concluded that UMBC's library can meet, with its current expansive in-person and online resources, the curricular and research needs of the M.S. in Cybersecurity program faculty and students. (Note: To facilitate greater accessibility and affordability for students, wherever possible and practicable, UMBC's Graduate Cybersecurity Program uses open-access materials and publicly-available resources for instructional and enrichment activities.)
- 2) No additional library resources are required.

⁶ <https://www.isc2.org/-/media/Files/Research/Innovation-Through-Inclusion-Report.ashx>

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

- 1) UMBC has access to excellent resources and facilities for this program at its campus locations. There are sufficient classrooms and conference rooms at the Catonsville and Shady Grove campuses to accommodate students, all equipped with technology and software to support instruction, collaboration, and communication. UMBC's internet, software, and computing capabilities are more than adequate to meet program needs – including assorted cybersecurity range environments to facilitate sensitive cybersecurity activities such as penetration testing, vulnerability/malware analysis, or reverse engineering.
- 2) All faculty and student are assigned a UMBC institutional email address. Email is the primary form of outreach on campus and in the program.
- 3) All faculty and students have access to the University's learning management system (Blackboard Ultra) for classroom and research purposes, in addition to other online collaborative tools supported by UMBC's DOIT such as Microsoft Office/360, Google Suite, and Webex. Should it be necessary, UMBC is well-equipped to handle pivots to remote learning, such as due to pandemics or weather emergencies. Faculty who want to take a deliberate and holistic approach to prepare their hybrid courses may be supported by UMBC's Planning Instructional Variety for Online Teaching (PIVOT) program. PIVOT focused on best practices for using online instruction tools such as Blackboard, Panopto, Voice Thread, etc. that also are available at UMBC. To ensure access to instructional, research, and collaboration tools, the minimum computing requirements and technical competency expectations for students are posted on the program's website⁷.

L. Adequacy of Financial Resources with Documentation

The M.S. in Cybersecurity will be self-supported through tuition revenue with the potential of receiving industry and faculty research support over time. As it is anticipated that enrollments will generate sufficient revenue to more than cover expenses, there is no significant financial impact with this proposal. As with all self-supporting graduate programs at UMBC, enrollment growth will be regularly monitored and additional, full-time faculty will be hired and/or existing part-time faculty invited to become full-time faculty to facilitate instruction and program activities across two campus locations. See Appendix 10 and 11 for program budget information.

M. Adequacy of Provisions for Evaluation of Program

- 1) Cybersecurity program faculty periodically review syllabi, rubrics, readings, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant to and/or aligned with current industry trends, best practices in the discipline (i.e., the NIST Cybersecurity Framework), program objectives, and the institutional priorities called for in the *UMBC Strategic Plan*. The CSEE department, and UMBC generally, evaluates full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys. Adjunct faculty are evaluated by full-time faculty members regularly to ensure quality of instruction, materials, and the student's course experience.

All UMBC faculty are evaluated via the administration of student surveys issued at the end of each semester. The data from this survey is shared with the instructor and publicly available via IRADS, while any qualitative comments received are shared only with the instructor. Additionally, faculty are encouraged to work with their colleagues and the UMBC Center for Applied Teaching and Learning (CALT), or Division of Information Technology (DOIT) for additional opportunities to conduct objective course assessment and/or enhancement. The Graduate Program Director likewise solicits, investigates, and attempts to resolve any student concerns regarding course or instructor quality and/or effectiveness.

⁷ <https://professionalprograms.umbc.edu/cybersecurity/additional-information/>

- 2) Program evaluation is carried out through assessment of learning outcomes. The primary outcomes for the MS in Cybersecurity and methods of outcome assessment are identified in Appendix 4. Along with the program and department, the College of Engineering and Information Technology (COEIT) Dean's Office regularly reviews student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with the Colleges goals and UMBC's *Strategic Plan*. UMBC's Provost Office also engages in strategic and financial reviews of all UMBC programs. Exit surveys are conducted each year by the Office of Professional Programs as another gauge of the student educational experience and program quality.

The University System of Maryland's accountability obligation includes a requirement that each academic program be reviewed every seven years. Accordingly, UMBC conducts academic program reviews (APR) to gauge program effectiveness. As recognized by USM and the Council of Graduate Schools, the APR process has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources. CSEE's graduate programs successfully completed their latest APR in 2018.

Taken together, UMBC has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, and cost-effectiveness. These methods are supported by continual internal UMBC evaluation of industry trends and needs to ensure programs continue to meet current and future industry and workforce requirements.

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

- 1) UMBC was designated a Minority Serving Institution in 2017 and is #1 in the nation for producing the most African American graduates who have gone on to earn MD-PhD degrees, according to the Association of American Medical Colleges (AAMC). According to NSF-NCSES data, from 2010-2019, UMBC was the #1 baccalaureate origin institution in the nation for African American students who go on to earn Ph.Ds in the natural sciences, engineering, life sciences, mathematics, and computer science. As of Fall 2022, UMBC's existing Graduate Cybersecurity Program is majority-minority in terms of student demographics: International: 30%; White: 29%; African American: 18%; Asian: 13%; Hispanic: 5%; Other/Unknown: 3%; and 2 or more races: 2%. The program is 68% male and 32% female. UMBC is pleased to report that minority representation enrolled in its Graduate Cybersecurity Program is significantly higher both for minority representation (41% vs. 26%) and for women (32% vs. 17%) compared to in the broader cybersecurity field⁸.

Among other active efforts to foster greater diversity in our campus community of scholars, UMBC joined the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography. UMBC's Spring 2022 Diversity Report is available online⁹.

O. Relationship to Low Productivity Programs Identified by the Commission - N/A

P. Adequacy of Distance Education Programs

As a program targeting adult learners and working professionals, courses in this proposed degree will be taught in-person, hybrid, and online modalities to provide maximum flexibility and accessibility to students in this critical field. This practitioner-oriented curriculum was developed by faculty within the UMBC Department of Computer Science and Electrical Engineering (CSEE), drawing upon their expertise in the areas of cybersecurity and related

⁸ <https://www.isc2.org/-/media/Files/Research/Innovation-Through-Inclusion-Report.ashx>

⁹ <https://provost.umbc.edu/wp-content/uploads/sites/46/2022/04/Spring-2022-UMBC-Cultural-Diversity-Report.pdf>

disciplines. CSEE's industrial advisory board members also provide expert insights that inform the program. Program faculty, as subject-matter-experts, also regularly discuss emerging trends or current events that may require updating or creation of curricular modules and/or incorporating specialized instructional tools/platforms such as Metasploit, FTK, Wireshark, Tableau, Ghidra, and other cybersecurity tools into the curriculum. As part of the degree program, the online elements of this MS in Cybersecurity will be overseen by full-time Graduate Program Director and member of the CSEE faculty with a strong cybersecurity background. The GPD, as a direct report to the Chair of the Computer Science and Electrical Engineering, is supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related issues. Additionally, the Cybersecurity Graduate Program Director is a member of the Computer Science Graduate Committee and works with that committee on areas of mutual interest and oversight, to include new course ideas and program innovations. The minimum computer and technical requirements for students are posted on the program's website. Technical support for UMBC's platforms, such as email and Blackboard, is provided by UMBC's DOIT upon request to the Help Desk Request Tracker.

Students enrolled in online or hybrid elements of this program have access to the same technology support resources as all UMBC students, including through the Division of Information Technology (DOIT), Career Services, Off-Campus Student Services, Office of Equity and Inclusion, and the Graduate Student Association, among many others. Depending on the demands of the program, DPS may allocate additional staff and resources to assist as necessary, such as those on the Office of Professional Programs Student Success team. The Albin O. Kuhn Library is well-equipped to support remote research and learning, offering a comprehensive suite of resources both online and in-person.

In addition to using Blackboard or (in some cases) producing their own YouTube instructional videos supporting online course modalities, faculty wishing to take a deliberate and holistic approach to prepare or modify their online or hybrid courses are supported by UMBC's Planning Instructional Variety for Online Teaching (PIVOT) program. PIVOT focuses on best practices in higher education for using online instruction tools such as Blackboard, Panopto, Voice Thread, etc. that also are available at UMBC. Faculty teaching in online or hybrid modalities have access to instructional development opportunities through the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities and can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in hybrid or online environments.

Students enrolled in an online modality may conduct all necessary transactions entirely online. Official information about curriculum updates, new courses, internships, graduation deadlines, etc. are conveyed to students via the student email list as the program's official distribution medium and/or directly to the students who are on email lists maintained by UMBC's Graduate School (for graduations and academic affairs), Registrar (for scheduling), Student Business Services (for costs and financial aid), or other campus entities.

UMBC's Office of Accessibility & Disability Services (ADS) under the Division of Academic Affairs ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion, which reflects UMBC's commitment to fostering an accessible and inclusive environment for all members of the UMBC community. Assistance from the ADS team is available to all UMBC students regardless of learning modality.

Quality assurance of the curricular online components of the program are identical to those described in Section M above. When necessary or appropriate, additional QA support and guidance regarding online learning may be requested from the UMBC DOIT or CALT.

Appendix 1
Education and Training Needs by Source

According to the Bureau of Labor Statistics' *Occupation Outlook Handbook*, 'Information Security Analyst' is one of the 20 occupations with the highest projected percent change of employment between 2021-31. This job has a 10 year growth rate of 35% and a national average salary of \$102,600. About 19,500 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.¹⁰

The Baltimore-Washington region in particular is a hotspot for the cybersecurity workforce. According to data gathered from Lightcast, a labor market analytics tool, there were 19,293 cyber-related job postings in the Washington and Baltimore MSA in 2021. The national average for an area this size is 4,829 employees. **The job posting activity in this region also is high: while the** national average for an area this size is 421 job postings per month, there are 1,714 postings per month in the Washington-Baltimore area. Regional employers hiring cybersecurity professionals include the federal and state government, Amazon, Leidos, ManTech, Booz Allen Hamilton, and Capitol One, among many others.¹¹ Moreover, according to *The Industries of the Future* (Ross, 2016), "over the 20 years from 2000 to 2020, the cybersecurity market will have grown from a \$3.5 billion market employing a few thousand people working in IT departments to a \$175 billion market providing critical infrastructure to just about every kind of business, big and small."

¹⁰ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts at <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> (accessed 9/8/22).

¹¹ Source: Lightcast™, https://a.economicmodeling.com/analyst/?t=3w4h8#h=hy5jD&page=occupation_snapshot&vertical=standard&nation=us, accessed 9/9/2022.

Appendix 2

Greater Baltimore Metropolitan Region Program Duplication Discussion

Johns Hopkins University (JHU) offers a graduate degree program leading toward a M.S. in Cybersecurity. The program boasts foci in the following areas: analysis, assured autonomy, networks, and systems.

UMBC Response: The JHU program is mostly focused on secure software engineering, autonomous vehicle, and space cybersecurity. The program is more computer science- and engineering-oriented vs UMBC's proposed program, and due to its more selective admissions and pre-requisite requirements, requires prospective students to have engineering, computer science and information technology undergraduate degrees. By contrast, UMBC's proposed MS in Cybersecurity does not require specific academic prerequisites and is more focused on broad-based applied cybersecurity topics supplemented by technical and non-technical electives chosen by students to meet their personal or professional needs rather than specific sub-fields.

Morgan State University offers a graduate degree program leading toward an M.S. in Advanced Computing. The program does offer courses in cybersecurity but is focused more on the intersections between various computing disciplines. The program is very technical with courses such as Quantum Cryptography and Big Data Analytics.

UMBC Response: Morgan State does not offer a specific graduate cybersecurity degree program. However its M.S. in Advanced Computing offers some cybersecurity courses on network security, cloud security, security management, and cryptography but is mainly focused on technical aspects. By contrast, UMBC's proposed M.S. in Cybersecurity curriculum is entirely focused on cybersecurity topics, to include courses on non-technical topics such as cybersecurity risk and laws/policies which give students with non-technical backgrounds an opportunity to advance their cybersecurity knowledge.

Stevenson University offers a graduate degree program leading toward a M.S. in Cybersecurity and Digital Forensics. The program is centralized on digital forensics and analysis.

UMBC Response: Stevenson's program is online-only compared to UMBC's proposed M.S. in Cybersecurity, which is primarily lecture and hybrid-based. Stevenson's curriculum focuses primarily on the technical aspects of cybersecurity with a significant emphasis on network and file-based forensics. By contrast, UMBC's proposed M.S. in Cybersecurity curriculum takes a broader approach to cybersecurity, covering both technical and non-technical topics that are of interest to a wider range of cybersecurity practitioners and experience both in its core and elective offers from cybersecurity and other programs. While the proposed UMBC program includes a two-course forensics sequence as optional electives, it does not specialize in forensics.

Towson University offers an M.S. in Computer Science with a track in Cybersecurity.

UMBC Response: As a broad-based Computer Science degree, the only significant curricular exposure to cybersecurity in Towson's program are at least 3 security-related courses in the degree's specialty track in cybersecurity plus a student's thesis or project. By contrast, UMBC's proposed M.S. in Cybersecurity curriculum is entirely focused on cybersecurity topics, to include courses on non-technical topics such as cybersecurity risk and laws/policies which give students with non-technical backgrounds an opportunity to advance their cybersecurity knowledge.

The **University of Baltimore (UB)** offers two graduate degree programs in cybersecurity, both resulting in a M.S.: Cyber Forensics and Cybersecurity Management.

UMBC Response: The UB M.S. in Cybersecurity Management includes 3 courses focused on cybersecurity topics from a management perspective, however the rest of the degree consists of more traditional business leadership

and general management courses. The UB M.S. in Cyber Forensics, as the name implies, focuses primarily on computer and network forensics activities as a specialized subset of the cybersecurity field, with only 1 course covering the rest of the cybersecurity domain. UMBC's proposed M.S. in Cybersecurity curriculum is entirely focused on cybersecurity topics, to include courses on non-technical topics such as cybersecurity risk and laws/policies which give students with non-technical backgrounds an opportunity to advance their cybersecurity knowledge. UMBC's proposed M.S. degree does not address general business management or leadership topics outside of their relevance to cybersecurity. While the proposed UMBC program includes a two-course forensics sequence as optional electives, the program does not specialize in forensics as a primary focus.

The **University of Maryland, Global Campus** (UMGC) offers several graduate degree programs in cybersecurity resulting in a M.S.: Cyber Operations, CyberAccounting, Cybersecurity & Management Policy, Cybersecurity Technology, Cloud Computing Systems, Digital Forensics & Cyber Investigation, and Information Technology/Information Assurance. All programs are offered online with select options for hybrid learning.

UMBC Response: UMBC's single degree curriculum takes a broad approach to cybersecurity, covering both technical and non-technical topics that are of interest to a wider range of cybersecurity practitioners as opposed to the more specialized curriculum of UMGC's various degrees. UMBC's degree also allows students to take relevant courses from other programs, such as Computer Science, Computer Engineering, or Data Science to further enhance their education based on personal or professional requirements. UMBC students may also receive elective credit for internship/co-op opportunities, activities under the federal SFS program, or conduct for-credit independent research projects on cybersecurity items with regular and/or tenure-track faculty. UMBC's proposed M.S. in Cybersecurity program will be offered in-person and hybrid modalities, is a selective-admission program, and does not specifically target distance-learning markets.

The **University of Maryland, College Park** (UMCP) offers a graduate degree program leading toward a M.Eng. in Cybersecurity. The program is centralized on engineering applications with computer science principles. This 30-credit plan of study can be completed either in-person or online and is comprised of a combination of cybersecurity and technical courses.

UMBC Response: UMBC's is an M.S. degree, which differs from UMCP's M.Eng. degree, and does not specifically focus on engineering or computer science topics. In terms of program content, the UMCP curriculum is a fully technical program focused on software engineering, cryptography, and AI. UMBC's program, by contrast, does not have a specialized focus in engineering, offers both technical and non-technical courses such as cybersecurity risk and laws/policies which give students with non-technical backgrounds an opportunity to advance their cybersecurity knowledge. UMBC students desiring exposure to computing topics like AI or software engineering may take elective courses from the Computer Science or Software Engineering programs.

Capitol Technology University (CTU) offers 4 cybersecurity-related M.S. degrees. Three relate to the cybersecurity aspects of Aviation, Construction, Cyber Analytics) and one is a more general M.S. in Cybersecurity degree. Additionally, they offer a Technical MBA in Cybersecurity.

UMBC Response: CTU's M.S. in Cybersecurity core curriculum focuses primarily on technical and operational activities related to cybersecurity. Electives appear to be restricted to business or security topics. UMBC's core curriculum takes a similar broad approach to cybersecurity, however the core curriculum is not weighted as heavily on the technical aspects of cybersecurity. Rather, that emphasis is done via electives that may be technical or non-technical depending on a student's needs or professional requirements, with courses coming from Cybersecurity, Computer Science, Data Science, Computer Engineering, Software Engineering, Public Policy, or other graduate programs. Additionally, UMBC's program does not require foundational courses in security and/or operating systems for incoming students without technical academic or professional backgrounds. UMBC's M.S. Cybersecurity students also may receive elective credit for internship/co-op opportunities, activities under the federal SFS

program, or conduct for-credit independent research with regular and/or tenure-track faculty on cybersecurity topics

We did not find similar graduate programs at Bowie State University, Coppin State University, Loyola University Maryland, or Notre Dame of Maryland University.

Appendix 3
MS Cybersecurity Degree Requirements

The required core curriculum of the M.S. in Cybersecurity (18 credits) is as follows:

CYBR 620	Introduction to Cybersecurity (3)
CYBR 624	Cybersecurity Project (3) *
CYBR 650	Managing Cyber Operations (3)
CYBR 652	Enterprise Security (3)
CYBR 655	Security of Distributed Systems (3)
CYBR 658	Risk Analysis and Compliance (3)

(*) usually taken after other core courses are completed

Students must take 4 3-credit electives (12 credits) from the CYBR program or other graduate programs, such as Computer Science, Data Science, or Public Policy with the approval of their advisor. The UMBC Graduate Catalog¹² provides information and descriptions for those courses.

Below is a *sample* listing of regularly recurring elective courses from the CYBR program:

CYBR 621	Cyber Warfare (3)
CYBR 622	Global Cyber Capabilities and Trends (3)
CYBR 623	Cybersecurity Law and Policy (3)
CYBR 641	Cybercrime Investigations (3)
CYBR 642	Introduction to Digital Forensics (3)
CYBR 643	Advanced Digital Forensics (3)
CYBR 644	Cyber Practitioner Development Lab (3)
CYBR 688	Introduction to Reverse Engineering (3)
CYBR 691	Special Topics in Cybersecurity (assorted technical/non-technical topics) (3)
CYBR 696	Independent Study for Internships/Co-Ops (3)
CYBR 699	Independent Study in Cybersecurity (1-3)

For increased curriculum flexibility, there is no set sequence of required courses, except that the capstone (CYBR 624) generally is taken after the other core courses have been completed successfully and that students new to cybersecurity are recommended to start with CYBR 620 in their first semester. Additionally, prospective students holding certain current industry certifications may, upon proper documentation, request CYBR 620 be waived, and that another course be used to satisfy that credit requirement (usually a fifth elective.)

¹² <https://catalog.umbc.edu/index.php?catoid=32>

Appendix 4

Learning Outcomes & Assessments, MS in Cybersecurity

(SLO-1) Students will successfully demonstrate knowledge of interdisciplinary cybersecurity principles, practices, theories, operational insights, industry organizations, and technologies associated with cybersecurity.

MEASURE: Students will be required to successfully pass the required and elective courses in the degree program. They will be assessed on their understanding of these items with the goal of developing a robust and interdisciplinary knowledge of the cybersecurity domain. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, lab exercises, and/or case studies.

CRITERION: Successful completion of each course with a B or better grade. The individual faculty member and/or the Cybersecurity Graduate Program Director will meet with students not meeting this criteria to help improve their performance or determine their continued enrollment in the program. The Cybersecurity Graduate Program Director reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Spring 2024 or upon program launch.

(SLO-2) Students will effectively identify and analyze threats, vulnerabilities, and risks to assorted cyber infrastructures and develop/apply the appropriate technical or procedural countermeasures to address or mitigate them.

MEASURE: Students will be assessed on their understanding of these items with the goal of putting theoretical and conceptual knowledge into direct operational and technical use. In this case, emphasis is on technical and operational elements of cybersecurity activities in the workplace. As appropriate, each course will assess students based on exams, individual or group projects, papers, lab exercises, and/or case studies.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the Cybersecurity Graduate Program Director will meet with students not meeting this criteria to help improve their performance or determine their continued enrollment in the program. The Cybersecurity Graduate Program Director reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Spring 2024 or upon program launch.

(SLO-3) Students will understand the role of cybersecurity within modern organizations and appreciate its assorted social/legal/policy/ethical issues.

MEASURE: Students will be assessed on their understanding of these items with the goal of understanding the role of cybersecurity in the modern workplace, organization, nation, and society at large.. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, literature reviews, and/or case studies.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the Cybersecurity Graduate Program Director will meet with students not meeting this criteria to help improve their performance or determine their continued enrollment in the program. The Cybersecurity Graduate Program Director reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Spring 2024 or upon program launch.

(SLO-4) Students will demonstrate the ability to conduct scholarly and/or professional-level research and the various skills necessary in the cybersecurity profession such as team collaboration, critical thinking, time management, and effective communication.

MEASURE: Students will be assessed on their ability to develop and present scholarly or professional-grade written and oral deliverables such as analysis papers, presentations, and their capstone project. To meet these goals they will be expected to demonstrate effective organizational, time management, communication, critical thinking, and other such skills that contribute to an effective cybersecurity practitioner in the workplace. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, literature reviews, and/or case studies.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the Cybersecurity Graduate Program Director will meet with students not meeting this criteria to help improve their performance or determine their continued enrollment in the program. The Cybersecurity Graduate Program Director reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Spring 2024 or upon program launch.

Appendix 5
Student Support

The MS Cybersecurity graduate program director(s) is responsible for the majority of advising. Other faculty involved with courses and specialization may also advise students and/or participate on capstone project committees. The CSEE department is supported by the UMBC Division of Professional Studies (DPS) for program administrative support, recruitment, and marketing operations. Students in this program will have access to UMBC's wide range of support resources such as the Division of Information Technology (DOIT), Career Services, Off-Campus Student Services, Office of Equity and Inclusion, and the Graduate Student Association, among many others. Depending on the demands of the program, DPS may allocate additional staff and resources to assist as necessary, such as those on the Office of Professional Programs Student Success team. UMBC students and faculty use Blackboard as the official campus Learning Management System for course work and administration to support lecture, hybrid, and online learning modalities.

Students will be expected to have ready access to computers and the internet, with guidance on minimum technical requirements posted publicly on the program's website. Outside of lecture or in-person meetings, students and faculty will be expected to communicate through email, Blackboard, and UMBC's other collaborative platforms such as MyUMBC or Google Documents. Official information about curriculum updates, new courses, internships, graduation deadlines, etc. are conveyed to students via the student email list as the program's official distribution medium and/or directly to the students who are on email lists maintained by UMBC's Graduate School (for graduations and academic affairs), Registrar (for scheduling), Student Business Services (for costs and financial aid), or other campus entities. Technical support for UMBC's platforms, such as email and Blackboard, is provided by UMBC's DOIT upon request to the Help Desk Request Tracker. Information of interest to students, ranging from program and course information, academic expectations, tuition and fees, graduation requirements, and more, are located on UMBC's various public websites.

As of 2022, the only financial aid opportunities for this self-supported program are offered by the US government and open to US Citizens only (SFS and CySP) -- information can be found at cybersecurity.umbc.edu/scholarships/. Students seeking additional funding or employment to support their studies are encouraged to work with the Career Center to identify relevant opportunities.

UMBC's Office of Accessibility & Disability Services (ADS) under the Division of Academic Affairs ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion, which reflects UMBC's commitment to fostering an accessible and inclusive environment for all members of the UMBC community. Assistance from the ADS team is available to all UMBC students regardless of learning modality or campus location.

UMBC's Office of Equity and Inclusion has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights issues, including discrimination, harassment, hate and bias. All faculty are considered 'responsible parties' regarding reporting requirements pursuant to UMBC's Title IX policies.

Appendix 6
Student Competencies Assessment

This appendix describes the quantitative and qualitative ways that M.S. Cybersecurity students will be assessed in their courses, which are aligned with the program objectives described earlier.

Quantitative assessment

- Maintenance of a 'B' or better cumulative GPA.
- Quizzes, mid-term, and/or final examinations as appropriate.
- Practical examinations to evaluate competency with cybersecurity tools and techniques.
- Written project analyses and/or case studies.
- Written assignments, including in-class writing assignments and research papers that require students to conduct independent or team-based research and analysis to produce deliverables supporting course objectives
- Oral assignments that include both presentation of individual or group work and critiquing the work of others.
- Experiential learning opportunities as offered through faculty-led research opportunities, internships, field experiences, independent studies, among other opportunities.
- Capstone course.
- Other assessment mechanisms that may become relevant or required by the cybersecurity industry.

Qualitative assessment

- Academic advising at the program level to ensure students maintain academic and program expectations to proactively head off potential obstacles to success.
- Individual, peer-group, and/or in-class critiques of student work.
- Direct engagement between faculty and students in classroom, lab, or online platforms.
- Capstone courses (CYBR 624) where students conduct a structured independent research effort to develop a scholarly or professional paper demonstrating their critical thinking skills, analytical capabilities, and/or accumulated technical expertise as a cybersecurity practitioner.

Appendix 7

MS in Cybersecurity Course Names and Descriptions (Core Courses and Program-Owned Electives)

CYBR 620: Intro to Cybersecurity (3 cr.)

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, cybersecurity theory, and the relationship of cybersecurity to nations, businesses, society, and people. Students will be exposed to multiple cybersecurity technologies, processes, and procedures, learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems.

CYBR 624: Cybersecurity Project (3 cr.)

This is the capstone experience for graduate students in the M.P.S. Cybersecurity program. Normally taken in the final semester before graduation, the Cybersecurity Project provides an opportunity for students to carry out an individual piece of research (or project activity) on a specified topic in the cybersecurity or cyber operations domain. Their work should make an original contribution to the body of knowledge in the area of study or otherwise demonstrate the student's comprehensive knowledge of cybersecurity or cyber operations.

Prerequisite: Enrollment in CYBR M.P.S. program and completion of at least CYBR 620, CYBR 623, CYBR 650.

CYBR 650: Managing Cybersecurity Operations (3 cr.)

This course takes an operational approach to implementing and managing effective cybersecurity in highly networked enterprises. Topics include an evaluation of government and commercial security management models; security program development; risk assessment and mitigation; threat/vulnerability analysis and risk remediation; cybersecurity operations; incident handling; business continuity planning and disaster recovery; security policy formulation and implementation; large-scale cybersecurity program coordination; management controls related to cybersecurity programs; information-sharing; and privacy, legal, compliance, and ethical issues.

CYBR 652: Enterprise Security (3 cr.)

This class will take a technical approach in protection of information assets and systems by integrating technical controls with policies, best practices, and guidelines of cybersecurity. Taking both a policy-based and technical approach, this course examines external and internal security threats in highly connected enterprises and risks to the core business relative to people, processes, data, facilities, and technologies. How to implement and manage effective the major technical components of security architectures (firewalls, virtual private networks, etc.) and selected methods of attacking enterprise architectures also will be addressed.

CYBR 658: Risk Analysis and Compliance (3 cr.)

This course focuses on risk intelligence and risk-based planning for enterprise cybersecurity. This course analyzes external and internal security threats, failed systems development and system processes and explores their respective risk mitigation solutions through policies, best practices, operational procedures, and government regulations. Risk frameworks covered include NIST SP 800-53, SP 800-37, SP 800-39, and CERT/CC risk analysis guidelines.

CYBR 655: Security of Distributed Systems (3 cr.)

This course focuses the student on a broad range of topics relative to securing distributed systems. Students will gain an understanding of the principles and techniques behind the design of distributed systems along with their associated cybersecurity issues and remediation techniques. Cloud computing and the Internet of Things (IoT) will be major distributed environments examined.

Students also must take 4 3-credit electives (12 credits) from the CYBR program or other graduate programs (such as Computer Science or Data Science) with the approval of their advisor. A selected list of electives from the CYBR program is shown below...

CYBR 621 - Cyber Warfare (3 cr.)

This course addresses some of the unique and emerging policy, doctrine, strategy, and operational requirements of conducting cyber warfare at the nation-state level. It provides students with a unified battlespace perspective and enhances their ability to manage and develop operational systems and concepts in a manner that results in the integrated, controlled, and effective use of cyber assets in warfare.

CYBR 622 - Global Cyber Capabilities and Trends (3 cr.)

This course focuses on four general areas of cyber capabilities and trends in the global community: the theory and practice of cybersecurity and cyberwar; cyber capabilities of nation-states as well as non-state actors; trends in cyber-related strategies and policies; and cyber-related challenges facing the U.S. government. The course concludes with a national cybersecurity policy exercise that helps demonstrate the challenges and complexities of the dynamic and global cybersecurity environment.

CYBR 623 - Cybersecurity Law and Policy (3 cr.)

Students will be exposed to the national and international policy and legal considerations related to cybersecurity and cyberspace such as privacy, intellectual property, cybercrime, homeland security (i.e., critical infrastructure protection) and cyberwarfare, and the organizations involved in the formulation of such laws and policies. Broader technology issues also are discussed to demonstrate the interdisciplinary influences and concerns that must be addressed in developing or implementing effective national cybersecurity laws and policies.

CYBR 641 - Cybercrime Investigations (3 cr.)

This course examines US and international cybercrime law, legal procedures, and best practices needed to conduct effective and evidentiary-compliant computer forensics activities (such as search and seizure, chain of custody, documentation, courtroom preparation, etc.) and the dedication to gather facts that can lead to prosecutable legal outcomes. Students will be introduced to these topics through required readings, case studies, in-class lecture, scholarly articles, judicial opinions and classroom discussions.

CYBR 642 - Introduction to Digital Forensics (3 cr.)

This interactive hands-on course will provide an introduction to computer and network technical incident handling and forensics activities. Topics include disk and file system imaging and forensics, packet capture and analysis, basic malware examination, log file analysis, analysis of volatile data (such as RAM), the incident handling process, and more.

CYBR 643 - Advanced Digital Forensics (3 cr.)

This hands-on course expands upon the theory and application of digital forensics activities to provide students intensive experience using well known publicly available, digital forensic tools. Students will perform a series of digital forensic examinations on fictitious evidence (hardware, network, mobile) that model real-world criminal activity with the goal of developing proficiency in forensic analysis techniques based on real-world scenarios.

CYBR 644 - Cyber Practitioner Development Lab (3 cr.)

This interactive hands-on course will demonstrate how to scan, test, probe and secure systems and networks within a controlled environment. Among other things, students will learn how intruders obtain and escalate privileges and what steps can be taken to test and secure networked systems using commonly accepted tools and procedures. Attacks covered include social engineering, denial of service, buffer overflows, password cracking, rootkits, session hijacking, SQL injection, and web application exploits. Students completing this course successfully will be well-positioned to take cybersecurity certification examinations such as the Certified Ethical Hacker (CEH) but such exams are NOT included in the course.

CYBR 688 - Software Reverse Engineering (3 cr.)

This course explores a variety of analysis techniques used to understand the inner workings of a binary program or system of programs. This includes systems analysis, static code analysis, and dynamic code analysis. Students will gain hands-on experience using reverse engineering tools including system monitors, disassemblers, and debuggers, to perform important tasks such as evaluating program security, constructing interoperable software,

and understanding the nature of malware. By the end of the course, students should be able to apply a variety of tools and techniques in order to answer questions about a program's functionality without referring to its original source code.

CYBR 691 - Special Topics in Cybersecurity (3 cr.)

Courses on specialized or emerging cybersecurity topics offered on a timely or as-needed basis. This course can be repeated for credit. The description of the actual topic is listed in the "note section" in the Schedule of Classes.

CYBR 696 - Independent Study for Interns and Co-op Students (3 cr.)

Supervision of student internship/co-op activities in the cybersecurity discipline. A short technical report that describes the activities conducted relevance to theoretical or operational concepts learned in other coursework and lessons gained through the internship/co-op experience is required at the end of the course. The course grade will be based on the technical report. The report will be submitted to the student's Graduate Program Director by the last day of the semester.

CYBR 699 - Independent Study in Cybersecurity (3 cr.)

Individualized research activities conducted under faculty supervision related to cybersecurity.

Appendix 8**Full-time Faculty Supporting the M.S. in Cybersecurity**

The CSEE faculty listed below supporting the M.S. in Cybersecurity are full-time regular faculty with cybersecurity expertise. Specific course/teaching assignments have not yet been made and change on a regular basis. Additional faculty, including full-time, part-time, and/or adjuncts may be included in the future to support instructional needs as needed.

Name	Highest Degree Earned, Field, Institution	Rank
Anupam Joshi	Ph.D., Computer Science, Purdue University	Professor
Richard Forno	Ph.D., Internet Studies, Curtin University of Technology	Principal Lecturer
Alan Sherman	Ph.D., Computer Science, MIT	Professor
Charles Nicholas	Ph.D., Computer Science, Ohio State University	Professor
Nilanjan Banerjee	Ph.D., Computer Science, University of Massachusetts	Professor
Tim Finin	Ph.D., Computer Science, Illinois Urbana-Champaign	Professor
Naghmeh Karimi	PhD., Computer Engineering, University of Tehran	Assistant Professor
Samuel Lomanaco	Ph.D., Mathematics, Princeton University	Professor
Christopher Marron	Ph.D., Mathematics, UVA	Professor of Practice
Gerald Tompkins	M.S., Computer Science, Johns Hopkins University	Lecturer
Mohamed Younis	Ph.D., Computer Science, New Jersey Institute of Technology	Professor

Appendix 9
Degree Path

There is no required path toward degree completion and students generally may take courses in any order. Most students are encouraged to start with CYBR 620 (Introduction to Cybersecurity), especially if they are new to the discipline. Other courses may be taken in any order except that the capstone project (CYBR 624) usually is taken after completing the five (5) core courses – most often during a student’s final semester.

There are no academic or knowledge prerequisites for the core courses required for degree completion. However, certain specialized electives may have academic, professional, or knowledge prerequisites such as CYBR 688 (Introduction to Reverse Engineering) or CMSC 649 (Malware Analysis). For highly specialized electives, students lacking the appropriate background are encouraged to speak with their respective program director and/or the course instructor before registering to determine their ability to complete such courses successfully.

Appendix 10

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds					
2. Tuition/fee Revenue (c + g below)	\$1,062,741	\$1,197,404	\$1,577,387	\$1,842,791	\$1,999,155
a. Number of F/T Students	52	65	92	102	106
b. Annual Tuition/Fee Rate	\$12,959	\$13,348	\$13,749	\$14,161	\$14,586
c. Total F/T Revenue (a x b)	\$678,557	\$873,643	\$1,270,379	\$1,450,244	\$1,549,907
d. Number of P/T Students	59	49	45	55	62
e. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hour Rate	\$6,480	\$6,674	\$6,874	\$7,081	\$7,293
g. Total P/T Revenue (d x e x f)	\$384,183	\$323,762	\$307,008	\$392,547	\$449,248
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$1,062,741	\$1,197,404	\$1,577,387	\$1,842,791	\$1,999,155

Appendix 11

TABLE 2: PROGRAM EXPENDITURES					
1. Faculty (b + c below)	\$230,960	\$237,889	\$245,025	\$252,376	\$259,947
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$172,358	\$177,529	\$182,855	\$188,340	\$193,991
c. Total benefits	\$58,602	\$60,360	\$62,171	\$64,036	\$65,957
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$3,080	\$3,172	\$3,268	\$3,366	\$3,467
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses *	\$692,815	\$735,014	\$882,521	\$988,540	\$1,055,167
TOTAL (add 1-7)	\$926,855	\$976,075	\$1,130,814	\$1,244,281	\$1,318,581

*includes operating expenses, administrative support, central campus overhead, part-time faculty, full-time faculty overload/onload transfers

Appendix 12
Educational Assessment Methods

Program evaluation is carried out through assessment of learning outcomes in accordance with UMBC's existing policies and procedures.

Cybersecurity program faculty periodically review syllabi, rubrics, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant viz-a-viz current industry trends.

The CSEE department, and UMBC generally, evaluates full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys.

Qualified adjunct faculty, upon verification of their academic and professional credentials, are appointed members of the University of Maryland Baltimore Graduate School. Adjunct faculty are evaluated by full-time faculty members through regular curriculum reviews, mentoring, periodic classroom observation, and addressing student feedback promptly to ensure quality of instruction and the student's educational experience.

All UMBC faculty (regular and adjunct) are evaluated via the administration of online student surveys issued at the end of each semester. The data from this survey is shared with the instructor and publicly available via IRADS, while any qualitative comments received are shared only with the instructor. Faculty are encouraged to work with their program director, colleagues, UMBC's Center for Applied Learning and Teaching (CALT), or Division of Information Technology (DOIT) to conduct objective course assessment and/or pedagogical enhancement.

The Department of Computer Science and Electrical Engineering (CSEE) Chair and College of Engineering and Information Technology (COEIT) Dean regularly review student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with Departmental and College priorities under UMBC's *Strategic Plan*. UMBC's Provost Office also engages in strategic and financial reviews of all UMBC programs. Exit surveys for graduating students are conducted each year by the Office of Professional Programs within the Division of Professional Studies (DPS) as another gauge of the student educational experience.

The University System of Maryland's accountability obligation includes a requirement that each academic program be reviewed every seven years. Accordingly, UMBC conducts academic program reviews (APR) to gauge program effectiveness, quality, and culture. As recognized by USM and the Council of Graduate Schools, the APR process has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources. CSEE's graduate programs (including its current M.P.S. degree in Cybersecurity) successfully completed their last APR in 2018.

Taken together, UMBC has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, cost-effectiveness, and workforce relevance. These methods are supported by continual internal UMBC evaluation of industry trends and needs to ensure its programs continue to meet current and anticipated industry and workforce requirements in Maryland and beyond.



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

TOPIC: Academic Program Proposal:
Towson University: Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, June 5, 2023

SUMMARY: Towson University proposes to create a Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change (SEC) degree. The Ph.D. in SEC is an interdisciplinary, research-focused program that will strengthen students’ research skills and deepen their understanding of sustainability issues and novel solutions to environmental challenges. Students pursuing the Ph.D. will become proficient in research methods and analyses relevant to their dissertation topics while also gaining exposure to diverse perspectives pertinent to addressing complex environmental problems. Students will engage with faculty and environmental professionals in identifying and pursuing research projects aimed at understanding how anthropogenic environmental change and sustainability practices are impacting both human and ecological systems.

The proposed Ph.D. degree will require a minimum of 60 credits, including nine credits of foundation courses, three credits of seminar courses, at least 24 credits of electives, three credits of dissertation proposal, and at least 21 credits of dissertation research.

In seeking to address one of society’s most pressing needs, and with its rigorous curriculum and strong research focus, the proposed Ph.D. in SEC fully aligns with TU’s newly revised mission to foster “intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good.”

TU possesses the necessary faculty expertise and financial, administrative, technical, and other infrastructure resources to adequately support the program.

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change.

COMMITTEE RECOMMENDATION: Approval

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu

March 15, 2023



Melanie L. Perreault, Ph.D.
Interim President

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

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

Dear Chancellor Perman:

Towson University seeks your review and approval to offer a **Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change** in accordance with the Code of Maryland Regulations (COMAR) BB.02.03.06.

The proposed program will strengthen students' research skills and deepen their understanding of sustainability issues and novel solutions to environmental challenges. Students pursuing the Ph.D. will become proficient in research methods and analyses relevant to their dissertation topics while also gaining exposure to diverse perspectives pertinent to addressing complex environmental problems.

Students will engage with faculty and environmental professionals in identifying and pursuing research projects aimed at understanding how anthropogenic environmental change and sustainability practices are impacting both human and ecological systems.

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

Thank you in advance for your review.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Melanie Perreault'.

Melanie Perreault, Ph.D.
Interim President

MP/rjme

cc: Dr. Darlene Smith, Special Advisor to the Senior Vice
Chancellor, USM
Dr. Cynthia Cooper, Acting Provost for Academic Affairs
Dr. Clare N. Muhoro, Acting Vice Provost for Academic Affairs
Dr. Sidd Kaza, Associate Provost for Research and Dean of
Graduate Studies
Dr. Christopher J. Sallee, Interim Dean, Jess and Mildred Fisher
College of Science and Mathematics

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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

Sustainability and Environmental Change

Title of Proposed Program

Doctor of Philosophy

Award to be Offered

Fall 2023

Projected Implementation Date

0420.02

Proposed HEGIS Code

03.0103

Proposed CIP Code

Environmental Science and Studies Program

Department in which program will be located

Dr. Christopher Salice

Department Contact

410-704-4290

Contact Phone Number

csalice@towson.edu

Contact E-Mail Address



Signature of President or Designee

March 15, 2023

Date



**A PROPOSAL FOR A PH.D. IN
SUSTAINABILITY AND ENVIRONMENTAL CHANGE
AT TOWSON UNIVERSITY**

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A. Centrality to Institutional Mission Statement and Planning Priorities

A1. Program Description and Alignment with Institutional Mission

Towson University (TU) proposes to create a Doctor of Philosophy (Ph.D.) in Sustainability and Environmental Change (SEC) degree to be housed in the Environmental Science and Studies Program (ENVS), which is an entity within the Jess and Mildred Fisher College of Science and Mathematics (FCSM). The new Ph.D. degree will draw on existing faculty expertise from FCSM and across several other colleges at TU, including the College of Liberal Arts, the College of Health Professions, and the College of Business and Economics. The ENVS Program has offered a Bachelor of Science (B.S.) in Environmental Science and Studies degree and a Master of Science (M.S.) in Environmental Science degree since 1997. The ENVS Program is inter- and multi-disciplinary, leveraging courses and faculty expertise from the aforementioned colleges at TU. The Ph.D. degree will build upon the success and expertise of our existing bachelor's and master's ENVS Program, amplifying TU's interdisciplinary research focus by addressing the most pressing environmental problems in the region and around the world.

The Ph.D. in SEC is a research-focused program that will strengthen students' research skills and deepen their understanding of sustainability issues and novel solutions to environmental challenges. Students pursuing the Ph.D. will become proficient in research methods and analyses relevant to their dissertation topics while also gaining exposure to diverse perspectives pertinent to addressing complex environmental problems. Students will engage with faculty and environmental professionals in identifying and pursuing research projects aimed at understanding how anthropogenic environmental change and sustainability practices are impacting both human and ecological systems.

The proposed Ph.D. in SEC will contribute to TU's momentum in centering diversity, equity, and inclusion at the core of our mission and promote our goal of inclusive excellence through the development of academic programs that reflect the diversity of our student body, that of the state of Maryland, and the nation as a whole. This program will provide opportunities for students from groups historically underrepresented in the field of environmental sustainability and create an inclusive learning and research environment in which all students thrive. TU has demonstrated progress toward increasing diversity in environmental education, with 30 percent of ENVS undergraduates currently being from groups underrepresented in this field, while the proportion of ENVS master's students from underrepresented groups has increased from eight percent to 19 percent over the last five years. These numbers are substantially above the national average of students from groups historically underrepresented in the environmental sciences and geosciences workforce, which was approximately 11 percent in 2017.¹ TU's goal is to build on these gains with the aim of enrolling students, in part through a pipeline from our undergraduate program, who better reflect the demographics of TU's student body, which in itself is representative of Maryland's demographic population.

¹ Taylor, D.E., 2018, Enhancing racial diversity in the Association for Environmental Studies and Sciences, *Journal of Environmental Studies and Sciences*, volume 8, pp 379–384: <https://link.springer.com/article/10.1007/s13412-018-0518-1>



The proposed Ph.D. degree will require a minimum of 60 credits, including nine credits of foundation courses, three credits of seminar courses, at least 24 credits of electives, three credits of dissertation proposal, and at least 21 credits of dissertation research. Students with a master's degree in a related field or with relevant graduate coursework can transfer up to 24 credits of coursework (typically as electives) into the Ph.D. degree; all transfer credits must be approved by the SEC Graduate Program Director. Students will complete comprehensive examinations and defend a dissertation proposal, typically by the end of their second year of study. The dissertation proposal and the dissertation must articulate how the research informs our understanding of environmental sustainability. The dissertation must be a significant contribution to knowledge and suitable for publication in one or more peer-reviewed outlets (e.g., journals and/or book chapters).

This doctoral program in Sustainability and Environmental Change seeks to address one of the grand challenges facing humanity this century. Indeed, one of the United Nations [17 sustainable development goals](#) (#11) focuses on sustainability with an emphasis on making human settlements inclusive, safe, resilient, and sustainable. Solutions to the climate change and environmental degradation crises of the 21st century require collaborative thinking and “all hands-on deck” approaches.

With its rigorous curriculum and strong research focus, the proposed Ph.D. in SEC fully aligns with TU's newly revised mission to foster “intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good.” Moreover, the focus of the SEC doctoral program meets needs identified by the University System of Maryland (USM) in its current [Vision 2030 strategic plan](#), which states that USM institutions should seek to “advance our leadership in environmental sciences and deepen our international reputation for climate change and sustainability research.” In support of the goals outlined in the USM strategic plan, the Ph.D. in SEC will also contribute to “the number of cross-institutional, interdisciplinary, and interprofessional research collaborations among USM universities and centers,” and beyond. This commitment to interdisciplinarity and an “all hands” approach is evident by the fact that the proposed program will draw upon faculty expertise from across all six of TU's academic colleges. Furthermore, we envision this doctoral program as providing additional and significant impetus for TU to contribute further to the betterment of all institutions and students in Maryland.

A2. Strategic Goals Alignment and Affirmation of Institutional Priority

The proposed Ph.D. in SEC fully aligns with all six core goals outlined in Towson University's 2020-2030 Strategic Plan: educate, innovate, engage, include, support, and sustain. Above all, however, the institution's sustain goal (whereby the institution will act as a leader “in advancing sustainability of all resources—environmental, human, and financial”) is fundamental to the SEC program. It is well-recognized that anthropogenic impacts on the environment are having, and will continue to have, strong, negative impacts on human and ecological systems. This research-intensive doctoral program will help by addressing critical research needs now while also educating, training, and inspiring the next generation of environmental leaders for the public good. As such, this Ph.D. in SEC embodies TU's commitment to academic excellence and inquiry, interdisciplinary study, and dedication to



student (and faculty) intellectual and personal growth, as well as supporting the university's focus on diversity, equity, inclusion, and justice issues.

The introduction of this doctoral degree will also buttress another key priority at TU, which is to develop new doctoral programs that will, in accordance with the institution's [strategic plan](#) enhance TU's research capacity and reputation as a national leader in higher education. The proposed Ph.D. program builds on a strong history of environmental researchers at TU, with the last three USM Board of Regents Faculty Awards for Scholarship and Creative Activity being awarded to TU faculty whose research focuses on environmental issues and sustainability. This new Ph.D. program will provide additional support and capacity that builds on existing strengths and will position TU well for achieving R2 Carnegie status.

The proposed Ph.D. in Sustainability and Environmental Change is considered a priority by TU's leadership. The program, housed in the successful interdisciplinary ENVIS Program, directly supports TU's goal to capitalize on new, state-of-the-art facilities in STEM and health professions by taking advantage of the new Science Complex (completed 2021) and the new College of Health Professions (scheduled for completion in 2024). These new facilities and additional investments from TU will attract talented and interested faculty and professionals and help ensure that students in the program are successful and well-trained. In turn, SEC Ph.D. graduates will pursue careers in the academic, public, and private sectors, helping to identify, understand, and resolve critical environmental problems that impact human and ecological systems.

It is important to note that the proposed SEC doctoral program will advance objectives outlined in the USM strategic plan, which acknowledges that "higher education is essential to solving the greatest challenges of our age – crises of poverty and inequality, racial and social injustice, population health and health disparities, climate change and environmental degradation, civic disengagement and a weakened democracy." While the focus of the Ph.D. in SEC is clearly on climate change and environmental degradation, students will explore and be exposed to issues related to poverty and inequality, racial and social injustice, and population health and health disparities through the environmental lens.

A3. Five-year Funding Plan

This Ph.D. program will be funded with TU R2 investment funding and reallocated support from across the university, as this program is built primarily on already existing graduate courses and faculty expertise. That said, five new faculty will be hired to support and enhance the program. During the internal university review and approval process for new academic programs, funds have been committed from the Division of Academic Affairs in dialogue with TU Administration and Finance. Resources and expenditures anticipated for the first five years are presented in Section L, **Tables 7 and 8**. Graduate student stipends, modest library and operational support, and five new faculty lines will be dedicated to the growth and development of this program during the initial five years. As faculty and student research grows, significant external funds are expected to supplement university funding and be invested in the proposed program.



A4. Institutional Commitment

As outlined above, the proposed doctoral degree is integral to the university's current research-driven mission and strategic plan. The addition of the Ph.D. in SEC will significantly bolster faculty research productivity and will also provide added capacity to mentor undergraduate and master's-level students. TU's financial commitment to the program is evident in funding allocated to support the establishment and projected growth of the program over a five-year period (see Section L for further details).

The ENVS Program is housed administratively within FCSM, and the current Director is a faculty member in the FCSM department. However, the Assistant Director for the ENVS Program is a faculty member in the College of Liberal Arts and there are more than 40 faculty members from across six TU colleges who are affiliated with this entity (see Section I1 for a detailed listing). Administrative support for the Ph.D. in SEC will be provided by a new administrative assistant working through the existing ENVS Program, whose other staff and faculty are familiar with managing graduate education and the needs of graduate students. TU's Office of Graduate Studies will also support administrative and operational needs for the proposed Ph.D. in SEC, providing guidance and helping with reviewing student progression and success, graduate faculty status designations, and marketing.

TU's Office of Technology Services will provide support for general computing needs. More specialized technical support will come directly from the relevant colleges involved in the program, which have dedicated staff for computer technology needs, classroom support, and website development. This program will benefit from the laboratory and analytical facilities housed in the new 320,000 square foot Science Complex, access to specialized software such as ArcGIS (through the College of Liberal Arts), and through new state-of-the-art facilities with the forthcoming completion of a new building for the College of Health Professions. See Section K for more details about physical facilities and infrastructure available to support the program.

TU is committed to student success: Students admitted to the Ph.D. in SEC will be provided with sufficient time for program completion and financial support in the form of graduate assistantships. Degree completion for most full-time Ph.D. students is expected within four-to-five years of matriculation. Nevertheless, doctoral students are provided up to 10 years, if necessary, to complete their degree.

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

B1. Program Demand and Need

The United Nations recognizes climate change as one of the major challenges of our time. The World Health Organization pointedly [states](#) that "the environmental crisis is a health crisis," while the USM strategic plan, as previously indicated, calls for action with respect to climate change and environmental degradation. These are not abstract concerns but are issues that directly affect Marylanders. Regionally, Maryland and the Mid-Atlantic are in the Chesapeake Bay watershed, and restoration and sustainability of the Chesapeake Bay has been an important national and regional environmental issue for decades.



While environmental issues including the climate crisis are widely recognized as one of the most important and costly challenges facing the world (see **Figures 1 & 2** below), the burden and costs of these impacts is disproportionately felt by economically disadvantaged groups at multiple scales. Hence, there is a clear, unequivocal societal need to prepare researchers, policy makers, educators, and professionals, who are representative of the diversity of the state and nation, to work toward addressing these pressing environmental challenges. The complex, multi-faceted nature of environmental problems necessitates a rigorous, interdisciplinary understanding of environmental and social science research methods to fuel future research, inform environmental policy, and educate future generations.

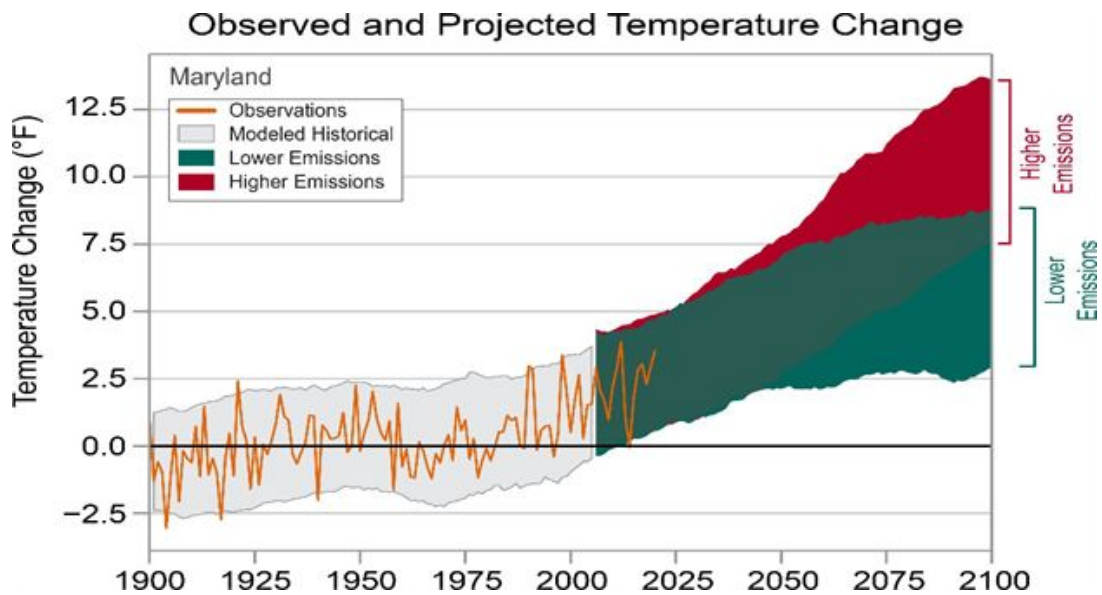


Figure 1: Observed and projected changes (compared to 1901-1960 average) near-surface air temperature for Maryland from NOAA National Centers for Environmental Information.

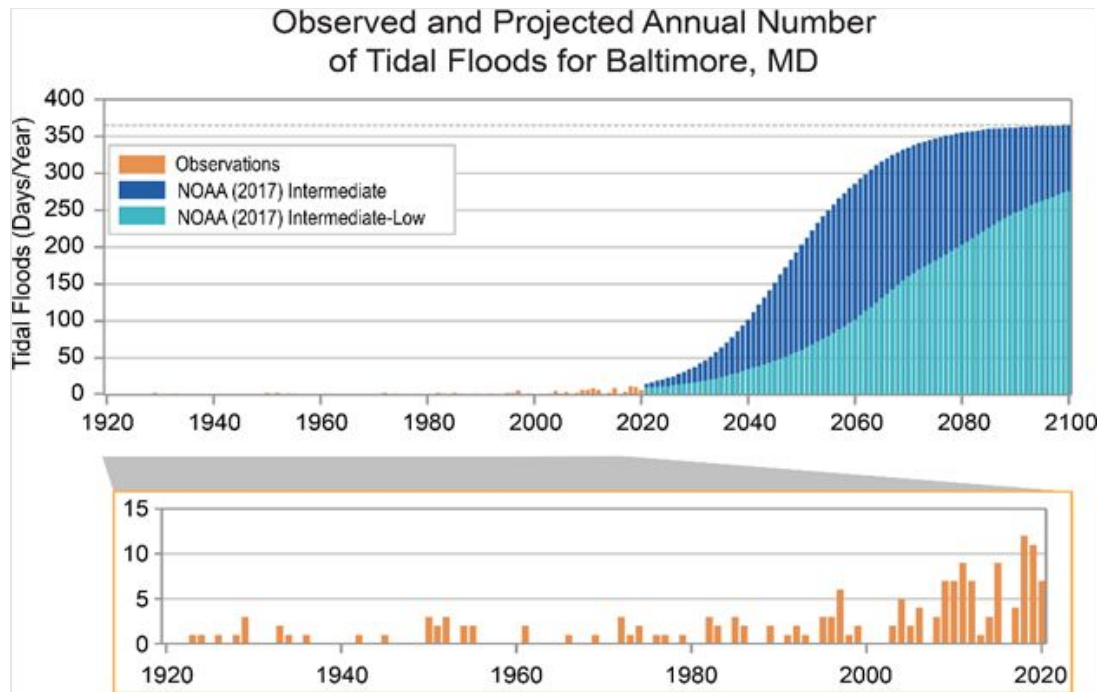


Figure 2: Observed and projected changes in annual number of tidal floods in Baltimore, Maryland from NOAA National Centers for Environmental Information.

B2. Alignment with Maryland State Plan for Higher Education

Two goals outlined in the 2022 Maryland State Plan for Higher Education are especially relevant to the proposed SEC program; these are focused on Student Success and Innovation. Priorities 5-7 under the Student Success goal seek to maintain a commitment to higher-quality postsecondary education (Priority 5), improve timely completion of programs (Priority 6), and enhance postsecondary education to promote lifelong learning (Priority 7). All these priorities are embodied by the spirit and practice of the SEC program. Faculty participating in the SEC degree are committed to providing students in the program with an outstanding Ph.D. experience that recognizes student success as the most important measure of the program’s overall success.

Priority 8 under the Innovation goal is to promote a culture of risk-taking. Here, we recognize that to solve the region’s (and world’s) most important and pressing problems requires risk, which is inherent to all research. The SEC program will push and support students to pursue challenging problems and to grow as professionals prepared to take on important issues. The SEC program will draw students from a broad range of postsecondary bachelor’s and master’s programs such as environmental science, environmental studies, the classical sciences (biology, chemistry, physics), geography, and likely students from economics, social sciences, and human sciences. The interdisciplinary structure of the SEC program will



provide these students with an excellent foundation for their research and graduate studies, while benefitting from the cross fertilization of ideas and perspectives that comes from a diverse array of students, faculty, and collaborators.

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

C1. Pipeline and Employment Opportunities

As indicated above, there is an overwhelming need for environmental sustainability professionals. Although doctoral programs exist in Maryland that provide students with the opportunity to conduct research focused on environmental issues, there are none that explicitly require the concept of sustainability in coursework and none that require students to address the implications of their research on sustainability.

Due to the specialized nature of the positions for which applicants with the proposed doctoral degree would be suitable, representative data for these professional subsets are difficult to obtain. However, **Table 1** below shows a sampling of potential occupations for which graduates of the proposed Ph.D. program would be compatible. As a research doctoral program, the expectation is that graduates will be prepared for senior-level research and related positions. As an example, it is common for new employees with a Ph.D. to be hired as senior scientists or senior managers in regional environmental consulting firms, to enter the academic profession, or to work for government and non-governmental organizations.

Table 1. Projected Growth of Select Occupations Related to the Sustainability and Environmental Change Ph.D. in Maryland from 2020-2030

Occupation	2020-2030	
	Projected Growth	Projected Annual Openings
Environmental scientists, post-secondary education	15.9%	368
Environmental scientists, including health	9.8%	2867
Forestry and conservation scientists post- secondary education	20.7%	35
Geoscientists	3.3%	433
Hydrologists	3.2%	65
Life scientists	8.6%	431
Natural science managers	3.5%	4349
Soil and plant scientists	8.6%	680
Urban and regional planners	12.8%	1169
Zoologists and wildlife biologists	8.8%	435

Source: [Maryland Department of Labor, Maryland Occupational Projections – 2020-2030 – Workforce Information and Performance.](#)

Jobs in the field of sustainability and environmental change do not neatly map onto job categories analyzed by the U.S. Bureau of Labor Statistics (BLS). Information about green jobs, of which many or most fall into the category of sustainability, were collected from [2010-13](#), but then data collection was stopped in 2013 due to spending cuts in federal funding.



Individuals working in SEC jobs come from a diverse set of backgrounds. Those working in science and science-related fields, as graduates from this program would do, often need more than a Bachelor of Science degree to “conduct research or develop new products.” Relevant categories for sustainable jobs related to this Ph.D. (could) include chemists and material scientists, conservation scientists, environmental scientists, natural science managers, and soil and plant scientists. Sustainability positions also fall into several other categories such as managers for operations and those working on economics or logistics. Graduates of this Ph.D. program will be particularly well situated to work with and communicate and/or serve multiple [sustainability roles](#).

For the period 2021-2031, job growth in the various relevant categories relating to environmental and sustainability occupations is projected to be close to the national average (five to six percent) according to [BLS](#). However, growth in Maryland and the Mid-Atlantic is likely to be higher than the national average, given the focus on Chesapeake Bay restoration as well as other regional environmental issues. As an example, in 2022 the following occupations experienced annual growth of between five and six percent: [conservation scientists, environmental scientists, and natural science managers](#).

C2. Market Demand

See **Table 1** for expected growth in careers aligning with the research and professional training entailed in the proposed Ph.D. in Sustainability and Environmental Change. All selected occupations are projected to show positive growth, with several exceeding the projected Maryland average growth rate of 9.5 percent between 2020 and 2030.

Additionally, data from the U.S. Bureau of Labor show convincingly that employees with a Ph.D. have higher earning potential and lower unemployment compared to other categories (see **Figure 3**). Interestingly, the demand for tenure-track faculty positions with a Ph.D. degree in fields related to SEC is expected to grow, on average, by greater than 10 percent.

It is an unfortunate reality that as the climate crisis continues, the workforce need for advanced-level education and training in sustainability and environmental change will increase. It is also important to note that there is likely high-level research, management, administrative, and leadership positions in environment-relevant fields that graduates from the SEC program would be well-equipped to perform. The program is designed to provide an in-depth educational experience in SEC while also providing the tools to successfully design methodological approaches to obtain robust data and information, conduct statistical analyses, synthesize and present information, and manage complex projects. These skills translate well to a wide array of professions across academic, government, NGO, and private institutions. One of the strengths of this proposed Ph.D. program is that it can provide opportunities for graduates through the close relationships that TU faculty have established with regional collaborators such as the U.S. Geological Survey, U.S. Department of Defense, EA Engineering, Science, and Technology, the Maryland Stream Restoration Association, Maryland Department of the Environment, Ecotone, and a host of others.



C3. Anticipated Vacancies and Training Needs

The proposed Ph.D. program is designed to produce graduates with distinctive skills from multiple disciplines and prepared to work on issues related to sustainability and environmental change, including extensive training in high-level research methods.

Graduates will be well positioned for employment across a range of industries in Maryland, the Mid-Atlantic, and beyond. Table 1 illustrates the projected higher than average growth in positions as well as projected annual openings for environmental scientists. Graduates also would be well prepared to pursue positions in state and federal scientific or regulatory agencies such as the Maryland Department of Environment or U.S. Environmental Protection Agency; environmental consulting firms; academic positions; and program administration positions. Individuals holding doctoral degrees have the second highest weekly earnings and the lowest unemployment rates in the U.S. (see **Figure 3**).

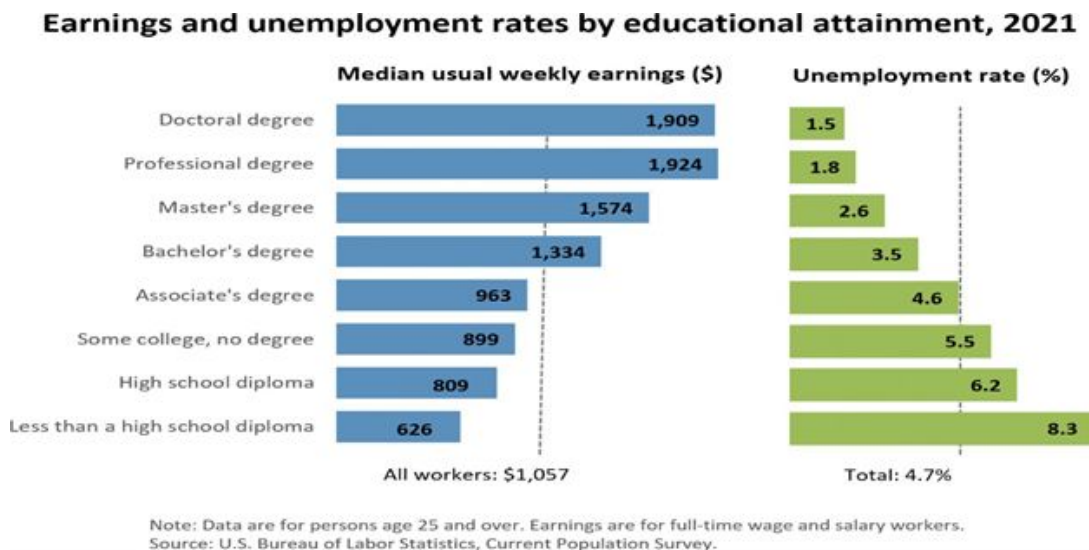


Figure 3. [Earning and Unemployment Rates by Education Attainment](#), 2021 from the U.S. Bureau of Labor Statistics

C4. Projected Supply of Prospective Graduates

While there are few Ph.D. programs in the state that focus specifically on sustainability and environmental change, many programs at the bachelor and master’s level provide the education and training necessary for prospective doctoral students in this field. According to MHEC enrollment data, there is evident demand for programs related to sustainability and environmental science/studies and enrollment has remained steady over the period 2017-2021 (see **Table 2**). In addition to these programs, prospective graduate students may also be recruited from cognate programs in biology, ecology, geography, earth sciences, various health sciences, political science and other social sciences, and urban studies or planning. Many such programs are offered across the state and enjoy strong levels of historical enrollment.



Table 2. Enrollment Trends in Bachelor's and Master's programs in Environmental Science/Studies and Sustainability in Maryland (2017-2021)

SCHOOL NAME	DEGREE LEVEL	PROGRAM NAME	2017	2018	2019	2020	2021
Frostburg State University	BACHELORS	ENVIRONMENTAL ANALYSIS & PLANNING	22	22	22	17	3
Salisbury University	BACHELORS	ENVIRONMENTAL STUDIES	159	170	168	147	113
Towson University	BACHELORS	ENVIRONMENTAL SCIENCE AND STUDIES	187	206	208	192	182
Towson University	MASTERS	ENVIRONMENTAL SCIENCE	33	24	23	22	22
University of Baltimore	BACHELORS	ENVIRONMENTAL SUSTAINABILITY	39	32	28	21	14
Univ. of MD, Baltimore	MASTERS	MARINE-ESTUARINE-ENV SC (W/UMBC,UMCP,UMES)	1	0	0	0	1
Univ. of MD, Baltimore County	BACHELORS	ENVIRONMENTAL STUDIES	21	5	5	1	3
Univ. of MD, Baltimore County	BACHELORS	ENVIRONMENTAL SCIENCE	62	19	5	3	6
Univ. of MD, Baltimore County	BACHELORS	GEOGRAPHY AND ENVIRONMENTAL STUDIES	33	48	53	64	53
Univ. of MD, Baltimore County	BACHELORS	ENVIRONMENTAL SCIENCE AND GEOGRAPHY	72	120	134	124	119
Univ. of MD, Baltimore County	MASTERS	MARINE-ESTUARINE-ENV SC (W/UMAB,UMCP,UMES)	0	1	2	3	5
Univ. of MD, Baltimore County	MASTERS	GEOGRAPHY & ENVIRONMENTAL SYSTEMS	10	12	12	14	27
Univ. of MD, College Park	BACHELORS	ENVIRONMENTAL SCIENCE & TECHNOLOGY	220	217	192	173	172
Univ. of MD, College Park	BACHELORS	ENVIRONMENTAL SCIENCE AND POLICY	248	290	283	270	280
Univ. of MD, College Park	MASTERS	ENVIRONMENTAL SCIENCE & TECHNOLOGY	25	20	15	14	12
Univ. of MD, College Park	MASTERS	MARINE-ESTUARINE-ENV SC (W/UMAB,UMBC,UMES)	32	43	47	43	33
Univ. of MD, College Park	MASTERS	ENVIRONMENTAL HEALTH SCIENCES	0	2	2	3	4
Univ. of MD Eastern Shore	BACHELORS	ENVIRONMENTAL SCIENCE	43	40	38	33	39
Univ. of MD Eastern Shore	MASTERS	MARINE-ESTUARINE-ENV SC (W/UMAB,UMBC,UMCP)	13	9	8	8	9
Univ. of MD Global Campus	BACHELORS	ENVIRONMENTAL MANAGEMENT	403	404	391	411	386
Univ. of MD Global Campus	MASTERS	ENVIRONMENTAL MANAGEMENT	219	213	195	176	184
St. Mary's College of Maryland	BACHELORS	ENVIRONMENTAL STUDIES	55	69	73	99	83
Goucher College	BACHELORS	ENVIRONMENTAL STUDIES	31	16	22	21	23
Goucher College	MASTERS	ENVIRONMENTAL STUDIES	4	4	2	1	0
Hood College	BACHELORS	SUSTAINABILITY STUDIES	0	0	0	0	1
Hood College	BACHELORS	ENVIRONMENTAL STUDIES	18	12	11	13	15
Hood College	MASTERS	ENVIRONMENTAL BIOLOGY	39	39	41	28	25
Johns Hopkins University	BACHELORS	GLOBAL ENVIRONMENTAL CHANGE & SUSTAINABILITY	32	18	9	9	8
Johns Hopkins University	BACHELORS	ENVIRONMENTAL SCIENCE	0	14	19	21	16
Johns Hopkins University	MASTERS	GEOGRAPHY & ENVIRONMENTAL ENGINEERING	92	81	75	58	60
Johns Hopkins University	MASTERS	ENVIRONMENTAL ENGINEERING AND SCIENCE	59	46	59	62	51
Johns Hopkins University	MASTERS	ENVIRONMENTAL PLANNING & MANAGEMENT	32	35	28	33	37
Johns Hopkins University	MASTERS	ENVIRONMENTAL SCIENCES AND POLICY	207	205	248	283	254



SCHOOL NAME	DEGREE LEVEL	PROGRAM NAME	2017	2018	2019	2020	2021
Johns Hopkins University	MASTERS	SUSTAINABLE ENERGY	0	0	0	16	41
Loyola University Maryland	BACHELORS	SUSTAINABILITY MANAGEMENT (B.B.A.)	0	0	0	0	16
McDaniel College	BACHELORS	ENVIRONMENTAL STUDIES	33	22	35	35	34
Mount St. Mary's University	BACHELORS	ENVIRONMENTAL SCIENCE	8	2	10	15	14
Stevenson University	BACHELORS	ENVIRONMENTAL SCIENCE	17	19	25	39	25
Washington College	BACHELORS	ENVIRONMENTAL SCIENCE	51	62	48	46	39
Washington College	BACHELORS	ENVIRONMENTAL STUDIES	0	0	0	0	22
TOTALS			2,520	2,541	2,536	2,518	2,431

Source: [Trends in Fall Enrollment by Program 2008-2021, MHEC](#)

D. Reasonableness of Program Duplication

D1. Similar Programs

The proposed Ph.D. in SEC does not substantially overlap with any other doctoral program in Maryland. The interdisciplinary focus and approach of the proposed program, incorporating both the science of environmental change and the study of sustainability, differentiates the TU program from others. None of the existing environmental doctoral programs in Maryland incorporate perspectives from such a broad range of faculty (in the sciences, social and health sciences, economics, humanities, arts and design, etc.). This interdisciplinary focus is illustrated by more than 50 percent of faculty affiliated with the program coming from TU colleges other than the Fisher College of Science and Mathematics, including the College of Liberal Arts, College of Fine Arts and Communication, College of Health Professions, College of Business and Economics, and College of Education (see Appendix D). Specifically, integrated training in social sciences along with environmental sciences will provide SEC students with a combination of skills in critical and analytical thinking and professional competencies that are critical for addressing complex problems. The SEC doctoral program will build on the strength of the undergraduate ENVS program at Towson, which currently enrolls 182 students and includes classes and instructors from four of TU’s six academic colleges.

All four of the environmental Ph.D. programs in Maryland—the Environmental Science and Technology Ph.D. at the University of Maryland–College Park, the Marine Estuarine Environmental Sciences (MEES) Ph.D. across multiple USM campuses, the Bio-Environmental Sciences Ph.D. at Morgan State University (MSU), and the Geography and Environmental Systems Ph.D. at the University of Maryland–Baltimore County (UMBC)—appear, in contrast to TU’s proposed program, to be strongly focused on the scientific study of environmental systems. For example, MSU’s Bio-Environmental Sciences Ph.D. is heavily focused on the biological sciences, with additional electives in chemistry and physics. While UMBC’s Geography and Environmental Systems Ph.D. addresses issues in sustainability and ecology, it includes a stronger emphasis on spatial science and geographic information systems (GIS) than TU’s proposed program.

TU’s proposed Ph.D. in SEC will be listed under the Classification of Instructional Programs



(CIP) code 03.0103 Environmental Studies, which is intended to capture the interdisciplinary nature of TU’s program, indicating that it goes beyond a primarily science-based focus. None of the other four environmental Ph.D. programs in Maryland referenced previously use this same CIP code designation, nor does any other doctoral degree program in the state. Instead, three are classified under CIP codes that are reflective of doctoral programs that are predominantly science-based—the University Maryland-College Park’s Environmental Science and Technology Ph.D. (03.0104 Environmental Science), USM’s MEES Ph.D. (26.1302 Marine Biology and Biological Oceanography), and MSU’s Bio-Environmental Sciences Ph.D. (26.1305 Environmental Biology)—whereas UMBC’s Geography and Environmental Systems Ph.D. uses the 45.0701 Geography CIP code.

Given the substantial number of undergraduate degrees currently conferred in environmental science and studies in Maryland (see Table 2), which will likely serve as a direct pipeline into the Ph.D. in SEC, as well as the work force demand in the state and the Mid-Atlantic region for those trained in environmental issues, TU believes that the benefits this proposed doctoral program will bring to Maryland and the Mid-Atlantic would outweigh any potential issues of overlap with peer institutions’ programs.

Importantly, this vital work to address problems and develop solutions related to climate change and environmental degradation will benefit most from cooperative and collaborative efforts across individuals, fields, and institutions. The proposed Ph.D. in SEC provides added momentum to TU’s commitment to the public good and serves as an excellent opportunity to engage with other state institutions to effect meaningful change. To that end, leadership in TU’s ENVS Program reached out to the Director of MSU’s Bio-Environmental Science Ph.D. program on April 21, 2023, to notify MSU of our interest in developing a new doctoral program in SEC, discuss any potential concerns regarding TU’s proposal, and explore possible areas for future collaboration. Following this initial communication, both institutions agreed to continue discussions for collaborative opportunities and further campus visits that would strengthen both programs. As well as engaging with Morgan State University, TU has communicated with our sister USM institutions during the development of the Ph.D. in SEC proposal, resulting in similar, positive interactions. TU envisions this doctoral program as a potential driving force for empowerment of the region’s research and education engine to generate a well-trained, collaborative, and connected sustainability workforce.

D2. Program Justification

In the 21st century, Maryland, the Mid-Atlantic, and beyond are faced by “wicked” and complex environmental issues such as climate change, environmental degradation, and restoration of the Chesapeake Bay. The USM [Vision 2030 strategic plan](#) highlights the need for advancing leadership in environmental sciences and deepening the system’s reputation for climate change and sustainability research under Priority 4 (Research). The Ph.D. in SEC will graduate individuals with interdisciplinary training and research at a high level that encompasses the natural sciences, social sciences, and beyond. These graduates will be particularly well poised to help address these issues through research, management of relevant scientific and management programs, and effective problem-solving and communication.



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

Neither Bowie State University nor Coppin State University offer doctoral degree programs in this field. As outlined in section D1, both the MEES Ph.D. program, which the University of Maryland Eastern Shore (UMES) supports (along with other non-HBI USM institutions), and MSU's Bio-Environmental Sciences Ph.D. program have a much greater science focus than TU's proposed program, and therefore we do not believe that there is a substantive curricular overlap with TU's proposed SEC doctoral degree.

According to [MHEC enrollment data](#), there were 11 and 51 students enrolled respectively in these two Ph.D. programs in 2021, which represents approximately three percent and seven percent of total doctoral student enrollment respectively at UMES and MSU. There are other doctoral programs at UMES (for example, Educational Leadership, Pharmacy, and Physical Therapy) and MSU (for example, Community College Leadership, Engineering, and Public Health) that have much higher enrollments, and therefore the MEES and Bio-Environmental Sciences Ph.D. programs do not appear to be "high demand" programs relative to other doctoral programs at these two institutions.

UMES also offers a corresponding MEES program (again in collaboration with other non-HBI USM institutions) at the master's level, but no other HBI currently offers an environmental-related master's degree. TU anticipates that graduates of the MEES master's degree from UMES who are interested in pursuing a doctoral degree specializing in marine and estuarine environmental science will naturally gravitate toward UMES's MEES doctoral program, and therefore we do not foresee that TU's proposed program will impact enrollments at UMES.

F. Relevance to the Identity of Historically Black Institutions (HBIs)

[MSU's mission](#) commits the institution "to addressing societal problems, particularly those prevalent in urban communities," while [UMES's mission](#) commits it "to serving first-generation and underserved students." TU acknowledges that the purpose of the proposed SEC program does overlap to some extent with the institutional identities of MSU and UMES, since TU's program seeks to diversify the environmental sciences and studies professions, as is reflective of the core values of HBIs. However, TU firmly believes that climate change and environmental issues are so critical to the state, region, and planet, and the need to prepare qualified graduates who can help to address these challenges so urgent and pressing, that this overlap with HBI identities is justifiable. As indicated elsewhere in the proposal, TU regards the development of the Ph.D. in SEC as an opportunity for collaboration with other institutions (both HBI and non-HBI) that can only serve to strengthen the capacity of the entire higher education sector in Maryland to contribute meaningfully toward addressing current environmental challenges and preparing for those that lie ahead.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

G1 Program Development and Faculty Oversight

The curriculum for the Ph.D. in SEC was developed by faculty from multiple colleges, principally the Fisher College of Science and Mathematics and the College of Liberal Arts,



drawing upon faculty members' expertise in environmental science, environmental studies, human-environment interactions, and environmental sustainability. Through an iterative and collaborative process, program requirements, courses, and milestones were discussed by the interdisciplinary team and reviewed for alignment with the proposed degree program and learning outcomes. Faculty members who will oversee the program are identified in Section I1; they are tenured and tenure-track faculty with diverse research and pedagogical expertise in sustainability, environmental change, and related disciplines.

G2. Educational Objectives and Learning Outcomes

The principal educational objective of TU's proposed Ph.D. in SEC is to train graduate students to become interdisciplinary scholars and independent researchers, with depth and breadth of knowledge commensurate with a doctoral-degree holder. Under the mentorship of their dissertation committee, recipients of the Ph.D. in SEC will have made substantial contributions to new knowledge by producing publication-quality research. Moreover, students earning the Ph.D. in SEC will be ready to solve complex environmental problems while forging cross-disciplinary collaborations.

The following are the proposed learning outcomes for students who enroll in the Ph.D. in SEC. Upon completion of the program, students will:

1. Obtain a depth of understanding and technical knowledge in the area(s) of study.
2. Devise novel research questions and design logical approaches to answer these questions.
3. Master methodologies for data collection and analysis necessary for independent research.
4. Generate publication-quality results from their dissertation research.
5. Communicate research findings and sustainability implications efficaciously to diverse audiences.

G3. Assessment and Documentation of Student Learning Outcomes

TU's Office of Assessment within the Division of Academic Affairs coordinates the assessment of student learning outcomes. Assessment of student learning occurs at the course, program, and institutional levels. Assessment includes academic and co-curricular activities. The Office of Assessment works collaboratively with faculty and staff to support analysis and research of TU's curriculum, courses, departments, and programs to improve student learning through effective, faculty- and staff-driven assessment of academic programs and student learning outcomes achievement.

Specifically, the Office of Assessment provides information and resources for assessment, maintains the technological infrastructure to support academic assessment, supports faculty and programs through workshops and consultation, and assists with collection, analysis, and distribution of institutional and programmatic assessment data.



The proposed Ph.D. in SEC will employ a variety of assessment measures appropriate at the doctoral level to assess student learning, including (but not limited to) course papers, presentations, course examinations, and comprehensive examinations. Additional assessment tools include the preparation and defense of a dissertation proposal and, ultimately, a dissertation. **Table 3** summarizes the program's learning outcomes and assessment methods.

Table 3. Learning Outcomes and Assessment Methods

Learning Outcome	Assessment Methods
1. Obtain a depth of understanding and technical knowledge in the area(s) of study.	<i>Measure 1A: Grade in ENVS 701 Science of Environmental Change</i> <i>Measure 1B: Grade in ENVS 702 Sustainability in a Complex World</i> <i>Measure 1C: Successful completion of comprehensive exams</i>
2. Devise novel research questions and design logical approaches to answer these questions.	<i>Measure 2A: Grade in a research methods course</i> <i>Measure 2B: Successful preparation and defense of a dissertation proposal</i>
3. Master methodologies for data collection and analysis necessary for independent research.	<i>Measure 3A: Successful completion of comprehensive exams</i> <i>Measure 3B: Successful preparation and defense of a dissertation</i>
4. Generate publication-quality results from their dissertation research.	<i>Measure 4A: Successful preparation and defense of a dissertation</i> <i>Measure 4B: Publication of at least a portion of the dissertation within 12 months of the dissertation defense</i>
5. Communicate research findings and sustainability implications efficaciously to diverse audiences.	<i>Measure 5A: Inclusion of sustainability implications within the dissertation proposal and the dissertation</i> <i>Measure 5B: Discussion of sustainability implications within the dissertation proposal defense and the dissertation defense</i>

Achievement of student learning outcomes will be documented in a variety of ways. For example, grades earned at the course level will be archived on student transcripts by TU's Office of Records and Registration. Successful preparation and defense of dissertation proposals and dissertations, as well as performance on comprehensive exams, will be documented by the SEC Graduate Program Director and associated academic staff.

Additionally, the final approved version of the dissertation will be submitted to the Office of Graduate Studies and archived in TU's library. More generally, assessment data will be recorded, archived, and tracked over time by the SEC Graduate Program Director, who will also draw on the expertise and resources of TU's Office of Assessment for assistance.

Each year, assessment data will be disseminated to and discussed with affiliated faculty and the Associate Dean in FCSM, who has overall responsibility for assessment within the college. Assessment data will drive discussions of programmatic improvement and enhancement by program leaderships and affiliated faculty.



G4. Program Requirements

This Ph.D. degree is a 60-credit, in-person program designed to be completed primarily via full-time study. Students may matriculate into the program after completing either a bachelor's or a master's degree in a discipline related to SEC (e.g., environmental science/studies, biology, chemistry, geography, geology, and health sciences, among others). Students with a master's degree may transfer up to 24 credits of relevant coursework into the Ph.D. program; transferred credits are subject to the approval of the SEC Graduate Program Director and will typically count as electives. Courses will be taught predominantly in-person on the main TU campus. Admitted students will be offered financial support in the form of a fellowship, research assistantship, and/or teaching assistantship so they can focus on their academic development throughout the degree program.

Program requirements include three foundation courses (nine credits), three semesters of the seminar course (three credits), elective courses (≥ 24 credits), a dissertation proposal (three credits), and dissertation research (≥ 21 credits). See below for a program outline, with course descriptions included in Appendix B and a year-by-year example program of study in Appendix C.

- **Seminar Course** (three credits): *ENVS 600 Environmental Science and Sustainability Colloquium* (one credit, must be repeated at least three times)
- **Foundation Courses** (nine credits): These courses cover fundamental scientific and social principles of SEC, as well as research tools germane to Ph.D. students.
 - **Scientific Principles** (three credits; *ENVS 701 Science of Environmental Change*)
 - **Social Principles** (three credits; *ENVS 702 Sustainability in a Complex World*)
 - **Research Methods** (three credits; see Appendix B for course options)
- **Elective Courses** (at least 24 credits with six to eight credits of broadening coursework; see Appendix B for course options)
- **Dissertation Proposal** (three credits): *ENVS 990 Dissertation Proposal*)
- **Dissertation Research** (at least 21 credits): *ENVS 997 Dissertation Research*)

Students will each identify and secure the commitment of a faculty mentor to serve as the dissertation advisor, who will also chair the student's dissertation committee. Dissertation committees will consist of a minimum of four faculty members, including the dissertation advisor. At least one member of the dissertation committee must have a primary appointment in a different college from that of the dissertation advisor; this requirement can be satisfied by having a dissertation committee member from another institution. All members of the dissertation committee must have graduate faculty (or associate graduate faculty) status as prescribed by the TU Office of Graduate Studies.

Dissertation committees will evaluate student performance regarding the preparation and defense of the dissertation proposal and the dissertation, in addition to the comprehensive exams. Upon successful completion of the dissertation proposal, the dissertation committee



is required to meet at least once every 12 months with the Ph.D. candidate. In addition to offering guidance to the Ph.D. candidate to promote timely degree completion, the dissertation committee is also charged with ensuring that the Ph.D. candidate receives satisfactory mentoring and guidance from the dissertation advisor.

G5. General Education Requirements

Not applicable.

G6. Specialized Accreditation and Certification

Not applicable.

G7. Outside Contracts

Not applicable.

G8. Program Information Assurances

A handbook will be provided to all incoming Ph.D. students outlining program policies, program curriculum and requirements, student expectations, technology requirements, campus supports and resources, and financial aid information. Students will provide a signature assuring their review and comprehension of the handbook's contents prior to the start of coursework. This handbook will be reviewed and updated on a regular basis to reflect changes in the program, support and resources, etc. For prospective students, the current version of the handbook will also be available on the program website.

G9. Advertising, Recruiting, and Admissions Materials Assurances

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent programs and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, other print and online promotional materials, etc. More specifically, a tenured or tenure-track faculty member will be appointed as SEC Graduate Program Director by the Dean of FCSM. Working in collaboration with the Office of Graduate Studies, the SEC Graduate Program Director will oversee recruitment, communicate with prospective students, supervise academic advising of enrolled students, and monitor student progress during their time in the program. As noted above, a student handbook will be available on the website to provide clear and accurate program information. An admissions committee of interdisciplinary faculty members will conduct annual evaluation of applications and issue admissions decisions using a pre-established, wholistic review framework based on existing doctoral program guidelines at TU.

H. Adequacy of Articulation

Not applicable.



I. Adequacy of Faculty Resources

11. Quality of Program Faculty

TU's Environmental Science and Studies Program currently has an interdisciplinary leadership/administrative team that consists of four faculty (**Table 4**), a cadre of nine "guidance" faculty who are actively engaged in program leadership and well positioned to mentor doctoral students (**Table 5**), and 31 additional affiliated faculty across six colleges at the university who teach program-relevant courses and advise undergraduate and graduate ENVS students (**Table 6**). None of these faculty is appointed to the ENVS Program full-time, and all but the leadership team offer courses and advise students with the support of their home departments.

ENVS faculty includes some of the most productive at the institution, in terms of both external grants and publications, and enjoy a long history of interdisciplinary collaboration in the program. **Tables 4-6** list all current full-time ENVS-affiliated faculty, along with their home department, rank, and field of study. All tenured and tenure-track faculty have a doctoral degree (or other terminal degree) in relevant disciplines and conduct research in areas related to sustainability and/or environmental change. All faculty are eligible to serve as mentors and/or dissertation committee members. Due to most courses in the Ph.D. in SEC being either electives and/or housed administratively in other TU colleges, at this time it has yet to be determined which specific courses will be taught by individual faculty members.

Despite this sizable pool of faculty expertise, development of faculty resources to support the doctoral program is necessary. ENVS currently has zero contracted faculty lines, apart from administrative appointments among the leadership team. This proposal therefore includes a request for five new full-time faculty lines across ENVS-affiliated departments and colleges at TU, reflecting a minimum of 2.5 new faculty FTEs (five faculty with a 50 percent commitment to SEC), plus a full-time lecturer, who will be reallocated from existing resources (see Adequacy of Financial Resources below). These faculty would directly support, or indirectly offset, existing faculty workload for new course development, research enhancement, and mentoring of doctoral students. New faculty lines would reflect both internal demand and the projected supply of prospective doctoral students (see above) with targeted hires in the Fisher College of Science and Mathematics, the College of Liberal Arts, and the College of Health Professions. Faculty hires will occur during Years 2 through 4 of the proposed program.

**Table 4. ENVS Leadership Team**

Faculty Name and Highest Degree Earned	Home Department	Rank and Program Title	Field of Study
Chris Salice, Ph.D.	Dept. of Biological Sciences	Professor Director, Environmental Science & Studies Interim Dean, Fisher College of Science & Mathematics	Applied ecology; ecotoxicology; population dynamics
Joel Moore, Ph.D.	Dept. of Physics, Astronomy & Geosciences	Professor Interim Director, Environmental Science & Studies	Climate and the Earth's surface; carbon sequestration, soil and water quality; ecosystem sustainability
Sya Buryn Kedzior, Ph.D.	Dept. of Geography and Environmental Planning	Associate Professor Assistant Director, Environmental Science & Studies	Political ecology; environmental social movements; environmental knowledge studies
John Sivey, Ph.D.	Dept. of Chemistry	Professor Director, Environmental Science Graduate Programs	Analytical chemistry; aquatic chemistry; environmental organic chemistry

Table 5. ENVS Guidance Faculty

Faculty Name and Highest Degree Earned	Home Department	Rank	Field of Study
Michael Allen, Ph.D.	Dept. of Geography and Environmental Planning	Assistant Professor	Climatology; meteorology; public health cognate
Vanessa Beauchamp, Ph.D.	Dept. of Biological Sciences	Professor	Plant community ecology; wetland ecology; restoration; invasive species
Ryan Casey, Ph.D.	Dept. of Chemistry	Professor	Environmental chemistry; environmental toxicology; impacts of urban stormwater
Nicole Fabricant, Ph.D.	Dept. of Sociology, Anthropology, and Criminal Justice	Professor	Political economy; race/ethnicity and class; social movements; resource politics
Brian Fath, Ph.D.	Dept. of Biological Sciences	Professor	Systems ecology; network analysis; sustainability; environmental assessment
Jillian Fry, Ph.D.	Dept. of Health Sciences	Assistant Professor	Sustainable and healthy food systems; environmental health and environmental justice; public health policy
Sarah Haines, Ph.D.	Dept. of Biological Sciences	Professor	Science education; environmental education
Martin Roberge, Ph.D.	Dept. of Geography and Environmental Planning	Professor	Physical geography; hydrology; geomorphology; environmental applications of GIS
Jeremy Tasch, Ph.D.	Dept. of Geography and Environmental Planning	Professor	Political ecology of resource development

**Table 6. ENVS Affiliated Faculty**

Faculty Name and Highest Degree Earned	Home Department	Rank	Field of Study
Andrea Brace, Ph.D.	Dept. of Health Science	Associate Professor	Healthy eating behaviors among college students; stealth interventions; GIS mapping; worksite health promotion
Harald Beck, Ph.D.	Dept. of Biological Sciences	Professor	Mammal-plant interactions; tropical ecology
Alice Besterman, Ph.D.	Dept. of Biological Sciences	Assistant Professor	Coastal ecology
John Bullock, Ph.D.	Dept. of Political Science	Lecturer	Community development; public policy and planning
Michelle Casey, Ph.D.	Dept. of Physics, Astronomy and Geosciences	Assistant Professor	Invertebrate paleontology; conservation paleobiology
Caitlin Ceryes, Ph.D.	Dept. of Health Sciences	Assistant Professor	Environmental health and exposure sciences; environmental sustainability
Jacqueline Doyle, Ph.D.	Dept. Of Biological Sciences	Associate Professor	Conservation and population genetics
Natalia Fath, Ph.D.	Dept. of Geography and Environmental Planning	Lecturer	Landscape responses to climate and land-use/land cover changes; human dimensions of climate change
Laura Gough, Ph.D.	Dept. of Biological Sciences	Professor	Plant ecology
Sarah Gunning, Ph.D.	Dept. of English	Associate Professor	Technical writing; science writing
David Hearn, Ph.D.	Dept. of Biological Sciences	Associate Professor	Evolutionary, developmental, and ecological processes responsible for land plant diversity
Kimberly Hopkins, M.F.A.	Dept. of Art + Design, Art History, Art Education	Assistant Professor	Graphic design; materials
Kathryn Kautzman, Ph.D.	Dept. of Chemistry	Associate Professor	Analytical chemistry; atmospheric chemistry
Todd Kenreich, Ph.D.	Dept. of Secondary and Middle School Education	Professor	Environmental education; geographic education
John LaPolla, Ph.D.	Dept. of Biological Sciences	Professor	Systematics and taxonomy of ants
Kang Shou Lu, Ph.D.	Dept. of Geography and Environmental Planning	Professor	GIS; land use modeling; urban and regional planning
James Manley, Ph.D.	Dept. of Economics	Professor	Development economics; natural resource economics; health economics
Clare Muhoro, Ph.D.	Dept. of Chemistry	Professor	Environmental organic chemistry; science policy
Jay Nelson, Ph.D.	Dept. of Biological Sciences	Professor	Evolutionary physiology; physiological ecology of fishes
Karen Oslund, Ph.D.	Dept. of History	Professor	Environmental history; history of science and technology
David Ownby, Ph.D.	Dept. of Chemistry	Professor	Environmental chemistry; ecotoxicology



Faculty Name and Highest Degree Earned	Home Department	Rank	Field of Study
Makmiller Pedroso, Ph.D.	Dept. of Philosophy and Religious Science	Associate Professor	Philosophy of science; philosophy of biology
Thomas Rhoads, Ph.D.	Dept. of Economics	Professor	Applied microeconomics; environmental economics
Robert Rook, Ph.D.	Dept. of History	Professor	Environmental history, diplomatic and military history
Wilbur (Will) Ryan, Ph.D.	Dept. of Biological Sciences	Assistant Professor	Evolutionary ecology; climate change effects in marine invertebrates
Stephen Scales, Ph.D.	Dept. of Philosophy and Religious Science	Professor	Ethics; philosophy of science
Shannon Stitzel, Ph.D.	Dept. of Chemistry	Associate Professor	Analytical chemistry
Paporn Thebpanya, Ph.D.	Dept. of Geography and Environmental Planning	Professor	Physical geography; map design; applied GIS
David Vanko, Ph.D.	Dept. of Physics, Astronomy and Geosciences	Professor	Igneous and metamorphic petrology; public policy surrounding high-volume hydraulic fracturing and climate change
Chuyuan Wang, Ph.D.	Dept. of Geography and Environmental Planning	Assistant Professor	Remote sensing; GIS applications; urban climate and environment
Donn Worgs, Ph.D.	Dept. of Political Science	Professor	American politics; urban politics; community development

12. Ongoing Faculty Training

The Faculty Academic Center of Excellence at Towson (FACET) is Towson University's faculty development center. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports faculty through a combination of programs, resources, funding, and access to partners across campus. All faculty have access to programs, workshops, meetings, and conferences to support pedagogy that meets the needs of students. Working in collaboration with the Office of Technology Services, FACET also recommends, reviews, and provides programs to support faculty development and advancing skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

J. Adequacy of Library Resources

Resources available through TU's [Cook Library](#) are sufficient to meet the needs of students and faculty in the proposed program. The library houses an extensive collection of materials, including more than 500,000 print and electronic volumes. In addition to a dedicated subject librarian, team of research librarians, and subject-specific research guides, the library provides access to 19 environmental science and studies subject-specific databases, such as GreenFILE, Scopus, ScienceDirect, JoVE Science Education Unlimited, JSTOR, and



SpringerLink. Cook Library also houses computer workstations with specialty software for data analysis, data visualization and mapping, as well as a dedicated reading room for graduate students.

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions and across USM-affiliated institutions. Materials from other libraries across the country can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

K1. Assurance of Physical Facilities, Infrastructure and Equipment

TU's existing physical facilities, infrastructure and instructional equipment are sufficient to support the needs of the program. The proposed Ph.D. program will be administratively housed in the Fisher College of Science and Mathematics. TU opened the 320,000 square foot Science Complex building in 2021. The Science Complex includes new research laboratory facilities and instrumentation for analysis of environmental samples, ecotoxicological experiments, DNA analysis, and much more that will support Ph.D. students whose research includes experimental approaches. Additionally, TU has invested in expanded staff support by hiring five new positions to oversee research and teaching instrumentation and facilities. These new staff join the long-term staff position and cross-department support of research through the facilities of the Urban Environmental Biogeochemistry Laboratory.

Faculty involved in the program residing in other colleges are housed in modern facilities well suited for support of Ph.D. students--for example, the College of Liberal Arts building (completed in 2012) and the College of Health Professions building (\$185 million, 240,000 square foot building scheduled for completion in 2024). Additionally, the Smith building, the former home of the ENVIS and other natural sciences programs and departments, has substantial renovations planned (scheduled for completion in 2025) that will include some facilities and space that will support the Ph.D. in SEC, particularly related to the space formerly occupied by the Urban Environmental Biogeochemistry Laboratory (~\$2 million space completed in 2012 that was partially funded with \$1.3 million in federal grants).

K2. Assurance of Distance Learning Resources

The proposed program is designed to be delivered in-person via traditional modes of face-to-face instruction. If distance learning resources are required, whether in an individual course or on a broader scale, TU is well positioned to provide adequate support.

The Faculty Academic Center of Excellence at Towson (FACET) offers training and certification programs for online and hybrid/blended instruction, Universal Design for Learning (UDL), and effective pedagogical approaches for enriching distance learning (including the Quality Matters Rubric). Both students and faculty can enroll in training modules that provide instruction in university-sponsored distance learning technologies,



including Blackboard, WebEx, Zoom, and Panopto. Technology support is available online, as well as via email, text, phone and on a walk-in basis at Student Computing Services and the Office of Technology Services.

L. Adequacy of Financial Resources with Documentation

With a formal shift in university mission to recognize research as a core component, Towson University is investing in doctoral research programs in areas of faculty specialization and research. The Ph.D. in SEC has adequate resources to meet the needs of starting this interdisciplinary program but will also require new faculty lines to provide necessary course content and, especially, mentoring and research enhancements. This degree program will be funded with existing resources, new graduate student funding, university R2 investment funds, and reallocated faculty effort from FCSM, the College of Liberal Arts, and the College of Health Professions. The majority of graduate courses already exist in focused areas such as ecology, environmental geography, sustainability, and research methods. A minimum of three existing faculty FTEs (~12 faculty with a 25 percent commitment to SEC), a Graduate Program Director, and administrative staff support will be reallocated from existing funds to support this program (**Table 7**).

Expenditures for the program include 3.5 faculty FTEs, to include five tenure-track research faculty (with a 50 percent commitment to SEC) and one lecturer who will support research faculty teaching in the program. Administrative support is also needed to be hired in year 2 to provide support to faculty, students, and SEC leadership. Faculty hires will occur during Years 2 through 4 of the proposed program. In addition to faculty resources, graduate assistantships for full-time doctoral students, library resources, operating, and faculty scholarship travel funds are requested (**Table 8**). As the program unfolds, TU anticipates the university’s commitment to and investment in the strategic goal of achieving R2 Carnegie Classification, tuition and fees, and grant/fee-for-service activities, to provide adequate funding support.

Table 7. Programmatic Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	\$509,730	\$611,634	\$687,998	\$703,979	\$720,440
a. Reallocated Funds-Faculty Support ¹	\$354,450	\$456,354	\$532,718	\$548,699	\$565,160
b. Reallocated Funds-Admin Staff Support ^{1,2}	\$5,280	\$5,280	\$5,280	\$5,280	\$5,280
c. Reallocated Funds-University R2 Investment ³	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
2. Tuition/Fee Revenue^{3,4}	\$46,224	\$107,124	\$183,892	\$265,171	\$299,135
Number of Full-time Students	4	9	15	21	23
In-State	4	9	15	21	23
Out of State	0	0	0	0	0
Annual Tuition Rate In-State ⁵	\$8,676	\$8,936	\$9,204	\$9,480	\$9,765
Subtotal Tuition	\$34,704	\$80,427	\$138,061	\$199,083	\$224,581



Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
Student Fees	\$2,880	\$2,966	\$3,055	\$3,147	\$3,241
3. Grants, Contracts & Other Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$555,954	\$718,758	\$871,890	\$969,150	\$1,019,575

- ¹ Re-allocated funds are based on incumbent faculty FTEs dedicated to the proposed program with salary and fringe rates. Salary and fringe rates increase by three percent annually.
- ² This is a Graduate Program Director position.
- ³ University funds will be reallocated and invested in this program to support of the TU strategic priority to achieve R2 Carnegie Classification.
- ⁴ Student enrollments are calculated at 100 percent in-state because all students in the program will be research or graduate assistants. It is anticipated that all students will enroll on a full-time basis.
- ⁵ Tuition and fees increase by three percent annually.

Please note that Tables 7 and 8 project that the proposed program will operate with small deficits in Years 4 and 5, which is not an uncommon scenario for Ph.D. programs. TU recognizes that the establishment of this research program will require upfront investment. The university plans to support the program continually with designated strategic R2 investment dollars and anticipates that, once established, the program will draw indirect costs from extramural grants. These two additional revenue streams should ensure that the program operates at a minimum on a revenue-neutral basis and remains financially viable after Year 5.

Table 8. Programmatic Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Tenure Track Faculty Expenses (b + c below)	\$0	\$111,200	\$229,072	\$294,930	\$303,778
a. #FTE	0	1	2	2.5	2.5
b. Total Salary ¹	\$0	\$80,000	\$164,800	\$212,180	\$218,545
c. Total Benefits (39% fringe rate)	\$0	\$31,200	\$64,272	\$82,750	\$85,233
2. Total Lecturer Expenses (b + c below)	\$73,670	\$75,880	\$78,157	\$80,501	\$82,916
a. #FTE	1	1	1	1	1
b. Total Salary ¹	\$53,000	\$54,590	\$56,228	\$57,915	\$59,652
c. Total Benefits (39% fringe rate)	\$20,670	\$21,290	\$21,929	\$22,587	\$23,264
3. Admin Support (b + c below)	\$0	\$69,500	\$71,585	\$73,733	\$75,945
a. Admin salary ¹	\$0	\$50,000	\$51,500	\$53,045	\$54,636
b. Admin Benefits (39% fringe rate)	\$0	\$19,500	\$20,085	\$20,688	\$21,308
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library²	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0



Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
7. Other Expenses (a + b + c + d below)	\$171,704	\$297,427	\$451,066	\$608,090	\$665,593
a. Travel	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
b. Program Support/Operating	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
c. Tuition Waiver	\$34,704	\$80,427	\$138,066	\$199,090	\$224,593
d. Student Stipends ³	\$102,000	\$182,000	\$278,000	\$374,000	\$406,000
TOTAL (1-7)	\$275,374	\$584,007	\$859,880	\$1,087,254	\$1,158,232

¹ Salaries increase by three percent per year.

² Yearly ongoing subscriptions of \$30,000.

³ Doctoral student assistantships (two fellowships; remaining assistantships per program cohort – this represents a high-end estimate as TU anticipates some students will be supported from external funding).

M. Adequacy of Provisions for Evaluation of Program

M1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes

Course evaluation begins during the initial development of the course in the curricular review process. Course proposals are evaluated for:

- Appropriateness of course difficulty and workload.
- Effective assessment and grading practices in the course.
- Course syllabus consistency with the guidelines established by TU, which reflect best practices in course development.

These elements of a course are reviewed by the program, the FCSM curriculum committee, and the University Curriculum Committee. The primary focus at the program level is to ensure course content accuracy and program alignment, the focus at the college and university level is to facilitate the production of quality course proposals. In addition, college and university level reviews include addressing any resource issues, determining if conflicts exist between departments/colleges.

Existing courses are evaluated through regular review by program faculty and student evaluations. Faculty regularly review courses to determine if the course meets overall program objectives. Additionally, instructors are observed by peers on a routine basis, with more frequent observations if faculty are new to a course or the university. If a course review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Student course evaluation takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students give feedback on instructors (e.g., ability to communicate clearly; quality of student- instructor interaction; preparedness) and suggest “improvements” for a course.

Evaluation of faculty takes place using policies and procedures established by TU’s promotion and tenure/reappointment committees and merit evaluation process. This evaluation occurs at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual’s portfolio that includes, but is not limited to, the following:



- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G3 outlines the various assessment measures that will be employed throughout the program and shows their alignment with specific student learning outcomes. For the dissertation research courses, student achievement is assessed via the preparation and oral defense of the dissertation proposal and dissertation, whereas in the traditional instructor-led courses, assessment measures exist for each learning outcome. On an annual basis, specific learning outcomes are identified for assessment purposes. The SEC Graduate Program Director, with the support of TU's Office of Assessment, will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M2. Evaluation of Program Educational Effectiveness

The assessment of this program will be guided by the university's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate, and students are meeting expectations. The program will work closely with multiple units within TU, such as the Office of the Provost, Enrollment Services, Student Services, etc., to review data on a regular basis (e.g., each semester or annually) and, when needed, develop action steps or plans to improve the program. Effectiveness will be assessed in relation to student retention, progress toward degree completion, career outcomes for graduates, student and faculty satisfaction, cost-effectiveness, and other key performance indicators.

Additionally, TU will conduct a comprehensive evaluation of the Ph.D. program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

N. Consistency with the State's Minority Student Achievement Goals

TU has a strong record of a commitment to diversity, equity, and inclusion principles. This is evidenced by the fact that Towson is only one of a handful of universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. In 2020, the university introduced its inaugural Diversity Strategic Plan. The plan, "*A More Inclusive TU: Advancing*



Equity and Diversity (2020–25),” which is firmly grounded in the premise that TU's ongoing success is dependent on the university's capacity to shift perspectives and approaches and strategically place diversity, equity, and inclusion at the core of its mission. Diverse faculty recruitment is a TU institutional goal and faculty recruitment at the University is designed to reach and attract a diverse pool of candidates. Through diverse faculty recruitment, TU strives to foster a learning community that reflects the population of our campus, region, and state, and supports recruitment and retention of a diverse student population along with academic achievement of students from minority and underrepresented backgrounds.

The proposed Ph.D. in SEC aligns with TU's Diversity Strategic Plan by providing opportunities for students and faculty to address diversity, equity, inclusion, and justice (DEIJ) in the curriculum, through interdisciplinary studies, and through engagement with the complex challenges associated with sustainability and environmental change. In the curriculum, the required core course *ENVS 702: Sustainability in a Complex World* would explore human responses to environmental change and human dimensions of

sustainability, including differential impacts and responsibilities borne by individuals and communities in the pursuit of sustainability. Other courses include a significant DEIJ-related focus or emphasis, including graduate seminars and electives like *GEOG 624: Geographies of Consumption and Waste* or *WMST 545: Women, Environment and Health*. The ENVS Program boasts 47 affiliated faculty across all TU colleges and represents a significant spectrum of expertise and approaches related to the study of sustainability and environmental change. These faculty respond to Goal 3.1.2 from the Diversity Strategic Plan to “foster a spirit of collaboration across units.”

As an interdisciplinary program targeted at students with academic backgrounds in the natural, physical, and social sciences, the Ph.D. in SEC would be well positioned to recruit students interested in studying sustainability from a variety of perspectives and pursuing research-related careers in a wide range of fields. The program anticipates recruiting students into the doctoral program from TU's diverse undergraduate population and from institutions across and outside of the state. Indeed, the SEC program will be well positioned to help diversify the regional environmental workforce which, historically, is racially homogenous.

Maryland's HBIs offer a number of master's-level programs graduating students prepared for entry into the proposed Ph.D. program, including the M.S. in Applied Molecular Biology and Biochemistry at Coppin State University, the Master's in City and Regional Planning (MCRP) and Master of Public Health (MPH) at Morgan State University, and the M.S. in Marine-Estuarine-Environmental Sciences at the University of Maryland Eastern Shore, in addition to other undergraduate programs across the HBIs. Collaboration between TU and Maryland's HBIs in advertisement and recruitment for the proposed program will enhance the diversity of the program's student body and aligns with the state's goal to increase minority student achievement, as well as fostering collaboration among institutions.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.



P. Adequacy of Distance Education Programs

Not applicable. The majority of courses will be delivered on the main TU campus via face-to-face instruction. Following the COVID-19 pandemic, some classes have been offered with hybrid components, with some sessions scheduled on campus and others delivered synchronously or asynchronously online. Should faculty develop new hybrid courses, the Faculty Academic Center for Excellence at Towson (FACET) has both training and certification processes in place to assure that courses meet quality standards and faculty maintain access to updated evidence-based resources and techniques for designing and delivering effective online and hybrid courses.



Appendix A. Relevant Program Summaries^[1]

University System of Maryland (University of Maryland College Park, University of Maryland Center for Environmental Science, University of Maryland Eastern Shore, University of Maryland at Baltimore, and University of Maryland, Baltimore County)

Master's and Doctorate in Marine, Estuarine, and Environmental Science (MEES)

The MEES graduate program is an interdisciplinary environmental science program supported by multiple partner campuses across the University System of Maryland. Aimed toward graduate students with research interests in fields of study that involve interactions between biological, physical, and chemical systems in the marine, estuarine, freshwater, or terrestrial environments, the MEES curriculum is designed around four interdisciplinary foundational areas: (1) environment and society; (2) earth and ocean sciences; (3) ecological systems; and (4) environmental molecular science and technology. Most classes in the 30-unit master's or 36-unit doctoral curriculum are offered via distance using interactive video technology.^[2] In 2019-2020, 57 students were enrolled in the master's program and 83 enrolled in the doctoral program across all five institutions.

Goucher College

Master's in Cultural Sustainability (MACS)

The MACS program emphasizes professional development for future community leaders by bringing together knowledge from anthropology, history, folklore, ethnomusicology, communications, business and management, linguistics, and activism to teach students how to effect positive, community-driven change. The 42-unit master's program combines required courses in cultural sustainability, policy, and community-based research design, along with elective courses in cultural sustainability and management.^[3] In 2019-2020, the program enrolled 16 graduate students.

Master's in Environmental Sustainability and Management (MAES)

Previously the Master's in Environmental Studies, the MAES' interdisciplinary online program is designed for working professionals preparing for environmental careers in the public and private sector. The program promotes systems thinking as a framework for examining environmental threats and devising management solutions.^[4] The 36-unit curriculum emphasizes systems science, policy, and management. In 2019-2020, the program enrolled two students.

Hood College

Master's in Environmental Biology

The Master's in Environmental Biology is designed to develop the knowledge and skill sets of environmental professionals and educators in research or non-research tracks. The 33-unit program provides a foundation in ecology, pollution biology, resource management and biostatistics with electives that allow students to tailor the program to their own needs.^[5] In 2019-2020, the program enrolled 41 master's students.



Johns Hopkins University

Graduate/Post-Baccalaureate Certificate in Climate Change, Energy and Environmental Sustainability

The certificate program is targeted toward professionals working in the public and private sectors, including engineers, scientists, and managers, who work in climate change, energy planning, alternative energy technologies, and transportation. The online curriculum consists of five courses in management, science, and technology. In 2019-2020, there were zero students enrolled in the certificate program.

Graduate/Post-Baccalaureate Certificate, Post-Master's Certificate, and Master's in Environmental Planning and Management

The Environmental Planning and Management program emphasizes the relationship between environmental engineering, science, and public policy analysis, with an emphasis on the role of economic factors in the planning and management of environmental resources. Curriculum for both the graduate and post-master's certificates require five courses in environmental engineering, planning, and management. Curriculum for the master's program requires ten courses and includes additional courses in ecology, chemistry, and biology.^[6] In 2019-2020, there were 28 students enrolled in the master's program and one student enrolled in the post-baccalaureate certificate program.

Master's in Environmental Sciences and Policy (ES)

The MS-ES program focuses on environmental policy as it relates to business, politics, and ethics. The 30-unit curriculum includes six focus areas: conservation biology, international environmental policy, sustainability, climate and energy, remediation, compliance, and assessment, and environmental justice and equity.^[7] In 2019-2020, there were 248 students enrolled in the graduate program.

Master's in Energy Policy and Climate (EPC)

The MS-EPC program prepares students to shape energy policies for a sustainable future. The 30-unit curriculum includes five optional focus areas in energy, climate change, policy, social perspectives in climate and energy, and modeling.^[8] In 2019-2020, there were 108 students enrolled in the graduate program.

Morgan State University

Post-Baccalaureate Certificate in Sustainable Urban Communities

The online post-baccalaureate certificate program is aimed toward professionals in urban design and management. The 15-unit program includes core courses in sustainable urban communities and concentration courses in community, design and construction, or the natural systems in urban areas.^[9] In 2019-2020, there were zero students enrolled in the graduate program.

Doctorate in Bio-Environmental Sciences

The doctoral program in bio-environmental sciences examines the interactions between



biological systems and the environment and emphasizes the use of innovative applied research tools and fundamental research. Curriculum in the program's standard track requires 60-units, while the accelerated track (for students who already possess a master's degree) requires 36-units, with core courses in bioenvironmental sciences, biotechnology, bioethics, and chemistry.^[10] The program provides a list of electives from subject areas such as environmental biology, environmental chemistry, environmental ecology, environmental health science, environmental biophysics, and bioinformatics and computational biology. In 2019-2020, there were 24 students enrolled in the doctoral program.

Towson University

Post-Baccalaureate Certificate and Master's in Environmental Science

The graduate program in environmental science (ENVS) is an interdisciplinary program with core courses taught by biologists, geologists, and chemists. The program seeks to provide students with the ability to collect and evaluate geological, chemical, and ecological data associated with creating and resolving solutions to the most pressing environmental issues and problems currently faced by metropolitan areas. The 18-units post-baccalaureate and 30-unit master's curriculum are structured around core courses in environmental geology, chemistry, law, and ecosystem ecology, with focus areas in water resource management and assessment, biological resources management, wetlands assessment and management, and environmental spatial analysis.^[11] In 2019-2020, there were zero students enrolled in the post-baccalaureate program and 23 students enrolled in the master's program.

Master's in Geography and Environmental Planning

The master's in Geography and Environmental Planning combines comprehensive studies of physical and human geography with an emphasis on global skills and geographic techniques. The 36-unit curriculum includes required courses in geographic theory and research design along with specializations along with electives in eight areas of specialization: area studies, geographic information systems, cartography, environmental and urban planning, environmental assessment, energy resources, policy issues, and urban studies. In 2019-2020, 14 students were enrolled in the master's program.

University of Maryland Global Campus

Master's in Environmental Management

The Global Campus' fully online graduate program in environmental management is aimed at mid-career professionals looking to enhance decision-making skills and gain practical experience in environmental management. The 36-unit master's program follows a strict program of study including 12 required courses in environmental systems, communications, law and policy, auditing, risk assessment, and various aspects of management.^[12] In 2019-2020, 195 students were enrolled in the master's program.

University of Maryland, Baltimore County

Master's and Doctorate in Geography and Environmental Systems (GES)

The GES graduate programs work at the interface between natural science, social science,



public policy, engineering, and information technology. Curriculum for both the 30-unit master's program and the 44-unit doctoral program includes required courses in geography and environmental systems, research methods, GIS, statistics, and a department seminar, along with electives in social science methods, remote sensing, computation methods and modeling, or environmental science field and laboratory methods.^[13] In 2019-2020, 12 students were enrolled in the master's program and 20 students were enrolled in the doctoral program.

University of Maryland, College Park

Master's and Doctorate in Environmental Science and Technology (ENST)

The graduate programs in ENST allow students to work in one of four areas of specialization: soil and watershed sciences, ecological technology design, wetland science, and ecosystems health and natural resource management. The curriculum in the 24-unit master's program is structured around core requirements in research methodology, communication and professional development, statistics, and a graduate seminar, along with coursework in the student's area of specialization. The doctoral program requires completion of 50-units beyond the bachelor's degree, as well as additional statistics and seminar courses beyond those required in the master's program.^[14] In 2019-2020, 15 students were enrolled in the master's program and 22 students were enrolled in the doctoral program.

[1] All enrollment data from the Maryland Higher Education Trend Data and Program Inventory, accessed 9 January 2023: <https://data.mhec.state.md.us/>

[2] "MEES Curriculum," University of Maryland, accessed 12 January 2023: <https://www.mees.umd.edu/curriculum>

[3] "M.A. in Cultural Sustainability", Goucher College, accessed 12 January 2023: <https://www.goucher.edu/learn/graduate-programs/ma-in-cultural-sustainability/>

[4] "Graduate Studies in Environmental Sustainability and Management", Goucher College, accessed 12 January 2023: <https://www.goucher.edu/learn/graduate-programs/ma-in-environmental-sustainability/>

[5] "Environmental Biology (M.S.)", Hood College, accessed 12 January 2023: <https://www.hood.edu/graduate/academics/programs/environmental-biology-ms>

[6] "Environmental Planning and Management", Johns Hopkins University, accessed 12 January 2023: <https://e-catalogue.jhu.edu/engineering/engineering-professionals/environmental-engineering-science-management-programs/environmental-planning-management/>

[7] "Master of Science in Environmental Sciences and Policy," Johns Hopkins University, accessed 12 January 2023: <https://landing.advanced.jhu.edu/mses>

[8] "Master of Science in Energy Policy and Climate," Johns Hopkins University, accessed 12 January 2023: <https://landing.advanced.jhu.edu/msepc>

[9] "Sustainable Urban Communities (Certificate), Program Information", Morgan State University, accessed 12 January 2023: https://catalog.morgan.edu/preview_program.php?catoid=13&poid=2684

[10] "Bioenvironmental Sciences (PhD), Program Information", Morgan State University, accessed 12 January 2023: https://catalog.morgan.edu/preview_program.php?catoid=13&poid=2586



[11] “Environmental Science Post-Baccalaureate Certificate”, Towson University, accessed 12 January 2023: <https://www.towson.edu/fcsm/departments/environsci/grad/sciencepbcc/> and “Environmental Science (M.S.)”, Towson University, accessed 12 January 2023:

<https://www.towson.edu/fcsm/departments/environsci/grad/science/>

[12] “Environmental Management”, University of Maryland Global Campus, accessed 12 January 2023:

<https://www.umgc.edu/online-degrees/masters/environmental-management>

[13] “Geography and Environmental Systems,” University of Maryland, Baltimore County, accessed 12 January 2023: <https://ges.umbc.edu>

[14] “Graduate Programs,” University of Maryland, College Park, accessed 12 January 2023:

<https://enst.umd.edu/graduate>



Appendix B. Descriptions of Course Options in Program Outline

LIST OF REQUIRED COURSES

ENVS 600 ENVIRONMENTAL SCIENCE AND SUSTAINABILITY COLLOQUIUM (1)

Current and emerging issues at the nexus of environmental science, sustainability, and policy. Professional development and career advancement skills will be covered.

ENVS 701 SCIENCE OF ENVIRONMENTAL CHANGE (3)

Examination of physical, chemical, and biological processes causing environmental change. Overview of scientific approaches used to understand impacts to ecological and human systems.

ENVS 702 SUSTAINABILITY IN A COMPLEX WORLD (3)

Examination of social dimensions of sustainability and environmental change. Interdisciplinary survey of key issues and approaches from geography, political science, economics, and health sciences for understanding human impacts and responses to environmental change.

ENVS 990 DISSERTATION PROPOSAL (3)

Preparation and defense of a doctoral dissertation proposal under the guidance of the dissertation advisor.

ENVS 997 DISSERTATION RESEARCH (1-6)

Independent research guided by the dissertation advisor. May be repeated up to a total of 21 units.

LIST OF EXISTING GRADUATE-LEVEL RESEARCH METHODS COURSES

Students select one course from the following options. Students without previous coursework and/or experience in research design should enroll in GEOG 621.

BIOL 603 DATA ANALYSIS AND INTERPRETATION FOR BIOLOGISTS (3)

Information, techniques, and skills useful in gathering, analyzing, and interpreting data in the Biological Sciences. Topics include introduction to the role of statistical analysis in the biological sciences, hypothesis testing, experimental design, and current controversies in use of statistics in the biological sciences.

BIOL 609 COMMUNITY ANALYSIS AND BIOASSESSMENT (3)

Principles of design of environmental sampling studies, statistical analysis of data composed of multiple species, and environmental variables. Use of statistical software for data analysis projects. Emphasis on application of these methods in bioassessment of aquatic ecosystems, as well as community ecology and evolution.

GEOG 516 QUANTITATIVE METHODS IN GEOGRAPHY (3)

Focus on statistical problems associated with the analysis of geographic data. Emphasis on the unique spatial problems of point pattern analysis, aerial association, and regionalization.



GEOG 523 GIS APPLICATIONS (3)

Geographic information systems for solving real-world problems; vector-based GIS software, microcomputers for development of a GIS application.

GEOG 583 FIELD GEOGRAPHY (2-6)

Practical laboratory experience in techniques in the collection and analysis of data by observations, measurement, mapping, and photographic records. Such techniques are to be applied to selected geographic problems.

GEOG 587 ENVIRONMENTAL IMPACT ANALYSIS (3)

The collection and analysis of physical, social, biological, and economic information for the preparation of environmental impact statements (EIS).

GEOG 620 QUALITATIVE METHODS (3)

Exploration of qualitative methods in geography. Basic principles of research design, ethical and procedural considerations.

GEOG 621 RESEARCH DESIGN (3)

Reviewing the literature, formulating a research question, and finding appropriate methodology to generate data and answer the research question.

GEOG 622 PROBLEMS AND ANALYSIS IN GEOGRAPHY (3)

Application of research methods to the analysis of geographic problems.

GEOG 631 ADVANCED REMOTE SENSING: DIGITAL IMAGE PROCESSING AND ANALYSIS (3)

Satellite sensors, satellite data acquisition, field data collection and measurements, and the processing and analysis of various types of remotely sensed digital imagery.

HLTH 625 RESEARCH METHODS IN HEALTH (3)

Study of research and statistical designs in health science and allied health disciplines.

SOCI 582 RESEARCH METHODS (3)

A consideration of methodology of sociological research; the various steps in conducting research projects, from statement of the problem to final analysis of data.

LIST OF EXISTING GRADUATE-LEVEL ELECTIVE COURSES ^a

Students will complete a minimum of 24 units of electives, selected in consultation with the dissertation advisor and/or the Graduate Program Director. At least two courses (6-8 credits) must be broadening courses that are selected from subject areas outside the student's main field of research.

BIOL 502 GENERAL ECOLOGY (4)

Effects of the abiotic and biotic environment on distribution and abundance of organisms: organization of biological communities, ecosystems, evolution of different reproductive



strategies and application of ecological principles to natural resource conservation.

BIOL 506 LIMNOLOGY (4)

Physical, chemical, and biological factors that affect fresh-water organisms, and some of the standard methods used to analyze these factors.

BIOL 510 CONSERVATION BIOLOGY (4)

Application of ecological theory to conservation of biological diversity. Exploration of past and present processes leading to and maintaining diversity and how such processes are impacted by human disturbance.

BIOL 518 MICROBIOLOGY (4)

Biology of micro-organisms with emphasis on bacteria. Microbial morphology, physiology and genetics, and the role of micro-organisms in natural processes and disease. Laboratory will include methods of observing, isolating, and identifying bacteria.

BIOL 519 ENVIRONMENTAL MICROBIOLOGY (3)

Biology and ecology of microorganisms in natural and anthropogenic environments. Culture-based and molecular methods for detection, evaluation, and manipulation of microorganisms and their metabolism.

BIOL 532 VASCULAR PLANT TAXONOMY (4)

A study of the history and principles of vascular plant systematics with laboratory time devoted to collection and identification of plants in the local flora.

BIOL 535 PLANT ECOLOGY (4)

Environmental factors and processes which control plant distribution, plant communities and vegetational biomes of North America.

BIOL 546 TROPICAL ECOLOGY AND CONSERVATION (3)

Evolution and ecology of tropical ecosystems. Mechanisms that maintain tropical diversity, species interactions, anthropogenic impacts, and conservation strategies.

BIOL 547 TROPICAL FIELD ECOLOGY (4)

Field course set in the tropical rainforest. Includes exploration of different tropical ecosystems and training in techniques to carry out field research. Students will develop a research proposal and conduct their independent research projects including data collection, statistical analyses, write up, and an oral presentation of results.

BIOL 552 WETLAND ECOLOGY (4)

Wetland ecology and wetland management, with special focus on wetland of the Mid- Atlantic

^a With advance permission of the SEC Graduate Program Director, Graduate Special Topics, Directed Reading, and Independent Study courses in BIOL, ECON, GEOG, GEOL, HUMA, HLTH, IHSM, POSC, SOCI, and WMST may also be counted for elective credit, depending on the course theme or sub-topic.



region. Emphasis is on biological, physical, chemical, and ecological aspects of wetlands. The course also deals with valuation, classification, delineation, and management of wetlands for biotic resources and water management.

BIOL 555 FISH BIOLOGY (4)

Introduction to the evolutionary history, functional biology, ecology, and conservation of fishes. Laboratory experiences emphasize both identification of fishes and experiments designed to understand their functional biology.

BIOL 556 ORNITHOLOGY (4)

Evolutionary history, morphology, physiology, behavior, and ecology of birds.

BIOL 561 ENTOMOLOGY (4)

Laboratory and field course in insects. Identification and recognition of the more common families and orders and a study of their structure, behavior, ecology, economic importance, and control.

BIOL 567 HERPETOLOGY (4)

Systematic survey of modern reptiles and amphibians. Emphasis is placed on the evolution of morphological and behavioral traits which have enabled reptiles and amphibians to successfully exploit their individual habitats. Laboratory includes systematic classification, student seminars and field work.

BIOL 584 SEMINAR IN ECOLOGY, EVOLUTION AND BEHAVIOR (1)

Discussion and analysis of current research in ecology, conservation biology, environmental science, evolution, and animal behavior.

BIOL 610 POPULATION AND COMMUNITY BIOLOGY (3)

Processes in biological populations, including population growth, competition, and predation, are analyzed using conceptual-systems models and simple mathematical models.

BIOL 611 GLOBAL CHANGE BIOLOGY (3)

An investigation of global change with an emphasis on biological responses. Interdisciplinary exploration includes climate change, other human activities contributing to global change, climate policy, and mitigation.

BIOL 619 ENVIRONMENTAL MICROBIOLOGY (3)

Topics to be covered include: the historical importance of environmental microbiology, the different methods of molecular genetic analysis, microbially mediated biogeochemical cycles and their global importance, the adaptability of microorganisms to different environments, microbial functional metabolic plasticity facilitating xenobiotic compound degradation, and the use and importance of metagenomics in environmental microbiology.

BIOL 654 LANDSCAPE ECOLOGY (3)

Spatial and temporal landscape heterogeneity; how it arises, its quantification and its



influence on population, community, and ecosystem dynamics over multiple scales.

ECON 505 MICRO ECONOMICS (1.5)

Covers comparative advantage, supply and demand, elasticity, opportunity cost, competition and monopoly, and externalities. Emphasizes understanding concepts that are useful in making effective choices in a variety of economic and managerial situations.

ECON 506 MACRO ECONOMICS (1.5)

Covers economic growth, monetary and fiscal policy, inflation, and unemployment. Emphasizes understanding concepts, such as Federal Reserve policy, which are useful for managerial decision-making.

ENVS 582 ENVIRONMENTAL EDUC & SERVICE LEARNING IN THE TROPICS (3)

Designed for those majoring in the sciences or education fields with an interest in environmental education. Coursework will take place largely in the tropics of Costa Rica. Emphasis will be placed on the application of forest ecology concepts to PreK-12 environmental education and human use and management of natural resources in the tropics.

ENVS 601 TOPICS IN ENVIRONMENTAL GEOLOGY (4)

Geological concepts related to developed and developing areas; topics include earth materials, soils and soil formation, hydrological cycle, and waste management; water management; and geological issues in land-use decision making.

ENVS 602 ENVIRONMENTAL CHEMISTRY (4)

Principles of chemistry applied to environmental pollutants; physio-chemical processes controlling pollutant transport, fate, and distribution; partitioning of water, soil, and air as they relate to biotic systems.

ENVS 603 ENVIRONMENTAL LAW AND REGULATIONS (3)

Operation of the American legal system as it functions to control and remediate environmental problems; emphasis on the law and legal processes which govern environmental disputes; function of legal institutions in these disputes; role of regulations in environmental protection.

ENVS 604 ECOSYSTEM ECOLOGY (4)

Principles of ecosystem ecology; factors controlling ecosystem structure and function; energy balance and biogeochemical cycles. Emphasis on ecological impacts of human alterations and urbanized ecosystems. Development of student capacity for "systems thinking" via modeling in field and laboratory based investigative projects. Implications for environmental management from local to global scale.

ENVS 611 WATER POLICIES OF THE UNITED STATES (3)

History and application of the Clean Water Act, including ongoing actions and case studies.



ENVS 620 ENVIRONMENTAL POLICY AND SUSTAINABLE MANAGEMENT (3)

Analysis of the scientific approach to solve environmental problems within the socioeconomic concerns involved in formulating and administering environmental policy. Energy, management, policy, and sustainability are considered.

ENVS 625 SCIENCE AND POLICY OF THE CHESAPEAKE BAY RESTORATION (3)

Will provide students with a basic understanding of the key physical, chemical, and biological processes taking place in America's largest estuary. The class will explore how an understanding of these important ecosystem components has informed scientists, managers, legislators, and other stakeholders about the causes of the Bay's degradation and has provided insight into the formulation of a strategy for its protection and restoration. In addition to class lectures, projects and possibly in-field experiences, regional Chesapeake Bay experts from the academic, political, and regulatory sectors will provide students with a "real world" perspective on both the opportunities and obstacles in the effort to "Save the Bay."

ENVS 630 CONCEPTS OF ENVIRONMENTAL ENGINEERING (3)

Introduction to the principles and concepts of environmental engineering for non-engineers; review and discuss methods of assessment and design; modeling methods used; critical assessment of design and different design paradigms; problem solving approaches.

ENVS 635 WETLANDS IDENTIFICATION, CONSERVATION AND DELINEATION (4)

The ecological, chemical, and physical principles of wetlands biology; characterization, description, and mapping of wetland habitats. Wetlands regulations and their ecological basis including hydric soil field indicators, interrelationship of landscape, vegetation, and soils. Use of topographic maps, aerial photography, National Wetland Inventory maps and simple survey techniques.

ENVS 640 ECOTOXICOLOGY (3)

Fate, activity, and dose-response relationships of organisms to environmental toxicants; their absorption, distribution, metabolism, and excretion; evaluation of physical, chemical, and biological factors that influence toxicity. Quantitative methods and models used in acute and chronic toxicity studies.

ENVS 645 FLUVIAL GEOMORPHOLOGY AND HYDROLOGY (4)

Hydrologic and morphologic characteristics of streams and valley floors; landscape evolution by stream erosion and deposition, rainfall runoff relationships. Field exercises include quantitative analysis of fluvial processes, channel forms, mapping, topographic surveying, report writing.

ENVS 650 AQUEOUS GEOCHEMISTRY (4)

Application of thermodynamics, mass balance, systems science, and kinetics to understanding mineral-water-contaminant interactions in natural and impacted aquatic systems on a variety of spatial and temporal scales.



ENVS 670 INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCE (1-3)

Studies in selected content areas tailored to student needs.

ENVS 680 SELECTED TOPICS IN ENVIRONMENTAL SCIENCE (1-4)

Topics in environmental science will be chosen. Course content and field exercises will be determined as to complement course offerings in environmental science.

GEOG 502 ENERGY RESOURCES (3)

Spatial patterns of traditional and alternative forms of energy will be analyzed. The many facets of the energy problem will be analyzed including physical deposits, economic variables, public policy implication and geographical patterns.

GEOG 503 SOILS AND VEGETATION (3)

A resource study of the world's soils and plant formations with emphasis placed upon their genesis and spatial differentiations.

GEOG 504 INTRODUCTION TO REMOTE SENSING AND PHOTOGRAMMETRY (3)

Fundamentals and the development of remote sensing, the nature of electromagnetic radiation and its interaction with the atmosphere and surface objects, photographic systems, aerial photography, and photogrammetry basics.

GEOG 510 HISTORICAL GEOGRAPHY OF URBANIZATION (3)

Spatial and temporal development of urbanization and urban morphology from the rise of civilization in the ancient Near East to the contemporary post-industrial city. The entire scope of urban functions is surveyed, with the emphasis on the city as a man-made environment.

GEOG 512 ECONOMIC GEOGRAPHY (3)

Designed to explain the location of economic activities through a series of principles and theories. Emphasis on the various sectors of the economy, transportation, and economic development.

GEOG 515 CLIMATOLOGY (3)

Character, causes and distribution of climatic types. Emphasis upon world pattern.

GEOG 517 METEOROLOGY (3)

Examines the composition and structure of the atmosphere, thermodynamic processes, forces and related small- and large-scale motions, air masses, fronts, tropical cyclones, solar and terrestrial radiation, general circulation, and weather forecasting.

GEOG 519 POLITICAL GEOGRAPHY (3)

Effect of political groupings upon human's use of the world and the influence of the geographic base upon political power.

GEOG 520 POPULATION GEOGRAPHY (3)

General population theory, data sources for population geographers and the processes of



fertility, mortality, and migration. Patterns of population growth and change are viewed from both temporal and geographical perspectives.

GEOG 522 URBAN SYSTEMS I (3)

Survey of the structure, functions, forms, and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena; fieldwork required.

GEOG 526 FEMINIST GEOGRAPHIES (3)

Exploration of the intellectual foundations of the feminist critique; geographies of women and gender; influence of feminism across the discipline of geography.

GEOG 552 SEVERE AND HAZARDOUS WEATHER (3)

Examines the complexities and power of severe and hazardous weather, providing an understanding of the way events, such as thunderstorms, tornadoes, and hurricanes, develop and evolve within the atmosphere. Topics include the descriptions and physical explanations of the types of severe and hazardous weather along their societal and political implications.

GEOG 553 COMPREHENSIVE PLANNING (3)

The integration of separate urban systems into the comprehensive design of an urban region. Special emphasis will be placed on neighborhood, community, and town planning.

GEOG 557 STUDIES IN NATURAL HAZARDS (3)

The nature, frequency of occurrence and distribution of environmental hazards and their impact on humans.

GEOG 587 ENVIRONMENTAL IMPACT ANALYSIS (3)

The collection and analysis of physical, social, biological, and economic information for the preparation of environmental impact statements (EIS). Prerequisite: 6 hours of geography or consent of instructor.

GEOG 624 GEOGRAPHIES OF CONSUMPTION AND WASTE (3)

Introduction to geographic relationships associated with contemporary consumption and waste disposal activities.

GEOG 625 PLANNING FOR A SUSTAINABLE REGION (3)

The theory and practice of comprehensive regional planning as well as methods for assurance sustainability.

GEOG 652 GEOGRAPHIES OF HEALTH (3)

Interrelationship between health and our social and physical environments. Emphasis on geographic approaches to inequalities in health, well-being, and care.

GEOG 654 CLIMATE CHANGE: SCIENCE TO POLICY (3)

A survey of past, current, and future climate change. Emphasis on Earth's radiation balance, causes of climate change, observed and predicted signals of climate change, and impacts



and mitigation of climate change.

GEOG 683 SEMINAR: ENVIRONMENTAL PROBLEMS IN MARYLAND (3)

Individual research on a selected environmental problem in Maryland.

GEOG 515 HYDROGEOLOGY (4)

Geologic aspects of ground water; origin, occurrence, and movement.

GEOG 557 PHYSICAL OCEANOGRAPHY (3)

Physical, chemical, and geologic characteristics of ocean basins, boundaries and sea water including origin and behavior of waves and currents.

HUMA 612 ENVIROHUMANITIES (3)

Graduate seminar addressing the intersection of the humanities and the environment in a range of disciplines, including geographic, literary, artistic, architectural, and historic perspectives.

HUMA 613 DISEASE, LIFE, AND DEATH (3)

Graduate seminar discussing global views and perceptions of disease, life, and death.

HUMA 615 POWER (3)

Graduate seminar interrogating global perceptions, views, instances, implications, and implementations of power.

HLTH 551 INTRODUCTION TO ENVIRONMENTAL HEALTH (3)

Examination of the interrelationships between humans and their environment. Emphasis is placed upon health aspects of pollution, housing, sanitation, radiation, behavioral disorders, and epidemiology.

HLTH 618 INTRODUCTION TO PUBLIC HEALTH (3)

Study of disease prevention and health promotion with a focus on community efforts to improve the public's health.

IHSM 633 DISASTER RESPONSE AND COMMUNITY HEALTH (3)

Addresses the need for professionals to incorporate an all-hazards approach for disaster management and community health. Students will identify key international and national policies and their impact upon community health and national security. Students will be engaged in field work with the community of their choice to plan, implement, and evaluate a project designed to actively involve community members in some aspect of disaster preparedness.

POSC 504 POLITICS OF METROPOLITAN GROWTH AND CHANGE (3)

Examination of the political economy of metropolitan growth; role of federal, state, and local actors and policies in shaping development.



POSC 505 URBAN GOVERNMENT AND POLITICS (3)

The political history of American cities from the 18th century through the recent reform movement. City charters, home rule, types of executives, political machines, and the metropolitan area.

POSC 507 CONTEMPORARY INTERNATIONAL POLITICS (3)

Computer simulation (conducted jointly with colleges and universities throughout the world) is used to study formulation and implementation of contemporary international politics.

POSC 521 POLITICS AND ENVIRONMENTAL POLICY (3)

Analysis and investigation of U.S. environmental problems from a political perspective.

POSC 539 POLITICS OF THE DEVELOPING WORLD (3)

An examination of the causes of poverty in the developing world. Particular attention is given to the roles of the international system, domestic politics, and the natural world.

SOCI 529 DEMOGRAPHY (3)

Social, economic, and political problems related to changes, distribution, and movement of population; analysis of contemporary population trends in the United States and the world.

WMST 545 WOMEN, ENVIRONMENT AND HEALTH (3)

Relationships between economic development, health, and the environment from a global perspective with a focus on women's roles in environmental management; how women's activism effects social and public policy agendas.

WMST 550 B-MORE: BALTIMORE AND URBAN COMMUNITIES (3)

Analyzes significant political, economic, and cultural issues facing Baltimore and other urban communities including poverty, discrimination, economic development, and the criminal justice system, with special attention to gender, race, class, and youth activism.

WMST 613 WOMEN AND HEALTH (3)

An interdisciplinary study of women's health from a holistic perspective that builds on socioeconomic, political, and biological aspects of women's health.



Appendix C. Example Program of Study ^a

Year	Fall	Spring	Summer	Credits
1	<ul style="list-style-type: none"> • ENVS 600 Environmental Science and Sustainability Colloquium (1) • ENVS 701 Science of Environmental Change (3) • <i>Elective (3)</i> 	<ul style="list-style-type: none"> • ENVS 702 Sustainability in a Complex World (3) • Research Methods Course (3) • ENVS 997 Dissertation Research (1) (Identify Topic, Literature Review) • <i>Elective (3)</i> 	Dissertation Research Continues	17
2	<ul style="list-style-type: none"> • ENVS 600 Environmental Science and Sustainability Colloquium (1) • ENVS 997 Dissertation Research (2) (Literature Review, Research) • <i>Elective (3)</i> • <i>Elective (3)</i> 	<ul style="list-style-type: none"> • ENVS 990 Dissertation Proposal (3) (Literature Review, Proposal) • <i>Elective (3)</i> • <i>Elective (3)</i> 	Comprehensive Exams and Proposal Defense	18
3	<ul style="list-style-type: none"> • ENVS 600 Environmental Science and Sustainability Colloquium (1) • ENVS 997 Dissertation Research (3) (Research, Analysis, Writing) • <i>Elective (3)</i> 	<ul style="list-style-type: none"> • ENVS 997 Dissertation Research (3) (Research, Analysis, Writing) • <i>Elective (3)</i> 	Dissertation Research Continues	13
4	<ul style="list-style-type: none"> • ENVS 997 Dissertation Research (6) (Research, Analysis, Writing) 	<ul style="list-style-type: none"> • ENVS 997 Dissertation Research (6) (Analysis, Writing) 	Dissertation Defense	12
TOTAL CREDITS				60

^a Required foundation, seminar, and dissertation courses are in bold; electives are in *italics*; degree milestones are in plain text. For lists of research methods and electives courses, see Appendix B.



Appendix D. Faculty Expertise Supporting Environmental Ph.D. Programs in Maryland

	TU	MSU	UMBC
<i>Fisher College of Science and Mathematics</i>			
Biology	12	17	
Chemistry	6	8	
Computer Science		2	
Geosciences	3		
Physics		6	
<i>College of Health Professions</i>			
Health Sciences	3		
<i>College of Liberal Arts (CLA)</i>			
Geography	9		12
Other Departments*	8		
<i>College of Business & Economics</i>	1		
<i>College of Education</i>	1		
<i>College of Fine Arts & Communication</i>	1		
<i>Non-Academic Units</i>			
Patuxent Environmental & Aquatic Research Lab		3	
NASA/Joint Center for Earth Systems Technology			12

*Includes English, History, Philosophy and Religious Studies, Sociology

Note that CLA faculty represent 39 percent of the total TU faculty associated with the proposed Ph.D. in SEC program, and that more than 50 percent of the TU come from outside the Fisher College of Science and Mathematics.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2023 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions’ implementation or improvement of their plans. Following is a USM summary and each institution’s cultural diversity submission.

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to MHEC. Regents may approve these reports or make recommendations or inquiries by May 31, 2023. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 16, 2023 BOR meeting, when the full Board will be asked to take action on this report.

FISCAL IMPACT: Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval DATE: May 11, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu



**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2023**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on Education Policy and Student Life
University System of Maryland Office
Thursday, May 11, 2023

**University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2023**

The University System of Maryland's mission, vision, and values statements have been revised to reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission

To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision

To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values

Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

Diversity, Equity, and Inclusion

We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.

Civility

Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

In 2008, the Maryland General Assembly began requiring higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. For 2023, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance

with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached).

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Section 4: A description of emerging populations that are currently underrepresented in higher education.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Following are (1) highlights and themes from institutions' responses to the MHEC guidance; (2) USM office and multi-institutional diversity, equity, inclusion, and justice highlights; and (3) each campus's submission to the MHEC guidance. It is important to note that the entirety of an institution's work cannot be captured in the highlights below or in the seven-page response to MHEC's guidance. More details can be found in institutions' cultural diversity plans, which are attached.

Highlights and Themes from USM Institutions' Responses to the MHEC Guidance

Section 1

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Institutions' summaries of their plan to improve cultural diversity range widely, but many include descriptions of:

- The collection, disaggregation, and monitoring of data
- Staffing (including cabinet-level administrators), committees, and offices dedicated to diversity, equity, inclusion, and justice (DEIJ)
- How DEI/DEIJ is included in the institutions' strategic plans
- The establishment or revision of distinct DEI/DEIJ strategic plans
- Priorities, goals and definitions
- Focus on policy reviews and amendments
- Recognition of and attention to how a history of racism and discrimination factors into current realities
- Commitment statements and core values
- Direct outreach to historically underrepresented groups

Institutions' plans to improve cultural diversity are built upon and around the following statements and ideals from each USM institution:

Bowie State University

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Coppin State University

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

Frostburg State University

The University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan, which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. Goals include, but are not limited to:

- Acknowledge the Past and Revisit History to Prevent Future Institutional Racism
- Lift Minoritized Voices
- Diversity and Inclusion in Campus Policing
- Devise a Comprehensive Strategy for Commitment to Preventing Racism
- Disaggregate Student Success Data to Improve Minority Student Persistence
- Engage in Intrusive Outreach to Students of Color
- Build a Cultural Commitment to Eliminating Racism

Salisbury University

Dr. Carolyn Ringer Lepre has shared plans for "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." Those plans include, but are not limited to creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging. The aforementioned plan will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

Towson University

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status.

University of Baltimore

The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect. Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UBalt’s mission and success.

University of Maryland, Baltimore

The University of Maryland, Baltimore is committed to fostering a diverse, equitable, and inclusive educational and work environment. Two of UMB’s eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion. Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to “create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity.” The strategic outcomes include that UMB “is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions”; “actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice”; “provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community”; and “communicates in a manner that is empowering, inclusive, and demonstrates cultural humility.”

University of Maryland, Baltimore County

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status,

financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more.

University of Maryland, College Park

UMD, new (2022) strategic plan, Fearlessly Forward, centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: “We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice.” This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging. This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community and creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds, and cultures.

University of Maryland Center for Environmental Science

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal Cultural Diversity Plan. UMCES has begun the process of developing one, and intends to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024. In the meantime, the Diversity, Equity, and Inclusion Collaborative (DEIC), established in June 2020, has focused on increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy and providing immediate attention to the creation of an inclusive, equitable, and welcoming work climate, which is critical for retaining under-represented minorities after they are recruited to UMCES.

University of Maryland Eastern Shore

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the Driving Change Self-Study. The self-study was conducted as part of UMES’ application to the HHMI Grant Initiative, Driving Change. The goal of Driving Change is to “effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM.” While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders into the University Strategic Plan as part of the Vision 2030, From Excellence to Preeminence from the University System of Maryland.

University of Maryland Global Campus

We seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions." In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. The plan was based on the following (select) priorities and goals: providing a culturally relevant and student-focused curriculum; removing barriers to education and career success; workplace equity and awareness; and recruitment, retention, and development of diverse faculty and staff.

Section 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Partnership programs and outreach with and to K-12 schools and community colleges
- Reduction of barriers to admission (e.g., application fees) for underrepresented populations
- Staff s dedicated to developing and implementing strategic marketing and programming with a cultural lens to support the recruitment and retention of students from diverse backgrounds
- Transitional support via bridge programs and direct student services
- Special housing concepts for those interested in learning from and engaging with diverse populations
- Training on inclusive recruitment for entire admissions staff
- Participation in college fairs sponsored by community organizations dedicated to support for communities of color
- Providing information sessions and marketing materials in Spanish and increasing in-person sessions that have proven to be more useful for some underrepresented groups
- Graduate and professional school recruitment at HBCUs
- Affinity groups to help ensure a welcoming climate that will support students' retention and success
- Offices dedicated to providing resources and facilitating the academic success of traditionally underrepresented students from recruitment through completion
- TRIO programs
- Enhancement of dollars used for need-based financial aid
- Enhanced recruitment efforts in majority-minority geographical areas
- Increased high-touch recruitment (directly at high schools, personal contact between admissions and students/families with questions, small group workshops on the application process)

Faculty, Staff, and Administration

- Broad and intentional advertisement and recruitment (with increased funds to support departments in this effort)
- More robust onboarding and leadership/professional and development to help facilitate retention and promotion
- Website enhancement
- Inclusive search training sessions for staff and faculty
- Faculty and staff affinity groups
- Faculty mentoring programs
- Required use of online faculty search software to improve diversity recruitment efforts
- Administrator review of hiring practices, job descriptions, interview questions, and interview panels to ensure there is diverse representation and to remove barriers to a fair and equitable process

Section 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Diversity dialogue programs
- Curricular offerings and requirements
- Specific majors, minors, and concentrations
- Safe space training/programs
- Civic engagement centers and programming
- Cultural competence curriculum/programming within the residence halls
- Counseling center special attention to the needs of diverse populations
- Chosen name/pronoun projects and policy discussions
- Focus on international students
- Mentoring programs

Faculty, Staff, and Administration

- Training via campus centers for teaching and learning, offices of equity and compliance, and human resources
- Faculty inclusive teaching training opportunities
- Consideration of DEI-related work in tenure and promotion policies; required statements regarding DEI during search processes
- Curricular offerings that promote cultural diversity in the classroom
- Inclusion networks/affinity groups
- DEI-related professional development (topics include: microaggressions, discrimination, unconscious bias, helping students find their voice, inclusive conversations, leading inclusive teams)
- Culturally responsive teacher leadership program

Section 4
A description of emerging populations that are currently underrepresented in higher education.

Following are the emerging populations identified by each USM institution. Rationales for the identification of these groups and plans to support these students can be found in the institutions' reports.

Bowie State University

Veterans

Coppin State University

Minority women

Frostburg State University

Latinx

Salisbury University

First-generation; LGBTQ+; Pell-eligible; international; undocumented; military connected; and disabled

Towson University

Native American and Indigenous

University of Baltimore

Incarcerated/formerly incarcerated

University of Maryland, Baltimore

Varies by School, but one example is males in nursing

University of Maryland, Baltimore County

International; food insecure; LGBTQ+; and those who are choosing to select their names and pronouns and express their gender identity

University of Maryland, College Park

Populations in need of accommodations, i.e., neurodiverse; transgender

University of Maryland Center for Environmental Science

Native American; Asian, Asian American, or Pacific Islander; physically disabled; neurodiverse; and LGBTQ+

University of Maryland Global Campus

American Indian/Alaskan Native/Indigenous

University of Maryland Eastern Shore

LGBTQ+; first-generation; undocumented; Hispanic; non-traditional; those with mental/physical disabilities; incarcerated/formerly incarcerated

USM Office and Multi-Institutional Diversity, Equity, Inclusion, and Justice Highlights

[USM's Strategic Plan: Vision 2030 From Excellence to Preeminence](#)

Priority 5: DIVERSITY, EQUITY, AND INCLUSION

The University System of Maryland is committed to promoting diversity, equity, and inclusion (DEI) in all of our policies, practices, and endeavors, and instilling in our students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people. As a first step toward developing an ambitious set of DEI goals and strategies, the Board of Regents has charged the chancellor and USM leaders with implementing a framework to help identify and dismantle structural racism within the System and our institutions; elevate issues of race and racism in our teaching, research, and scholarship; and redress racial inequities and advance social justice within the USM and in the communities we serve.

Guided by this framework, and building on the strength of our people and institutions, we must infuse DEI and civic engagement into our teaching, research, scholarship, and service. We must move relentlessly toward our goal of becoming truly reflective of our state and its people, and applying our expertise, influence, and assets to improving their lives. Short-term goals (2022-2025) include:

- Increasing the diversity of our students, faculty, and staff.
- Seeking out and promoting best practices to enhance inclusion and promote equity.
- Increasing the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.
- Educating our students to be informed and engaged citizens and social change agents in our democracy.

Mid-term and long-term goals can be found in the Strategic Plan at the link above. Mid-term goals will build on the success of short-term goals, and long-term goals will build on the success of the short-term and mid-term goals to ensure the USM has reached its DEI goals by 2030.

USM Diversity and Inclusion Council

- In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:
 1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
 2. Determine the role of the Board of Regents
 - Embrace the mission statement with a focus on “educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence”
 - Review data and background materials as needed
 3. Determine actions to be taken
 - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
 - i. Collecting and providing materials and research for the Board
 - ii. Educating the BOR and broader community on the issues, goals, and actions

The BOR workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. Council membership includes representatives from each USM institution, regional higher education center, and shared governance body. The most current membership list is attached.

Since last year's report, the Council met two times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Provided advice on proposed or existing legislation
- Discussed health equity issues and USM convenings
- Advised on DEI presentation to the Board of Regents
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution.
- Early considerations on the impact of likely SCOTUS decisions on race in college admissions (Students for Fair Admissions v. UNC and Harvard).
- Adjustment to BOR Faculty Awards
- USM DEI-related economic development work
- Maryland Higher Education Commission's DEI Committee Meeting
- Abell/Baltimore City Public Schools and USM Project

Empowering Students to be Agents for Change in Promoting Health Equity: A Reconvening

On April 19, 2023, the Kirwan Center for Academic Innovation hosted USM's second health equity convening, entitled Empowering Students to be Agents of Change in Promoting Health Equity. It serves as a bookend to the first convening that took place in spring 2022. The convenings grew out of a Regents' workgroup (led by EPSL Chair Michelle Gourdine) on health equity and represent opportunities for invited campus teams to come together and work on campus action plans, engage in cross-institutional learning, and grapple with key issues related to making education for health equity pervasive and intentional for students. This convening brought together institutional teams in a facilitated workshop-style event to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event also invited participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.

NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)

The vision of RISE UPP is to leverage state university systems to diversify STEM faculty utilizing postdoctoral pathways into tenure track faculty positions. The RISE UPP Alliance leverages the inter-institutional frameworks developed by the two Core Model Partners, University of California's President's Postdoctoral Fellowship program and the University System of Maryland's AGEP Promise Academy Alliance, to assist with the adoption or adaptation of those models at three Scaling Partner systems: the University of Texas System, the Texas A&M University) System, the University of North Carolina System. RISE UPP will help Scaling Partners act as systems to facilitate the recruitment, training, community and network building, and subsequent hiring of minoritized postdoctoral scholars into tenure-track positions within their university systems. Because the University System of Maryland will be scaling our model, which previously focused on biomedical scholars, to all STEM disciplines and to additional institutions, we are simultaneously a Core Model Partner and a Scaling Partner. To retain, support, and advance these scholars equitably, the RISE UPP Alliance recognizes that departments, institutions, and systems must also be transformed. Therefore, activities will center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and university system and pathways to conversion.

Participating USM institutions include: Salisbury University, Towson University, University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; and University of Maryland Center for Environmental Science.

Results are promising! Nationally, only 17% of postdocs become tenure track professors. However, this work has yielded 5/10 former postdocs on the tenure track (with 4 of those within USM), 1/10 in the process of converting this year, 3/10 still in fellowship hoping to convert/stay in Maryland, and 1/10 who left for industry.

The Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Conclusion

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions are enhancing work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This speaks well to the breadth and depth of the work that needs to happen and is happening. This work will continue, as there is no quick or singular fix. USM universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. The USM Office and USM institutions will be implementing and aligning with the USM Strategic Plan, complying with the statute guiding this report, and, most importantly, doing the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Appendix 1:

Universities' Cultural Diversity Plans

Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. See attached for institutions' diversity plan in place during the reporting year (Academic Year 2022-2023).

Enclosures: Education Article §11-406
Diversity and Inclusion Council Membership
USM Institutional Cultural Diversity Progress Reports

Article - Education

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§11-406.

(a) In this section, “cultural diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b) (1) (i) Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii) If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii) A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2) A plan developed under paragraph (1) of this subsection shall include:

(i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii) A process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

(iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

(3) A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c) (1) On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body's review.

(2) On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.

(d) (1) The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2) On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

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**Diversity and Inclusion Council
Membership List
Spring 2023**

Bowie State University

Adonna Bannister Green, **Director**, Office of Equity Compliance
Amani Jennings, Dean of Students

Coppin State University

Pamela Richardson Wilks, Provost and Vice President for Academic Affairs

Frostburg State University

Traki Taylor, Provost and Vice President for Academic Affairs
Robyn Wynder, Assistant VP for Student Affairs, Diversity, Equity and Inclusion Officer

Salisbury University

Dane Foust, Vice President of Student Affairs and Enrollment Management
Karen Olmstead, Provost and Senior Vice President for Academic Affairs
Vanice Antrum, Director of Multicultural Affairs

Towson University

Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity

University Baltimore

Open Seat

University of Maryland, Baltimore

Diane Forbes Berthoud, Vice President and Chief Diversity Officer

University of Maryland, Baltimore County

Philip Rous, Provost and Senior Vice President for Academic Affairs
Nancy Young, Vice President for Student Affairs

University of Maryland, College Park

Georgina Dodge, Vice President, Office of Diversity and Inclusion
Patricio Korzeniewicz, Professor and Chair, Sociology
Laura Anderson Wright, Associate General Counsel

University of MD Center for Environmental Science

Angela Richmond, Co-Chair: Diversity, Equity, and Inclusion Collaborative

University of Maryland Eastern Shore

Latoya Jenkins, VP for Enrollment Management and Student Experience
Reginald Garcon, Associate VP for Enrollment Management and Student Experience

University of Maryland Global Campus

Blair Hayes, Vice President and Chief Diversity Officer



**Diversity and Inclusion Council
Membership List
Spring 2023**

USM Hagerstown

Open Seat

Universities at Shady Grove

Jeffrey Ash, Chief Diversity, Equity, and Inclusion Officer

University System of Maryland Southern Maryland

Markia Joi Simmonds, Business Manager

Council of University System Faculty

Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

Council of University System Staff

Deniz Erman, Buyer/Merchandiser Specialist, Towson University

USM Student Council

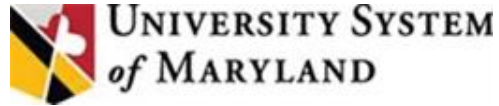
Open Seat

University System of Maryland

Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff

Tim McDonough, Vice Chancellor for Communications and Marketing

Lindsay Ryan, Interim Executive Director of Economic Development



Spring 2023

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: April 10, 2023

Point(s) of Contact (names and email addresses):

Adonna Green, Director of Equity Compliance, agreen@bowiestate.edu

Gayle Fink, Assistant Vice President for Institutional Effectiveness, gfink@bowiestate.edu

Keadrick Peters, Coordinator of Multicultural Programs, kpeters@bowiestate.edu

Sheila Hobson, Senior Director of Human Resources, shobson@bowiestate.edu

Purpose of Report:

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity.

Section I – Summary of Institution's Diversity, Equity and Inclusion Initiatives (DEI)

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

The University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement outlines objectives to further enhance the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

Bowie State annual planning and budgeting process includes Cabinet level Mid-Year Evaluation and the Annual Evaluation. Progress on annual divisional and institutional goals and a review of the strategic plan key performance indicators (KPIs) occur during January and June Cabinet retreats. KPIs related to Goal 4 include ethnic/racial student and employee diversity and campus climate survey results. The university anticipates that the next strategic planning development process will include targets for each KPI.

Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available.

Climate and Cultural Competency Assessment

In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all. On a regular cycle, OPAA administers the NSSE and the Ruffalo Noel-Levitz Student Satisfaction Inventory and the internally developed

graduating student survey to gather student voices. OPAA also hosts “pulse” student surveys to gather feedback on specific issues facing the institution.

The Center for Academic Programs Assessment (CAPA) recently began to assess student values regarding diversity and to measure their intercultural competency and experiences. The HEIghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution’s EEO plan. The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback as well as faculty and staff “pulse” surveys to gather feedback on specific issues facing the institution.

To ensure our diversity programming is effective, rapid data collection was implemented after each diversity event. Simply, putting the QrCode helped participants give feedback regarding services provided. At the same time, the activity director engaged with participants and asked them to raise their hands if the program was useful, and would they recommend the program again. This strategy of data collection fostered intercultural skills while increasing participant feedback.

Development of Formal DEI Plan

Beginning August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU consulted with Emeritus Consulting Group to review its policies and practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. We are now at the 19 month mark of active planning, and possess a working draft that will be circulated to campus between April 2023 and August 2023, when it will be finalized and adopted formally.

At the conclusion of this endeavor, the Task Force will produce a plan to guide the campus in:

- a) reviewing selected existing data regarding the state of institutional diversity, equity and inclusion efforts; b) engaging with those charged with leading organizational diversity, equity and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges; c) determining collaboratively the vision and strategy for diversity, equity and inclusion within the organization; d) providing guidance on promising practices to enhance diversity, equity and inclusion across the institution; and e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined

Section II – Efforts to Increase Numerical Representation

Students

In the Southern Region, Hispanic students are projected to have the most significant amount of growth within the high school graduating classes through 2028. Asian/Native Hawaiian/ Pacific Islander students will have the next largest growth. As a result, the university must begin to find ways to attract more students from these two groups to the institution. Additional outreach must be done in these students' communities, and partnerships must be developed to establish pathways. Native/Indigenous American students will be targeted for the first time for the fall 2022 class, and the University hopes to establish a relationship with this population by connecting with College Board. Enrollment of American Indian students increased from 4 students in 2018 to 15 students in 2022; enrolment of Hispanic students increased from 214 in 2018 to 277 in 2022.

As it develops new, high demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Administrative Staff and Faculty

Bowie State University collects and analyzes faculty and staff data aligned with EEO requirements to inform DEI initiatives. Employee race, national origin, and gender data are reviewed on an annual basis. Indirect feedback on campus climate is collected through employee satisfaction surveys and exit interviews.

Consistent with its Affirmative Action Plan, the University is committed to attracting pools of diverse candidates to fill vacant positions. The University's recruitment and hiring practices have been to advertise vacant positions internally on the BSU website and externally in various recruitment sources. We have expanded recruitment sources during this targeted period to further meet the diversity and inclusion needs of the University. Exemplar recruitment sources include professional associations, higher education publications, EmployDiversity, Hispanic Today, Women in Business and Industry, Facebook Blue Collar Group, and Black Perspective. We have launched various initiatives to help attract and retain a diverse population of talented faculty and staff members and create a more inclusive workplace environment. Efforts include:

- Enhanced Budget – Rather than leaving it to the discretion of the hiring unit to decide if and how to spend their budgeted funds on recruitment, this year we created a centralized budget (\$100,000) within the Office of Human Resources to ensure that all hiring would have the benefit of broad advertising in effort to develop more diverse applicant pools. The advertising sources are listed on the attached Affirmative Action Advertising Document (AAAD).
- Job Fairs – On February 15, 2023, the new Talent Acquisition Team within the Office of Human Resources participated in a virtual job fair sponsored through the Professional Diversity Network and the National Urban League. The team will attend another job fair in May 2023 and will work toward a University job fair for a targeted populations.
- Website Enhancement – The Office of Human Resources' website is being revamped to better "market" the University as a great place to work with a welcoming environment.
- Onboarding – We are implementing a more robust onboarding process to ensure that we are able to attract and retain the new hires.
- Talent Acquisition – We have increased number of staff members in this area so the University can be much more intentional and aggressive in its inclusive hiring efforts.

Section III – Efforts to Create Positive Interactions and Cultural Awareness

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

Student-Focused Initiatives

BSU Diversity and Inclusion Welcome Reception (NEW) during welcome week, over 200 first year students on August 23, 2022 participated in the Diversity and Inclusion. During this inaugural Enrollment Management and Student Affairs event, first year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Day of Engagement symposium, over 100 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

BSU Inaugural Affirmations Ball (New) This year the Multicultural Programs and Services, LGBTQIA Resource Center, Office of Residence Life, Office of the Dean of Student Affairs, and The Student Center successfully hosted the Inaugural BSU Affirmations Ball: A Wakanda Forever Experience for over 150 students. The purpose of this program is to provide our students the opportunity to redo their High School Prom. Over the last several years a number of traditions were cancelled due to the global pandemic. Equally important, some of our students who did attend prom had to hide an aspect of their social identity and this Affirmations Ball fosters an environment where students can show up as their authentic self. The Affirmations Ball highlighted the importance of loving oneself and the best way to honor the ancestors is starting with uplifting heroes around us daily at BSU. During the Ball 4 student leaders and 4 professional were acknowledged as unsung heroes (Wakanda Style).

BSU Who Am I: Social Identity and Ancestry Pathway (New) In September 2022, the Office of Multicultural Programs and Services in partnership with Ancestry the largest genealogy company in the world hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 50 participants. During the interactive Genealogy Student Opportunities Day, 2 student were selected for a summer 2023 internship, 3 students received academic scholarships, and Ancestry afforded BSU with 300 Ancestry Kits for students can uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who Am I: Middle Passage to Uncovering DNA Ancestry.

BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (ongoing) In October 2022 and March 2023, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and

progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

BSU Diversity Awareness Table Talks (ongoing) In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in February 2023 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

BSU Safe Space Program Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for the LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege. As of March 30, 2023 over 200 BSU community members are Safe Space trained and assist with ongoing LGBT+ programming during the academic year.

BSU Heritage Month Celebrations The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women’s History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month.

Administration-Focused Initiatives

Strategic Plan Objectives:

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.

We achieve these objectives through our academic programming, faculty and staff training and student-centered activities and informational opportunities. We instill a culture of inclusion across the University:

- The Fall 2022 Student Leadership Institute included presentations on Title IX, communication etiquette, student conduct and multicultural services. Over 100 students attended the Institute.
- The Inaugural Diversity and Inclusion reception provided information to faculty, staff and students about services available to assist in fostering a more inclusive environment, and highlighted workshops that intentionally support international, LatinX, and LGBT+ students. This event was free to all attendees.

Faculty Focused Initiatives

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. To further our reach in developing educations that are culturally aware, this innovative program will also be available online beginning Fall 2023. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) again hosted its biannual Faculty Institute, which incorporates internal and external experts who share innovative instructional practices incorporating DEI. For example, a recent workshop, faculty learned from one another by sharing how they practice inclusion and equity in their courses, providing feedback on BSU's Diversity, Equity, and Inclusion Plan; developing recommendations for communicating inclusiveness to our students; and fostering ideas for how they can contribute to equity and inclusion for all at BSU. Faculty also participated in "Equity and Inclusion in Higher Education: Strategies for Teaching" presentation by Rita Kumar and Brenda Refaei for Drake Institute for Teaching and Learning at Ohio State University.

Additionally, the University offers initiatives and events through several campus-based resources, available to faculty, staff and students, focused on cultivating inclusion and offering resolution for conflict:

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

LGBTQIA Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Section IV – Emerging Populations

We are focusing on recruiting and supporting veterans. In addition to training developed to provide information to veterans regarding health care, mental health and other benefits, we plan to develop a database for veterans to store and retrieve bio information for reporting purposes. We indicate in job postings that veterans specifically are encouraged to apply. We are also enhancing our Military Resource Center to provide greater visibility and access to resources for our student veterans.

Section V – Other Initiatives

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the “Bias Check” training series described under “Staff Focused Initiatives”, creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

In addition to its host of awareness programs held throughout the year, we are proud of our annual Women’s event. The BSU Women’s Forum held its 5th anniversary Expo and activities empowering and supporting the professional and personal development of women on the campus and in the community

Appendix I

University's Cultural Diversity Plan

Bowie State University has, for the past 19 months, collaborated with its community to create the Diversity, Equity, Inclusion and Community Engagement Action Plan, a first of its kind for the University. The goal of this plan is to align the actions, programmatic and practical plans of each division with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. The plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan.

As of March 2023, the 23 member task force completed more than 6 listening sessions with faculty, staff and students, and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. That information forms the basis of the working draft of the Action Plan completed in March 2023, and which is now circulating campus before its finalization in or about August 2023.

As noted in Section I, Goal 4 of the current Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below:

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).
- 4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.
- 4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as “intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.” As an HBCU, the Bowie State community adopts a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next

strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.

Core Value of Inclusivity (2019)

Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

As noted, we anticipate completion of the University's DEI Plan in the coming months. In the interim, the statements below demonstrate our commitment to diversity, equity, and inclusion.

Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to make, reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans, unless such accommodations would impose an undue hardship on the University's business.

In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the
University System of Maryland Board of Regents

Submitted April 18, 2023



Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life
April 18, 2023

INTRODUCTION

Diversity, Equity, and Inclusion have evolved to be among the defining features of Coppin State University. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University's achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative education opportunities, and promotes

lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution’s history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland’s past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,757 undergraduates and 249 graduate students for a total enrollment of 2,006. The institution has a second-year retention rate of 59% and a six-year graduation rate of 22%. The average age of all students is 26, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, Virginia, and the District of Columbia.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution’s mission, which “fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

The Cultural Diversity Plan

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**

- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president's six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University's Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin's efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic parameters, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University officially opened all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Description of Metrics and Plan Process for Enhancing Diversity

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs.

As a sample measure, the committee met in the fall of 2022 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

SECTION 2: DESCRIPTION OF ACTIVITIES TO INCREASE DIVERSITY

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the university. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

Student Initiatives

- **Safe Space Training.** This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.
- **Curricular Requirements.** Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may become contributors on a variety of academic issues. Diversity and inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit and then share it during in-class lecture sessions.
- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQ community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and

activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Eagle Achievement Center (EAC)**. The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Faculty Initiatives

- **Faculty Recruitment.** Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing on instruction, research, and service to the university. Overall, faculty members find the campus to be a welcoming environment. The university makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the university. These publications include but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.
- **Diverse Academic Program Inventory.** The university currently has 62 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 14 master's degrees, 14 certificates, and one doctoral program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with

Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

Staff and Administrator Initiatives

- The Office of Human Resources (HR) offers a variety of workshops to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.
- **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:
 - Training given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
 - The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
 - The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
 - SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.
- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual town halls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.

SECTION 3 - DESCRIPTION OF EFFORTS TO INCREASE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

Special DEI Committee for the Creation of a Center

The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

SECTION 4: DESCRIPTION OF EMERGING POPULATIONS

The university has noted that an emerging group in which to pay close attention is minority women. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

APPENDIX I.

CSU CULTURAL DIVERSITY PLAN AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement

(Adopted 2019)

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of various personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the university's achievement of excellence and can enhance the ability of the institution to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the university's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and

promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

CSU Diversity Implementation Plan – AY 2022-2023

I. Implementation Plan and Strategy for Meeting Goals

Timeline: 2020-2025

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president’s six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University’s Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin’s efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic parameters, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial

barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University has plans to officially open all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Other strategies, activities, and programs follow:

Strategic Use of Institutional Aid/Tuition Differential

The university received additional need-based institutional aid from the State in FY 23. The strategic use of the aid impacted students enrolled at Coppin State University by allowing them to cancel or decline large student loans, register early for the winter-semester, advancing their degree completion. Also, the funds supported students with transportation, housing, and personal needs. The total dollar amount awarded to 67 new and continuing students to date is \$536,000.00. Any remaining dollars will be used to support student progression-related initiatives at the institution. Consistency with Capital Planning Reporting Coppin State's Capital Planning Department solicits enrollment data from the Institutional Research Department as part of the annual process to complete the annual Space Guidelines Application Program (SGAP) submission. This ensures that the enrollment projections in the SGAP submission are consistent with Coppin State's annual 10-year enrollment projections submitted to the University System of Maryland.

Regional Centers Growth

CSU has an agreement in place with the University System of Maryland (USM) Hagerstown to offer the B.S. in Sport Management and the B.S. in Health Information Management. Plans are in progress to offer additional programs at the Centers. The College of Business has been collaborating with Southern Maryland to offer the B.S. in Data Science, which is currently receiving internal and external approvals from both agencies. Although it is likely the program will be approved during the current academic year, the impact on CSU's enrollment is likely to occur during the spring 2024 and fall 2024 semesters, in part, due to marketing, recruitment, and finalizing administrative procedures.

The collection of strategies, activities, and programs are expected to have a positive impact on enrollment growth over the next ten years as the university anticipates growth will occur across all levels of the student body as investments are made to support students' success. Alignment to the USM's Strategic Plan In support of the USM's Strategic Plan, Coppin State is committed to the following:

USM Strategic Plan Goal 1.1 - Attracting, retaining and graduating more Maryland students at the undergraduate and graduate level. CSU is committed to regaining, stabilizing, and growing our in-state and out-state freshman, transfer, and graduate student numbers as articulated demonstrated in our projections. Retention of existing students and recruitment of new students are essential elements of its recruitment strategies.

USM Strategic Goals 2.1 and 2.2 - Increasing enrollment and improving transfer pathways. Coppin continues to promote transfer pathways by building upon existing and adding new articulation agreements. For example, an arrangement with CCBC allows guaranteed admissions for students who meet the criteria and as a result, go on to graduate with an associate degree. Also, since the inception of the Transfer Success act, additional agreements are in progress. Finally, the use of Quottly addresses processes, barriers, and the enrollment process for incoming transfer students.

USM Strategic Goals 3.2 & 3.3 - Expanding the number of graduates in fields critical to Maryland’s economy -- STEM, Cyber, Teaching, and Health Care; and diversifying and strengthening Maryland’s knowledge workforce. The USM Board of Regents Committee on Education Policy and Student Life recommended to the full Board, approval of a new B.S. in Cybersecurity Engineering. The program is expected to be implemented fall 2023.

USM Strategic Goals 5.1 & 5.6 - Increasing the diversity of our students while also ensuring that USM’s HBCUs have an ambitious set of enrollment management and student success strategies. Coppin State will remain committed to growing the campus community in a way that promotes inclusion and diversity. Core to its history and mission, Coppin’s projections reflect growth in attracting, retaining, and graduating diverse, aspiring students. Furthermore, the institution is favorably reviewing a proposal to create a Center for Diversity, Equity, and Inclusion.

Second-Year Retention and Six-Year Graduation Rates

Cohort Year	Cohort Size	Retention Rates			Graduation Rates			Enrolled
		2nd Year (N)	3rd Year (N)	4th Year (N)	4-Years or Less (N)	5-Years or Less (N)	6-Years or Less (N)	7th Year
2016	383	66% (254)	44% (167)	36% (138)	9% (34)	16% (63)	22% (83)	4% (17)
2017	383	63% (242)	47% (180)	39% (149)	9% (36)	20% (77)	.	.
2018	389	70% (272)	50% (195)	38% (148)	10% (39)	.	.	.
2019	428	65% (277)	44% (189)	34% (145)	0% (2)	.	.	.
2020	291	57% (166)	39% (114)	.	.	.	.	.
2021	172	59% (101)	.	.	.	.	.	.
2022	332	.	.	.	.	.	.	.

CSU Office of Institutional Research, April 2023

Coppin State University has established projections for the following measures and will monitor annually the following:

- To achieve for 2022-2023 retention rates of:
- Second Year Retention Goal = 68%
 - Third Year Retention Goal = 55%
 - Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 33%*
(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)

**USM 10-Year Enrollment Projections
Fall 2022 – Fall 2032**

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,006	2,100	2,163	2,271	2,339	2,410	2,482	2,557	2,632	2,711	2,793	787	139.2%
Undergraduate Total	1,757	1,839	1,894	1,989	2,049	2,111	2,174	2,239	2,306	2,375	2,447	690	139.3%
Full-time	1,335	1398	1439	1511	1557	1604	1652	1701	1752	1805	1859	524	139.3%
Part-time	422	441	455	478	492	507	522	538	554	570	588	166	139.3%
Grad./First Prof. Total	249	261	269	282	290	299	308	318	326	336	346	97	139.0%
Full-time	75	79	81	85	87	90	93	96	98	101	104	29	138.7%
Part-time	174	182	188	197	203	209	215	222	228	235	242	68	139.1%
FTDE or FTNE Students	1,332	1,395	1,437	1,508	1,554	1,600	1,648	1,698	1,749	1,801	1,855	523	139.2%

FISCAL YEAR Full-Time Equivalent (FTE)													
	Est.											Change From FY 2023 - FY 2033	
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	1,637	1,713	1,765	1,853	1,908	1,966	2,025	2,085	2,148	2,212	2,279	642	139.2%
Subtotal FTE University Centers	0	0	0	0	0	0						0	
U at Shady Grove FTE												0	
Hagerstown FTE												0	
Southern Maryland FTE												0	
Towson University Northeast (TUNE)												0	
Other (Please Specify)												0	

FISCAL YEAR Enrollment Targets													
	Est.											Change From FY 2023 - FY 2032	
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total New Students (Credit Only)**	877	904	948	978	1,006	1,036	1,067	1,100	1,132	1,166	1,201	324	136.9%
New Graduate Students	77	80	83	86	88	91	94	97	99	102	105	28	136.4%
New First-time, Full-time UG	421	434	455	469	483	498	512	528	544	560	577	156	137.1%
New MDCC Transfer Students UG	233	240	252	260	267	275	284	292	301	310	319	86	136.9%
New Other Transfer Students UG	52	53	56	58	60	61	63	65	67	69	71	19	136.5%
New Other UG Students (Specify)	94	97	102	105	108	111	114	118	121	125	129	35	137.2%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

Office of Institutional Research, 4/2023

Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students' experience from diverse experiences with other students, faculty, and staff.

Student Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,899	90.39%	385	1,514	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276
Am. Ind. Alaska Native	4	0.10%	2	2	6	0.29%	1	5	7	0.33%	1	6	7	0.35%	2	5
Asian	10	0.20%	0	10	7	0.33%	1	6	8	0.38%	3	5	10	0.50%	3	7
Hisp./Lat.	17	0.40%	8	9	75	3.57%	23	52	52	2.48%	15	37	55	2.74%	17	38
White	90	2.20%	25	65	40	1.90%	21	19	34	1.62%	16	18	24	1.20%	11	13
Nat. Am. Pac. Islander	0	0.00%	0	0	1	0.05%	0	1	2	0.10%	0	2	2	0.10%	0	2
Two or More Races	0	0.00%	0	0	70	3.33%	23	47	55	2.62%	18	37	33	1.65%	15	18
Foreign	0	0.00%	0	0	215	10.23%	64	151	171	8.14%	53	118	185	9.22%	61	124
Not Identified	457	11.30%	139	318	35	1.67%	7	28	52	2.48%	19	33	83	4.14%	26	57
TOTAL	4051	100%	896	3155	2348	112%	525	1823	2101	100%	486	1615	2006	100%	466	1540

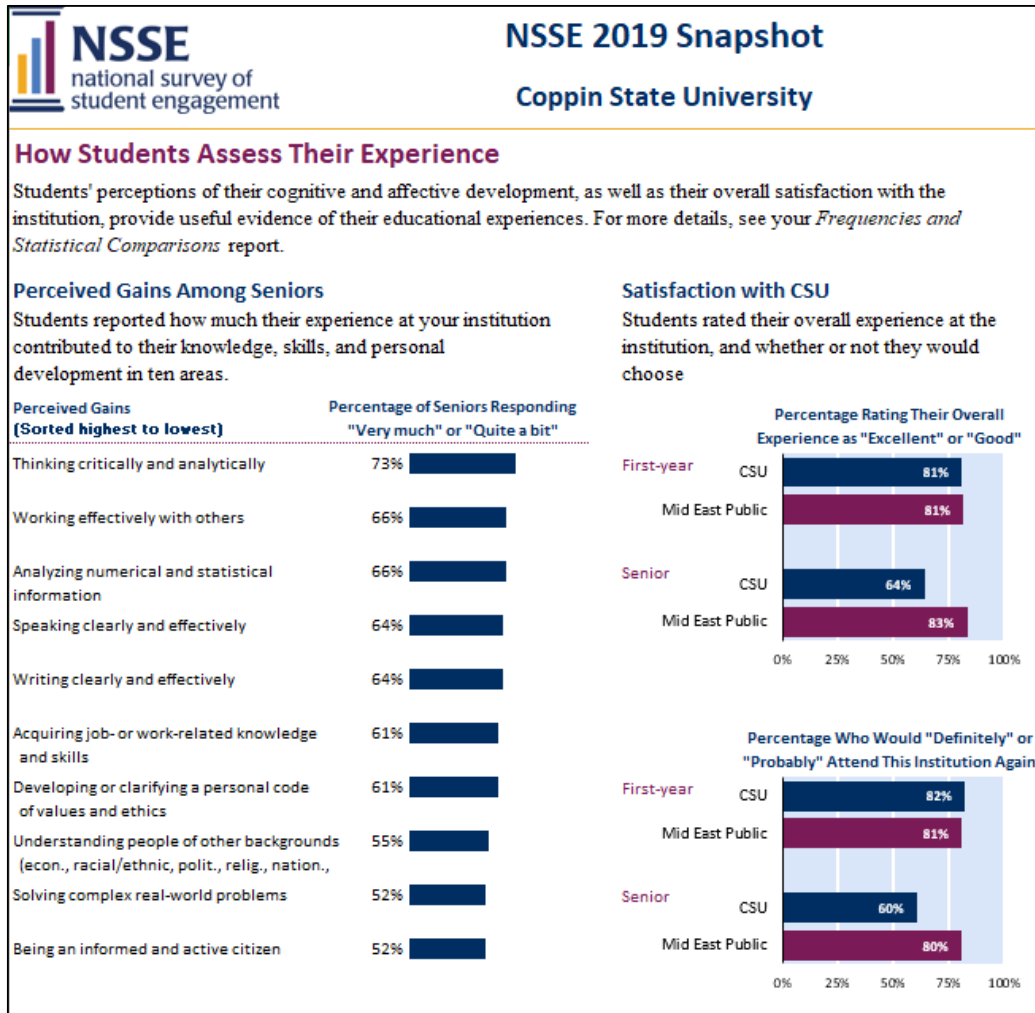
Faculty Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	177	79.73%	60	117	162	72.97%	57	105	162	75.70%	55	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	1	0.45%	0	1	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	17	7.66%	10	7	16	7.48%	10	6
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	3	0
White	20	4%	12	8	32	14.41%	25	7	26	11.71%	19	7	20	9.35%	17	3
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	0	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	2	1
Foreign	0	0%	0	0	10	4.50%	6	4	10	4.50%	5	5	10	4.67%	6	4
Not Identified	2	0%	0	2	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	447	100%	170	277	246	100%	104	142	222	100%	95	127	214	100%	93	121

Staff Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	262	80.86%	90	172	268	82.72%	88	180	250	80.91%	84	166
Am. Ind. Alaska Native	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Asian	13	4%	10	3	15	4.63%	10	5	16	4.94%	11	5	14	4.53%	8	6
Hisp./Lat.	1	0%	0	1	6	1.85%	4	2	7	2.16%	4	3	8	2.59%	3	5
White	37	12%	27	10	25	7.72%	16	9	26	8.02%	15	11	28	9.06%	18	10
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	27	3	0.93%	1	2	1	0.31%	1	0	3	0.97%	1	2
Foreign	0	0%	0	0	7	2.16%	5	2	6	1.85%	4	2	6	1.94%	4	2
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0

National Survey of Student (NSSE) Survey Results



A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. This process remains unchanged for 2023. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and recommends to the campus administration support programs

with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In March 2021, the committee met to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.



One University. A World of Experiences.

**Cultural Diversity Program
Annual Progress Report 2022-2023
Prepared by the Office for Diversity,
Equity, and Inclusion**

April 2023

Submitted to the:

University System of Maryland

2022-2023
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 10, 2023

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This report follows the University System of Maryland guidelines for the 2022-2023 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
- Section 2: A Description of Efforts to Increase the Numerical Representation of Multiple Traditionally Underrepresented Groups
- Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students
- Section 4: A Description of Emerging Populations that are Currently Underrepresented in Higher Education
- Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

- Appendix 1: Frostburg State University's Cultural Diversity Plan
- Appendix 2: USM Addendum

Section 1: A Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Cultural Diversity Plan (see Appendix 1) is currently under review and will be updated by the beginning of AY 2023-2024. As part of this update, the University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan (see below), which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year in an effort to meet these annually reviewed and updated goals by AY 2024-2025.

In AY 2022-2023, the UCDEI formed five work groups, each tasked with addressing one of the goals. Other stakeholders are included in the implementation process, as appropriate. The individual working groups meet as needed to implement their goal, and the full council meets monthly to report on progress and make adjustments, as necessary. The full council holds a retreat in January and August to re-evaluate progress on previously established goals and determine what steps need to be taken to complete any goals that were not achieved by the established due date (i.e., June 30th each academic year). At the end of each academic year, a report on progress is submitted to the university's governing bodies and the President's Executive Cabinet. The end-of-year report is then posted to the UCDEI [webpage](#).

Goal One: Acknowledge the Past and Revisit History to Prevent Future Institutional Racism

Action Priorities:

- Continue research on the Brownsville community, archive findings in the FSU Ort Library, and exhibit them in the Adams Wyche Multicultural Center (AWMC).
 - *Progress:* Students in the Introduction to African American Studies course began conducting researching during the spring 2023 semester, with students from other departments (e.g., English and History) who have been part of the process in previous semesters. UCDEI is also working with some of the Brownsville community descendants to retain a forensic historian.
- Renovate the Brownsville Community Lincoln School building and create the AWMC, which will showcase art that captures the history of the Brownsville community.
 - *Progress:* Interior renovations were completed in the spring of 2023 and exterior renovations will commence in the summer of 2023. A ribbon cutting ceremony is scheduled for May 2023 and the building will be ready for occupancy beginning in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.
- Compile data on the desegregation efforts started in 1969, when Frostburg State University hired Mr. William and Mrs. Atkinson.
 - *Progress:* Students in an African American Studies course began research in the spring of 2023. The project will culminate in the spring of 2025.

- Develop a land acknowledgement statement for the FSU campus, to be submitted to the President's Executive Cabinet for approval in the fall of 2023.

Goal Two: Lift Minoritized Voices

Action Priorities:

- Conduct periodic campus climate surveys and focus groups.
 - *Progress:* A campus climate survey and focus groups were conducted in the fall of 2020. The survey will be re-administered, and focus groups will continue on a periodic basis.
- Identify and publish action plans, based on the results of the 2020 campus climate survey.

Goal Three: Continue to Prevent Racism in the Campus Culture

Action Priorities:

- Review data from existing plans and identify areas in need of improvement.
- Build action steps, based on results of the 2020 campus climate survey.
- Confer with the Office of Human Resources to determine if bias complaints are addressed in the annual employee evaluation process.
- Improve student services by identifying ways to accommodate English as a Second Language (ESL) students and families.
- Provide workshops for faculty and staff addressing topics such as biases, microaggressions, and how to build increasingly inclusive curricula.
 - *Progress:* workshops have been conducted both virtually and in-person for faculty, staff, and students, and will continue to be offered annually.
- Provide additional equity and inclusion leadership training to faculty, students, and staff.
- Provide additional faculty training regarding required accommodations for student with disabilities.

Goal Four: Critically Examine Student Conduct and Discipline Data

Action Priorities:

- Review student conduct and discipline data, highlighting any areas of concern.
- Provide bias training for staff completing student conduct referrals, including appropriateness of reporting to police to raise awareness.
- Create a hate/bias response team.

Goal Five: Diversity and Inclusion in Campus Policing

Action Priorities:

- Encourage alumni to apply for FSU police department positions.
- Encourage additional professional development opportunities.

Goal Six: Devise a Comprehensive Strategy for Commitment to Preventing Racism

Action Priorities:

- Incorporate UCDEI and other DEI initiatives into employee's daily responsibilities.
- Review and make more specific UCDEI's mission, vision, and core values.
- Add diversity and inclusion as an action item in the University's Strategic Plan.
- Further incorporate diversity and inclusion into professional development opportunities.
- Promote the Adams Wyche Multicultural Center as a place for all groups to grow their cultural competence.

Goal Seven: Establish a Black History Resource Center

Action Priorities:

- Develop a plan for sharing and communicating student and staff histories, organizations, and artistic expressions.
- Include A Black History Resource Center in the design of the Adams Wyche Multicultural Center.

Goal Eight: Disaggregate Student Success Data to Improve Minority Student Persistence

Action Priorities:

- Explore the feasibility of hiring an external reviewer to disaggregate student success data in an effort to improve upon minority student retention and graduation rates.

Goal Nine: Engage in Intrusive Outreach to Students of Color

Action Priorities:

- Incorporate intrusive communication/learning initiatives with the campus community into the Adams Wyche Multicultural Center's mission and goals.
- Develop procedures for reporting, investigating, and responding to hate/bias complaints as part of the Adams Wyche Multicultural Center's objectives.

Goal Ten: Build a Cultural Commitment to Eliminating Racism

Action Priorities:

- Include diversity and inclusion trainings as part of employees' annual evaluation goals.
 - *Progress:* Completion of required workshops and training were first included in annual evaluations and reflected with merit pay in 2022.
- Demonstrate institutional commitment to and investment in the Adams Wyche Multicultural Center.

Section 2: Description of Efforts to Increase Frostburg State University's Numerical Representation of Traditionally Underrepresented Groups

Students

In the spring of 2022, Frostburg developed a Strategic Enrollment Plan that focuses on efforts to engage campus stakeholders in improving the recruitment of Latino students. Additionally, efforts were made to identify and reduce barriers to admission (e.g., application fees) for underrepresented populations. As part of these efforts, FSU participated in the Common App Direct Admission pilot program.

Administrative staff and faculty

The Office of Human Resources has worked closely with each of the three colleges and various departments/divisions on campus to not only recruit but also retain traditionally underrepresented groups among faculty and staff. One such effort was a collaboration with the College of Business to hold the annual Employee Development and Leadership Series for FY 2023 with a cohort of nine (9) staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/ positions and increasing employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

Section 3: Frostburg State University's Efforts Designed to Create Positive Interaction and Cultural Awareness Among Students, Faculty and Staff on Campus

Faculty and staff training programs

Faculty were encouraged and staff were required to complete *LinkedIn Learning* DEI modules (six for non-supervisory employees and nine for supervisors) covering a variety of topics, including *Leading Inclusive Teams*, *Unconscious Bias*, *Skills for Inclusive Conversations*. Additional training is offered through the Office of Human Resources and the Center for Teaching Excellence throughout the year.

Open to all campus community members, the Office of Diversity, Equity, and Inclusion coordinates the National Coalition Building Institute (NCBI) two-and-a-half day training on *Leadership for Diversity* every two-to-three years. The train-the-trainer session consists of a series of incremental, experiential activities that fine-tune the leadership skills necessary to build inclusive environments and increase cultural competence. Participants also learn the NCBI *Controversial Issue Process*, which

demonstrates how to move hotly contested issues forward by listening to the heartfelt concerns on all sides and reframe the debate in a way that builds bridges and does not divide. The training was last offered in April 2022, with a total of 37 participants and two facilitators. Additionally, the ODEI has worked with the Office of Human Resources to provide workshops and training on inclusive leadership to employee development leadership cohorts (approximately 11 participants).

Curricular initiatives that promote cultural diversity in the classroom

In addition to previously existing initiatives, two new curricular programs were approved in AY 2022-2023: a Social Justice track in the Philosophy major and a Diversity and Leadership upper division certificate in the College of Business' Diversity and Management minor.

Co-curricular programming for students

There continue to be numerous opportunities for students to engage in co-curricular activities and programming that provide positive interaction and cultural awareness for students. During the AY 2022-2023 the annual Leadership Retreat and Social Justice Summit provided opportunities for students to engage with faculty and staff during an intense weekend experience to increase awareness surrounding issues of diversity, equity, and inclusion. Students were encouraged to develop action plans to assist them in being agents of positive change on campus. "Times Talks" - a bi-weekly session involving students, faculty, and staff - examines a selected article from the New York Times and provides participants with the opportunity to engage in dialogue around "hot topics". When participants of diverse points of view share their thinking, it allows all participants to utilize skill sets and engage effectively in difficult conversations in a civil manner that demonstrates respect and appreciation for diversity of thought. These sessions in the fall and spring semesters are led by staff from the Office of Civic Engagement; the Office of Diversity, Equity, and Inclusion; and the executive director of the J. Glenn Beall Jr. Institute for Public Affairs. Between February 2022 and February 2023, 14 in-person and three virtual sessions were offered.

Each winter break, a diverse group of students (including members of the President's Leadership Circle) volunteer to travel and help rebuild a community in need of significant help. Previous examples include trips to Louisiana, Texas, and New Jersey to help with rebuilding efforts following devastating storms. These Alternative Breaks are fully immersive and highly organized service trips for students that allow them to make a direct impact on a community while learning more deeply about the issues surrounding that specific community and the larger world in general.

Section 4: Emerging Populations that are Currently Underrepresented in Higher Education

Beginning in the spring of 2023, FSU developed a Strategic Enrollment Plan that called for the formation of a workgroup focused on recruitment and retention of Latino students. Comprised of faculty, staff, students, and alumni, this workgroup reviews data and identifies short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students (e.g., culturally familiar food options) and has identified alumni volunteers to help with recruitment of families where Spanish is their first language. Most recently, Frostburg experienced year-over-year enrollment increases with first-year Latino student enrollment, with fall 2021 increasing by 10 students and fall 2022 increasing by 6 students. Additionally, for fall 2023, Frostburg has seen a 29% increase in Latino first-year applicants and a 68% increase for Latino transfer applicants.

**Appendix 1:
Frostburg State University’s Cultural Diversity Plan
Prepared by the Office for Diversity, Equity, and Inclusion**

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

FSU’s Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved/ indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <p>Intentionally and effectively market to and recruit underrepresented population through communication channels.</p>	<p>The amount of student data available to provide tailored communication.</p> <p>The number and percent of communications tailored and specialized for underrepresented students.</p> <p>The number and percent of underrepresented students reached by communication.</p> <p>The proportion of underrepresented students compared to the total population.</p>	<p>Throughout the year, we have re-implemented our CRM to improve our communication capabilities. We have integrated all student data components of the application, parent information and financial aid demographic information. This large undertaking will allow us to identify and effectively communication to underrepresented populations. Additionally, communication on gender inclusive housing has been implemented into our communication.</p>	<p>Continue to investigate other avenues and opportunities to ensure that the makeup and size of the first-year class meets the university’s goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets. Seek out partnerships that align with the university’s goals.</p>

<p>Engage campus stakeholders to improve the recruitment of Latino students.</p>	<p>Growth in the number of Latino applicants.</p> <p>Growth in the number of partnerships with community-based organizations (CBO) that support Latino students.</p> <p>Increases in retention of Latino Students</p>	<p>Through the development of the Strategic Enrollment Plan beginning in Spring 22, it called out the formation of a workgroup focused on the recruitment and retention of Latino students. This workgroup is comprised of faculty, staff, students, and alumni. The group is reviewing data and identifying short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students, (like more food choices that culturally familiar), and alumni volunteers to help with recruitment of families where Spanish is their first language. In fall 21, the enrollment of Latino student increase by 10 and in fall 22, the Latino student enrollment increased by 6. FSU experience year over year enrollment increases. Additionally, for fall 23, we have seen a 29% increase in Latino first-year applicants and 68% increase for Latino transfer applicants.</p>	
<p>Identify and reduce barriers to admission for underrepresented populations.</p>	<p>Proportion of minority students who accepted direct admission offer.</p> <p>Number of minority students who enroll after being offered admission.</p>	<p>According to data compiled by CommonApp, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. CommonApp developed a Direct Admission pilot program. Participating in the pilot program allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. While we do not have final enrollment numbers, we anticipate an increase in enrollment of underrepresented students. Of the students who accepted the direct admission offer, 81.7% are in a racial minority.</p>	

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</p> <p>Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.</p>	<p>The number of established partnerships/MOUs</p>	<p>Annually host the College Bound Foundation on campus to discuss recruitment and retention opportunities for Baltimore City students. Partner on campus group visits and get FSU students engaged in the visit experience. Attended end of year Principal’s retreat to spread awareness of FSU with Baltimore City Public schools.</p> <p>Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>The Student Support Services (SSS) program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are:</p> <p>45/47= 96% for the entire group 31/33= 94% for the minority subgroup, and 27/29= 93% for the African American subgroup.</p> <p>The SSS program included 78 first-time full-time students in the fall 2015 cohort. Six-year graduation rates are:</p> <p>57/78 = 73% for the entire group 44/63 = 70% for the minority subgroup and 38/54 = 70 for the African American subgroup.</p>	

<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>Review data to understand the barriers underrepresented transfer students face specific to Frostburg.</p> <p>Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.</p>	<p>The number of transfer students applied to FSU from minority groups.</p>	<p>Fall 22 saw a decline in racial minority students who applied to the university ultimately resulting in lower enrollment. However, fall 23 has more minority applicants currently than total for fall 22.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>
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FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</p> <p>Continue programs to enhance student success: Academic Success Network (ASN), First- Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early Alert system, and the Tutoring Center services.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>During spring 2022, the Center for Academic Advising and Retention (CAAR) advisors piloted the Academic Pathways Program (APP I) for first-year students on academic probation. The program consisted of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. Of the 90 students in APP I, 43 completed the semester in compliance (satisfied program requirements, while 47 were non-compliant). Compliant students earned a mean GPA of 2.252, while non-compliant students earned a 1.08. Compliant students completed almost 12 credits in the spring, while non-compliant students only completed four. While this program did not lead to a reduction in first-year students dismissed for poor performance, we posted a five-year high retention rate for first-year students on academic probation. We retained 54% of the Fall 2021 cohort of probation- as compared to retaining only 45% of the Fall 2020 cohort of probation students.</p>	<p>Continue to expand dual advising model.</p>

<p>Implement new programs to enhance student success: Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning. HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.</p>		<p>FSU is in the second year of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study. Students are assigned both a CAAR University Advisor as well as a Faculty Mentor from within an academic department. Following fall registration appointments, over 20% of the first-year class completed a survey with responses on a five-point Likert scale, with 5 indicating the highest level of agreement. Results: <i>My University Advisor treated me with respect: 4.98. My University Advisor listened to my concerns and questions: 4.97. My questions and concerns were addressed by my University Advisor.</i></p> <p>FSU launched EAB's navigate student success platform in August 2022. Our Academic Alert System shifted from the Beacon platform that did not allow for efficient notetaking, data collection, etc. All students with an alert now receive a tailored email with call-to-action directives and campus support resources. Some alerts, more serious in nature, rise to the level of a case. Opened cases are assigned to Faculty Mentors and University Advisors and include excessive absences and classroom behavioral concerns. University Advisors also monitor the accumulation of alerts by students and intervene accordingly. During Fall 2022 semester, 368 alerts were submitted and 144 rose to the level of a case. University Advisors make three attempts to reach out via text and email to students with cases for face-to-face meetings.</p>	<p>Improve faculty utilization of the Academic Alert System.</p>
<p>TRIO Student Support Services (SSS) is a federally funded program aimed at increasing retention, academic success, and graduation rates among students who are first-generation, are low-income, and/or have a documented disability. Traditionally, students who meet one or more of these criteria face more barriers than other students during their educational experience and are less likely to persist and graduate.</p>	<p>SSS staff members use Student Access, a database designed specifically for TRIO Student Support Services programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students. At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement.</p>	<ul style="list-style-type: none"> • In 2021-2022, SSS served 194 minority students: <ul style="list-style-type: none"> ○ 179/194 (92%) persisted to the next academic year ○ 176/194 (91%) were in good academic standing • In 2021-2022, SSS served 255 first-generation college students: <ul style="list-style-type: none"> ○ 235/255 (92%) persisted to the next academic year ○ 236/255 (93%) were in good academic standing 	

<p>TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and have success throughout their collegiate career and beyond. This is achieved through working with the student to establish an individualized plan highlighting the student’s needs and goals and then working to address them. Standard areas of service for TRIO SSS include academic skills/study strategies, financial literacy, university-specific advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS assists students in overcoming barriers to their education as they pursue their four-year degree. Although SSS is not limited to minority students, many minority students participate in the program. At least two-thirds of the participants must be first-generation students.</p>	<p>Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments to goals where necessary. SSS staff use an internal spreadsheet and PAWS to track enrollment for the next semester and provide frequent communication and support to get students registered who have not yet registered. The Registrar’s Office creates a midterm warning report of all SSS participants who receive a midterm warning each semester, which is then used to develop intervention plans for students for the second half of the semester. At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the ‘academic requirements’ section on each student’s PAWS page. SSS staff maintain a graduation date report where they more closely track the progress of participants as they near their graduation date.</p>		
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FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <p>Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.</p> <p>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University's workforce consisted of 876 full and part-time employees (324 faculty; 552 staff members).</p> <p>Females are employed at a rate of 53.10% (465) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 30.08% (up from 12%). The University's workforce is comprised of Black/African American 6.70 (59- up from 40). White employees represented 87.20% (764) of the University's workforce.</p> <p>Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p>	<p>Continuous recruitment, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

USM Goal 2: Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom. • co-curricular programming for students. 			
<p>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co- curricular and professional development programs.</p> <p>FSU's Office for Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>FSU's <i>Office for Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p>	<ul style="list-style-type: none"> • The Annual FSU Social Justice Summit was held during the fall 2022 semester. Forty (40) students and eight (8) staff and one (1) guest facilitator participated in this year's retreat for a total of forty-nine (49) participants. This event provided FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. 	<p>To increase the effectiveness of reaching and impacting first year students beginning in 2023-2024 academic year, efforts will be made to enlist student leaders to present in the workshops.</p>

		<p>Action plans developed during the weekend will assist them in being agents of positive change on campus. Several of the retreat staff were trained DEI facilitators through the National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The participants were of diverse age, academic class, gender, race, sexual orientation identities. The staff were all Black and/or Hispanic allowing the student participants a unique opportunity to interact and question Black and Brown staff about a variety of DEI issues and experiences. There was greater follow-up with individual students and stronger connections formed with constant communications about relevant programming and opportunities on campus. Additionally, several of the participants and staff continue to deepen their connections through individual meetings and interactions.</p> <ul style="list-style-type: none"> • In 2022-2023 UCDEI experienced a significant shift in its membership with a reduced number of students participation (down from 50% to 31%) of the council membership. This is a reflection of an across the board reduction in student participation in co-curricular activities. The council has attempted to continue its work in achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. These goals support those of the university’s cultural diversity plan. • During the 2022-2023 academic year the UCDEI continued to its work on the “10-Point Plan to Create a Socially Just Campus” Five of those actions items were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2022-2023 Progress: The renovation of the interior of the building has been completed and the next step is exterior renovation. 	<p>Beginning fall 2023, this requirement will be extended to transfer students.</p>
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		<p>The building will be in full use by Fall 2023. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. 2023 Progress: The council will make a recommendation to the governing bodies by the end of the 2022-2023 academic year. 3) Increase transparency of the work of UCDEI. Progress The council’s communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff were required to complete LinkedIn Learning DEI modules by March 31, 2022; completion was reflected in annual evaluations and considered in merit pay.</p> <ul style="list-style-type: none"> • A <i>#Bobcats Against Bias</i> campaign was held spring ’22 which included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. Thirty-one (31) students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A draft of a hate/bias incident policy and procedure was established in spring 2022. The university council, provost and senior DEI officer worked throughout the fall 2022- spring 2023 year to identify and make needed adjustments to the policy and procedure. 	
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<p>Continue the work of the University Council on Diversity, Equity, and Inclusion.</p>	<p>FSU <i>University Council on Diversity, Equity, and Inclusion (UCDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p>		<p>UCDEI will continue to develop plans for the Multicultural Center, including a yearly schedule of activities and events to increase positive interactions, awareness and appreciation of cultural diversity.</p>
<p>Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender- based violence and related programming, policies, and services.</p>	<p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p>	<p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from fall 2021 shows continued increases in positive responses about students’ perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices. 	<p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>

<p>Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>The Campus Climate Subcommittee of the University’s Council for Diversity, Equity and Inclusion worked to include action items in the “10 Point Plan to Create a Socially Just Campus”. Additionally the required for all first-time students to complete Sexual Assault Prevention for Undergrads continues utilizing an online educational platform designed by Vector Solutions. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention.</p> <p>All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX.</p> <p>All faculty and staff were required to complete Harassment and Discrimination Prevention; an online platform designed by Victor Solutions. The 90-minute program discusses the methods employees can use to identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.</p>	
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<p>Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male. The 2021 McNair recruitment session drew five interested students.</p> <p>FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.</p> <p>FSU developed new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.</p>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p> <p>Maintain inclusion of DEI in re-envisioned GEP.</p>
<p>Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p><i>Identity and Difference</i> category in the <i>GEP</i> offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Student Learning Assessment related to the <i>Appreciation of Cultural Identities</i> GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement.</p> <p>The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively.</p>	<p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>

		<p>The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.</p> <p>The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. <i>The Foreign Languages and Literature program</i> (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages.</p> <p><i>Two new curricular programs were brought online in AY 2022-2023:</i></p> <ul style="list-style-type: none">• Social Justice Track in the Philosophy Major• Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor	
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FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved/indicators	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students. <p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty</p> <p>The Center for International Education's (CIE) goal was to increase international student enrollment through the development of a new cooperative program with our international partner, Hunan university of Technology and Business (HUTB).</p>	<p><i>The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.</i></p> <p><i>The CIE creates and maintains spreadsheets which include the data for all international students during the spring and fall semesters. We are able to calculate an increase in international student enrollment from the previous year.</i></p>	<p>The CIE currently has an Economics/ Finance program in which 353 students were enrolled February 2022-February 2023. FSU now has an agreement with HUTB for a Graphic Arts program which we have currently recruited 114 students. The plan is for these students to begin taking classes with our FSU professors, in China, starting later in 2023.</p>	

<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p> <p>Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.</p>	
<p>Organize and implement recruitment activities for students to study abroad.</p> <p>Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs.</p> <p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p>	<p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020:</p> <ul style="list-style-type: none"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. <p>During the 2022 academic year, six FSU students participated in study abroad programs. This was an increase of participants compared to the previous year of zero, due to the pandemic. FSU allowed students to start traveling overseas again during the Fall 2021 semester. We anticipate continued growth in the coming year.</p> <p>The CIE engaged in the following recruitment activities in 2022- Conducted classroom visits/ Hosted bi-annual study abroad and international fairs/ Planned bi-weekly information sessions with prospective and former study abroad students/ Organized information tables in the Lane University Center/ Provided presentations to multiple Greek organizations/ Promoted study abroad at admissions open house events/ Provided multiple presentations in various residence halls.</p>	

<p>Sustain the University President’s Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>The presence of faculty-led study abroad opportunities for students.</p> <p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>Although our faculty-led trips were canceled the previous year, we are gaining more interest from faculty members to take students overseas. The CIE collaborated with four professors in 2022 to organize trips that will take place in 2024-2025.</p> <p>The students in the President’s Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the campus leadership. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.</p>	<p>Promote a more consistent use of the University’s Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.</p>
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A summary of the institution's plan to improve cultural diversity

Salisbury University is committed to increasing the cultural diversity of our campus community. In her State of the University Address, Dr. Carolyn Ringer Lepre spoke about the university's plan to "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." She also announced that SU will be creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging.

Climate Study: A university-wide assessment of learning, living and working at Salisbury University was conducted to understand the current climate that exists at SU. This campus climate study provided the opportunity for members of the campus community to describe their personal experiences and observations and offer suggestions for change to help enhance the campus climate at SU.

Expanded Staff in the Office of Diversity and Inclusion (ODI): This fall Vanice Antrum was hired as the Director of Multicultural Affairs and Robert Chin as the Program Administrative Specialist. Additionally, SU announced its intention to hire a Vice President of Diversity, Equity and Inclusion in 2023.

Inclusive Excellence Strategic Plan: The development of the plan is in progress and will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups

The ODI is in the search process for a Coordinator of Student Diversity Recruitment & Retention. The primary role of the coordinator will be to "Develop and implement strategic marketing and programming, with a cultural lens, to support the recruitment and retention of undergraduate students from diverse backgrounds."

Through the efforts of the ODI's Powerful Connections, Disability Resource Center's DRC STARS, College Assistance Migrant Program (CAMP), and TRiO Bridge Programs, the university has multiple opportunities to provide undergraduate students with transitional support resources that focus on the intersections of their identities. In the past, these programs have operated individually, but this upcoming academic year, the four programs will host some joint activities to allow students to engage with other diverse students at the institution. The goal is to build intersectional relationships across the programs' cohorts.

Next year, SU plans to implement a new special housing concept titled IDEAA (Inclusion, Discovery, Equity, Allyship & Advocacy). Students interested in learning from and engaging in programs and dialogue focused on complex issues centered in equity, justice, and inclusion are invited to sign up to live in the IDEAA Special Interest Housing Community. As a resident of this community, students will have the opportunity to explore various aspects of their own identities, the intersections of those identities, as well as help to shape the conversation on Equity and Inclusion at SU.

Directors of the Office of Diversity and Inclusion and the Disability Resource Center facilitated informational sessions at the University's Admitted Student Day events to provide families with a better understanding of the offices and programs in place to ensure that students have an inclusive experience at Salisbury University.

The Fulton School of Liberal Arts, Enrollment Management, the Office of Diversity and Inclusion, the College Assistance Migrant Program, TRiO Student Support Services, and the Organization of Latin American Students have developed a partnership to discuss how we can increase the enrollment and engagement of Latinx students at Salisbury University. This committee is representative of the multiple aspects of the Latinx student experience at SU and meets regularly to discuss ways that we might better reach the increasing Latinx population on the Delmarva Peninsula. Some of this work includes sponsoring the Culture Fest and Festival Latino during Latinx heritage month as well as attendance at events hosted by the community that provide resources to the Delmarva Latinx community.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences. RISE UPP A \$10 million grant has been funded by the National Science Foundation (NSF) to replicate the high-impact initiative, AGEP PROMISE Academy, nationally. The Alliance will assist the University of Texas System, Texas A&M University System, and University of North Carolina System in creating programs similar to AGEP PROMISE Academy.

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Faculty & Staff

- Salisbury University has developed a comprehensive plan to support diversification of the faculty and equity in faculty careers. In addition, the Office of the Provost has revised the Faculty Handbook to a more user-friendly format available online.
- A faculty workgroup examined expectations and rewards for faculty DEI work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in teaching.
- The ODI recently launched the ODI Faculty Fellows. The Fellows will work in partnership with the staff in ODI to ideate solutions that will lead to a more inclusive campus environment.
- In-Person Training Pilot: The ODI has a pilot group of faculty and staff members to participate in a soft launch of an in-person training series titled, *Every Person, All Day, Every Day: Diversity and Inclusion Initiatives*. This training will be based around passages from the book, Everyday Bias: Identifying and Navigating Unconscious Judgements. The series is comprised of 5 training modules that we will go through over a 5-week period. Participants will then provide feedback to ODI in preparation for a campus-wide rollout.

- MOSAIC: The Mosaic Mentoring Program provides support to new faculty with the goal of retaining and supporting the success of all faculty. Mentors are from a diverse group of individuals with ‘different ranks, ages, genders, races, skills and experiences.’
- College of Health and Human Services – Justice, Equity, Diversity, and Inclusion Committee: This year, the committee provided the Intercultural Development Inventory (IDI) for faculty and staff in the CHHS. As a part of this initiative, faculty and staff completed the IDI and had individual and group reflection with a trained consultant. The consultant also visited Salisbury in the Spring semester for an in person professional development session. At the completion of this semester, over 30% of the faculty and staff in the CHHS will have completed the inventory and personal or group debrief of their results.
- Several SU faculty presented at or attended the 7th Annual Culturally Responsive Teaching & Learning Conference.
- Salisbury University is an institutional member of the National Center for Faculty Development & Diversity (NCFDD) and scores of faculty have taken advantage of available resources.
- More than 50% of new tenure-track faculty hires starting at SU last fall were from historically underrepresented or racial minority groups (some of these were international faculty as well).
- Center for the Advancement of Faculty Excellence (CAFE) was launched to support faculty success and inclusion. Programming for inclusive pedagogy and universal design have been emphasized.
- At least two representatives from the university will be attending the National Conference on Race and Ethnicity
- All SU schools and colleges have established faculty and/or student advisory groups on Diversity & Inclusion.
- Althea Pennerman (Early & Elementary Education) and colleagues at Coppin State U. won a \$4.1M award from the U.S. Department of Education for their Pathways to the Professions program which aims to increase teacher diversity and student success in high-need urban and rural schools across Maryland.
- Jill Caviglia-Harris (Dept. of Economics & Finance and Dept. of Environmental Studies) won the 2022 Diversity, Equity, and Inclusion Award from the Agricultural & Applied Economics Association’s (AAEA) Committee of Women in Agricultural Economics. Jill also won the Association of Environmental & Resource Economics’ (AERE) 2022 Distinguished Service Award for her leadership of the AERE Scholars Program. Both of these awards celebrate her sustained and significant contributions to mentor and supporting a more diverse and inclusive field of economics.
- Yuki Okubo (Dept. of Psychology) who was awarded the 2022 Distinguished Mentor Award from the American Psychological Association’s Society for the Psychology of Women, Section V (Psychology of Asian Pacific American Women).
- Student Affairs created *Social Justice Award* that recognizes a Student Affairs staff member, department, or group who has engaged in activities outside the framework of their regular responsibilities to help create and foster a Salisbury community that is equitable and inclusive.

Students

- The Accelerated Mentoring Program (AMP): AMP is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio. The program targets People of Color and/or from traditionally underrepresented backgrounds.
- The School of Social Work's Comunidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at SU. Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.
- Henson Belonging Study: In mid-November 2022, 270 Henson students participated in a Qualtrics survey with four measures (24 items with 5-level Likert-scale). A student's sense of belonging is an important predictor of engagement, success, and retention in STEM programs. The goal of this survey was to measure student sense of belonging in the Henson STEM community, to find out what has fostered a sense of belonging, and to find out what can be improved.

Cross Population Engagement

- Civic Reflection Program: Through our Institute for Public Affairs and Civic Engagement, Salisbury is working to build and support a network of student facilitators trained in civic reflection. As a group-oriented conversation approach, it can have a profound impact on how people talk across difference, providing a deeper understanding of one's own choices and values, and a forum to better understand the diverse perspectives of others. These reflections include participants from all aspects of the campus community and are an embedded experience for all new SU students as a part of the New Student Orientation.
- General Education Model Update: SU's new General Education model is well underway with a plan to launch in Fall 2024. The new model includes a required course in DEI-related content (as well as Civic Engagement and Environmental Sustainability) (For details on Student Learning Outcomes please see Appendix 2).
- Annual Anti-Racism Summit: SU strives to be a leader in addressing structural oppression and institutional racism in many organizations and communities. The Anti-Racism Summit is part of a broader institutional effort to be intentional about talking about racism and its effects on SU and organizational systems in general. The annual summit hosted in the Spring semester usually includes guest presenters, panel discussions, topical sessions, etc.
- Justice and Equity Forum: The Justice and Equity forum highlights research, teaching, community engagement and campus initiatives focused on issues of power, justice and equity in work and the world. Participants engage in roundtable conversations about university and community initiatives that address justice and equity across schools, disciplines, campuses and the broader Eastern Shore region. Presentations range from approaches to teaching and learning, to community engagement initiatives, to research projects in the fields of education, social work, health and human services, and more. This is a partnership between Salisbury University and the University of Maryland Eastern Shore.

- Cultural Diversity Inclusion Consortium Committee: The purpose of the committee is to assist campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University's diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement.
- Academic Program Expansion
 - Disabilities Studies Minor: SU's disability studies minor is built into a campus-wide effort to increase awareness of disability as diversity and create an inclusive campus culture. As the number of students with disabilities at SU increases, it is important that our curriculum helps undergraduate students understand disability issues and culture. The disability studies minor fosters conversation about disability identity and acceptance with a variety of courses that aim to de-stigmatize disability and disease, illness and impairment, including those that are considered "invisible."
 - Asian Studies Minor: SU's Asian studies minor has many learning opportunities for students to experience other cultures firsthand. Students have the option to learn foreign languages such as Japanese and Korean, as well as take study abroad courses. SU has many partner institutions where students may choose to spend a full semester and take courses toward their minor.
 - Africana Studies Track (Interdisciplinary Studies B.A.) and Minor: The programs promote understanding, appreciation and advancement of Africana people and culture and reflect the rich history, art, politics, innovation, environment and so much more about diverse people of African heritage on the continent of Africa and in the Caribbean, North America, Latin America, Europe, Asia and around the world.
- Summer outreach programming consisted of a total of 18 Summer Enrichment Academies (SEAs). Instruction was provided by 36 faculty and staff in from across campus and the Ward Museum along with certified teachers from Wicomico County Public Schools, Worcester County Public Schools, and Indian River School District in Delaware. Program facilitation and coordination was led by Wynnette Curtis, Program Coordinator for Diversity Initiatives in the Seidel School of Education along with a team of 11 teacher candidates who supported instruction as Teaching Assistants. More than 300 children were served (46% low-income/FARM eligible; 20% migrant youth)
- SU has begun our 2025 Middle States Commission on Higher Education (MSCHE) self-study process. We are taking a priorities-based approach to show evidence of compliance with the seven Standards for Accreditation as set forth by the MSCHE. To achieve this goal, a dedicated working group has been established to focus specifically on SU's second strategic goal, which is to create a more inclusive and supportive campus community. The working group comprises faculty, staff, students, and community members who have extensive experience and expertise in diversity, equity, and inclusion. The group will conduct a thorough review of SU's policies, practices, and programs, with a particular focus on identifying areas where improvements can be made to create a more inclusive and equitable environment.

A description of emerging populations that are currently underrepresented in higher education

First Generation Students

A subgroup of the Enrollment Action Team was created to determine who our first-generation students are and how SU may be better able to support their needs and remove barriers to success. (For more details please see Appendix 2).

Students with Disabilities

To support students taking classes in the evening, the DRC included after-hours proctoring. Thus far in the 2022-2023 academic year, the Disability Resource Center (DRC) has served **669** students with disabilities (undergraduate and graduate).

- **Disability Resource Center (DRC)** - The DRC is responsible for ensuring equal access to Salisbury University's programs and services for self-identified students with disabilities. To this end, the DRC provides guidance, reasonable accommodations/modifications, auxiliary aids, self-advocacy support, academic skill-building, and linkages to on and off campus resources. The DRC also provides accommodations and access to resources/services to students with temporary conditions.
- **DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success)** - DRC S.T.A.R.S. embraces disability as a dimension of diversity and represents the University's commitment to fostering an inclusive environment through the appreciation and respect of all differences. The program is designed to provide incoming students with disabilities with the information, resources, and DRC services necessary to ensure a seamless transition to Salisbury University.
- **Delta Alpha Pi** is an academic honor society founded to recognize high-achieving individuals with disabilities who are attending colleges and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities.

LGBTQ+ Faculty, Staff, and Students

- A Preferred Name Policy has been drafted and is currently under review.
- Lambda Society: Lambda is open to the SU queer community of faculty, staff, graduate students, and their ALLIES.
- The LGBTQ+ Alliance is a registered student organization whose mission is to promote the rights of gay, lesbian, bisexual and transgender people in the community. One of the goals of the LGBTQ+ Alliance is to provide a safe and supportive environment for LGBTQ+ people and their friends and families. Through the organization, members passionately try to make campus and its surrounding community aware of current issues surrounding LGBTQ+ people.
- Gender and Sexuality Studies Minor: Students in this minor will explore how gender and sexuality roles and expectations have been produced and shaped by social institutions such as politics, religion, family, media, medicine, education and art.
- LGBTQIA+ Resource Center: This safe space is maintained and occupied by the LGBTQ+ Alliance to invite any and all identities as well as their allies to gather as a community, participate in educational activities, organize special events, or just network as a way to support each other and promote a more open and accepting society.
- Gender Inclusive Housing: Salisbury University offers Gender Inclusive Housing as an on-campus living option available to our students who wish to belong to a community not

restricted by gender identity or gender expression. This option will be open to all interested students based upon availability. This option is not a requirement for any student.

Pell Eligible Students

- Affordable Course Marking Initiative: SU is continuously working to increase access to affordable and high-quality education for all students. Thanks in part to a \$20,000 institutional grant received through the Kirwan Center and the Maryland Open-Source Textbook (M.O.S.T.) initiative, a Community of Engagement (stakeholders across the university) have been focused on expanding the use of Open Educational Resources (OER) and open pedagogy, which have been shown to increase the engagement, success, and retention of underrepresented students. SU has also implemented a course marking designation for students to be able to search for courses that use free or affordable course resources.
- Sea Gull Pell Promise Program and Financial Aid: A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

International Students

Salisbury University is interested in expanding our international student and study abroad enrollments as COVID restrictions are continuing to be lifted.

Undocumented Students

SU hosted special events such as a Financial Aid Information for Undocumented/DACA students & their families

Military Connected Students

SU has a Veteran's Lounge and was recognized by the Military Times as among the Best for Vets Colleges in 2022



GOAL

2

Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with

educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

Objective 2.1

Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

Strategy 2.1.1.

Support and advance the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.

Strategy 2.1.2.

Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.

Strategy 2.1.3.

Expand and require ongoing professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.

Strategy 2.1.4.

Expand and require ongoing educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.

Strategy 2.1.5.

Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.

Strategy 2.1.6.

Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.

Strategy 2.1.7.

Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.

Objective 2.2

Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

Strategy 2.2.1.

Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices.

Strategy 2.2.2.

Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with these and professional development opportunities exist to provide training

Strategy 2.2.3.

Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

Strategy 2.2.4.

Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.

SU's Center for Equity, Justice and Inclusion recognizes historically marginalized populations and provides space for research, programming and socializing. It serves to help nurture a more robust sense of identity and community on campus.



Objective 2.3

Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

Strategy 2.3.1.

Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.

Strategy 2.3.2.

Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.

Strategy 2.3.3.

Develop a plan to address issues of compensation and salary compression, including expanding and transparently communicating information about career pathways and ladders.

Strategy 2.3.4.

Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.

Strategy 2.3.5.

Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.

Objective 2.4

Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

Strategy 2.4.1.

Enhance access to and circulation among campus spaces.

Strategy 2.4.2.

Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).

Strategy 2.4.3.

Explore opportunities to expand multi-use facilities for various aspects of campus and community needs.

Strategy 2.4.4.

Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.



Situated in the heart of the Eastern Shore, the Salisbury University Arboretum holds some of the most horticulturally diverse grounds in the local region. SU's beautiful 200-acre campus encompasses nearly 100 buildings.

2022-2023 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University



Submitted April 10,2023

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Institutional Programs of Cultural Diversity Annual Progress Report – Towson University

1. A summary of the institution's plan to improve cultural diversity.

Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.

The Committee on Institutional Effectiveness is responsible for the annual monitoring and report to the shared governance bodies of the achievement and progress for the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

STUDENTS

Towson University Admissions actively recruits all students from Maryland, Pennsylvania, Virginia, West Virginia, Delaware, New York, New Jersey, and the District of Columbia. Our entire admissions office is trained on inclusive recruitment, in contrast to specifying one or two specialized multicultural recruiters, like some institutions. We prioritize attending programming that promotes college access for underrepresented students, including college fairs hosted by National Hispanic College Fairs, Inc, Alpha Phi Alpha Fraternity, Inc, the CollegeBound Foundation, and other Community Based Organizations that serve these students.

We also have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. Additional initiatives to specifically recruit Hispanic/Latine students include providing information sessions and marketing materials in Spanish and conducting in-person information sessions in select areas of Maryland with high numbers of Hispanic/Latine students.

Towson University recently announced its membership in the American Talent Initiative (ATI), an alliance of more than 130 four-year institutions united in a shared goal of enrolling, supporting, and graduating 50,000 additional talented, lower-income students across high-graduation-rate colleges and universities by 2025. ATI's work to increase access and success is more important than ever, especially amid a pandemic that disproportionately impacts talented students from lower-income and communities of color.

The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors. The program also provides a series of college readiness workshops. Local underrepresented students are provided opportunities through the College Readiness Outreach Program to build a solid plan around how to matriculate successfully through high school then college. TU college students volunteer to facilitate individual or group sessions sharing their experiences, encouraging academic persistence, and helping students rethink what success means for them. We have expanded our reach through a monthly virtual series to include high schools from the state of Maryland with focus on Baltimore City, Baltimore County, Prince Georges County and Montgomery County.

Sleeping Bag Weekend is a free opportunity for students who have already been admitted to Towson University, yet have not committed, to experience campus life. During Sleeping Bag Weekend, admitted students have the opportunity to: shadow, connect, and attend classes with current TU students; stay overnight in the SAGE residential learning community; tour campus and the Towson community; attend and participate in campus events; and attend **TU4U**, an information fair of campus resources.

ADMINISTRATIVE STAFF

Over the past 5+ years, the Office of Human Resources (OHR) has implemented a variety of initiatives designed to recruit underrepresented staff. With the inception of a new applicant tracking system, the OHR has faster access to demographic data, and implemented a step in the selection process to ensure that the selected interview pool is representative of the overall qualified applicant pool. The new system also has made it easier for candidates to apply to TU, and seek and apply to multiple positions, further diversifying our applicant pools. In addition, the OHR uses the affirmative action plan to identify specific job groups with significantly less diversity than the reasonable recruitment area for that job group.

The OHR uses the “source” information from candidate submissions to determine the sources that produce the most diverse applicant pools, as well as those that reach underrepresented groups. That allows the OHR to conduct more targeted ad placement when searching for candidates. The OHR has also expanded their use of LinkedIn to further promote open positions and find passive job seekers. Finally, the OHR continues to engage with multiple workforce development programs in the Greater Baltimore area. Our most successful partnership to date, Humanim, has produced over a dozen hires in temporary and permanent positions across the TU campus, including positions in the President’s Office, Provost’s Office, academic departments, and the OHR.

FACULTY

The Faculty Mentoring @ TU Framework was designed to intentionally build diversity, equity, and inclusion in all components of the framework. It features four levels of faculty mentorship—at the department level, the college level, the university level, and at the informal level. Within each component, the framework outlines potential mentorship opportunities for faculty to engage in, and while all of them are infused with a commitment to diversity as a prerequisite for their deployment, at the university level, the framework specifically names a faculty mentoring program designed for underrepresented faculty. We have plans to continue to build this aspect of the program in the upcoming year, as we grow our faculty mentoring program offerings overall. Additionally, the faculty mentor training, designed for all faculty interested in mentoring others in any capacity, features a module specifically around diversity, equity, and inclusion, and focuses on helping mentors understand the importance of considering identity and power in all mentoring relationships. Additionally, the ongoing Faculty Mentoring Community of Practice provides a space where faculty can and do engage around DEI issues as they relate to faculty mentoring, retention, and promotion.

The Inclusion Advocate (IA) program was established in 2020 and implemented in 2021. IAs are TU tenured faculty and permanent status librarians who are trained as search and selection process advisors. Their preparation includes a 16-hour Seminar and on-going education addressing current research and best practices about implicit bias, diversity, representation, and the ever-changing legal landscape in hiring, inclusive employment principles, and practical strategies for each stage of the search process. IAs are consistently on the cutting edge of effective advocacy of de-biasing the search process. IAs have a 2-year commitment and are assigned to serve on faculty search committees across all colleges. There have been 47 trained to date (1 -2 trainings per year).

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

FACULTY AND STAFF CULTURAL TRAINING PROGRAMS

Within the Office of Inclusion & Institutional Equity, staff in the Center for Student Diversity partner with the DEIJ Education team to deliver workshops across campus. There has been an increase in requests for unconscious bias, microaggressions and how to interrupt them, as well as more in-depth discussions of Gender Diversity Allyship, with topics ranging from *“How to Support Gender Diverse Students as Educators”* to *“How to Support Sexual and Gender Minorities in (on campus) Housing.”*

Dialogue@TU, supported collaboratively between the Office of the Provost and the Office of Inclusion & Institutional Equity, continues to serve as valuable professional development for faculty and staff.

The Office of Inclusion and Institutional Equity (OIIE) conducts an overview of its services and resources, as well as a review of the basic tenets of DEI. These sessions are 1.5 hours or less and held twice a month during the OHR sponsored orientation. OIIE has included a representative from one of the affinity groups to share a 5-minute overview of their specific group which has increased interest in the seven faculty and staff affinity groups. Additionally, to increase awareness and reiterate the importance of the concepts of DEI as well as recognize obstacles that potentially impede a bias free search. Recognizing and disrupting biases in the search and interview process are discussed. OIIE has conducted training with supervisory staff in the Career Center, Administration & Finance, OTS, and Auxiliary Services with

more scheduled throughout the academic year. A pre-search committee training was conducted specifically for TU Police which included a TU non-affiliate search committee member.

The Inclusive Teaching Collective (ITC) is a unique learning community for faculty members who consider perspectives on what it means to engage with culturally sensitive and affirming practices for the benefit of students in our classrooms. Faculty participants complete a self-assessment, attend face-to-face and virtual sessions, identify individual goals, and develop faculty partnerships for learning and support. Students are invited to speak to the collective so that students' needs are centered in the process.

Fix Your Climate is a learning session developed for all campus units to address microaggressions and bullying in the workplace. A significant number of reports filed with the Office of Institutional Equity and Compliance resulted in instances of work conduct that did not rise to the level of discrimination or discriminatory harassment but were harmful yet the same. OIIE is attempting to proactively address workplace conduct in order to interrupt harmful behaviors and to reduce the number of "unactionable" complaints reported.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

The Diversity and Inclusion Faculty Fellows (DIFF) program began in 2016 and provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, create scholarly knowledge that supports equity, access, and inclusion or identify strategies to enhance institutional practices. These Fellows attend monthly workshops throughout the academic year, implement their newly developed diversity initiative by the Spring semester, showcase their project at TU Educators summit or other approved event, participate in DIFF networking and informal mentorship, and act as a resource for the Office of the Provost, as available.

Open Educational Resources (OER): FACET collaborated with a faculty member to win an institutional grant from the Maryland Open-Source Textbook (M.O.S.T.) initiative to support OER development. A significant component of this grant-funded program involves development of culturally responsive pedagogies that will enhance student success.

Trauma-informed learning environments (TILE) workshop: FACET led an effort to support faculty in creating a curriculum for the new trauma-informed learning environments (TILE) workshop. The major goal of this initiative is to provide support for all students such that barriers to success are removed. This evidence-based program is built upon the consistent research-supported finding that people with disabilities often experience a heightened level of trauma, as do students from historically marginalized populations. By providing tools to faculty to apply to their syllabi, course assignments, and classroom spaces, the workshop will result in a more supportive platform for student success.

Accessibility: FACET incorporates into all its teaching/learning supports evidence-based practice relating to accessibility. Faculty who attend department-level or individual workshops as well as those who complete the mandated process for online teaching eligibility are provided with guidance and support for ensuring accessibility in their courses.

New Faculty Institute: FACET provides a year of professional development support to all new full-time faculty on issues that relate to faculty and student success. Prominent among the topics covered during these experiences is the importance of supporting international students and faculty, students with disabilities, and students and faculty from historically marginalized populations.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

Within the Center for Student Diversity, the Coordinator for the Asian Pacific Islander, Middle Eastern and Desi American (APIMEDA) Student Development Program engaged in a cross-campus collaboration in developing a dialogue on *“Anti-Asian Hate”*.

The ***Welcome APIMEDA***, brings students, faculty, and staff from the APIMEDA community together to meet and greet each other at the commencement of the academic year. The event provides an opportunity for APIMEDA students to find visibility on campus while engaging with games, music, ethnic food, and giveaways. The ***Welcome Jummah*** welcomes the Muslim community on campus with lunch after the Friday prayer and is used as an opportunity to engage in inter-faith learning by welcoming the campus community to attend the Jummah (prayers) as observers.

The Sexuality & Gender Diversity Student Development Program celebrates ***National Coming Out Day***. This event celebrates and recognizes LGBTQ+ individuals who are in the various stages of coming out. The space is filled with fun, relaxing activities as well as support resources and staff. Furthermore, ***The Women in Leadership Conference*** brought female identifying persons together and to have discussions around various topics that impact women. This year's theme was Defining Womanhood.

The African American Student Development Program's ***Sitting at the Elders' Feet*** event took students, faculty, and staff on a historical journey with Towson University Elders. Using oral traditions of generational sharing, the TU community learned of the history and experiences of TU Black Alumni, explored current realities, and discussed ways to continue to move forward.

The Latine/x Student Development Program hosts a monthly Comunidad or gathering to create a space that celebrates, honors, and engages students in discussion on aspects of the Latine/x community. Recent topics such as ***“Latine/x History and Culture through Art,”*** and ***“Stories of My Immigrant, 1st Generation and Latine Activist Life”*** were explored and the partnerships with academic departments allowed for aspects of the culture and topics relevant to the Latine/x community to be discussed beyond students who hold the Latine/x identity.

Students Achieve Goals through Education (SAGE) program is a peer mentoring program that fosters academic achievement, personal development, and campus-wide involvement among new students from diverse backgrounds. There are currently a diverse group of 84 upper-class mentors and an average of 500 students who opt into the program.

The SAGE Learning Community offers first-generation, first year college student peer-to-peer mentorship while living amongst their mentors. through Housing and Residence Life. The SAGE program's original mission continues and has expanded to include any entering freshman who wishes to participate. The SAGE programs participants (mentees) are assigned a peer mentor. The mentors and mentees participate in various activities to support academic excellence, budget management and

decision-making skills, and personal development. Participants also expand their knowledge of diverse cultural groups, career development strategies, and participate in networking opportunities. New students in the Learning Community move in six days early for a specialized Pre-Orientation that provides the opportunity to interact with campus partners, learn about and experience campus resources, build community, and culminate their six-day experience on the last day in the form of a presentation. There are 56 students in the community which includes their assigned mentors.

Generation One

Offered in collaboration with the Student Success Programs and Counseling Center, Generation One is a program providing first generation college students attending TU with tailored mentoring and guidance to foster both academic and personal accomplishment. Generation One connects students who share similar experiences to share strategies to deal with difficult situations and provide encouragement during challenging and rewarding times.

H.E.R. (Honesty. Encouragement. Respect)

HER is a space for students who identify as women of color to come together and have genuine conversations about all things related to being a woman of color. Students, Faculty, Staff, and alumni who hold this identity are invited to participate with the understanding that all formal titles are discouraged to allow students to space as we encourage them to be their authentic self, in an open environment, while respecting each other and themselves. While we really like to have a good time and build relationships and connections that may not happen randomly; we also recognize the importance of providing this welcoming space. Students, faculty, and staff are welcomed, and any meeting can be someone's first meeting.

Man 2 Man

A peer program geared toward men of color at Towson University. This support group serves as a confidential space for male-identified students of color to develop a better understanding of themselves and other in the context of gender, race, culture, and social pressure. Meetings explore how the experience of masculinity shapes how we think, feel, and relate to others, as areas of growth, strength, and unity are discussed.

4. A description of emerging populations that are currently underrepresented in higher education.

OIIE has increased its commitment over the past year in developing additional resources that increases the authentic sense of belonging for members of the TU community who identify as Native American or Indigenous. While developing guidance for the appropriate use of Indigenous Land Acknowledgements, we partnered with local organizations and institutions in conducting oral histories with Elders from local tribes. We also have increased our outreach and engagement with Native/Indigenous TU students with the goal of developing dedicated support through our Center for Student Diversity.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Appendix 1: A copy of the diversity plan currently in place at your institution; [*A More Inclusive TU: Advancing Equity and Diversity \(2020–25\)*](#).

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore
Date Submitted: April 14, 2023
Point of Contact: Catherine Andersen, Interim Provost (candersen@ubalt.edu) or
Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu)

Section I: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **Goal 1:** Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- **Goal 2:** Recruit, employ, and retain a diverse faculty.
- **Goal 3:** Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **Goal 4:** Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- **Goal 5:** Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth.
- Organizing a Pride Parade.
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating.

- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
- promoting safe zone /brave zone trainings for students, faculty, and staff.
- enhancing all our disability related programming to raise awareness and enhance inclusion.
- partnering across the university to promote the use of automatic captioning in all our online events.
- The Women's Initiative for Leadership Development program.
- inclusion of pronouns and chosen names in Campus Groups platform; the learning management system, Sakai, now also has this option.

Section 2

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the past 10 years (fall 2012 to fall 2022). The percentage of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 53.9% to 64%, with African American students now representing near half (48.5%) of the undergraduate student body. At the graduate level, a similar 10 percentage point gain was realized, increasing from 35.1% to 45.5%. Hiring and maintaining a diverse workforce is an objective where the University makes steady progress. Since 2016 the University has increased in percentage of underrepresented tenure and tenure-track faculty from 12.6% to 15.0%.

Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstance with a Student Diversity Index of 49.5, well ahead of the University System of Maryland average at 33.5%. UB serves the working-age population of Baltimore and University System of Maryland geographical area.

African American/Black enrollment has increase slightly from 48.0% in Fall 2020 to 48.5% in Fall 2022. The percentage of Hispanic students has shown remarkable growth between Fall 2020 and Fall 2022, from 8.1% to 9.7% at the undergraduate level and from 6.9% to 8.1% at the graduate level. Additionally, the percentage of students identifying as two or more races has increased to 5.3% in Fall 2022 from 4.6% in Fall 2020, making it the third largest racial group.

Hispanic staff diversity has also grown, rising from 3.8% in Fall 2020 to 40.5% in Fall 2022. And the underrepresented racial group has grown from 39.6% to 40.5% during that same timeframe.

National data indicate that only 12.9% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Fall 2018 IPEDS HR survey). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

At the University of Baltimore, 15% of tenured/tenure track (T/TT) faculty are from underrepresented groups. The percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw

a significant increase from 12.3% in 2012 to the 19%-20% range since 2020. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The university has made concerted efforts to increase the diversity of the pools in all its searches, especially administrative. Most recently, in the search for a Provost, 60% of the campus finalists (3 of 5) were members of underrepresented groups. Unfortunately, two of those three candidates accepted positions as provost and chancellor prior to the commencement of the search. The search for the Dean of Business has likewise attracted a highly diverse and talented field of applicants and finalists.

Section 3

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. I'm delighted to inform you that the university is continuing to expand cultural diversity programs and is serving more and more students, faculty and staff each year. Staffing assignments were made in AY22-23 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

- 1) Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT). CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate.

Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module.

The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

The Office of Human Resources supports all campus constituencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions. The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees can strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes.

- 2) **The College of Arts and Sciences:** The college has offered several courses over the past year that deal with cultural diversity. For example:

CMAT 320: Argumentation, Debate, and Society explores differences born of diverse experiences. We ran this course for 22 students in spring' 22. It included piloting a new debate format geared toward building understanding and included a partnership with an organization (Braver Angels) seeking to work against political polarization.

IDIS 497: capstone students are building projects that address pressing challenges in our community, including lack of affordable housing, the employability of formerly incarcerated individuals, and veterans suffering from PTSD.

HIST 316: Black Europe, students learned about the early roots of multicultural Europe. Readings and

research provided the opportunity to engage with the lives of black Europeans from the Middle Ages to the present.

HIST 328/IDIS 301: Modern Korea, students experienced Korean culture by attending a Korean art exhibition and/or performance.

HIST 101.LC2 and HIST 101 WEB (asynchronous class), students conducted semester-long research examining a particular artifact from a culture different from their own.

The College of Public Affairs: Dr. Lyles on April 5 offered the Rosenberg Dialogues with the topic “Confronting Inequities in Healthcare through Innovation and Entrepreneurship.” Dean Hartley launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are “positive societal impact.”

- 3) **The School of Law** has offered several co-curricular programs, including: Celebrating Women’s History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc.

The school has the Fannie Angelos Program, through which Law faculty prepare students from the State’s four HBIs to take the LSAT and enter and succeed in law school.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area. In 2022-2023, the College sought to implement and advance its Diversity and Inclusion Plan in an intentional way through the following activities:

Facilitated its "Voices of Public Service" speaker series to profile prominent speakers with diverse backgrounds committed to public service.

Hosted the 2023 annual Conference of Minority Public Administrators (COMPA) under the director of an MPA faculty member, Dr. Kelechi Uzochukwu, the current president of COMPA. The conference featured CNN's Van Jones as a keynote speaker.

Hosted and facilitated several public forums, including the Rosenberg Dialogue Series and CELTT workshops, focused on confronting inequities and underrepresentation.

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY23, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The College of Arts and Sciences hosted a History Guest Speaker Event—The Civil Rights and Black Power Movements in Global Context on March 8, 2023.

The Merrick School of Business is working to establish a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active

Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The **School's** Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a city neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to \$1M to proceed with the project.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and in-person each semester. Curricula impacts students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

Through **Student Success and Support Services**, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate several Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

The Diversity, Equity and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee's mission, which is to advance and champion the University's DEI goals and strategies. The committee's efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community. The DEI Committee is charged with recommending actions to the University's Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

Section 4

The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

The School of Law: has elevated the current role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, not only was student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. Faculty, staff, and students participate in these discussions. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged \$10,000 over 5 years to support the [Annual Meeting of Law School Professionals](#) (AMDiP).

Appendix 1: University's Cultural Diversity Plan

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UBalt's mission and success.

Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

Adopted 5/29/2018.

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

“UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility.”

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of

student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

Implementation of the plan began in AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a university that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion.

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university, and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and

inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)² and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

² Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty
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Strategy 1: Expand outreach to build applicant pool.

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore, each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an 'on-boarding program' to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

Strategy 4: Develop a faculty retention and advancement plan for women and underrepresented groups.

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan.

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups.

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; "Difficult Dialogues" series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

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The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

1. SUMMARY OF UMB’S PLAN TO IMPROVE CULTURAL DIVERSITY

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB’s commitment to diversity is guided by the [Core Values](#) and the [UMB 2022-2026 Strategic Plan](#). Two of University of Maryland, Baltimore’s eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to “create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity.” The strategic outcomes include that UMB “is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions”; “actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice”; “provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community”; and “communicates in a manner that is empowering, inclusive, and demonstrates cultural humility.”

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) is used to store all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reporting for each school or unit. There are currently eighty-eight strategic goals in SPIMS that include equity, inclusion, diversity, or social justice. Progress of goals are submitted to and evaluated bi-annually by Institutional Effectiveness, Strategic Planning, and Assessment (IESPA).

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recently recognized by both Forbes magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. The policy requires a diversity

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statement submission for upper-level management, leadership, and specialized positions, which will assist search committees to identify candidates who could potentially advance diversity, equity, and inclusion at UMB. Another example is the recent development of an institutional data dashboard that maps and tracks the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard provides deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

Progress is also being achieved through planning and assessment efforts such as the creation of UMB's first-ever diversity strategic plan (DSP), beginning in Fall 2022. This plan will serve as a roadmap and framework to advance DEI at UMB. The committee has adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. The committee extensively reviewed surveys, climate studies, the UMB strategic plan and core values, university-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. The review uncovered major themes to guide this work, categorized as Climate/Experience; Recruitment/Retention; Professional Development/Career Advancement; and Education, Scholarship, and Service. The Committee is leading listening sessions by positional and personal identities, supplemented by an interactive website through the platform Konveio for the UMB community to provide input. Feedback from these sources will be reviewed by the Committee and considered in the creation of the DSP. The Committee's goal is to finalize the DSP by Fall 2023.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, and the creation of the Contributions to Diversity Statement policy are all important steps towards further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court is considering rolling back affirmative action in college admissions, coupled with organizational cultural challenges, impact our progress and ongoing work.

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2. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

UNIVERSITY-WIDE:

- The interactive online Institutional Data Dashboard and data reports tailored to individual schools, as well as key programs that enhance diversity across our various populations (See Appendix 6).
- HRS prepares a yearly Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas we need to emphasize (See Appendix 5).
- DEI leadership at the campus level and designated DEI leadership at each of the schools that provide learning opportunities for students, faculty, and staff (See Appendix 3).

2.A. Initiatives designed to recruit and retain traditionally underrepresented students.

- The Office of Admissions in the University of Maryland School of Dentistry (SOD) recruits underrepresented students locally by engaging the pre-health advising offices of Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, and Hampton University.
- The SOD has active student affinity groups: the Student National Dental Association is an award-winning organization that supports Black dental students, while the Student Hispanic Dental Association supports Hispanic dental students.
- The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with various strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020.
- The SOM's retention efforts include, but are not limited to, unconscious bias, allyship and social determinants of health education incorporated into the medical education curriculum for all students; and unconscious bias education required for all SOM faculty. The SOM appointed an Assistant Dean for Student Diversity and Inclusion who engages and advises the Student Diversity Council; and there are multiple active student affinity groups.
- The School of Social Work (SSW) EDI office developed a Book Lending Program that provides free, easily accessible textbooks and other materials to SSW students.
- The Graduate School promoted syllabus focused on Equity and Justice and collaborated with Faculty Center for Teaching and Learning (FCLT) on Inclusive Pedagogy professional

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development. Co-curricular student programming includes a weekly professional development newsletter offering a wide array of JEDI (Justice, Equity, Diversity, and Inclusion) topics and monthly meetings addressing social identities.

- At the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), UMB provided opportunities that catered to students interested in continuing their education pathways into graduate school. The Graduate School provided academic opportunities for those interested (See Appendix 5).

2.B. Initiatives designed to recruit and retain traditionally underrepresented faculty.

- The Faculty of Color Network was launched in the Fall of 2022 with goals including strengthening overall faculty diversity and development and supporting the recruitment, retention, and overall success of faculty from underrepresented groups (See Appendix 2).
- In 2022, OEDI cosponsored with the schools eleven faculty from underrepresented groups, to participate in the National Center for Faculty Development and Diversity's (NCFDD) twelve-week on-line Faculty Success Program.
- The SOM Diversity Advisory Council developed the SOM Equitable Faculty Search Guidelines, recommending diverse gender, racial, and ethnic representation on and requiring implicit bias training for search committees; regulating broad strategic posting and advertisement of available positions to enhance diversity of the applicant pool; and mandating consistent evaluation metrics for candidates. In addition, the University of Maryland School of Medicine was one of only 5 academic medical institutions in the country to be awarded the prestigious NIH (National Institutes of Health) FIRST Award, which provides funding to recruit a diverse cohort of underrepresented early career faculty to the SOM.
- Faculty retention efforts at the SOM include multiple invited DEI-focused lectures open to all faculty and staff and the appointment of an Associate Dean for Faculty Diversity and Inclusion (See Appendix 4).
- SSW expanded the Faculty Annual review to include a section specifically on DEI Efforts.
- The University of Maryland School of Pharmacy (SOP) developed the first diversity plan for M-CERSI Competitive renewal to increase participation of Black and Hispanic faculty who are underrepresented in regulatory science as principal investigators.

2.B. Initiatives designed to recruit and retain traditionally underrepresented staff.

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- Recruitment efforts for traditionally underrepresented staff such as veterans, women, minorities, and disabled people includes HR (Human Resources) regularly attending job fairs such as the Maryland National Guard, Baltimore Port Alliance Hiring & Career Expo, the Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), and communicating open UMB positions to the Maryland Workforce Exchange to various Departments of Labor and Rehabilitation (DOL and DOR) and DOR constituents. Other HRS efforts include the monthly Workforce Wednesday, a career-focused open house at the Community Engagement Center (CEC) where community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and understanding job descriptions; and Project Search, a model in workforce and career development for adults and students with disabilities (See Appendix 5).
- The SOP integrated Commitment to Diversity Statements into position descriptions and postings.

3. *INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS*

3.A. Curricular initiatives that promote cultural diversity in the classroom.

- The Intercultural Center, under UMB Student Affairs, provides cultural heritage month events, intergroup dialogue opportunities, training and development experiences (e.g., poverty simulation), identity-based advisory boards (e.g., students who are parents/caregivers), a podcast, as well as additional resources and programming. The Intercultural Center regularly collaborates with student organizations, staff, faculty, and community groups to offer initiatives such as Portraits of East Baltimore’s Reservation, First-Generation Celebration Week, Black Professionals on the Rise, and Transgender Empowerment & Advocacy Week (See Appendix 3).
- UMB received the 2022-2023 First-gen Forward Designation (See Appendix 3)
- The School of Dentistry (SOD), regularly communicates through announcements and social media posts about UMB recognition week information and programming specific to all cultural diversity programming, resourcing, etc. Some examples include [Safe Space Training; Intercultural Center Events, Programming, and Resourcing; Black History Month Programming, Events, and Resourcing.](#)

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- The [Learning Institute](#) sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offers online and in-person experiences designed to foster the professional development of the UMB community regarding a variety of DEI topics, for which they can earn a digital badge or micro-credential (See Appendix 3).
- Co-curricular programming at University of Maryland Francis King Carey School of Law (SOL) includes orientation training to help SOL students develop cultural competency.
- Co-curricular programming for students in the SOM includes access to multiple student-run organizations that support cultural diversity and identity. Many of these affinity groups provide programming that addresses elements of social support, workforce diversity, social justice, and inclusion (See Appendix 3).
- [MSW \(Master of Social Work\) Leading for Equity, Anti-Racism, and Diversity](#) is offered through the Leading for Equity, Anti-Racism, and Diversity (LEAD) Institute at SSW.
- The SOP developed and integrated new antiracism and anti-oppression terminal performance outcomes for the PharmD Curriculum.

3.B. Faculty Training Programs

- The Faculty Center for Teaching and Learning (FCTL) co-sponsored twenty-three faculty members who participated in [Lumen Circles](#); centered 7 inclusive teaching topics in their podcast; launched ALLY, a Blackboard tool that monitors the accessibility of online course documents, and supported the development of curriculum in the following new programs which are grounded in cultural diversity frameworks (See Appendix 4).
- The SSW Monthly 1-hour virtual learning communities focuses on social identities and thriving in the graduate school and a weekly newsletter offering professional development on a wide array of JEDI topics.
- Annual SOD faculty and staff retreat has focused on cultural training.
- SOL host faculty gatherings focused on ways to infuse cultural competency throughout the curriculum. A recently formed reading group focuses on understanding how to view the first-year curriculum through a critical race theory lens.
- SOP piloted the first Implicit Bias Training for faculty on the PharmD Admissions Committee December 2022.

3.B. Staff Training Programs

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- HRS provides many staff training opportunities including career development consultations and the Cultural Proficiency module, offered three times per year; and Diversity related content (See Appendix 5).
- The SOM has multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff.
- Cultural Competence is integrated into the [Emerging Leaders](#) Program.
- The EDI Office in SSW offers training and coaching series designed to increase participant's understanding of their own bias, systemic oppression, and making change through concrete action steps.
- Administration and Finance (A&F) hired an Executive Director of Diversity in 2022. The Executive Director's focus for the *first year is creating and rolling out a holistic organizational DEI approach (See Appendix 5).*

4. CURRENT EMERGING POPULATIONS UNDERREPRESENTED IN HIGHER EDUCATION

Underrepresented populations vary in higher education depending on discipline. For example, males, not traditionally categorized as underrepresented, are underrepresented in Nursing education and profession. Black, Hispanic and Latinx, Native American, Asian, Pacific Islander, and people of two or more races, people with disabilities, women, people from lower socioeconomics, and people from the LGBTQ+ community are underrepresented in higher education as students, faculty, staff, and leadership.

5. OTHER INITIATIVES THAT ARE CENTRAL TO THE CULTURAL DIVERSITY PLAN

A new Diversity Advisory Council (DAC) model was implemented in Spring of 2023. The purpose of the new DAC is to advise and provide comprehensive feedback to the UMB VP/CDO on University goals, initiatives, and other priorities to advance diversity, equity, inclusion, justice, anti-racism, and anti-oppression at UMB.

OEDI launched a DEI focused innovations grant in 2023 for innovation projects and initiatives that advance Belonging (Be) and Justice, Equity, Diversity, and Inclusion (JEDI) at UMB with a particular focus on UMB's Strategic Plan University Culture, Engagement, and Belonging theme. (See Appendix 2).

**APPENDIX
UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF DIVERSITY REPORT**

Appendix 1: University’s Cultural Diversity Plan

UMB (University of Maryland, Baltimore) [2022-2026 Strategic Plan](#) was released in December 2021, and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI (Diversity Equity and Inclusion) (Diversity Equity and Inclusion), and social justice efforts. This plan is the foundation for developing UMB’s first-ever 2023-2027 Diversity Strategic Plan (DSP).

<https://www.umaryland.edu/about-umb/strategic-plan/>



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Spring 2023 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
Date Submitted: April 10, 2023
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SECTION 1

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education (USDE) designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement.

UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies.

As part of its self-evaluation process, UMBC learned by disaggregating data that it has achieved an undergraduate population representing the diversity found in Maryland. As of fall 2022, 61.2% of UMBC's undergraduates are minorities, mirroring the state of Maryland's population per the 2020 Census count of 53% non-white, reflecting a minority enrollment considerably higher than the average of UMBC's peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC exceeds its FY 2025 enrollment target of 20% undergraduate African American students.

Disaggregated data showed UMBC must continue to support and improve the graduation rates of Black male transfer undergraduate students. The **Black Student Success Initiative**, a focus of UMBC's participation in the **University Innovation Alliance** (UIA) discussed in Section Two, continues the university's mission to understand and improve the experience of this student population. Upcoming initiatives planned to yield change are presented in Appendix 2.

SECTION TWO

Students

The Office of Academic Opportunity (OAO) in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include:

- **The First Generation Network (FGN):** FGN collaborates with the Office of Academic and Pre-Professional Advising to provide pre-enrollment resources and outreach, and with the Office of

Academic Engagement and Transition Programs support for participation in UMBC's Summer Bridge Program. Planned programming recognizes first-generation students' accomplishments and provides community support as they progress toward graduation.

- **Educational Talent Search:** This federally Funded TRIO program provides exposure to postsecondary education options to low-income, first-generation Baltimore County Public School System middle and high school students to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions.
- **Upward Bound Program:** This program helps develop and enhance the skills of students enrolled in Baltimore City and Baltimore County public school systems through academic and cultural enrichment activities, motivating these students to enroll and graduate from college. To ensure students' complete development, participation in program activities is mandatory.
- **Upward Bound Math and Science (UBMS):** This program strengthens participating students' academic skills, helping them develop their potential to excel in math and science and encouraging them to pursue postsecondary degrees in STEM fields and careers. UBMS serves Baltimore County and Baltimore City students who demonstrate academic potential and commitment to obtaining a four-year college degree.
- **The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program:** The McNair Scholars Program provides research, mentoring, and other scholarly activities that prepare students from diverse backgrounds with demonstrated academic potential for graduate education. The program aims to increase the attainment of doctoral degrees by underrepresented students.
- **The Louis Stokes Alliances for Minority Participation Program (LSAMP):** LSAMP focuses on increasing the number of STEM bachelor's and graduate degrees awarded to historically underrepresented populations to help diversify the STEM workforce. UMBC's LSAMP program includes summer and academic year research programs, graduate school and professional development workshops, on-campus advising, and national and international conference travel and participation.
- **EMPOWER:** Empower is an Off-Campus Student Services (OCSS) cohort-based program for transfer students who self-identify as women and femmes of color. It provides transfer students a place to connect to other transfer students and UMBC resources and to attend social or career-focused events.
- **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program:** This collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

Other UAA-offered programs and services include **Returning Women Student Scholars** through the **Women's Center**, which provides scholarship funding and events. UAA also houses Academic Engagement and Transition Programs, including **The Discovery Scholars Living-Learning Community**, where the **Intercultural Living Exchange** promotes cultural diversity, **First-Year Seminar**, **Introduction to an Honors University**, **The Community Read**, **Summer Bridge Program**, and **Transfer Seminars**. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

Enrollment Management (EM) provides additional services and programs for educationally disadvantaged students. Representative examples include:

- **a reception and overnight event** for academically talented Hispanic/Latino high school students;

- **Raise.me:** A partnership with Raise.me, which targets under-represented (ethnic and socio-economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- Financial Aid Outreach with **Building Steps**, which serves first-generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

FinancialSmarts: EM also offers UMBC FinancialSmarts, a literacy program that gives students the tools to make informed and effective financial decisions. FinancialSmarts prepares students to manage their budgets, bank accounts, assets, and debt as they master their academic pursuits.

Finish Line: EM has re-recruited hundreds of students who left UMBC before earning their degrees via the Finish Line. Since its 2020 launch, over 200 Finish Line students have earned their degrees. The average age of a Finish Line enrolled student is 31, and the average number of previously earned credits is 115.

The Black Student Success Initiative: As part of its work with the University Innovation Alliance (UIA), UMBC established its Black Student Success Initiative (BSSI) team in 2021 and analyzed institutional data to understand barriers to success. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S. by focusing on eliminating disparities in educational outcomes based on race and ethnicity, income, first-generation college student status, gender, and geography. UMBC's BSSI Spring 2023 grant application, which will be followed by a series of focus group discussions to better understand the Black student experience, is planned to increase the academic success of enrolled Black male STEM transfer students. Appendix 2 provides additional information related to this effort.

Meyerhoff Scholars Program continues to increase the representation of minorities in science and engineering. Program components include recruitment, financial aid, a summer bridge experience, study groups, advising and counseling, tutoring, summer research internships, individually paired mentors, faculty and administrative involvement and support, and family involvement. This program evaluates its success by tracking the STEM Ph.D. or M.D./Ph.D. graduate programs in which alums enroll and degrees earned. Success is also assessed by comparing graduate enrollment and degrees earned against those students who declined the Meyerhoff Scholars Program to attend another university.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities. Participating in an extended research project throughout the academic year is critical to development.

Graduate Research Training Initiative for Student Enhancement (G-RISE): UMBC's College of Natural and Mathematical Sciences has been awarded \$5.6 million over five years from the National Institutes of Health to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). The program supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of

training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The Center for Women in Technology (CWIT) is a merit-based scholarship program for undergraduate students who identify as women majoring in computer science, information systems, business technology administration (with a technical focus), and engineering or a related program. CWIT also supports K-12 girls through programs encouraging their interest in and identification with computing and engineering.

Administrative Staff

The Department of Human Resources (HR) offers Inclusive Search training sessions and additional diversity-related programs, including programming that addresses Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR will roll out a session on Inclusive Leadership this summer through a Justice, Equity, Diversity, and Inclusion partnership with the University of Baltimore.

Building Bridges Across Maryland Program is an application-based program that fosters professional leadership development, collaboration, and idea sharing between six regional colleges and universities and UMBC, to which administrative staff can apply.

The Personal Leadership and Project Management Program immerses participants in an evidenced-based systems view of leadership and applies concepts and practices from neuroscience, organizational and behavioral science, project management, and business innovation to individual, group, and project work.

The Wellness Initiative creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

Student Affairs Inclusive Hiring Process: The Division of Student Affairs developed and implemented a Student Affairs Inclusive Hiring Process, including a toolkit offering tips, recommendations, and divisional expectations around mitigating bias and diverse recruitment. Appendix 2 provides additional information on the Division of Student Affairs' diversity action plan processes.

Faculty

Interfolio Faculty Search is an online faculty search software whose required use improves diversity recruitment efforts. The software receives applications, allows UMBC to monitor applicant pool diversity throughout an active search's lifecycle, and increases transparency.

UMBC's Affinity Groups, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, and Women in Science and Engineering.

The Fellowship for Faculty Diversity supports scholars, artists, and creative practitioners committed to diversity, equity, inclusion, and access in the academy, preparing them for possible tenure track appointments at UMBC. Launched in 2011, the program has supported 20 scholars. Eleven former fellows are now UMBC faculty. Of the 20 fellows hosted since 2011, 19 are faculty in higher education.

The CNMS Pre-Professoriate Fellows Program supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy. The program converted all four former fellows to tenure-track faculty positions at UMBC.

On-Ramps Program was launched in 2015 to accelerate the career progression of associate professors to full professors. UMBC hosted 12 associate professors, six of whom are now full professors. UMBC adapted the program to support assistant and associate professors whose research careers have been impacted by the COVID-19 pandemic with 2-years of targeted research support. In 2022, UMBC awarded seven faculty with On-Ramps funding.

The Eminent Scholar Program facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The ADVANCE Leadership Program uses the cohort model and focuses on intentional career advancement. It aims to promote the advancement of women STEM faculty to positions of leadership, provide funding for professional development opportunities that will assist in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from sponsored development opportunities to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, \$13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

RISE UPP Alliance: UMBC expanded its work boosting academic diversity to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The RISE UPP Alliance is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The Inclusion Imperative is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting Faculty Fellowship Program, and the Humanities Teaching Labs.

The Breaking the M.O.L.D. Program creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

SECTION 3

UMBC's Faculty Development Center (FDC) promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

The Inclusion Council, composed of students, staff, faculty, and alums working with the campus community, provides advice and guidance to the **Office of Equity and Inclusion (OEI)** from various perspectives. Members act as OEI ambassadors across campus, and Inclusion Council meetings provide a venue for discussing equity issues. UMBC's **Retriever Courage** initiative is now a part of the Inclusion Council's work, which is also advised by the Retriever Courage Faculty/Staff Advisory Committee.

The Initiatives for Identity, Inclusion & Belonging (i3b) creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. Initiatives include "**Social Justice Dialogues**," a seminar on teaching techniques to engage in constructive conversations across differences. Programming examples include **SistaCare**, a self-care and community-building group open to Black/Africana women and femmes, regardless of gender expression, and **The Multicultural Leadership Experience**, which provides a space for students who identify with underrepresented or marginalized backgrounds to discover their capacity to lead.

UMBC hosts three cultural centers: **The Pride Center, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**. All offer training and programs focused on identity and belonging. To create an inclusive and equitable environment for all, i3b offers three "zone" training - **FaithZone, SafeZone, and DreamZone** - focused on building awareness, knowledge, and allyship behaviors.

The Office of Health Promotion collaborates with departments to implement culturally responsive and identity-based **Community Conversations** focused on stigma reduction and behavior change around mental health and well-being within marginalized communities.

The Office of Off-Campus Student Service (OCSS) provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. With a focus on responding to the needs of Black male transfers, **TEAM** is a cohort-based program focused on academic success from a culturally responsive lens.

The Center for Democracy and Civic Life's Dinner with Friends brings students, faculty, staff, and alums together for small-group conversations about issues affecting UMBC's campus community on enacting equity and justice, mental health and well-being, creating community, and inclusion with respect to religion, belief, and spirituality and other topics.

The Office of Residential Life engages with all residential students through a curriculum that focuses on developing cultural competence, interacting across differences, and engaging in restorative practices.

SECTION 4

UMBC's Chosen Name Initiative allows students to select the first, middle, and last names and pronouns they wish to use for community purposes. The initiative furthers a culture of inclusivity, creates a supportive learning environment that embraces people as they choose to identify, and lets students specify their gender identity and LGBTQ+ affiliation. Students and alums can update their UMBC records anytime with their social identifiers.

The Center for Global Engagement (CGE) helps to bring the world to UMBC and share UMBC with the world. In Spring 2023, more than 2,200 international students from 105 countries enrolled at UMBC. CGE facilitates training and cultural exchange programs for international high school students and professionals. CGE also works to help students access international education experiences, such as study abroad. CGE has worked closely with campus and community partners to support asylees, refugees, and other displaced individuals resettled in Maryland.

The Retriever Essentials Program is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. It includes a campus food pantry, food distribution zones for pre-packed bags of groceries, and a save-a-swipe meal swipe donation/distribution program. Over 38,000 pounds of food were distributed in fall 2022.

SECTION 5

DEIA in the Promotion and Tenure Process: Other initiatives central to the cultural diversity plan include UMBC's recognition of DEIA efforts in the promotion and tenure process. After a review of UMBC's existing procedures and policies and those of its peer institutions and USM, at the recommendation of the Inclusion Council and other stakeholders, changes expressing UMBC's commitment to inclusive excellence that recognize and reward the DEIA efforts of faculty at all levels were made to the Faculty Handbook.

1. Section 6.2, "UMBC Criteria for Faculty Appointment and Promotion," was amended to state that UMBC is committed to creating an inclusive culture and DEIA work is recognized and reviewed in research, teaching, and service.
2. Section 6.3.4.1, "Report of Department Chair," requires the Chair to affirm that the review process recognized work presented in the candidate's dossier contributing to DEIA in research, teaching, and service.
3. Section 6.10, "Departmental Guidelines for Promotion and Tenure," was moved to Section 6.4, edited to align with recent changes made elsewhere in the policy, and included these revisions:
 - A preamble reminding departments to create and periodically review promotion and tenure guidelines encouraging and rewarding work that aligns with UMBC's mission and values.
 - The inclusion of a directive in the Teaching and Service categories for departments to include documentation of formal and informal mentorships and other activities that would otherwise be invisible.
 - The revisions to departmental P&T policies will be reviewed and approved at the college level and by the Provost's office.

Faculty Annual Report: To help faculty track and receive recognition for their DEIA activities in their faculty annual reports and self-assessments, UMBC modified the faculty annual report so that faculty can record these activities. UMBC also created a new Mentoring section enabling faculty to document this important service to the community and to flag mentoring with a DEIA component. These modifications, which will be periodically reassessed to improve data collection, were planned to encourage faculty to think about the additional ways in which DEIA efforts can inform research, service, and teaching.

Appendix 1: UMBC Cultural Diversity Plan

2019 Diversity Plan-UMBC

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

2019 Diversity Plan-UMBC

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

2019 Diversity Plan-UMBC

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

- 3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

- 3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

- 3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

- 5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

2019 Diversity Plan-UMBC

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship
2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

- 2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

- 2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

- 2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

Supporting Objectives

- 1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

2019 Diversity Plan-UMBC

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)

2019 Diversity Plan-UMBC

- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience

2019 Diversity Plan-UMBC

- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

2019 Diversity Plan-UMBC

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

2019 Diversity Plan-UMBC

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the “Math Coach” program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

2019 Diversity Plan-UMBC

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

**Spring 2023
Institutional Programs of Cultural Diversity Report**

DUE: Friday, April 14, 2023

Institution: University of Maryland Center for Environmental Science (UMCES)

Date Submitted: April 14, 2023

Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

1. A summary of the institution's plan to improve cultural diversity.

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal, Board Of Regents-approved Cultural Diversity Plan. We have begun the process of developing one, and intend to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. Activities include adoption of more inclusive and equitable hiring practices, developing partnerships with other universities likely to increase the number of under-represented student applications, offering more courses about diversity in STEM, participating in undergraduate internship programs focused on increasing under-represented participation in STEM research, joining USM-wide Postdoc to Faculty efforts to attract under-represented PhD graduates into the professoriate, and working to make UMCES an inclusive, equitable, and inviting place to work so that new under-represented colleagues will want to stay.

Hiring and Employment Practices - When posting open positions, UMCES has begun paying the upcharge for the diversity boost offered by certain sites (e.g., Chronicle of Higher Education). Additionally, UMCES has added verbiage to job ads stressing the compensation and excellent benefits offered, and begun developing core working hours in an effort to appeal to working parents as well as improve work-life balance for our employees. Across all campuses, UMCES is continuing efforts to increase collegiality, and improve institutional transparency and communication.

Administrative Staff - In order to increase the diversity of employment applicants, UMCES reached out to the University of Maryland Baltimore County (UMBC) for implicit bias and strategic recruitment training. This training was attended by members of the search committee for a Vice President for Administration and Finance position which went on to hire a diverse candidate. A small team of UMCES administrators also produced UMCES-specific guidance for faculty searches, based on the UMBC STRIDE program. The UMCES Assistant Vice President for Human Resources has plans to update existing guidance to incorporate these lessons for all UMCES searches.

Current Students - UMCES and UMD submitted a joint enhancement request to the USM in July 2019 to support the USM-wide Marine Estuarine and Environmental Sciences (MEES) Program and to enhance and expand in-service and pre-service training to STEM teachers. The enhancement request was partially funded beginning in FY2021, dropping the teacher training component but keeping the recruitment funds. The intent of these funds is to recruit high performing students to MEES, in particular students from underrepresented backgrounds. The funds also add support for the administration of MEES. To date, most of the funds have been used to recruit high-quality graduate students, including several from under-represented groups in STEM. These students have matriculated at all MEES campuses, with a plurality coming to UMCES and UMD.

Additionally, within the MEES Program, in spring 2022, three of our UMCES faculty members instructed the MEES course, "Advancing Diversity Equity and Inclusion in Environmental Science". As a group, the students created and submitted a white paper to the MEES Director that proposed changes that the MEES program could make that would increase Diversity, Equity, and Inclusion.

UMCES has recently partnered with Frostburg State University (FSU) to offer a joint Masters of Environmental Management (MEM) program. FSU is a majority-minority institution. This will be offered as an accelerated pathway for baccalaureate students at FSU to reduce burden and increase benefits for learners (e.g., lessening debt load, reducing time to degree, and providing a skills-driven degree). In this way, the joint MEM will grow a pipeline of diverse employees for the regional environmental workforce. This program will have its first cohort matriculate in Fall 2023.

The UMCES Institute for Marine and Environmental Technology (IMET), our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the National Oceanic and Atmospheric Agency (NOAA)-supported Living Marine Resources Cooperative Science Center (LMRCSC) grant awarded to the University of Maryland Eastern Shore, in which IMET is a partner. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET, Horn Point Laboratory (HPL), and Chesapeake Biological Laboratory (CBL).

Future Students - The MEES Program no longer requires students to submit GRE scores. Students who have taken the GRE and would like to have their scores included in their application may choose to submit them, however, GRE scores are not considered as a criteria for admission into the program.

Pipeline Initiatives - In August of 2022, UMCES and Maryland Sea Grant hosted the NSF Eddie Bernice Johnson SEAS Islands Alliance Bridge program for interactive field work, a cruise on the *R/V Rachel Carson*, and professional networking and development experiences with UMCES Chesapeake Biological Laboratory faculty, staff, and students. The eight SEAS Bridge students participated from Guam, Puerto Rico, and the U.S. Virgin Islands. The SEAS Islands Alliance seeks to broaden participation in Ocean and Marine Science fields through culturally responsive programming that spans from pre-college experiences through to workforce placement. The research goals are focused on understanding the ways that identity and sense of belonging for islanders contribute to participation in STEM pathways in

these fields. Since 2020, the SEAS program has worked with 272 participants across the islands, with ~100 of these in Puerto Rico.

Our HPL and CBL Units host Maryland Sea Grant (MDSG) NSF-funded Research Experiences for Undergraduates (REU) interns each summer. This program affords undergraduates the opportunity to develop research skills while working closely with scientists at those laboratories. The MDSG REU Program encourages students from colleges and universities where research opportunities are limited and from groups unrepresented in marine and coastal science to apply.

The UMCES IMET summer internship program encourages undergraduate students from underserved communities who have an interest in marine and environmental sciences to apply. IMET has over twenty years of experience mentoring a diverse cohort of undergraduate interns in this program. We are proud of our over 200 internship alumni, many of whom have gone on to earn an M.S. or Ph.D.

UMCES Appalachian Laboratory (AL) developed and implemented an internship program focused on providing research and professional development opportunities to undergraduates from underrepresented groups in western Maryland; this effort was highly successful in summer 2022 and we are in the process of recruiting a new cohort of students for summer 2023.

The UMCES CBL unit is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

UMCES faculty routinely collaborate with Historically Black Colleges & Universities (HBCUs) within the state of Maryland. One pending submission with Coppin State University aims to address the issue of distrust in science by engaging Black middle and high school students in STEM. Not only is this an excellent pipeline initiative for the geosciences, any efforts to alleviate distrust in science among traditionally underrepresented groups can have very real health consequences, as seen throughout the Covid pandemic. Science helped to create this mistrust so what better way to address it than head-on?

Faculty - While UMCES has long sought to diversify its faculty, this has been an elusive goal, especially for persons of color. UMCES is making progress with respect to its male/female faculty balance (currently 65% M and 35% F), though there is still considerable room for improvement. UMCES also has an acceptable representation of AAPI Faculty (9%). Still, UMCES currently has no Black faculty, though our student body and overall employment profiles are somewhat higher in Black representation. However, UMCES has now joined the [NSF RISE UPP INCLUDES Alliance](#) Postdoc to Faculty program based at UMBC. This program, initially focused on Biomedical Sciences, expanded its scope in its recent renewal. UMCES is in the process of identifying funds to support our first candidate in the program, who will be based at our IMET facility in Baltimore. The program provides help with attracting and identifying potential applicants and with providing group support for participants, which have been limiting factors for previous UMCES efforts. We are very hopeful that this effort will improve our diversity outcomes at the faculty level.

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

When UMCES first established its Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020, the group immediately recognized two fundamental truths about DEI at UMCES. First, increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy, was a long-term commitment that was vitally important but might take time to achieve. Second, UMCES clearly was dealing with a less than optimal current work climate that needed immediate attention and might respond more readily to near-term efforts. The DEIC also recognized that an inclusive, equitable, and welcoming work climate is critical for retaining under-represented minorities after they are recruited to UMCES. To that end, the UMCES DEIC began addressing issues such as micro-aggression and implicit bias immediately, while at the same time seeking external help for professional work climate assessment. Two candidate assessment providers were identified in mid-2021 and began their assessment efforts in late 2021. Their assessments were completed by mid-2022 with final report preparation completed in early 2023.

On March 27, 2023, UMCES Administrative Council (AC), UMCES Diversity, Equity, and Inclusion members, and several additional UMCES personnel attended an all-day work climate retreat at the Frederick Douglass-Isaac Myers Maritime Park located in Baltimore's Inner Harbor. Facilitated by DEI expert and co-chair of the Maryland Commission on Climate Change, Charmaine Brown, this retreat was held to develop strategies for improving UMCES institutional climate based on information received from UMCES institutional climate assessments. The attendees voted for their top three concerns from the issues identified in the assessments: Conflict Resolution (selected by 87% of those present), Retaliation (80%), and Identity-Based Harassment (54%). Working groups will be formed at the next Administrative Council meeting (May 2024) to develop concrete plans for moving UMCES forward in these areas.

Concern over UMCES Administrative Structure received 42% of the vote and will be revisited with the next UMCES president. When meeting with Chancellor Perman in February to discuss the presidential transition, the UMCES community stressed the importance of finding a leader who would continue President Goodwin's legacy of enhancing DEI at UMCES.

UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) also has been working to establish an Ombuds program that will serve faculty, students, and staff. Adapted from a program at the Virginia Institute of Marine Science (VIMS), this program will consist of unpaid volunteers from UMCES faculty and staff (with the possibility of adding student volunteers in the future), all of whom have undergone the official, multi-day training offered by the International Ombuds Association. The volunteer ombuds will help employees and students navigate interpersonal situations that while thorny do not rise to the formal grievance level, as well as provide guidance on those situations that do. We selected the program model as a way to provide necessary services within UMCES budgetary constraints. Contract negotiations with a professional ombuds consultant are currently ongoing. These negotiations have been prolonged by UMCES lack of Internal Counsel, although we hope to have remaining issues resolved within the next several weeks.

UMCES updated its field safety documentation to include DEI considerations and hosted an all-UMCES field safety training, focused on the emotional and psychological safety of participants in field work. Work continues on this initiative, as additional guidance and a best-practices literature library is under consideration. This work began prior to the NSF requirement for a Plan for a Safe and Inclusive research experience and has been helpful in meeting the agency mandate.

In 2022 UMCES continued its implementation of the Statement of Mutual Expectations between graduate students and their advisors. This is a written document that outlines the expectations of both parties in key areas of their relationship. It is not a formal contract, but rather is meant to ensure that a graduate student and their advisor have a clear understanding of what to expect from each other with the goal of fostering a positive and communicative relationship between advisor and student. The Graduate Student Council felt strongly that this document should be mandatory for all students and their advisors as an essential element in their support and success in graduate school. The Education Office is working toward this goal.

Units are working toward reestablishing a sense of community and improving communication to all. For example, AL established a new lounge area to encourage more informal social gatherings and began holding monthly AL town halls to keep all AL employees updated and engaged.

The core UMCES DEIC holds several all-UMCES meetings throughout the year. These open meetings are used to provide an opportunity for institution-wide discussion as well as to inform the UMCES community on specific DEI topics. Some of the topics covered include a history of Asian American and Pacific Islander (AAPI) hate in America, personal pronouns, and microaggressions in academia. In addition to the UMCES-wide DEIC, UMCES units have established their own DEI groups to address campus-specific concerns and to continue conversations of interest to their specific community. Some of the unit DEI topics include the civil rights movement as experienced in Cambridge, establishment of core hours for the unit/lab, and researching misconduct procedures.

CBL's Chapter of the American Association of University Women meets regularly with activities ranging from screening relevant movies to engaging in discussions surrounding women in science and the workplace. One AAUW project consisted of working with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found [at this link](#).

The Horn Point Laboratory chapter of the Society for Women in Marine Science provides a framework for discussion, networking, and mentoring young marine scientists. They continue leading collaboration efforts within the community and connecting with the next generation of scholars.

An HPL student Langenberg Legacy Fellow and his staff mentor worked to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systematically disenfranchised young scholars. The pair worked to connect BAAM participants to Horn Point's campus by expanding and augmenting the existing community garden space. On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. The time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other.

4. A description of emerging populations that are currently underrepresented in higher education.

Historically, underrepresented populations have been predominantly understood as people of color (primarily Black and Hispanic/Latino) and women. While these groups are far from having achieved parity in higher education, the understanding of underrepresented populations in higher education is evolving. Native American, AAPI, physically disabled, neurodiverse, and LGBTQ+ populations are seen as emerging underrepresented populations requiring additional research and consideration.

One of the DEIC initiatives under discussion is conducting land research for our campuses. We would like to know the history of the Native American peoples originally dwelling on what are now our campuses, as well as whether any of the land supported a slave-owning property in the past. This information would then be used to develop any necessary land and slavery acknowledgment statements for our campuses.

Events during the pandemic reminded us that the AAPI populations also struggle with very ugly and violent racism. The tendency to lump all AAPI persons into a single unit rather than recognize the multiple cultures under the umbrella term as well as the myth of the model minority (i.e., “Asian Americans achieve universal and unparalleled academic and occupational success” [Museus and Kiang, 2009, p.6]) have resulted in a dearth of data on how AAPI persons are faring in higher education. (See also the book *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success* in the references below.)

Disability advocates are encouraging a move from the medical model of responding to disability (i.e., focusing on physical access to facilities and technology) to a social model (i.e., focusing on the “environmental, economic and cultural barriers to full social acceptance and inclusion” [Leake and Stodden, 2014, p. 404]).

Neurodiversity, a term which includes “dyspraxia, dyslexia, attention deficit hyperactivity disorder, dyscalculia, autistic spectrum... Tourette syndrome” (Clouder et al, 2020, p.757), Downs Syndrome, epilepsy, and chronic mental health issues such as depression, anxiety, bipolar disorder, and obsessive-compulsive disorder, is also gaining attention in higher education research. Research recognizes that neurodiverse students disproportionately suffer from anxiety, depression, and a feeling of otherness that can derail an advanced education before it has a true chance to start (Clouder et al, 2020). Faculty, students and staff with invisible disabilities face the additional hurdle of needing to “prove” their condition to oftentimes skeptical professors, supervisors, etc. The additional burden of potentially being seen as feigning the issue to receive special treatment adds to the stress faced by being neurodiverse in the first place. Institutions of higher education are tasked with finding ways to support these members of their communities often without additional resources or adequate training. This issue will undoubtedly continue to grow, as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act have encouraged mainstream education for neurodiverse students, and many parents and special education teachers rightly encourage higher education as a goal (Leake & Stodden, 2014).

There is additional research around the intersectionality of identity and how that can complicate one’s sense of belonging. For example, a woman with attention deficit-hyperactivity disorder who’s in a same-sex relationship has multiple layers of otherness. Each of those layers alone - gender, neurodiversity,

and LGBTQ+ - could impede her sense of belonging in higher education. Together they complicate matters exponentially (Cech, 2022).

Although not emerging populations per se, there are ongoing disparities with LGBTQ+ and women-identifying students within higher education. The LGBTQ+ population is facing recently emboldened displays of animosity and discrimination. As of April 10, 2023, “[the American Civil Liberties Union (ACLU)] is tracking over 450 anti-LGBTQ+ bills in the US” (aclu.org). Women are still underrepresented in leadership, as well as in tenured and tenure-track positions (aauw.org). The Supreme Court’s decision to overturn *Roe vs. Wade* is restricting reproductive and gynecological care for women nationwide, which not only impacts students but could pose additional issues for tenure-track female faculty.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

We have developed a plan to evaluate all current UMCES policies through a DEI lens and to determine if any new policies are needed. The goal is to complete our initial review within the next five years (20% per year), and then to revisit all policies on a rolling schedule. Reviewing each policy every five years (or more frequently as required by circumstances and/or legal amendments) will enable UMCES to make more proactive changes and updates. It also provides a natural opportunity to periodically present each policy to the UMCES community, increasing not only awareness but compliance.

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Appendix 1: UMCES Cultural Diversity Plan

In development



UNIVERSITY OF
MARYLAND

2022 Institutional Programs of Cultural Diversity Report

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University of Maryland, College Park

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted Fearlessly Forward, a new strategic plan that centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging.

This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community. All new faculty, staff and students participate in the TerrapinSTRONG onboarding course, as well as TerrapinSTRONG onboarding initiatives within their division/college/school. The program creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. TerrapinSTRONG provides information about resources in bias incident reporting, counseling services and additional resources for BIPOC. While the program was created for incoming faculty, staff and students, all faculty and staff were given the opportunity to complete the onboarding course. Since its rollout in 2020, 81% of UMD faculty and staff have completed TerrapinSTRONG. Over the past year, additional elements have been added to the program, including workshops focused on Design for Belonging. Sections of TerrapinSTRONG also acknowledge the exclusionary issues in our shared community history and bring marginalized voices to the table, clearly communicating our commitment to be a welcoming and safe environment as well as the importance of taking care of our community.

Care requires healing, and the University of Maryland has been working to recognize our past and acknowledge the role our university has played throughout its history in denying access and full participation. This important work is the central topic of inquiry for The 1856 Project, UMD's chapter in the international consortium of Universities Studying Slavery. While investigating the history and legacies of human bondage at UMD, the Project also celebrates trailblazers and brings to light the deeds of unsung heroes who left impacts on Maryland. The 1856 Project provides support in examining and understanding the relationship between the University of Maryland and historically Black communities in Prince George's County, including Lakeland, North Brentwood, Rossville and Muirkirk, while creating scholarly activities and outreach and engagement opportunities for faculty, staff, students and other community stakeholders for examining Black histories around slavery and segregation and its familial ties to UMD.

At the University of Maryland, recognition of the past is actualized not just through research and discovery but also through the physical geography of the campus. During the academic years of 2021-2023, the Heritage Community opened with the dedication of two new residence halls, Pyong-Chen Hall and Johnson-Whittle Hall, celebrating diverse trailblazers on the UMD campus. Pyong Su was the first Korean student to receive a degree from any American college or university in 1891, and Chunjen Constant Chen was the first Chinese student to enroll at the Maryland Agricultural College in 1915. Elaine Johnson Coates was the first African American female to graduate with a degree in education in 1959, and Hiram Whittle was the first African American male to be admitted to our

university in 1951. They will forever be symbols of opportunity and progress whose resolve and determination to succeed against all odds serve as an inspiration to all Terps. In addition, the new dining hall adjacent to the Heritage Community is named Yahentamitsi, which means “a place to go to eat” in the Algonquian language spoken by the Piscataway, who are indigenous to Maryland.

Recognition of the physical origins of our university is also observed through the campus land acknowledgement, which recognizes and respects that the Piscataway People are the traditional stewards of the lands where we work, live and learn. The official University of Maryland Land Acknowledgement was created by a working group of students, faculty and staff who collaborated closely with Native and Indigenous Elders. The Land Acknowledgement may be displayed or read aloud at campus events and is available for all units across campus to deploy.

The above description of initiatives that have come to fruition over the past year is important to gaining an understanding of the campus climate at UMD, which is an essential, if not the central, component to improving cultural diversity. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

University of Maryland, College Park

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Recruiting and retaining a diverse student body is a top priority for the university. In October, the university announced the launch of the Terrapin Commitment, a \$20 million annual investment for need-based financial aid for Maryland students. The program will begin in January 2023 and ensures that tuition and fees are fully covered for Pell-eligible, in-state students who are enrolled full time and have unmet financial need. This will dramatically reduce the financial barriers to obtaining a higher education for low-income Marylanders.

The university continues to take advantage of our geographical location by implementing and enhancing efforts and programs that build strong partnerships with Prince George's County and Washington, D.C., specifically to recruit Black students. While the Office of Undergraduate Admissions (OUA) is not allowed to establish numeric enrollment goals by race, it is our clear intention to improve the recruitment, admission and enrollment of diverse students from our home county. While there is much work to be done, the previous and current efforts have begun to have an impressive impact. From the fall of 2017 to the fall of 2021, the number of Black/African American freshmen admitted for the fall semester has increased by 40%. While we are encouraged by this increase, the number of students who have chosen to enroll has not followed a similar increase and the number of enrolled Black/African American students has increased although not on the same scale as admits during the same time period. As a result, OUA continues to focus its efforts on improving the yield rate among the students who have been successfully recruited and admitted to the university. As we await the Supreme Court ruling on affirmative action and its potential impact, we continue with several recruitment approaches that are already in place, modifying and enhancing a number of efforts to target outreach efforts in Prince George's County in preparation for the court ruling against consideration of race in admissions. For example:

- Now A Terp Mixer for Admitted Students: Evening reception at The Hotel designed to encourage freshman enrollment for African American and Latinx Prince George's County residents.

- Enrollment defense efforts: Personalized outreach efforts designed to address student questions or rectify any outstanding issues that may be hindering enrollment for county residents.
- College Access Conference: While not restricted to Prince George's County, this day-long college application workshop for rising high school seniors will return to an in-person event (subject to COVID restrictions) targeting African American, Latinx and Native American Maryland residents and will have enhanced outreach efforts for Prince George's County residents
- College application workshops, held at the request of school counselors throughout the county
- College readiness summer boot camps, held at the request of the PGCPs Office of College Readiness and Student Services
- Essay writing workshops, held at the request of the PGCPs Office of College Readiness and Student Services
- High school visits (held virtually and in person throughout the county)
- Maryland Ascent Program, helps first-generation students from Baltimore schools navigate the complex world of college admission

We are particularly proud of the National Science Foundation rating of UMD as #8 for the production of Black or African American undergraduates who later achieve doctoral degrees. We are strengthening our efforts to increase the number of Black Ph.D. students, including initiatives led by the Office of Graduate Diversity and Inclusion to recruit and support students from underrepresented populations; the new President's Fellowship, for which 40 award offers were made this spring (23 to Black students); and a program to match college/department enhancements to students from underrepresented groups.

Creating an inclusive environment for students continues with the ongoing development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The new DICE (Diversity & Inclusion in Computing Education) Lounge is a community space on the first floor of the Brendan Iribe Center for Computing Science and Engineering for students in computing to meet, study, and connect. In addition, the Department of Fraternity and Sorority Life has launched the Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space. These new culturally centered spaces will join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which continue providing support and resources for diverse students. The Office of Multi-Ethnic Student Education (OMSE) celebrated its 50th anniversary of providing wraparound academic support services for diverse undergraduate students.

Increasing the diversity and well-being of all staff is a top priority in our strategic plan and one that we are pursuing actively. Our strategic plan boldly commits to making new and sustained investments in our people and communities. Specifically, we aim to lead the nation in living our commitment to equity, diversity and inclusion; to become a connected, coordinated and effective community of care that supports success and well-being; and to align evaluations, rewards and incentives with our goals and values.

To that end, the university now subsidizes employee memberships to Care@Work (Care.com), which provides referrals and care-related content. Finding care for a loved one is one of the most important decisions families make and Care@Work, a flexible platform available via computer or phone, connects families and caregivers. It provides families the tools to help make more informed hiring decisions, wherever care needs arise. Employees are able to post a job and browse through active caregivers on the site, utilize the Safety Center, receive newsletters filled with tips and advice, and access the wealth of care-related content in the online Community. They also have access to view full profiles and reviews,

contact caregivers, purchase background checks, arrange for subsidized backup care, and apply for tuition discounts at participating child care centers. This strategic investment in employees' ability to care for their families aids with retention, particularly in light of care-related challenges that exist in the wake of the pandemic. It also signals to our staff that we understand the importance of their lives outside of work, which are an integral part of who they are on campus.

Over the past year, the university focused on collecting data from staff to discern their perceptions of the current state of their workplace and what kinds of investments would make their work life better. Input was collected through a pulse survey, campus conversations and idea booths set up at staff appreciation events. The information from both quantitative and qualitative prompts provided key findings for meeting staff needs. Among the highlights, we learned that our staff are interested in creating more opportunities for career advancement, developing more ways to recognize staff contributions, and designing more opportunities for staff and supervisors to learn and grow professionally. Additionally, we found that our staff want us to continue to advocate for competitive pay and quality of benefits, continue flexible work options, and ensure diverse perspectives and identities are welcomed at work. We are moving forward immediately on these findings, creating a work group to explore career pathways, staff innovation awards, new and expanded supervisor training and, in conjunction with USM, a comprehensive compensation analysis.

We have clearly communicated to all departments that increasing diversity among our faculty is a priority and have developed financial incentives to enable us to compete with other universities. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, and we will continue to seek out and make offers to underrepresented faculty. The university has recently hired three new deans who bring diversity to our academic leadership.

The University of Maryland launched the FAMILE (Faculty Advancement at Maryland for Inclusive Learning and Excellence) faculty diversity hiring initiative in March 2021. Through FAMILE, the University will invest \$40 million over 10 years to diversify its tenured and tenure track faculty. To date, 23 faculty members (14 assistant professors, 9 tenured) from underrepresented populations have been hired through the FAMILE initiative. In particular, the number of tenured/tenure track faculty who identify as Black/African American has increased from 77 in Fall 2021 to 89 in Fall 2022, for an increase of 13.5%. Since Fall 2015, the number of tenured/tenure track faculty who identify as Black/African American has increased from 72, for an increase of 19.1%. Of 26 underrepresented postdocs, 3 converted to TTK and 4 converted to PTK.

To enhance the capacity of departments, colleges and campus committees to reduce bias and enhance equity in the academic work environment, the ADVANCE Program, in collaboration with the Office of Diversity and Inclusion and the Office of Faculty Affairs, launched an Equity Coaches program. Equity Coaches are faculty and administrators who are well-versed in the literature on bias in the academic work environment and the strategies for mitigating it, as well as in best practices for facilitating equity-based conversations. They will serve as facilitators of a range of ADVANCE workshops related to equity in faculty evaluation and inclusive faculty hiring, among other content areas. Coaches have a proven track of engagement on diversity, equity and inclusion issues in their own unit and/or professional associations; openness to engaging with campus constituents; good communication skills; and the ability to problem-solve quickly. They receive intensive training/coaching from ADVANCE/ODI related to bias awareness/reduction, evidence-based best practices and group facilitation. After completing the training, each coach is asked to facilitate 3-4 workshops in pairs depending on availability, campus interest and skill. We anticipate that Equity Administrators, Diversity Officers, former/current

ADVANCE professors, and others involved in campus DEI activities may be particularly well-suited for this role. In addition, we hope that faculty and administrators who serve as Equity Coaches may be well-suited for serving in campus leadership roles, including as Equity Administrators or Diversity Officers, in the future.

Every college, school and administrative division on campus has a Diversity Officer and an Equity Administrator who meet regularly with their respective groups, convened by the VP for Diversity and Inclusion, in order to share best practices and coordinate campuswide initiatives. The Diversity Officers work with the units' diversity committees and provide guidance to unit leadership for the development of DEI initiatives and programs and retention strategies. The Equity Administrators ensure that the unit's hiring processes align with the university's Search and Selection Equity Guidelines.

University of Maryland, College Park

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Multiple cultural training programs for faculty and staff are offered across campus, including required implicit bias training for departments that wish to obtain funding through the FAMILIE hiring program for faculty. FAMILIE funding also requires the creation of a mentoring plan for faculty hired through the program. In addition to hiring, retention is also an important area of focus, and effective and fair evaluation practices and procedures are important for retention, advancement and overall job satisfaction; yet, as in other areas of decision-making, social and cognitive bias can often impact how we evaluate faculty and staff. Evidence-based training for effective evaluation of faculty for promotion includes bias awareness and strategies to ensure fair and transparent evaluation.

On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement, a process that will take several years to implement. We are increasing the number of practicum-style courses that focus on navigating diverse social environments, which offer instruction in communication, conflict resolution, teamwork and coalition-building skills essential for constructive civic engagement. Students are also required to complete a course focused on understanding structures of racism and inequality, which will include fact-based, nuanced discussions of systemic and structural racism throughout history and across the world.

The Office of Multicultural Involvement and Community Advocacy (MICA) coordinates cross-campus efforts to celebrate the rich diversity of cultures on our campus. For each heritage month, MICA produces a calendar of events that pulls together both campuswide and unit-specific efforts. For example, the Black History Month calendar for February included ceremonial celebrations, invited speakers, career and leadership workshops, film screenings, artistic performances, reading and open mic events, and more. In addition, there are hundreds of student organizations on campus, many of which focus on the cultural heritage or interests of student members. These organizations host and sponsor numerous events throughout the year ranging from socials that allow cultural groups to gather and celebrate significant occasions to educational forums that enable everyone in the community to learn more about different countries or cultures. These events provide both formal and more casual ways for students, staff and faculty to interact while learning and having fun.

Even as we create community, we know that the pandemics and other societal events impact our populations in sometimes detrimental ways. The national increase in mental health issues, particularly

among students, has been experienced on all campuses, and ours is no exception. At UMD, the Counseling Center supports the personal, social and academic success of all students and is particularly cognizant of the specific needs of diverse populations. As a result, new counselors are added to staff with intentionality, keeping diversity considerations central to hiring decisions. The staff at the center are diverse in terms of ethnic backgrounds, cultural backgrounds, sexual identities, gender identities, neurodiversities and other aspects of diversity. Diversity considerations will continue to be central as the Counseling Center conducts searches for additional psychologists as the need for staff increases.

On May 16, 2022, the University of Maryland hosted a dedication ceremony for the new Lt. Richard W. Collins III Plaza, which honors the life and legacy of a Bowie State University student who was killed on our campus in an act of hate in 2017. Hundreds of university community members gathered alongside social justice activists, community leaders, government officials and members and friends of the Collins family to remember Lt. Collins and advance important discussions on social justice and equity for all. In addition, a partnership with Bowie State University and the Lt. Richard W. Collins III Foundation, the Social Justice Alliance (SJA), honors the memory and legacy of 1st Lt. Richard Collins III through joint programming including an annual symposium and other events. Information regarding scholarships honoring Lt. Collins is available through the SJA as well as UMD, BSU, and MHEC. Information regarding the murder of Lt. Collins has also been incorporated into TerrapinSTRONG onboarding to ensure that we acknowledge and confront all aspects of our history.

Positive interactions on campus depend upon relationships, and both local and national events have damaged trust between police forces and the populations they serve. In response to Black student issues with policing, a Task Force on Public Safety and Community Policing Report was appointed and produced a comprehensive report in November 2021. Based on the recommendations from the report, in 2022 a Campus Safety Advisory Council was formed that includes membership from students, staff, faculty and the city of College Park. The Council ensures that the task force's recommendations are being acted upon in order to help us move toward more collaborative and trusting partnerships between our public safety officials and the university community.

University of Maryland, College Park

Section 4: A description of emerging populations that are currently underrepresented in higher education

While there have always been students, staff and faculty with disabilities on our campus, we are seeing growing numbers of accommodation requests across all constituencies. In particular, neurodivergent learners are becoming more common at universities and colleges across the country, including ours, and the lack of understanding and the application of the label of "disability" to those who think differently is typical and not always welcome. It will require a major cultural shift for society to recognize and celebrate neurological differences as normal, natural variations in human genomes. Until the needs of all types of learners can be met, accommodations must be made to ensure access. Even as we work to increase staffing to meet the growing need for accommodations, we are preparing our institutions to welcome diverse learners through educational opportunities such as providing resources for Universal Design for Learning.

Legislation and attacks against trans communities across the country has increased over the past year. We recognize that while the brunt of anti-trans legislation is not happening in Maryland, our students, faculty, staff and UMD community are still impacted. The LGBTQ+ Equity Center believes that community

building and peer-to-peer support are the most effective ways to help trans students, faculty, and staff feel seen and protected. They center trans visibility in all of their programs and initiatives. In addition to providing advocacy and mentoring, over the past year the LGBTQ+ Equity Center has launched the following programs and initiatives to increase trans visibility and support:

- Trans Healing Space, both through virtual resources and in person
- Trans Terps Project, an ongoing initiative to educate the campus on trans-centered topics
- The LGBTQ+ Equity Center collaborated with the School of Public Health to use data from their “Sexual and Gender Minority Stress Amid the COVID-19 Pandemic: Implications for LGBTQ Young Persons’ Mental Health and Well-Being” report to inform and provide relevant queer- and trans-centered care and programs in the height of the COVID-19 pandemic and beyond

Moving forward, the LGBTQ+ Equity Center plans to increase trans-centered programs and initiatives and revitalize the Trans Terps initiative while continuing to provide advocacy and mentorship to students, faculty and staff who need to navigate trans issues and policies at UMD.

University of Maryland, College Park

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

While Jewish students are not underrepresented at UMD, comprising approximately 30% of the undergraduate student population, the rise of antisemitism that is happening nationally is also occurring on our campus through vandalism and other acts of hate and bias. As a result, the Office of Diversity and Inclusion produced a series of webinars on Jewish identity and antisemitism to educate the campus community about the diverse facets of Jewish identity and beliefs as well as the historical origins and impacts of antisemitism. We plan to continue and expand on these offerings as well as pursuing other avenues to ensure that our Jewish community feels safe on campus.

Every year, our students speak out against the university’s relationship with Maryland Correctional Enterprises (MCE) for purchasing furniture. This is a complicated and nuanced issue not determined by UMD but by the state of Maryland. We will invite informed speakers and experts to offer our community a collective understanding about the prison system and how it interacts with Maryland higher education and began that effort with our Grand Challenges of our Time Presidential Distinguished Forum with Reginald Dwayne Betts '09, a critically acclaimed writer, public speaker and advocate for incarcerated people. We want to ensure that students and other members of our community are educated about the issue and able to benefit from diverse perspectives.

One of the four foundational pillars of Fearlessly Forward, the new strategic plan, is that we take on humanity’s grand challenges. To that end, faculty researches applied competitively for three institutional grants of up to \$1M per year for three years. While all three of the recently announced grantees pursue projects that will benefit underserved populations, the Maryland Initiative for Literacy and Equity will have direct impact on our state and our university. For adults and children living in marginalized communities, full literacy comes with barriers. The project aims to close opportunity gaps that have contributed to longstanding societal inequities, and we look forward to its positive impact on our communities.

University of Maryland, College Park

Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good, The University of Maryland Strategic Plan presents a bold reimagining of what our university must be to uphold and expand our mission of service to humanity.

Please visit <https://president.umd.edu/articles/fearlessly-forward> to view the University's Strategic Plan, which centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles.



UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional Narratives

- 1. Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2024**

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the *Driving Change Self-Study*: The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM."

While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: *Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders* into the University Strategic Plan as part of the *Vision 2030, From Excellence to Preeminence* from the University System of Maryland.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of

UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The initial plan in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone ensuring that UMES comes into full compliance by the July 1, 2024 deadline.

2. Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

Significant efforts have been made by UMES to increase the numerical representation of traditionally underrepresented groups with students, staff, and faculty. A selected sample includes:

- Students:
 - Summer Bridge Program
 - Hispanic Student Initiative
 - Transfer Student Initiative
 - International Student Initiative
 - Non-Traditional Student Initiative

- Administrative staff and faculty:
 - To increase representation to traditionally unrepresented groups, the Human Resource Office (HRO) encourages departments to advertise in a wide arrange of areas that will potentially create diversity in the pool of applications. The HRO only advises since payments for advertisements is incurred by the individual departments. Even in the advisory role, the HRO provides input to recruit a diverse applicant pool. To further promote a diverse pool of applicants, the HRO encourages department heads to network advertisements at conferences, professional associations meetings, etc. In the past, the HRO has attended Career Fairs which has been rebounding slowly since the pandemic.
 - The HRO staff will be available to attend the fairs to continue to promote employee diversity (faculty and staff).
 - Because the UMES campus is very diverse, the HRO optimizes the opportunity to promote continued diversity by alerting all on campus

departments to open positions and placing them on bulletin boards and providing electronic access to the same. The bulletin boards capture the attention of campus visitors as well as employees (including those without much technical savvy) and enables networking between colleagues.

- The sites listed below are used for advertisement/recruitment to attract a diverse applicant pool:
 - UMES Employment Website – Across US and Internationally
 - Diverse Issues in Higher Education
 - BCALA – Black Caucus of the American Library Association
 - 1890 Land Grant Institutions
 - Latino HigherEd.com
 - InFacultyJobs
 - Academic Careers Online
 - HigherEd Jobs
 - Chronicle of Higher Education
 - LinkedIn
 - Global Hospitality Educator, Inc.
 - Computing Research Association
 - American Publishing, LLC
 - AACP (American Association of Colleges of Pharmacy)
 - APS – American Pharmaceutical Sciences
 - APPA Facilities Management Magazine
 - AACSB International

3. Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures. The OIE and in collaboration with campus partners in Academic/Student Affairs provides robust training programs designed for faculty, staff, and students both in and out of the classroom. Selected examples can be found below:

- **Faculty and staff cultural training programs:**

- **Safe Colleges**: The University has contracted with SafeColleges to develop, create, and generate learning content/training for faculty, staff, and students. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc. each designed to education the campus community (*OIE offered program*).
- **LGBTQIA+ Safe Zone**: This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments (*OIE offered program*).
- **Fostering a Diverse and Inclusive Environment: The WHY and HOW**: This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace (*OIE offered program*).
- **Individuals with Disabilities: Creating an Accommodating and Inclusive Environment**: The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors (*OIE offered program*).
- **Unconscious Bias – Fundamentals of Equal Opportunity**: This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives (*OIE offered program*).
- **Fundamentals of Equal Opportunity**: This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to

identify discrimination, harassment, and retaliation in a professional or academic environment (*OIE offered program*).

- **Intercultural Competency: Beyond the Basics**: Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere (*OIE offered program*).
 - **Microaggression: Recognizing and Challenging a Subtle Form of Bias**: Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members (*OIE offered program*).
 - **Religious Diversity: Challenging Assumptions to Advance Inclusion**: Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus (*OIE offered program*).
- **Curricular initiatives that promote cultural diversity in the classroom:**
 - Cultural awareness events were held with small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.
 - Frequent research briefs regarding cultural diversity shared with faculty, via Academic Affairs.
 - Frequent academic programming by departments, addressing cultural diversity within their disciplines (specific plans for each School are being developed).
- **Co-curricular programming for students:**
 - Ongoing events and programs are scheduled throughout the year at UMES to promote an atmosphere of inclusivity. For instance, every Tuesday at 11am – the Lavender Circle group meets. This is a safe

and affirming place for students navigating issues related to sexual and/or gender exploration and acceptance.

- The Center for International Education is committed to promoting and recruiting students to partake in study abroad programs internships, and critical language study. This immersion experience is to broaden students' appreciation, understanding, and inclusion of other groups.
- The University hosted the political and cultural and literary human rights activist Kevin Powell for Black History Month. Powell has authored 18 books and is launching an organization focusing on voter education and voter empowerment which will showcase a website of blogs from contributors of diverse backgrounds. The title of his talk to the UMES campus was "History is a People's Memory: Celebrating Ourselves, Celebrating Diversity."
- The Center for International Education along with the School of Education, Social Sciences and the Arts began a monthly speaker series of African American ambassadors to inform students about careers in foreign service in an effort to expose them to the diverse cultural enrichment such careers offer.
- The University hosted Ambassador Charles Ray who had a 30-year career in Foreign Service. During this time, he was posted in China, Thailand, Sierra Leone, Vietnam, and was U. S. Ambassador to both Cambodia and Zimbabwe. Ambassador Ray informed our students about his various cultural experiences in these countries over the years and encouraged them to consider a career in the U. S. Foreign Service.
- The University hosted Ambassador Pamela Spratlan who also served for 30 years in the U. S. Department of State. She was ambassador to Kyrgyzstan and Uzbekistan and also served in various positions in Guatemala, Paris and Moscow. She presented to students stories of her time in these countries, highlighting their culture and politics and connections with the United States. She especially noted the challenges of how being both a woman and an African American affected her career. Of particular interest was her keen insight on the current conflict in the Ukraine. She speaks, Russian, French and Spanish.
- Academic, Professional, and Multicultural Organizations: UMES MANRRS Chapter, Pre-Vet Club, Horticulture Club, Food and Agricultural Sciences Club, Human Ecology Club, Biology Club.
- Involvement in Student Government on campus.
- Volunteering Opportunities through student clubs/organizations

- Mentoring: undergraduate and graduate research education and training through student clubs/organizations.
- The students are provided opportunities to present their work at professional/scientific meetings where they network with others (MANNRS, various Academic clubs such pre-Vet, Food and Ag sciences club, Horticulture club, etc.).

4. Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

UMES effectively recruits a racially diverse student body, in large part due to its HBCU status; its gender diversity (defined as male and female) is largely balanced as well, though we need to make room for broadened definitions of gender diversity (LBGTQIA+). Also, our Pell-eligible levels tell us that we are effective in recruiting first-generation students, but less so from families with more financial resources.

In addition to LBGTQIA+ populations, additional emerging student populations at UMES included (but are not limited to):

- Undocumented Students
- Hispanic Students
- Non-Traditional Students
- Students with Mental/Physical Disabilities
- Incarcerated Students

5. Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

This past February 2023, one of UMES' staff members attended a conference hosted by EAB in Washington, DC whereby one of the presenters shared information on the following: An Enrollment Leader's Guide to Diversity Strategy: Steps You Can Take Right Now to Start Identifying, Engaging, and Enrolling More Underrepresented Students. UMES is strategically making concerted efforts to learn about new trends regarding underrepresented groups so that we can conduct an analysis of our existing practices and policies to determine where adjustments may be needed.

Revised: April 2023



2021-2025 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023). This should be the plan approved by the institution's Board on or before July 1, 2022. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2022. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2023 Update to the UMES Cultural Diversity Plan

Implementation strategy and a timeline for meeting goals within the plan.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The interim plan noted here in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone tied into the current creation of the University Strategic Plan ensuring that UMES comes into full compliance by the July 1, 2024 deadline. The institution has created a committee composed of various professionals to assist with implementing the goals, including creating the specific strategies and monitoring them. Committee composition includes personnel from the Office of Institutional Equity and Compliance, Division of Academic Affairs, Division of Enrollment Management and Student Experience, Division of Administration and Finance, staff, and students.

The University of Maryland Eastern Shore Cultural Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

Revised: April 2023

The University has developed this “Diversity Plan” in accordance with Senate Bill 438 and House Bill 905, identical bills entitled “Institutions of Higher Education – Plans for Program of Cultural Diversity.” According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O’Malley, Governor of Maryland:

“The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body.”

Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Commitment to Diversity

The University of Maryland Eastern Shore’s diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone’s educational experience.

Diversity Goals

- **Core Principle/Goal #1:** Improve the diversity of the UMES campus community.
- **Core Principle/Goal #2:** Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.
- **Core Principle/Goal #3:** Enhance students’ diversity related educational opportunities and experiences to ensure that all students graduate with

Revised: April 2023

knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- **Core Principle/Goal #4:** Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.

Revised: April 2023

**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

Interim Plan for 2020-2021 (Phase 1)

Strategic Diversity Goals:

The broad goals and framework are structured around four core diversity principles that have been central to developing a sustainable institutional frame work and set of initiatives focused on cultural diversity.



**University of Maryland Eastern Shore
Institutional Plan for Cultural Diversity**

Interim Plan for 2021-2025 (Phase 2)

Core Principle/Goal #1: Improve the diversity of the UMES campus community.

- **Objective 1: Improve the diversity of the faculty across all academic departments.**
 - Strategy 1: Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.
 - Strategy 2: Evaluate and improve practices that support the success and retention of diverse faculty.
 - Strategy 3: Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 2: Improve the diversity of staff at all levels of the institution.**
 - Strategy 1: Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (support and administrative).
 - Strategy 2: Evaluate and improve practices that support the success and retention of a diverse staff.
 - Strategy 3: Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 3: Improve the diversity of the undergraduate and graduate student body.**
 - Strategy 1: Continue targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.
 - Strategy 2: Increase proportion of the underrepresented (non-African American American) students from other identities.
 - Strategy 3: Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success from groups that have been historically under-represented in higher education (or at UMES) – LGBTQ students, international students, students with disabilities.

Core Principle/Goal #2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.

- **Objective 1: Increase UMES employees' capacity to create and support an inclusive and diverse campus community.**
 - Strategy 1: Develop orientation sessions that prepare all members of the UMES community to understand and to participate in the University's diversity efforts.
 - Include a session on diversity and inclusion at UMES in new faculty/staff orientations.
 - Develop and deliver a coordinated introduction to diversity and inclusion as an institutional and educational value for first year and transfer student orientation.
 - Strategy 2: Provide educational opportunities to enhance institutional capacity to undertake effective diversity and inclusion work.
 - Develop and conduct quarterly diversity and inclusion educational forums for all faculty and staff.
 - Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental approach to student diversity efforts.
 - Strategy 3: Identify, assess, and enhance support services and campus wide competency for working with persons with disabilities.
 - Evaluate context, provide and assess ADA training.
 - Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.
 - Assess campus wide signage relevant to persons with disabilities.
 - Develop a streamlined approach to foster collaborative efforts to support ADA compliance.
 - Develop enhancement plan for the Office of Student Accessibility Services.

- **Objective 2: Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.**
 - Strategy 1: Support existing organizations and offices that provide diversity related education, support, and services.
 - Develop incentives for student organizations that engage with diversity and inclusion in meaningful ways.
 - Monitor and respond to demands on offices that provide diversity-related education, support, and services.
 - Strategy 2: Establish institution wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, and research.

Revised: April 2023

- Establish an annual “President’s Diversity Award” to recognize faculty/staff/departments that contribute to UMES’ diversity efforts.
- **Objective 3: Increase and improve UMES’ diversity related messaging (web, print, spoken).**
 - Strategy 1: Enhance diversity’s web and print presence.
 - Strategy 2: Enhance materials (print, electronic) highlighting support services offered to students/persons with disabilities and/or identify under other areas of protected class (e.g. gender, sexual orientation, veteran status).
 - Strategy 3: Develop brand identity for diversity messaging.
- **Objective 4: Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility.**
 - Strategy 1: Assess climate every two years (students, faculty, and staff)
 - Strategy 2: Assess diversity efforts and performance; departments and offices report progress to Office of Institutional Equity and Compliance
 - Use consistent, meaningful assessment criteria for diversity in staff reviews.
 - Identify and assess policies, programs, and activities aimed at improving campus climate.
 - Strategy 3: Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

Core Principle/Goal #3: Enhance students’ diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- **Objective 1: Develop a systemic process for reviewing, assessing diversity and inclusion focus in the curriculum and co-curriculum.**
 - Strategy 1: Track progress and contributions of academic departments’ focus on diversity and student learning by creating specific metrics for progress.
 - Strategy 2: Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (curricular transformation, inclusive pedagogy/assignments, mentoring and advising).

Revised: April 2023

- Strategy 3: Work with individual departments to create discipline-specific initiatives for infusing diversity and inclusion within faculty, students, curricula, and staff interactions, materials, and pedagogy.
- **Objective 2: Enhance diversity education, experiences, and support for students.**
 - Strategy 1: Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses.
 - Strategy 2: Inventory, evaluate, enhance, and develop diversity focused student learning opportunities inside and outside the classroom.

Core Principle/Goal #4: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

- **Objective 1: Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.**
 - Strategy 1: Track and assess diversity progress revealed by national student surveys (e.g. NSSE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.
 - Strategy 2: Include a focus on diversity and inclusion in all offices' annual reports.
 - Strategy 3: Develop internal database of efforts by college, division, and department, program, or office.
 - Strategy 4: Enhance the place and weight of diversity related work in faculty evaluation processes and staff merit.
- **Objective 2: Establish and/or strengthen University structures that support diversity.**
 - Strategy 1: Establish and manage centralized budget for diversity efforts/initiatives tied to this plan.
 - Strategy 2: Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.
 - Strategy 3: Establish and develop a Diversity Council/team.
 - Strategy 4: Create a specific strategic goal that addresses diversity and inclusion in new (2022-30) strategic plan.

Revised: April 2023

- **Objective 3: Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.**
 - Strategy 1: Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement.
 - Strategy 2: Develop a strategic response team and response plans for bias related incidents.
 - Strategy 3: Include a focus on diversity when building and strengthening university partnerships – alumni, business, community and government – to enhance diversity initiatives.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education. Multiple diversity strategic plans were reviewed from various colleges and universities. Common core principles and goals were utilized in the updated plan.



Office of Diversity and Equity

**Cultural Diversity Report
University of Maryland Global Campus (UMGC)
April 14, 2023**

Institutional narrative

Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.

UMGC Diversity Mission Statement

"At the University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions."

In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. To accomplish this goal, each department would review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals are accomplished.

The plan was based on the following priorities and goals:

- 1) Student Life, Support, and Advocacy
 - a. Providing a culturally relevant and student-focused curriculum
 - i. The academic schools will review curricula across departments to integrate education related to cultural competence, race, and society
 - ii. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom
 - b. Removing barriers to education and career success
 - i. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty
 - ii. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness
- 2) Workplace, Classroom, and Community Inclusivity
 - a. Advisory councils and community feedback



Office of Diversity and Equity

- i. The university will create a diversity advisory council comprised of individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, inclusion, and university culture
 - ii. The university will create a faculty diversity advisory council to engage faculty in discussion related to the management of the classroom
 - b. Workplace equity and awareness
 - i. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC Community in critical discussions of race, culture, and belonging
 - ii. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics
 - iii. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures
- 3) Recruitment, Retention, and Development of Diverse Faculty and Staff
 - a. Workforce Demographics
 - i. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments
 - ii. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement
 - b. Professional growth and advancement
 - i. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training
 - ii. The Office of Human Resource will connect diversity competencies and values to performance reviews and expectations
 - iii. The Multicultural Training Team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change
- 4) Outreach and Community Engagement
 - a. External community connectivity
 - i. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education
 - ii. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university
 - b. Strategic collaborations and support
 - i. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve



Office of Diversity and Equity

- ii. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations

These priorities are the guiding principles for diversity, equity, and inclusion efforts across the university. While they may change and evolve based on university, community, and societal needs, it is believed that these priorities will be at the core of our efforts into 2024. The past year has led to progress across the plans in the following areas:

Student Life Support and Advocacy

- Multi-language Student Support Resources
- Diversity, Equity, and Inclusion Open Education Resources (offered through Library Services)
- Student Mental Health Resources (offered through TogetherWell)
- Latino Student Support Working Group within Student Affairs
- LGBTQ+ Student Group

Workplace, Classroom, and community Inclusivity

- Minority Serving Institution (MSI) designation by the US Department of Education
- Launch of Academic Affairs DEI Committee
- Staff and Faculty Diversity Advisory Councils launched January 2023
- Hosted DEI Themed 2022 Fall Faculty Conference
- Syllabus updates with Accommodations and DEI Information
- Updated EEO and Title IX Policies
- Inclusion Networks
 - Women at UMGC
 - Black, Indigenous, People of Color at UMGC
 - Expatriates living abroad at UMGC

Recruitment, Retention, and Development of Diverse Faculty and Staff

- Updated Job Descriptions with dual-language preferences for student facing roles
- Ongoing DEI Executive Recruiting Initiative
- Updating Org Development Programming and Performance Management Process

Outreach and Community Engagement

- Developed UMGC foreign language fluency database to better engage with surrounding communities
- Conducted Spring 2023 Engagement Survey (via Glint)
- Excelencia in Education Strategic Partnerships
- DEI Community Newsletter (bi-monthly)



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Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

UMGC enrolls the largest number of underrepresented students in the University System of Maryland, and its student body is 28.3% Black. Fifty-three percent are students of color, and more than half are also the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically under-represented minority groups, which led to the university receiving the Minority Serving Institution (MSI) Designation. This designation was a recognition of the students that we serve, however efforts continue in order to expand representation for Latino, Indigenous, and Asian students. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY2022 identified as Black.

To further the outreach efforts and to enhance the student resources for Latino students across the university, the Student Affairs Team launched the Latino Student Working Group. The Latino Student Working Group examines the manner in which the university serves Latino Students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Student Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education network. Alongside other universities across the country, the network allows the university to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

Across UMGc there are 46% of Staff and 32% of Faculty that identify as being part of an under-represented minority group. Ongoing Diversity Executive Recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process.

Another critical data point for Diversity, Equity, and Inclusion efforts is the annual Affirmative Action plan. This plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the Affirmative Action plan, UMGc job fairs, and outreach the university seeks to improve hiring and career opportunities for job seekers across the state.

For over a decade, the university has been a member of the Capital Region Minority Supplier Development Council (CRMSDC). This council works with minority entrepreneurs across the DC Metropolitan Area to ensure their growth, development, and visibility across the business community. As part of this effort, last summer(2022) the university partnered with CRMSDC to launch the first MBE



Office of Diversity and Equity

Academy which brought together minority entrepreneurs across the region to participate in an intensive 6-week program to enhance their enterprises through targeted sessions with faculty from the UMGC business school and corporate leaders that are part of the CRMSDC network. The second cohort for the MBE Academy is currently in development and efforts are underway to scale this beyond the DC Metropolitan area.

The Diversity and Equity Office and the Analytics Office are working collaboratively to track the student journey and demographic trends. The Student Journey includes seven key steps; 1) Attracting the Student 2) Student Inquiry, 3) Student Application, 4) Start, 5) Learner Success, 6) Re-Enrollment, and ultimately 7) Completion. Special attention is being paid to steps 5-7 to ensure that the areas where under-represented students often stall or stop-out are considered. Through each step of the student journey the demographic dashboard will examine how minority students are being impacted. For further transparency, the demographic dashboards will be made available to the UMGC Community to ensure that the community is working with the same understanding and information to effect positive change.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

UMGC works to ensure that the awareness of the rich perspectives, cultures, and experiences of the UMGC Community are connected to the values of diversity and respect that are integral parts of the Diversity and Equity Office Mission. These efforts include presentations by leading experts, documentaries, panel discussions, and facilitated discussions to explore the thoughts, perspectives, and feelings that the UMGC Community may be experiencing.

Heritage Month Celebrations are at the heart of our efforts to recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGC Community. During monthly events, UMGC's Diversity and Equity Office invites speakers to address the community and host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These heritage groups and cultures are further celebrated through the distribution of the diversity poster series that includes monthly posters that are shared across the university. The Diversity and Equity Office has also continued the Diversity Dialogue Series which is designed to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions are facilitated by the Chief Diversity Officer and the only ask is that individuals come prepared to be vulnerable and visible during the conversations. Topics that have been explored include empathy vs sympathy; allyship; race at work; privilege; and belongingness.

Inclusion Networks(similar to employee resource groups) have been developed and are continuing to expand to include additional opportunities for staff/faculty to join groups that recognize the various diverse cultural groups that comprise the UMGC Community. The initial network was the Women Who Network to bring together women across UMGC for professional development, sharing of ideas,



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supporting one another, and building their network. Since then the Black Indigenous People of Color (BIPOC) group has started along with the Expatriates group. The Expatriates Group is designed to support those UMGC staff and faculty that may be working overseas across Asia and Europe.

Similar to the Inclusion Networks, Student Affairs is working with students to develop interest-based student groups. The first interest-based group that was developed was the LGBTQ+ club. This will serve as the model going forward for future groups which may include military spouses, Latino students, etc.

To further provide channels for staff, faculty, and students to communicate with leadership, collaborate with one another, and contribute to the strategic direction of the university, Diversity Advisory Councils have been established. Each constituent group (faculty, staff, and students) has an established council comprised of 25-40 individuals that serve on a rotational basis. Every nine (9) months council members will rotate to ensure that new voices continue to be brought into the council and that different perspectives are always contributing to the discussion. The Student Council will consist of a quarterly open house between students and the Chief Diversity Officer to share their experiences, perspectives, and concerns.

The University also partnered with Glint to conduct an Engagement Survey to measure employee satisfaction and engagement across the university. This survey served as a key measure of how the UMGC staff and faculty experience the university. Further, the survey allows for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams. Diversity, equity, and inclusion items were also included in the survey to gather specific information related to how the UMGC Community is experiencing the culture of diversity and inclusivity.

In order to share information about ongoing DEI activities, strategies, and programs the Diversity and Equity Office launched university-wide diversity newsletter. This newsletter contains a message from the CDO, upcoming dates and activities, tools and resources, and a dedicated space to share stories from the UMGC community.

Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

Currently the American Indian/Alaska Native/Indigenous student population in the undergraduate school is 0.5% and the graduate school is 0.5%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC Military Education Centers are located. Military Education Centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. Further, plans are underway to establish an Inclusion Network for Native American/Indigenous Staff/Faculty across UMGC. These networks of individuals will be positioned to support one another and may provide greater insight into how we can better serve this population of students.



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The recent MSI Designation has also positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The Institutional Advancement Team is working collaboratively with the Diversity and Equity Team to identify the appropriate opportunities that will be used to support advancements in these areas.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

As part of the University System of Maryland and a Minority Serving Institution, UMGC operates under the expectation that best practices should be shared and can be gathered through collaborative partnerships with Predominantly Black Institutions and HBCUS across the State of Maryland and the United States. To that end, recent partnerships with have been established with the University of Baltimore (Predominantly Black Institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black Learners using our unique learning modalities and platforms.

The university also continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically under-represented as well as students that are from lower income communities and households.

There are currently more than 53,000 servicemembers, veterans, and military spouses and families currently enrolled at UMGC. To support them along throughout their educational careers the Global Military Operations Team at UMGC has developed a number of innovative programs and initiatives. Some of these include the Green Zone Training, expansive Veterans Day recognitions and celebrations, on-site student support services on military bases across the globe, and faculty who travel around the world to teach servicemembers where they are.



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Appendix 1

University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023).



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

THE DIVERSITY, EQUITY, AND INCLUSION **STRATEGIC PLAN** 2021–2023



DIVERSITY IN ACTION

Initiatives for Change and Opportunities for Growth

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STATEMENT FROM THE PRESIDENT



At University of Maryland Global Campus (UMGC), diversity lies at the foundation of all that we do. We recognize that learning happens in different ways for different individuals, and every day we seek to bring the right experience to the right student at the right time and in the right way.

This embrace of diversity also represents a primary institutional strength and competitive advantage. It encourages a culture that is agile, creative, open-minded, and resilient.

Now, we seek to broaden and strengthen our commitment to diversity, equity, and inclusion across every facet of our institution, guided by this Diversity and Equity Strategic Plan.

It is designed to serve as a roadmap and also as the beginning of a broader conversation that will invite and introduce voices and viewpoints from increasingly rich and diverse populations at every level of our organization.

We are truly stronger together, and we are best equipped to navigate a world marked by increasingly complex challenges when we embrace and leverage the strengths and viewpoints of every stakeholder.

I thank you for your commitment to an institution that expands opportunities for every learner, and for your willingness to embrace our similarities and differences alike. I look forward to working with you as we seek always to change lives and strengthen communities here in Maryland, across the country, and around the world.

A handwritten signature in black ink, reading "Gregory Fowler, PhD". The signature is fluid and cursive, with a long horizontal line extending to the right.

Gregory Fowler, PhD
President
University of Maryland Global Campus

STATEMENT FROM THE CHIEF DIVERSITY OFFICER



We are at a critical moment in the history of our university, during which we have the opportunity to not only change the diversity, equity, and inclusion (DEI) landscape for our students, faculty, and staff, but we can also set the standard for DEI efforts throughout higher education. This opportunity is not solely due to the work of the dedicated Diversity and Equity team, but it is also attributable to the talent and commitment of the UMGC community.

The foundation that we have built over the years has positioned us well to execute a plan that includes the members of our community and seeks to improve the situations for all individuals who have previously been underrepresented in higher education and in communities across the world. The plan that follows is a call to action. Taking the next step forward will require that all members of the community be committed to embedding these strategic efforts in their day-to-day work and interactions with one another.

From the beginning, our mission has been to meet students where they are and to expand global access to education. This expanded access is critical to closing financial and career gaps that so many underrepresented groups face. As we continue to reach out to the broader communities to best determine how to meet their needs, we will be better from hearing their voices and learning from their experiences.

I believe that we will look back on this plan and the work that follows as a key part of the future success of UMGC.

A handwritten signature in black ink that reads "Blair Hayes". The signature is written in a cursive, flowing style.

Blair H. Hayes, PhD
Vice President, Chief Diversity Officer, and Ombudsman
University of Maryland Global Campus

UMGC DIVERSITY AT A GLANCE

INTRODUCTION AND BACKGROUND

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion among the students, faculty, and staff of UMG. Every day we drive UMG's commitment to fostering diverse and inclusive working and learning environments.

This strategic plan celebrates differences in race, gender, sexual orientation, religion, military experience, etc. that have been part of UMG since it was founded in 1947. In fact, UMG was enrolling minority students in integrated classrooms on military bases long before the Supreme Court declared segregation unconstitutional in 1954.



DIVERSITY PLANNING AND STRATEGIC ALIGNMENT

We at UMG have long understood that the cultural diversity of students, faculty, and staff is integral to a strong institutional foundation. Our core value of diversity states, "Each individual brings value to our efforts and results," and our commitment to diversity, inclusion, and equity will shape this institution as we continue to lead in higher education and work to educate the next generation of learners. Our unique approach to education and learning positions us to offer opportunities to students and their families that can change the trajectory of lives for generations to come.

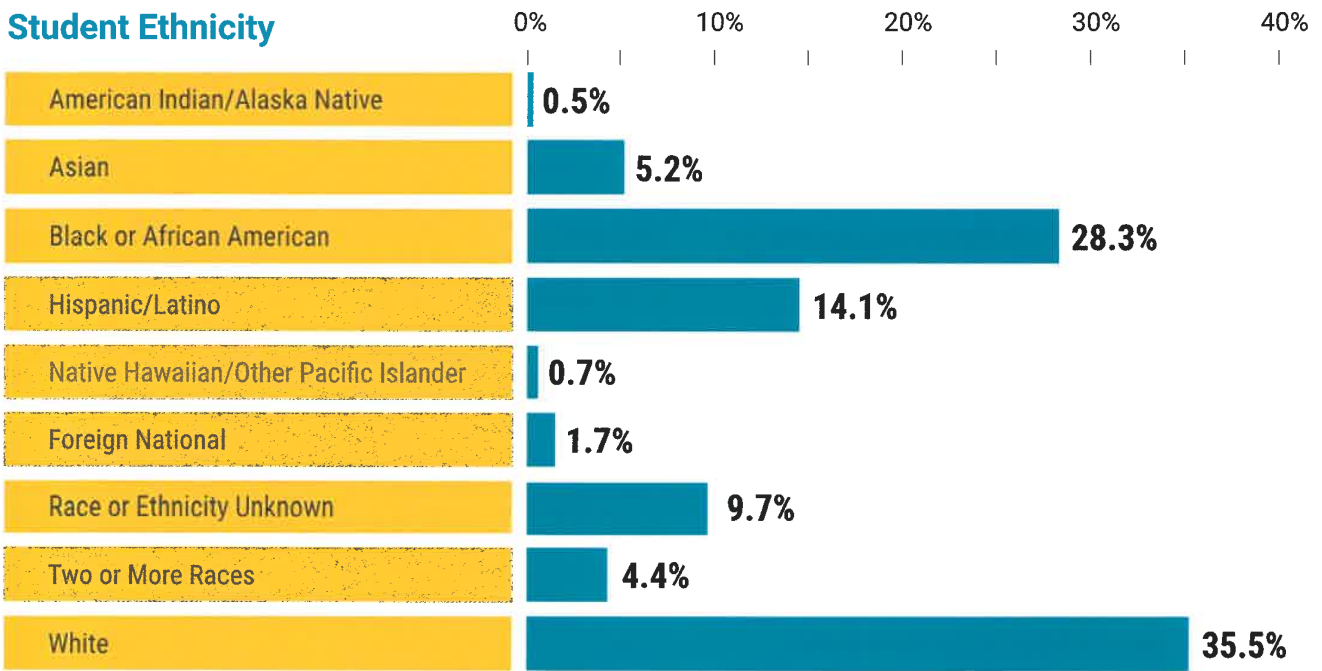
This plan is designed to strategically align diversity with initiatives, processes, and programmatic plans across the university while simultaneously supporting, expanding on, and aligning with work currently underway in key functional areas.

ULTIMATELY, THIS PLAN WILL POSITION UMG TO

- Become a leading advocate for improved learning environments for communities and cultures worldwide
- Adopt a vision that combines attention to previously underrepresented groups with aspirations for creating a more globally inclusive environment
- Apply a comprehensive accountability system for diversity initiatives that offers transparency for individuals and groups
- Establish additional oversights and feedback channels by increasing engagement with students, faculty, and staff
- Expand guidelines and frameworks that ensure that all programs are intentional and include performance metrics
- Build the workforce of the future, focused on inclusive excellence and cultural intelligence

CURRENT STATE OF DIVERSITY

UMGC benefits from a student body consisting of the largest population of underrepresented students within the entire University System of Maryland. The UMGC student body comprises individuals from all backgrounds, cultures, and life experiences. These students come together to learn and share the rich and varied perspectives they bring to the classroom.



Student Facts at a Glance

48% underrepresented minorities

18% speakers of English as a second or foreign language

NEARLY 50% "first-in-family" college students

Supporting this collection of diverse students is a workforce that is diverse and varied. UMGC faculty and staff reflect the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations.

DIVERSITY, EQUITY, AND INCLUSION GOALS AND STRATEGIC PRIORITIES

THE DIVERSITY AND EQUITY STRATEGIC PLAN FOCUSES ON FOUR KEY STRATEGIC PRIORITIES:

▶ Student Life, Support, and Advocacy

▶ Workplace, Classroom, and Community Inclusivity

▶ Recruitment, Retention, and Development of Diverse Faculty and Staff

▶ Outreach and Community Engagement

These priorities are in response to many factors, including the changing landscape in higher education, the changing face and expectations of students, the global reach of online education, and expanding opportunities for educational and career growth.

STUDENT LIFE, SUPPORT, AND ADVOCACY

One of UMGC's core values is "Students First." This is at the heart of the UMGC mission and is key to our continued growth and success. Through various units, the university will integrate diversity, equity, and inclusion efforts into programs across UMGC to reach students across the globe.

The strategic initiatives that the university will undertake as part of our efforts toward being truly student-centric include the following:

1. **Providing a culturally relevant and student-focused curriculum**
 - a. The academic schools will review curriculum across departments to integrate education related to cultural competence, race, and society.
 - b. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom.
2. **Removing barriers to education and career success**
 - a. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty.
 - b. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness.

WORKPLACE, CLASSROOM, AND COMMUNITY INCLUSIVITY

The commitment to diversity and inclusion begins with a clear vision and strategy but must be felt in the workplace and classroom where staff, faculty, and students experience UMGC. Whether physically proximal to one another or in a virtual space, individuals can use skills, tools, and resources to further champion diversity within their spheres.

Achieving workplace, classroom, and community inclusivity requires engagement across all sectors of the UMGC community and will be accomplished through the following:

1. Advisory councils and community feedback

- a. The university will create a diversity advisory council that comprises individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, and inclusion and university culture.
- b. The university will create a faculty diversity advisory council to engage faculty in discussions related to the management of the classroom environment and the faculty experience.

2. Workplace equity and awareness

- a. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC community in critical discussions of race, culture, and belonging.
- b. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics.
- c. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures.



EXPANDING ACCESS
THROUGH UNIVERSITY
SUPPORT

118

**Employee accommodations
made since June 2020**

624

**Students accommodated
as of October 2021**

RECRUITMENT, RETENTION, AND DEVELOPMENT OF DIVERSE FACULTY AND STAFF

To ensure that UMGC is meeting the current needs of our diverse workforce and is equipped for the workforce of the future, it is imperative that the talent pipeline of staff and faculty be equitable and free of systemic barriers. Maintaining an equitable talent pipeline involves practices that ensure that the selection process for staff and faculty at all levels is open to a diverse group of candidates. In addition, it requires that the UMGC culture be welcoming while also offering developmental resources and access to opportunities that lead to career advancement.

By attending to the following areas in the recruitment, retention, and development of diverse faculty and staff, UMGC will build and nurture a workforce that reflects the communities in which students, faculty, and staff live and work.

1. Workforce demographics

- a. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments.
- b. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement.

2. Professional growth and advancement

- a. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training.
- b. The Office of Human Resources will connect diversity competencies and values to performance reviews and expectations.
- c. The Multicultural Training team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change.





OUTREACH AND COMMUNITY ENGAGEMENT

While we continue to build engagement and strengthen our internal community, we must also engage with communities outside our walls to build better connections and support their educational goals and pursuits. As we reach out and open our arms to communities that have not always had access to or been included in higher education, we will be better equipped to build systems, curricula, and structures that meet their needs.

We must be active members of the communities around us to meet their needs and respond to issues that they may face. We will accomplish the necessary outreach and community engagement through the following:

1. External community connectivity

- a. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education.
- b. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university.

2. Strategic collaborations and support

- a. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve.
- b. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations.

COMMUNITY CONVERSATIONS

The UMGC community has engaged in discussions about

- Using gender pronouns
- Avoiding microaggressions
- Practicing inclusive behaviors
- Understanding privilege

CONCLUSION AND NEXT STEPS



IMPLEMENTATION AND UMGC COMMUNITY ADOPTION AND BUY-IN

This plan represents the strategic direction and guiding principles for diversity, equity, and inclusion efforts across the university. As the world continues to change and evolve, we will update and adapt this plan to ensure that it aligns with the role we play in changing lives and influencing the global education landscape. It will remain accessible via the online portal, and we will continue to host forums and opportunities for all members of the community to engage with us to share resources, suggestions, and recommendations. The inclusion networks and forthcoming faculty, staff, and student diversity boards will be beneficial to ensure that the voice of the community continues to be heard and shared.

FUTURE-FOCUSED EXPECTATIONS

Our future is shaped by the foundation that has been laid over the past 75 years. And while we are proud of how far we have come, we must continue to make strides if we want UMGC to become the university that we aspire to create. Our future will be made better by the many faces, voices, experiences, and perspectives of the people who are working and learning alongside one another around the world.

PROGRESS TRACKING AND COMMUNITY UPDATES

Successfully implementing this plan will require tracking and continued reflection to ensure that we are meeting our goals and strategic objectives. Through dashboards, key performance indicators (KPIs), and effective project tracking, we will measure and celebrate success while looking for areas that require additional attention. Because the entire UMGC community is on this journey together, transparency will be key, allowing the community to celebrate our collective achievements while also encouraging accountability. With that in mind, we will provide updates to the community through focused discussions, leadership presentations, and other university communications.

DIVERSITY, EQUITY, AND INCLUSION MISSION STATEMENT

University of Maryland Global Campus (UMGC) seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. Therefore, the university promotes understanding of and mutual respect for all members of the community. The university provides an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions.

The Office of Diversity and Equity exemplifies UMGC's commitment to providing resources that promote access, equality, and inclusiveness to all members of its community.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Regional Higher Education Centers as Innovation Hubs

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11 2023

SUMMARY: USG 2.0 centers on building the capacity for innovation to serve the fluid student of today and tomorrow -- students who need to flow in and out of jobs and education, rather than pursue a degree in two or four years; who direct their educational experience toward personalized career opportunities, while stacking and banking credentials and experience into degrees; who want choices to study virtually, in person, and in applied experiential settings; and students for whom an institutional ranking and record of degree completion may be less relevant than the support they receive to achieve meaningful employment related to their areas of study. This is fundamentally about a new model of higher education that is pathway focused, centered in career readiness, and built through a new partnership between academic partners and employers to deliver on meaningful employment and career/business success--lifelong learning.

The presentation will focus on how the Universities at Shady Grove is building this effort, and to socialize the idea of USG being designated (as some point) by the regents, and perhaps the legislature, as a hub to do this innovative work with our academic and workforce partners. Our challenge is how to catalyze the opportunity of 9 (and hopefully 12) institutions working together in one campus to transform and scale opportunities for the fluid students of today and tomorrow.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



TOPIC: Update: PreK-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY:

The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state’s most immediate education problems.

P–20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy.

Previously this year, we have presented deep dives into two areas of P-20 work:

- November 15, 2022: Maryland Center for Computing Education (MCCE)
- March 14, 2023: Civic Engagement and Civic Education.

We focus on three other P-20 areas in this update:

- Student Access and Success: Report on the NEXUS research, supported by the Abell Foundation and private philanthropist, Ms. Mary-Ragan (MR) Macgill.
- Teacher Education: Overview of teacher education and reports from USM campuses programs and projects addressing the teacher shortage.
- P-20 Policy engagement: Maryland Longitudinal Data System (MLDS) and the Accountability and Implementation Board (AIB: *Blueprint* Implementation Board) and the 2023 legislative session.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR’S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

Student Access and Success:

Project NEXUS: Nurturing Excellence for Undergraduate Success

USM's Vision 2030 commits us to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions. In service of these objectives USM received external support to focus on access and success of Baltimore City's high school graduates who are admitted and enrolled in USM institutions.

Abell Foundation Grant, Project NEXUS (Nurturing Excellence for Undergraduate Success). With a \$136,000 grant from the Abell Foundation, we were able to do a deep dive into the experiences of Baltimore City students enrolled in USM institutions. This grant helped open doors into the Baltimore City Schools that we have used to great advantage. We brought researchers from UMD to work on both qualitative and quantitative studies to help us understand what we were doing right, and where we could be doing better.

Quantitative Study: Dr. Jing Liu, University of Maryland, College Park

The research team for the quantitative strand in Project NEXUS was led by Dr. Jing Liu, Assistant Professor at University of Maryland, College Park. The quantitative component of the research project sought to answer the following research questions:

1. Compared to their peers from other Maryland school districts, how were high school graduates from historically underrepresented (e.g., low-income, minoritized, BCPSS students) groups who were enrolled at Maryland four-year institutions academically prepared for college? What did their performance in college look like?
2. What college readiness indicators of academic preparation best predict students' college persistence and completion both for all high school graduates from Maryland and for those from historically underrepresented groups specifically?
3. After controlling for demographic backgrounds and key college readiness indicators, how do college persistence and graduation rates differ across Maryland four-year institutions both for all high school graduates from Maryland and for those from BCPSS specifically?

The total analytic sample consisted of all students who graduated from a Maryland public high school and subsequently enrolled in a Maryland 4-year institution of higher education between the academic years 2013 and 2020 ($N = 137,960$). Key measures of academic preparedness were final high school GPA (standardized), SAT scores (standardized), and the number of AP or IB courses that students took in high school. The outcome measures for postsecondary success were second-year persistence and six-year graduation rates.

Analyses included exploratory univariate analyses examining institutional differences of college readiness indicators and postsecondary outcomes across race/ethnicity, free-reduced price lunch eligibility, and comparing students from BCPSS to students from other LSSs (RQ1); nested regression analyses using a combination of descriptive and inferential statistics to analyze the relationship between our two outcomes (RQ2); and a value-added model to improve on the raw

comparison of different institutions, in which the model captures the part of variation for students' college persistence or completion in postsecondary institution that is not explained by student demographics or academic preparation (RQ3). While rigorous VAMs may be used to measure causal impacts of schools or teachers, e.g., in the field of economics of education, our model cannot control for students' selection into different postsecondary institutions and so should not be interpreted as an institution's causal contribution to student postsecondary success.

From the analyses, we found that students from BCPSS enrolling in USM institutions tended to be less academically prepared (in terms of SAT scores and high school GPAs) than their peers on the whole, a finding that is consistent with underrepresented students, broadly. However, we also found that BCPSS students varied widely in their academic preparation, university to university. These academic indicators mattered because we found that GPA and AP/IB courses in high school were predictive of success in college. Finally, using the value-added model (VAM), we analyzed which universities had the highest rates of second-year retention and six-year graduation for their BCPSS students—that is, which universities were the most successful in promoting success.

Table 1 shows the raw comparison of USM institutions by difference in postsecondary outcome measures of success for BCPSS graduates, while Table 2 shows the results of the VAM analyses.

Table 1. Difference in Postsecondary Outcomes – BCPSS

Institution	2 nd Year Persistence		6-Year Graduation	
	non-BCPSS mean	BCPSS difference	non-BCPSS mean	BCPSS difference
Bowie State University	0.747*** (0.006)	-0.124*** (0.019)	0.518*** (0.01)	0.096*** (0.037)
Coppin State University	0.664*** (0.014)	-0.190*** (0.02)	0.406*** (0.02)	- 0.161*** (0.031)
Frostburg State University	0.839*** (0.005)	-0.092*** (0.021)	0.679*** (0.008)	-0.043 (0.038)
Salisbury University	0.899*** (0.003)	-0.117*** (0.041)	0.807*** (0.005)	-0.097 (0.071)
Towson University	0.937*** (0.002)	-0.058*** (0.011)	0.773*** (0.004)	- 0.149*** (0.027)
University of Baltimore	0.887*** (0.01)	-0.051*** (0.016)	0.522*** (0.017)	- 0.097*** (0.032)
University of Maryland - Baltimore	--	--	0.811*** (0.023)	0.189 (0.393)
University of Maryland - Baltimore County	0.918*** (0.002)	-0.071*** (0.018)	0.763*** (0.005)	- 0.130*** (0.035)

University of Maryland - College Park	0.982***	-0.050***	0.883***	- 0.058***
	(0.001)	(0.007)	(0.002)	(0.022)
University of Maryland - Eastern Shore	0.729***	-0.036	0.534***	-0.033
	(0.008)	(0.022)	(0.011)	(0.031)
University of Maryland - Global Campus	0.693***	-0.335***	0.242***	- 0.182***
	(0.006)	(0.035)	(0.007)	(0.04)

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 2. Institution Value Added

Institution	2 nd Year Persistence		6-Year Graduation	
	Full Sample	BCPSS	Full Sample	BCPSS
Bowie State University	.852***	.765***	.343***	.278***
	(.012)	(.029)	(.025)	(.057)
Coppin State University	.744***	.625***	.17***	.019
	(.015)	(.027)	(.028)	(.049)
Frostburg State University	.917***	.877***	.44***	.308***
	(.01)	(.032)	(.022)	(.06)
Salisbury University	.974***	.878***	.53***	.365**
	(.011)	(.059)	(.024)	(.116)
Towson University	.996***	.945***	.543***	.387***
	(.011)	(.024)	(.024)	(.056)
University of Baltimore	.988***	.956***	.313***	.183***
	(.014)	(.026)	(.029)	(.053)
University of Maryland - Baltimore	1.025***	.95***	.343***	.278***
	(.011)	(.056)	(.025)	(.057)
University of Maryland - Baltimore County	.965***	.878***	.551***	.373***
	(.011)	(.03)	(.024)	(.06)
University of Maryland - College Park	1.009***	.953***	.619***	.455***
	(.011)	(.023)	(.023)	(.056)
University of Maryland - Eastern Shore	.86***	.814***	.319***	.226***
	(.013)	(.03)	(.026)	(.056)
University of Maryland - Global Campus	.796***	.52***	.064*	-.015
	(.012)	(.044)	(.026)	(.051)
* $p < .05$, ** $p < .01$, *** $p < .001$				

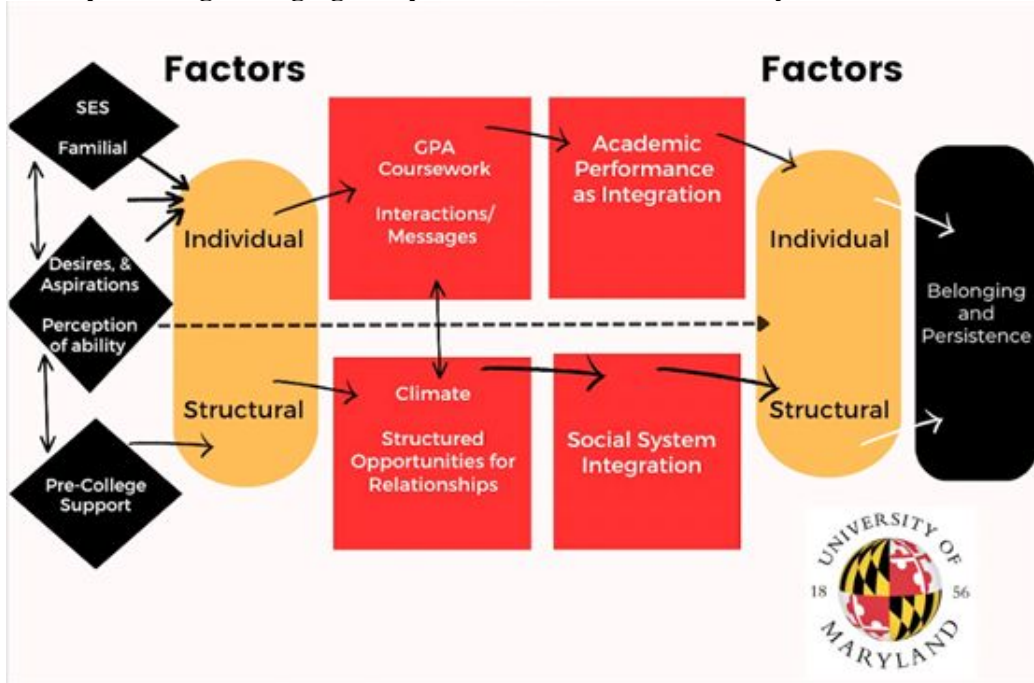
Qualitative Study: Dr. Sophia Rodriguez, University of Maryland, College Park

The qualitative research component provided “on-the-ground” insights into the student experience. The qualitative research team, led by Dr. Sophia Rodriguez, Associate Professor at University of Maryland, College Park, conducted an instrumental case study of student belonging and persistence in higher education. The case study sought to answer the following research questions:

1. How do graduates from Baltimore City schools who now attend University of Maryland system schools perceive their educational access to college?
 - a. What are the factors that shape Baltimore City School graduates’ access to college?
2. How do these young people talk about their current college experience and the factors that help them remain in college and compel them to stay?
 - a. To what extent do college personnel and staff play a role in supporting these students?

Data collection consisted of semi-structured interviews with 13 students enrolled in or recently graduated from five USM institutions, augmented by interviews with six staff members at five USM institutions. Data were analyzed via inductive and deductive codes with respect to the study’s conceptual influences, namely, factors that impact students’ experience of persistence and belonging in college: retention and individual level factors, organizational attributes and characteristics, culture and climate, and relationships, institutional agents, and belonging.

Conceptualizing belonging and persistence for Baltimore City Public School Graduates



The researchers found that structural factors in both secondary and postsecondary contexts impacted access to postsecondary opportunities, and coupled with individual perceptions and aspirations, made it difficult for BCPSS students to feel a sense of belonging at college. Overall, students reported a lack of supports and structured opportunities to connect and build long-lasting networks for opportunity and mobility. A sense of belonging is critical to student persistence, especially for students from underrepresented groups. Findings are graphically represented in the figure above.

Study of current campus-level interventions

A third component of this research was supported by a private grant from an independent philanthropist, Ms. Mary-Ragan (MR) Macgill. MR Macgill is especially interested in improving college opportunities for Baltimore City students. She provided us with an additional \$36,000 that was used to support summer and fall orientation activities for Baltimore students on some campuses and to survey our USM institutions for examples of best practices in providing evidence-based supports to Baltimore City Students. The report's findings are so valuable that we have linked the full report to this agenda item. This study revealed that every one of our USM institutions is providing important auxiliary support, but it is also equally clear that there is much to be learned, shared, assessed, and improved. The major recommendations from this study are listed in the table below.

What We Learned	What We Plan to Do
<i>USM institutions need a data collection system that provides more immediate information on current students</i>	USM will work with campus leaders from institutional research offices and/or registrars to collect timely data on incoming students from BCPSS to effectively track this student population early in their first year of college and beyond. We will explore collecting data connecting the different support programs throughout students' trajectory to determine what combination of services might have the greatest impact on different student group's college persistence and success.
<i>Students benefit socially and academically from quality peer mentorship opportunities</i>	USM will share our research with provosts, VPSAs, registrars, advisors, etc. to encourage USM institutions to create new or enhance existing peer mentoring programs, aligned with best practices.
<i>Students need opportunities to express their Voices to the institution to enhance their sense of Belonging</i>	USM will help institutions incorporate and connect events and initiatives where students are successfully engaged, feel connected to their institutions, have an opportunity to provide feedback on the kinds of events they find valuable, and identify additional opportunities where they can actively participate in the planning and/or execution of an event.
<i>Students need more connections to institutions through Personalized</i>	Continue to identify effective modes of communication within their institutions in order to establish trust, and

<p><i>and Proactive Communication Methods</i></p>	<p>increase responsiveness and engagement between faculty leaders, peer mentors, and their BCPSS students. Explore the best means of connecting students to the services they need at the right time.</p>
<p><i>USM Institutions need to connect student success and persistence to institutional goals & benchmarks with a focus on Baltimore City students. USM should offer opportunities to continually share best practices.</i></p>	<p>USM will facilitate active and consistent collaboration and sharing across USM institutions to learn more about services, resources, programs, and events implemented across USM to support BCPSS students’ success in college. Identify new ways for the USM System Office to support and enhance the institutions’ collective efforts to recruit, retain, and graduate more underrepresented students.</p>

Teacher Education

Summary of State-wide Collaborations and Campus Programs and Projects Addressing Teacher Shortages

Maryland Education Deans Council. As important as teacher education has always been to the mission of USM, it is emerging as an even more critical priority in the face of accelerating, increasing teacher shortages in Maryland and in the U.S. Covid intensified the pressure on teachers, principals, counselors, and professional school personnel. All the public schools in Maryland are suffering from severe teacher shortages. Maryland typically hires almost half of our teachers from out of state, but even those sources are drying up, leaving the schools desperate for qualified educators and instructors.

The USM P-20 office convenes and staffs the Maryland Education Deans Council and the AAT Oversight Council—the two state-wide affinity groups that have direct responsibility for addressing both teacher quality and the teacher shortage. This year, the Education Deans Council faced a major policy challenge in the form of new regulations governing the Maryland Educator Program Approval process. Working closely with the education deans in the state (USM, MICUA, MSU, SMC) and MHEC, USM’s P-20 office coordinated the approach to State Board Meeting testimony and coordinated the higher education public comment on the proposed regulations recommending additional consultation before final regulations are published. That effort was successful. The revised draft of these important regulations will be published in the coming months for comment.

The P-20 office also led the summer JCR (Joint Chairs Report) report writing addressing teacher apprenticeships and involved all the teacher education programs in the state in that work. That report became the foundation of proposed legislation during the 2023 legislative session.

The AAT Oversight Council plays an important role in priming the pump for teachers and serves as a role model for “Transfer with Success” policy. The Oversight Council is composed of community college and four-year education deans, STEM and content area faculty, and provosts.

Community colleges and four-year universities work through transfer issues in the AAT Council and address the implications of the changing state policies on teacher education. The P-20 office convenes and staffs the AAT Oversight Council, which is co-chaired by a four-year provost (public and private universities alternate leadership) and a community college VP for Academic Affairs (this year's chairs are Carl Goodman, Provost-BSU and Clay Railey, VP-PGCC).

This year, the council continues to work on the importance of dual-enrollment in high school; grow-your-own programs, which recruit paraprofessionals; and transfer pathways. The AAT Council convened a study group to re-examine the secondary AAT pathways which require transfer of majors in addition to education courses. The Council frequently draws on data and analyses from the Maryland Longitudinal Data System (MLDS) for these kinds of decisions.

Below is a report of this year's highlights from each of the USM teacher preparation programs.

Bowie State University

- Bowie State University College of Education (COE) received the Leads Grant to be a vendor in May 2023. This makes the COE eligible to be selected as a vendor for Public School Systems for using their part of the \$150 million awarded by MSDE to provide Professional Development to improve teacher impact in schools. BSU is working with three counties so far; April 2022
- Bowie State University COE received the Augustus Hawkins Grant Strengthen Teachers of Color Pipeline and Address Teacher Shortage. Only 12 colleges received this grant in the nation. Bowie was the only HBCU who received the grant. Fall 2022 Amount: \$ 1.5 million
- Bowie State University COE received a US Department of Education grant to train early childhood educators in special education. The Early Childhood Development Institute (EDCI) grant specifically was to training undergraduate teachers who are racially or linguistically different to be early childhood/Special Education teachers; Fall 2022 \$ 1.2 million
- Bowie State University COE received a US Department of Education grant to train master's degree seeking students in special education and culturally and linguistically diverse student populations--The Special Education Institute for Educators (SEIE); Fall 2022 \$ 1.2 million
- Bowie State University COE received a US Department of Education grant to train doctoral students in education leadership as school and district leaders to meet the demands of high needs students with disabilities in diverse and inclusive urban setting--Culturally, Responsive and Effective, Dynamic Instruction for Black Learners and Educators (CREDIBLE); Fall 2022 \$ 1.2 million
- Bowie State University received a National Science Foundation (NSF) grant to increase the teacher pipeline for students of color, Black male teachers. Fall 2022, Amount: \$ 4 million.
- Bowie State University recently receive a grant to prepare more school counselors to work with mental health issues in the public school. Spring 2023, \$5 million dollar grant

Special interventions:

- Center for Black Male Educators Mentoring and Research
- CLT Program- Preparing Paraprofessionals to be fully licensed teachers

- Emergency Triage Workshops to Assist Students with Praxis II
- Preparing Educational Leaders to be culturally aware and responsive- to assist with retention

Coppin State University

- Center for Inclusive Excellence \$1.8 million award: CSU, in partnership with University of Maryland Eastern Shore, is one of the first two institutions received the award under the Center of Educational Excellence for Black Teachers (CEEET) program at the USDoED (Huang, 2022-2025). CSU received the top score in the nation-wide competition with high-tech, high-touch, and high-impact strategies specially designed to support aspiring teachers of diverse backgrounds. In celebration of Black History Month, the project was spotlighted by the USDoED in 2022 for the vision and strategies of building a national model for teacher diversity and student success.
- Pathways to Professions \$3.7 million award: Building upon intensive research and extensive field knowledge, the P2P received the top score in the fierce national competition and was awarded the TQP grant once again by the USDoED (Huang, 2022-2027). The P2P signature innovations of *MicroCredentials* for competency mastery, *MicroResidencies* for culturally responsive practices, and *Inclusive Services* specially designed to support teacher diversity are being scaled and implemented among partnering agencies in high-need rural and urban communities across Maryland.

Frostburg State University

Frostburg State University is receiving \$1,250,000 through direct federal funding earmarked in the December federal spending bill signed into law by President Joe Biden. The funding, secured through Sens. Chris Van Hollen and Ben Cardin (both D-MD) and Rep. David Trone (D-MD), provides \$750,000 for the FSU Regional Science Center and \$500,000 for the FSU Maryland Accelerates Program, a one-year intensive master's degree program integrated with a teacher residency placement. In addition, Frostburg was awarded a \$719,000 Maryland Leads grant to provide a master's degree program for new Washington County teachers.

Maryland Accelerates is a one-year intensive master's degree program, integrated with a teacher residency component. By matching participants with mentor teachers at participating local schools, the program allows future teachers to develop relationships in the community and encourages retention of teachers in the area, while also supporting staffing needs at the schools. The backbone of the Maryland Accelerates project is the "MegaCommunity"—the educational institutions, government and business leaders, and faculty that oversee the project, providing vision, planning, program alignment, and more. Having everyone around the table creates a region-wide "educational infrastructure" supporting the development of effective, culturally competent teachers.

Maryland Accelerates features a unique "earn while you learn" opportunity, providing a \$30,000 annual living stipend to the teacher-residents during their first year allowing them to dedicate their time to their studies and residency assignments.

Since its launch in 2019, 35 students have been enrolled in three cohorts, representing public schools in Garrett, Washington, and Frederick counties. Earlier this year, it was announced that new federal funds will help expand the program for additional cohorts and allow FSU to engage with other school systems for teacher resident placement.

Salisbury University

Grant Awards – Total: \$3,212,673

- 2023 Maryland Rebuilds Initiative grant [\$2,487,943] – focused on upskilling Instructional Assistants to become certified classroom teachers
- 2022 Maryland Family Network: Growing Opportunities in Family Child Care (GOFCC) planning grant [\$75,000] and implementation grant [\$300,000]
- 2022 US Department of Education: College Assistance Migrant Program [\$424,643] – recruitment of first-generation students with migrant/minority backgrounds
- 2022 Christopher and Dana Reeve Foundation: Inclusion of Wheelchair Sports into Physical Education and Intramural Sports Programs [\$25,000]
- 2022 Maryland Family Network: Expansion of Eastern Shore Child Care Resource Center [\$68,865]
- 2022 Maryland State Department of Education: Child Care Career and Professional Development Fund [\$128,223]

Initiatives

- Partnership with Eastern Shore of Maryland Educational Consortium (ESMEC) for Grow Your Own initiatives through Maryland LEADs
- Be an Education Major for a Day – hosting high school students on campus for a day to learn more about the teaching profession
- Teacher Academy of Maryland – host 8-10 TAM programs on campus each year
- Women Who RISE partnership with Pocomoke High School to recruit women of color into the teaching profession

Towson University

PI	Department	Title	Agency	Amount
LeAnne Christenson	Early Childhood Education	Using Robotics and Scratch Jr to Cultivate Young Children's Creative Minds: Putting Theory into Action by Early Childhood Education Candidates	Maryland Center for Computing Education	10,000
Nicole Vasanth	Early Childhood Education	Project RISE: Respective, Inclusivity, Support and Equity	MSDE	180,915
Ocie Watson-Thompson	Early Childhood Education	Child Care Career and Professional Development Fund Grant	MSDE	78,122
Zachary Price	Early Childhood Education	Educare Implementation Fund	University of Maryland-College Park	27,742

Carla Finkelstein	Instructional Leadership & Professional Development	Fund for Educational Excellence Award	Fund for Educational Excellence	595,000
Mahnaz Moallem	Instructional Leadership & Professional Development	MCCE Summer Workshop Summer 2022	Maryland Center for Computing Education	9,800
Mahnaz Moallem	Instructional Leadership & Professional Development	An Alternative Pathway to Preparing PK-8 Preservice Teachers to Teach Computational Thinking and Computer Science	Maryland Center for Computing Education	49,940
Mahnaz Moallem	Instructional Leadership & Professional Development	Using Robotics and Scratch Jr to Cultivate Young Children's Creative Minds: Professional Development for Early Education Teacher Education Candidates and Early Education Teachers	Maryland Center for Computing Education	9,999
Qijie Wah Cai	Instructional Leadership & Professional Development	TU-COE-Robotics Program 2022	Maryland State Department of Education	11,200
Chelsea McClure	Secondary & Middle School Education	Teacher Academy of Maryland Computational Thinking and Technology Professional Learning Experience	Maryland Center for Computing Education	10,000
Kandace Hoppin	Special Education	ECSE Access: Creating Accessible Degree Pathways for the Maryland Child Care Workforce	MSDE	1,126,027
Laila Richman	Special Education	Student Leadership and Career Development Opportunities for students in education focused career and technical education programs of study	Maryland State Department of Education	50,000
Laila Richman	Special Education	The Maryland Leads Partner Program 2022	Maryland State Department of Education	32,545
Laila Richman	Special Education	MSDE CTE	MSDE	59,991
Rachel Billman	Special Education	InSpECTing Skills	Maryland Center for Computing Education	9,961

Specific initiatives related to address the teacher shortage:

- In Howard County, TU COE is working with school system employees who have their AAT to offer coursework in the evenings and during the summer so that they may complete their bachelor's degree and certification in special education within three years.
- Through a Teacher Collaborative Grant (Project LEAP), TU COE is working with Howard County to develop a Grow-Your-Own program beginning in the Teacher Academy of Maryland program that moves them through the AAT and to the BS while attending or being employed by the district.
- TU COE has programs with Montgomery County and Howard County to help paraeducators with bachelor's degrees obtain an MAT degree. Courses are offered in the evening on-site and are direct billed to the district at a reduced tuition rate.
- TU COE hosts an annual TU Teacher Scholars Summer Institute for juniors and seniors in high school interested in teaching. Recruitment efforts for the Institute specifically focus on TAM programs with high numbers of underrepresented students, although all high school students are welcome. Students earn one college credit at no cost for participating in the week-long Institute.
- TU COE is partnering with We Will All Rise to develop recruitment strategies for TAM teachers focused on helping them engage underrepresented students in TAM and EdRising programs.
- TU COE was recently awarded two MSDE grants focused on developing the early childhood/childcare workforce.
- TU COE hired two African American male recruiters, who are also helping with retention through support meetings.
- TU COE has been engaging in recruitment through churches and community organizations.
- TU COE is the state affiliate for both TAM and EdRising, working with high school teachers across the state to engage high school students in the profession.
- TU COE is offering courses to conditional teachers in partner districts to help them meet certification requirements.
- TU COE offers TAM scholarships to students who completed the TAM program (\$1000 per year).

University of Maryland Baltimore County

- UMBC is supporting partner districts but working with our PDS partner schools to create opportunities for on-the-job internships that include the intern working as the teacher of record but also receiving direct mentoring support. Our model has been to have the intern hired as a long-term sub for half the day and to spend the other half of the day with a mentor teacher. To fill one position, we have two interns that share one position.
- UMBC has MOUs for two cohorts, both programs have articulated agreements for direct billing reducing the out-of-pocket cost to students.
 - One called Baltimore Teacher in Practice (BTIP), in this program conditionally hired teachers complete their certification at UMBC, course sequences are altered for students in this program and the internship year the intern has support from a Sherman Scholars Coach who also serves as their supervisor allowing them to visit and interact more frequently with the the intern.
 - The other cohort is the MCPS TESOL Cohort. In this cohort MCPS employees seek an MAT in TESOL. When possible, UMBC works with MCPS to keep them in paid

employment as long as possible during their internship. In some cases the intern is able to complete their internship in their job (TESOL paras), in others, UMBC works with the school to develop a creative plan to keep the intern in their position for Phase 1 and then the intern takes approved MCPS leave to complete Phase 2.

- UMBC is recruiting teachers from it's own campus hosting bi-yearly "Teacher Weeks" where staff are stationed and central locations around campus to pass out information and gather names of students interested in teaching to set them up for advising.
- UMBC participates in Teacher Academy Program conferences in our partner districts.
- UMBC actively recruits on a regular basis at local community colleges and has dedicated staff members to advise undergrads coming from the community college and MATs programs.

University of Maryland College Park

Training and Instructional Grants

Funder: National Writing Project

Amount: \$104,068

Project: *Restoring We The People: Connecting Maryland Classrooms to the Reginald F. Lewis Museum of Maryland African American History and Culture*

PI: Drs. Margaret Peterson and Elizabeth Singleton

Funder: Prince George's County Board of Education

Amount: \$1,497,276

Project: *PGCPS/UMD Improvement Science Collaborative: Learning Recovery NIC Project*

PI: Drs. Segun Eubanks and Jean Snell/ Center for Educational Innovation and Improvement (CEii)

Funder: U.S. Department of Education

Amount: \$6,435,763

Project: *UMD School Improvement Leadership Academy*

PI: Drs. Segun Eubanks and Jean Snell/ Center for Educational Innovation and Improvement (CEii)

Funder: Maryland Sea Grant College (Prime: NOAA)

Amount: \$11,905

Project: *Establishing Environmental Literacy in Preservice Teacher Education through University and Sea Grant Collaborations*

PI: Drs. Amy Green and Angela Stoltz

Research Grants

(NOTE: the first grant listed (Walkoe & Weintrop) focuses on teacher preparation, the other grants are or have components of professional development)

Funder: University System of Maryland

Amount: \$49,990

Project: *Designing a Computer Science Pre-service Teacher Methods Course for Maryland*

PI: Drs. Janet Walkoe and David Weintrop

Funder: Dubai Cares
Amount: \$16,604
Project: *Promising Partnership Models for Education in Emergencies: A Global-Local Analysis*
PI: Dr. Zeena Zakharia

Funder: National Science Foundation
Amount: \$855,768
Project: *Collaborative Research: Harmonizing Scratch Encore: Empowering Educators to Create Customized Culturally-Responsive Computing Materials*
PI: Dr. David Weintrop

Funder: National Science Foundation
Amount: \$1,414,091
Project: *Collaborative Research: Scaffolding middle and high school students' scientific evaluations of sources and alternative claims in Earth and environmental sciences*
PI: Drs. Doug Lombardi and Sarah McGrew

Funder: Maryland State Department of Education
Amount: \$4,004,648
Project: *Children Study their World (CSW) AND Children Explore their World (CEW) Curricula and Coaching (Years 3 & 4)*
PI: Dr. Christy Tirrell-Corbin/Center for Early Childhood Education and Intervention (CECEI)

Funder: The Learning Agency
Amount: \$249,978
Project: *M-Powering Teachers: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback*
PI: Dr. Jing Liu

Initiatives to Address Teacher Shortage:

- *UMD Middle College Teacher Preparation* is a “grow your own” pathway created to increase diversity in the teaching workforce, reduce teacher turnover rates, and prepare teachers to fill critical positions in local communities and the State of Maryland. In collaborative partnership between University of Maryland, Prince George’s Community College, and Prince George’s County School District (PGCPS), this initiative creates opportunities for high school students attending the PGCPS Academy of Health Sciences @ PGCC to earn a high school diploma and Associate of Arts degree in Teaching (AAT) at the same time, which then allows them to continue their education by obtaining a Bachelor of Science (B.S.) from the University of Maryland, College Park (UMD) within two years or more in one of three areas: Middle School Education with an Area of Concentration in Mathematics and Science; a Bachelor of Science in Early Childhood and Early Childhood Special Education; or a Bachelor of Science in Special Education (Elementary/Middle Special Education). For the College of Education, these students are considered *UMD Middle College Academic Partnership Pathway Scholars*. During their time at UMD, the students complete their

academic studies and pre-service preparation. The goal is that after graduation from UMD, the completers return to their local school district as certified teachers hired to teach.

- *The Terrapin Teachers (TT) Initiative*, a secondary STEM, grades 4-12 certification pathway, contributes to addressing the STEM teacher shortage in Maryland by recruiting and preparing teachers skilled in student-centered and inquiry teaching approaches. In 2019, TT received an NSF award, “ "Engaging Community Colleges in Recruitment of Secondary STEM Teachers Through Early Field Experiences." The project is a collaborative effort between the University of Maryland and two community colleges, Montgomery Community College and Prince Georges’ Community College. TT developed a low-cost (\$35) asynchronous introductory course - Step 1, Inquiry Approach to Teaching STEM. The course is designed to recruit prospective middle and high school science and math teachers. The project intends to offer asynchronous courses incorporating early teaching experiences to encourage and recruit state-wide a diverse pool of students (undergraduates, non-instructional staff, e.g., paraeducators and, career changers) who might otherwise not consider STEM teaching.
- *The Creative Initiatives in Teacher Education (CITE) graduate program* recruits MCPS supporting services employees with bachelor’s degrees who are interested in teaching along with any conditionally hired elementary teachers. We host monthly information sessions with MCPS to recruit interested candidates. The 2-year program begins each Spring semester.
- *Elementary/Middle Special Education Teacher Certification (EDSP Program in Counseling, Higher Education, and Special Education Department)*
 - EDSP faculty are in their third year of implementing the *Strengthening the Special Educator Pipeline Through Innovative Induction Year Support Maryland Elevates Grant: Access, Equity, Progress in Special Education*. The program provides coaching and professional development to UMD grads and other beginning special education teachers in their induction years of teaching in local school systems. The grant is funded through the Maryland State Department of Education Office of Early Intervention and Special Education Services. This year’s grant was in partnership with PGCPS and supports 20 beginning special education teachers with utilizing evidence-based practices.
 - The program has increased its initiatives in community college recruitment and on-campus presentations as part of the admission support. Special Education faculty (EDSP) meet with local community college students, present to majors throughout the university, and communicate with administrators to facilitate the recruitment process of diverse teacher candidates.
 - The program, in partnership with Student Services and Recruitment, has been awarded a *Community Partner Collaborative Project with Frostburg State University Educational Leadership doctoral program*. A team of five consultants will be addressing the following objectives during Summer 2023: 1) Develop a resource outlining evidence-based or recommended best practices to support transfer students, including strategies at the university, college, and specific program level based on a

review of the research and analysis of existing university programs with high retention and graduation rates. 2) Identify existing UMD university, College of Education, and special education program-level supports for community college transfer students. 3) Identify strengths and areas of need based on previous and current College of Education transfer student experiences. 4) Identify current community college Associate of Arts Degree in Elementary/Special Education student concerns about transitioning to a four-year university. 5) Make recommendations for future college and program support of transfer students. The team includes experts in community college transfer and admissions, undergraduate recruitment, public school elementary education, university disability support services, and undergraduate advising.

- The Combined Masters Program in Special Education supports recent graduates with certification by obtaining a Masters Degree. The content supports them as they prepare for initial teaching or engage in their first year of induction year practice.
 - An EDSP program faculty member conducted a narrative inquiry study *Looking Back and Moving Forward: Special Education Teachers' Preparation and Induction Training Experiences*, to learn more about EDSP 2019 - 2020 program graduates' experiences in their transition to their induction years.
 - An EDSP program faculty member is conducting an exploratory multiple case study with special education teacher preparation program graduates who are first-year public school special education teachers in Maryland. The study will include an analysis of their experiences learning high-leverage practices in teacher preparation programs and their transfer of learning with school system induction and professional development support in their first year of teaching. These studies will support our program's understanding of teachers' perspectives on the quality of their preparation, induction support, and the impact on retention in special education.
 - The Student Council for Exceptional Children (CEC) chapter, with representatives from EC/ECSE and EL/MID special education and co-advised by faculty in HDQM and CHSE is supporting special education teacher candidate recruitment efforts at Maryland Day by sharing the excitement and importance of being a special educator with local community members.
- Elementary Education programs:
 - Elementary has an MSDE Collaborative Teaching Grant pending which includes paid teaching internships for teacher candidates and support for our graduates in the induction year.
 - The elementary program hosts employment recruitment events with AACPS, HCPSS, MCPS and PGCPs to employ our graduates locally.
 - The elementary program partners with Maryland Mentor Corps to host early field experiences for students enrolled in TLPL 479. While many Maryland Mentor Corps students already apply to the program, the partnership also serves as a means of

recruitment exposing other Maryland Mentor Corps volunteers to the elementary program with interest in teaching.

- Secondary and K-12 programs, in collaboration with the UMD College of Education Assessment Office and our county partners, have been hosting county employment recruitment events for MCPS, PGCPSS, AACPS and HCPSS for our UMD sophomores and juniors to help them gain experience in the field prior to the internship (i.e., substituting, serving as a paraprofessional, cafeteria workers, recess aide, tutoring, camp counselor, etc.). This fills a need for our county partners as these positions are open, and it also helps our teacher candidates gain valuable experience in the field.

University of Maryland Eastern Shore

The UMES High School Teacher University is in its second year with participation with two counties.

- Targets rising juniors- senior high school students.
- Strengthen Dual Enrollment and Direct Billing MOUs.
- Offer stipend assistance for Praxis testing.
- Intrusive Advisement strategies are employed.
- Offer a teacher education resource room.

University of Maryland Global Campus

Approved as a LEADS partner to address Grow Your Own and Recruitment and Retention Initiatives.

Highlights:

- Training district-level mentors to use video-based feedback to support early career teachers.
- Tuition/fees for students to pursue MAT in Secondary Education.
- Launching substitute teacher cohort to support the recruitment, training of substitutes.
- Provide career advising and facilitate enrollment into educator preparation programs.

Specific initiatives to address the teacher shortage:

This year, the focus of UMGC's efforts regarding the teacher shortage, has been to strengthen partnership across the state- with other IHEs and local districts. We are expanding our direct bill agreements with local districts. In collaboration with Coppin State University, we are launching a Substitute Teacher Academy to recruit, train, and coach substitute teachers across the state of Maryland and provide academic/career advising to increase the teacher education pipeline.

P-20 Policy Engagement:

Maryland Longitudinal Data System (MLDS); Accountability and Implementation Board (AIB: Blueprint Implementation Board); 2023 Legislative Session

The P-20 office engages with state offices and organizations on a regular basis, and provides policy briefs and written and oral testimony on topics related to a broad range of education issues.

Maryland Longitudinal Data System (MLDS)

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, has served as the Chancellor's representative on the MLDS Governing Board since 2010, when MLDS was established by the Maryland General Assembly.

Education and workforce data on each individual student in the State is contained in the MLDS data warehouse. The MLDS Center manages and analyzes these data to determine how students are performing and to what extent they are prepared for higher education and the workforce.

MLDS has been and will continue to be one of the most important agencies within the State government that serves the education and workforce cabinets—MSDE, MHEC, DLLR (Department of Labor, Licensing and Regulation) and DJS (Department of Juvenile Services). The Governing Board approves research projects that have been vetted through the Research Policy Board of MLDS, and reviews and sets research priorities, as well as access privileges to the MLDS databases. MLDS is an increasingly important and powerful tool in Maryland's toolbox to address equity, access, inclusion, and workforce development. MLDS has been written into the *Blueprint* as the primary source of analytics for *Blueprint* implementation and accountability.

USM was a founding partner when MLDS was established. The P-20 office has continued to represent the chancellor and USM. In fact, there are also three additional USM staff who represent USM. Chad Muntz and Dewayne Morgan regularly attend the MLDS Research and Policy Advisory Board (RPB) monthly meetings. In addition to attending the RPB meetings, Dr. Megean Garvin is also a member of the MLDS Research Branch.

P-20-related research projects included in this year's MLDS roster include:

- Project NEXUS: Nurturing Excellence for Undergraduate Success
Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, University System of Maryland and Dr. Jing Liu, Research Branch Member and Assistant Professor at UMCP, proposed a project funded by the Abell Foundation. The project as a whole comprises three main areas of investigation: (1) To what extent are undergraduate students from historically underrepresented groups who are enrolled at Maryland public 4-year institutions prepared for college? How well do they perform in college? (2) What support programs and services are available to historically underrepresented students at their institutions? (3) How do these students perceive and experience supports and challenges at their institutions?

- Researching Early Access to Computing and Higher Education (REACH): Understanding CS pathways with a focus on Black women Project
Dr. Megean Garvin will work with colleagues from the University of Texas at Austin to investigate the relationship between students' computing experiences in K-12 and higher education within a framework to assess equity across multiple aspects of education. Using statewide education data, the project will conduct a longitudinal analysis that examines students and their computing experiences across years, from 6th grade to college. This analysis will help identify which K-12 course taking patterns lead to more participation in computing in higher education and how these relationships differ for distinct groups of students with a specific focus on black women. This project will help determine which barriers persist within computing education pathways and can inform state education policy to improve equity.
- Computing Education and Certification Outcomes
Dr. Megean Garvin collaborated with Certiport, Microsoft, to load into MLDS the industry computing certification data for Marylanders from 13 years old through adult from 2013 until today and five additional years. This study will provide the state with the ability to examine when students and teachers achieve industry credentials, what additional education precedes and follows the credential attainment, and how the credential impacts education and workforce outcomes.
- Participation in Computing Education Courses and Post-graduation Outcomes of MD Public HS Students (Dashboards)
Dr. Megean Garvin works with MLDS to annually update the computing education dashboards which provide data from K-12 through higher education and workforce. The dashboards also provide data aggregated at the state, school system, and high school level.
- CCR Research Proposal The Blueprint for Maryland's Future (see Ed. Art. § 7-205.1, Annotated Code of Maryland) requires each student to be assessed, no later than the 10th grade, to determine whether the student is college and career ready, which is defined by the Blueprint as meeting a standard in English, mathematics, and science that enables the student to be successful in entry level credit bearing courses or postsecondary education training at a State community college. MSDE has established an interim standard, that was approved by the State Board of Education, for determining whether a student is college and career ready. MSDE, in consultation with AIB, is required to contract with a public or private entity to conduct an empirical study of the CCR standard adopted by the State Board to determine whether that standard adequately meets the CCR standard in the Blueprint. The empirical study must be reported on or before September 1, 2023 and must include the results of its study and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent applicable, comparable postsecondary institutions in top performing systems. Some, but not all, of the study will require access to MLDS data. Attached is the external research application submitted by the team of researchers from the American Institutes for Research (AIR) The organization was selected by MSDE through a competitive RFP to conduct this study.

Blueprint Accountability and Implementation Board

P-20 office serves as the point-of-contact for the AIB with our USM institutions, and the broader teacher education community. We disseminate information related to public hearings and open meetings, as well as provide nominations for the various advisory committees that are being organized by the AIB to inform their work on *Blueprint* implementation. This year, Dr. Megean Garvin, member of the USMO P-20 Staff was appointed to serve on the AIB Outcomes Advisory Workgroup.

2023 General Assembly

The P-20 office coordinates the state's higher education response to bills and proposed legislation related to teacher education, teacher apprenticeships and college and career readiness. This past summer, P-20 office staffed the JCR report on teacher apprenticeships. This year we submitted testimony on two bills, one of which became law. The Maryland Educator Shortage Reduction Act of 2023 (HB1219) was signed into law on April 11, 2023. It is a strong law that provides scholarship support for individuals who want to pursue teaching careers, internship support for students at qualifying institutions. This law also requires MSDE to report on progress being made toward teacher recruitment goals in every program.



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**University System of Maryland
System Office**

**First Fall Enrollment, Belonging, and Retention of
Baltimore City Public School Students**

Final Report

April 2023

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The USM System Office: Supporting Campus First Fall Enrollment, Belonging, and Retention for Baltimore of City Public School Students

Executive Summary

The University System of Maryland (USM) is one of the largest and most diverse public higher education systems in the nation, with 12 institutions serving more than 163,000 students; historically underrepresented minorities comprise 51% of the USM enrollment.

The demographic shifts of the state's population are changing the profiles of USM students. As the population growth slows, there will be fewer high school graduates and a smaller pool of traditional students enrolling in college immediately after college. Minorities and student groups that have been historically underrepresented in postsecondary education will become a larger proportion of Maryland and the USM populations. The new generation of students will bring a different set of challenges and expectations to their college experience.

The 12 institutions of the University System of Maryland are distinct in terms of student population, size and geographic location, areas of specialty, and mission. Importantly, the USM can meet the wide range of college goals, aspirations, and needs of the increasingly diverse population.

The *USM Strategic Plan Vision 2030: From Excellence to Preeminence* sets the direction for the system over the next 10 years. A major priority and goal for the system is to substantially increase the numbers of underrepresented and minority students who earn a college degree; and provide the supports needed to give all students the opportunity to succeed.

The USM Project for Baltimore City Public School Students

In July 2022, the USM System Office identified an opportunity to support its institutions in efforts to improve the college experience of students from the Baltimore City Public School System (BCPSS) who were enrolled or who expressed intent to enroll at the USM in the first fall following high school graduation. The project focused on the campus activities and programs offered during the summer transition from high school to college and through the first-year of university life.

The purpose of the project was to help prevent summer melt and encourage BCPSS students to complete enrollment and attend a USM university in fall 2022. Institutions would create new fall welcome events or enhance existing programs to give BCPSS students a greater sense of belonging to the campus community and confidence that their college experience would be positive. The project format and content would be tailored specifically to BCPSS students and the context of each campus. The System Office would provide project management and planning support and stipends for food and refreshments.

The project was led from the System Office by Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education and was supported by Mary-Ragan (MR) Macgill, a philanthropist and native of Baltimore City.

Focus on Baltimore City and Baltimore City Public School System

The project focused on students from the Baltimore City Public School System for important reasons: The prosperity and renewal of Baltimore City, the largest city in Maryland with a population of 585,00, is essential to the future success of Maryland; and the health and vitality of

Baltimore City depends upon a high quality, equitable public school system. The Baltimore City Public School System is one of the largest in the state and has a student profile that is predominantly low-income, majority Black (73%) and Hispanic (17%), and likely to be first in their family to attend college..

The USM plays a crucial role and has an outsized responsibility for the future of Baltimore City Public School Students and Baltimore City.

- Baltimore City relies on the USM to provide a stable pipeline of knowledge, ideas, entrepreneurship, and skilled residents to fuel the development of its economy and workforce. The City's renewal will benefit from a greater number of college graduates who reside and reinvest in Baltimore City.
- Two-thirds of high school graduates from the Baltimore City Public School System (66%) who enroll in 4-year colleges or universities in the first fall following graduation enroll at the USM. In 2022, BCPSS graduates enrolled in 11 USM universities.

The University System of Maryland has a long history of collaboration with Baltimore City and City Schools and strong partnerships with foundations and NGOs that work in Baltimore City public schools and community.

Project Participants

Six USM institutions participated in the project:

- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Maryland Baltimore County
- University of Maryland Eastern Shore

Campus Projects

Coppin State University

CSU focused the project on strengthening peer mentorship training curricula for the Summer Academic Success Academy and Our House first-year mentoring community. These programs support first-year students who test into a remedial course and are identified as at risk during admissions. Forty percent of these students are from BCPSS. The programs strengthen college-readiness and build social skills. Our House is piloting a new mentoring training program, Eduology Peer Mentor Certification. If successful, it will be extended to the SASA program.

Frostburg State University

The FSU project launched a new program, Baltimore City Champions, specifically designed for BCPSS students. The vision is to build a year-long program that will be an integral part to the college experience for all BCPSS students at FSU. FSU kicked off the BC Champions program with a fall event created solely for BCPSS: FSU staff, faculty, student organization leaders, peer mentors, and alumni talked with students about programs and experiences in a highly interactive and informal format. The outreach campaign used many different modes of communication to reach students; Residence staff and peer-mentors were tapped to hand deliver invitations. Feedback was collected via surveys of those students who attended and those who did not. FSU is engaging campus teams and NGO partners for future Baltimore City Champions activities.

Salisbury University

Salisbury University's project increased the university's focus on first year BCPSS students. SU staff and faculty are taking a more intentional approach to building campus-wide relationships with BCPSS students throughout the year. In late fall, SU hosted a new orientation event, Charmed City Seagulls, specifically for BCPSS students. BCPSS students will be personally invited and encouraged to join the many first-year programs, like Powerful Connections, that build community and a sense of belonging for students from diverse backgrounds.

Towson University

TU is a nationally recognized leader in inclusive excellence. TU shared information about its programs to reach and build relationships with BCPSS students including CORP that connects TU peer mentors with 9th grade high school students, and the first-year SAGE living-learning community. TU is one of a select group of public universities that has eliminated its racial achievement gaps.

University of Maryland Baltimore County

The UMBC team met several times in late fall to plan its approach to the project. The team identified several programs for first-year students that could be leveraged and tailored to BCPSS, including summer bridge programs, pre-orientation advising, living-learning communities, and peer mentorship.

University of Maryland Eastern Shore

UMES is one of several USM campuses that partnered with the CollegeBound College Completion Program (CCP), a multi-year support network of campus liaisons, adult mentors, peer mentors, and CollegeBound staff dedicated to guiding City Schools graduates through college. During the project, UMES hosted a virtual welcome event for CCP students and follow-ed up with 1:1 meetings.

Recommendations

Recommendation 1: Inventory and map programs across student experience and college journey; identify data needs and accessibility; track BCPSS cohort and student subgroup participation in programs, and progress to degree; determine impact of program(s) on student retention and success; create System Office committee to guide collection, use and sharing of data.

Recommendation 2: Review the USM mentorship models serving the BCPSS cohort and underrepresented students; Pilot new mentorship models, strengthen peer-mentor training, and create a System Office Mentoring Advisory Council.

Recommendation 3: Adopt a systemic, structured approach to cultivate a greater sense of belonging to campus life for BCPSS and underrepresented students of diverse backgrounds.

Recommendation 4: Experiment with communications channels and involve students in the strategy. Use personalized, proactive and mixed methods of communications to build relationships and engage students from BCPSS and underrepresented communities.

Recommendation 5: System Office to regularly convene and provide opportunities for institutions to collaborate, share ideas, experiences, data, and solutions about programs serving BCPSS cohort and underrepresented students.

The USM System Office: Supporting Campus First Fall Enrollment, Belonging, and Retention for Baltimore City Public School Students

Introduction

The University System of Maryland (USM) is one of the largest and most diverse public higher education systems in the nation, with 12 institutions serving more than 163,000 students; historically underrepresented minorities comprise 51% of the USM enrollment.

The demographic shifts of the state's population are changing the profiles of USM students. As the population growth slows, there will be fewer high school graduates and a smaller pool of traditional students enrolling in college immediately after college. There will be greater numbers of non-traditional students, age 25 and older, who attend college while working and balancing family obligations that require greater flexibility in scheduling. Minority and student groups that have been historically underrepresented in postsecondary education will become a larger proportion of Maryland and the USM populations. This new generation of learners will have a different set of needs and greater challenges due to life circumstances and their backgrounds that the USM must address for all students to have the opportunity to succeed.

The 12 institutions of the University System of Maryland are distinct in terms of student population, size and geographic location, areas of specialty, and mission. The USM includes leading research institutions, historically black colleges and universities (HBCUs), comprehensive regional universities, small urban universities, and the largest distance learning university serving working adults. The USM offers expansive access to affordable, quality education; more than 1,400 academic programs; different learning environments; and distinctive cultures. Importantly, the USM institutions can meet the wide range of college goals, aspirations, and needs of the increasingly diverse population of new learners.

USM Commitment to Excellence, Diversity and Equity

The USM Strategic Plan *Vision 2030: From Excellence to Preeminence* sets the direction for the system over the next 10 years. Recognizing the growing diversity of Maryland and the USM student body, *Vision 2030* calls for the system and each institution to increase the numbers of underrepresented and minority students who earn a college degree; and provide the support needed to give all students the opportunity to succeed.

The University System of Maryland has a strong commitment to equity within its institutions and the communities and a core belief that higher education serves the public good, with the power to revitalize and strengthen the prosperity of the state and its cities and improve the quality of life for Maryland residents.

The USM System Office Project

In July 2022, the USM System Office identified an opportunity to support its institutions in efforts to improve the college experience of students from the Baltimore City Public School System (BCPSS) who were enrolled or who expressed intent to enroll at the USM in the first fall following high school graduation. The project focused on the campus activities and programs offered during the summer transition from high school to college and through the first-year of university life.

The purpose of the project was to help prevent summer melt and encourage BCPSS students to complete enrollment and attend a USM university in fall 2022. Institutions would create new fall welcome events or enhance existing programs to give BCPSS students a greater sense of belonging to the campus community and confidence that their college experience would be positive. The project format and content would be tailored specifically to BCPSS students and the context of each campus. The System Office would provide project management and planning support and stipends for food and refreshments.

The project was led from the System Office by Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education and was supported by Mary-Ragan (MR) Macgill, a philanthropist and native of Baltimore City. The System Office staff for the project included Dewayne Morgan, Senior Director of Education, Outreach and Pipeline Development, and Karen Feagin, Graduate Assistant, P-20

The University System of Maryland engaged edBridge Partners to manage the project and support USM campus teams and to gather information about existing academic and non-academic programs that support BCPSS and underrepresented students at the USM. Special attention was given to understanding peer-mentoring programs.

Additional guidance and support for the project were provided by the Abell Foundation and the CollegeBound Foundation, two organizations that focus exclusively on Baltimore City students with deep commitments to expanding educational opportunities and college success.

- The Abell Foundation is dedicated to improving the quality of life in Baltimore by addressing systemic economic, social, and environmental challenges. The Abell Foundation has a strong commitment to the Baltimore City public education system and the nonprofit partners that support its schools and students. The Abell Education Program has a portfolio of projects and partnerships focused on academic achievement, high quality teachers and leaders, innovative models of instruction, family and community engagement, and successful transitions between high school and post-secondary and career opportunities. Coppin State University's *Our House* mentoring community, a project participant, received its initial funding from the Abell Foundation.
- The CollegeBound Foundation focuses exclusively on Baltimore City public schools and students, providing on-site full-time college advisors, delivering need-based funding through "Last Dollar Grants," and administering an annual scholarship portfolio. The CollegeBound College Completion Program (CCP) is a multi-year support network composed of campus liaisons, adult mentors, peer mentors, and CollegeBound staff who are dedicated to guiding Baltimore City public school graduates through college. CollegeBound CCP is engaged with several USM institutions. University of Maryland Eastern Shore, a project participant, is one of several USM institutions supported by CollegeBound's CPP program.

Focus on Baltimore City and BCPSS: Serving Students, Schools, Communities and the Greater Good

The project focused on students from the Baltimore City Public School System for important reasons: Baltimore City is the largest city in the state with a population of 585,000 residents. The prosperity and renewal of Baltimore City is essential to the future success of Maryland; and the health and vitality of Baltimore City depends upon a high quality, equitable public school system.

The University System of Maryland is in a position to positively impact both the City and its students: Baltimore City relies on higher education providing a stable pipeline of knowledge, ideas, entrepreneurship, and skilled residents to fuel the development of its economy and workforce. The City's renewal will benefit from a greater number of college graduates who will reside and reinvest in Baltimore City. The vast majority of graduates from BCPSS attend the University System of Maryland. Further, the USM has strong partnerships with organizations that also work within and serve the Baltimore City public schools and community.

Baltimore City Context

Baltimore City is a minority majority city with a population that is 63% Black, 27% White, 5% Hispanic, and 2% Asian. Baltimore City has a poverty rate of 23%, which is the highest in Maryland, and is more than twice the state's average rate of poverty. Thirty-five percent of children under age 18 live below the poverty line.

Baltimore has a relatively affluent metropolitan area, a thriving port, leadership in higher education and healthcare, and a downtown area that offers employment opportunities. However, not all residents benefit from the city's strengths.

The wide gaps in important social indicators and economic outcomes reflect the city's history of structural racism and segregation. The unemployment rate is three times higher among the city's communities of color (Black 14%, Latino 7%) compared to White neighborhoods (4%). There are large racial disparities in the percentage of Baltimore City adults ages 25 and older who have graduated from college: Only 15% of Black adults have earned a bachelor's degree or higher compared to 52% of White adults.

Challenges related to Baltimore City's poor economic, health, infrastructure, and safety conditions; disruptions from social upheavals, political divisiveness; and the lingering effects of the COVID pandemic have had a profound impact on the quality and outcomes of the Baltimore City Public School System (BCPSS).

Baltimore City Public School System Outcomes

The economic factors and the context in which Baltimore City public schools operate have a large impact on the educational outcomes of BCPSS students:

- The BCPSS student profile is predominantly low-income, majority Black (73%) and Hispanic (17%), and likely to be first in their family to attend college. BCPSS has the lowest four-year high school graduation rate (69%) in Maryland.
- Performance on state assessments (MCAP) are among the lowest in the state: BCPSS average proficiency level in Math is 7% and the average proficiency in Reading is 16%.
- Scores for math and reading on the National Assessment of Educational Progress are below the scores of 24 of the 25 other large urban school districts across the country.
- BCPSS graduates are among the least academically prepared for the rigors of college coursework: the college remediation rate for BCPSS students is 64%, the highest of all school districts in Maryland.
- Sixty-nine percent of BCPSS high school seniors completed at least one college application. The average number of applications per student is 3.4.
- Fifty-one percent of BCPSS high school seniors completed the FAFSA.
- Of those students who were accepted to college, 37% had not enrolled by the first fall following high school graduation. This phenomenon is referred to as "summer melt".

Research indicates that students who enroll immediately after high school are more likely to persist and complete a degree than those who postpone college.

- Twenty-seven percent of BCPSS graduates enroll in 4-year colleges in the first fall following graduation, 14% enroll in 2-year colleges. For the last 5 years (2016-2020), a larger percentage of BCPSS graduates enrolled in 4-year vs 2-year colleges.
- The 4-year college degree completion rate for BCPSS students (class of 2014) was 53%; the state’s average 4-year college completion rate for all students is 70%; and the national average is 63%.

The USM Role and Responsibility for Future Success of BCPSS Students and Baltimore City

Most graduates from BCPSS choose to attend a University System of Maryland institution. The USM plays a crucial role and has an outsized responsibility for the future of Baltimore City Public School Students and the greater good of Baltimore City.

Two-thirds of high school graduates from BCPSS (66%) who enroll in 4-year colleges or universities in the first fall following graduation enroll at the USM. In 2022, BCPSS graduates enrolled in 11 USM universities, a testament to the cohort’s different postsecondary interests, strengths, needs and aspirations.

BCPSS Students % of Total Undergraduate Enrollment¹

Bowie State University	7%
Coppin State University	48%
Frostburg State University	6%
Salisbury University	2%
Towson University	4%
University of Baltimore	40%
University of Maryland Global Campus	6%
University of Maryland Baltimore	6%
University of Maryland Baltimore County	8%
University of Maryland College Park	2%
University of Maryland Eastern Shore	13%

While BCPSS students may share many common demographic characteristics and seem homogeneous in terms of race, economic status and first- generation college status, they are diverse in terms of individual strengths, interests, and goals. USM has institutions that can meet every student’s needs. Each institution will offer the types of programs and tailor best practices in ways best suited to their students.

¹ Source: <https://www.usmd.edu/IRIS/>

The USM has a long history of collaboration and partnerships with Baltimore City and the public school system. Every USM institution and the System Office have programs and services that reach across Baltimore City and support the communities and schools at many levels.

Literature and Research Review and System-Wide Scan

Research and Literature Review: Summer Melt, Belonging, and Mentorship

edBridge conducted a review of literature and research that focused on minority, low-income and first-generation students in the following areas: Summer melt, retention, college completion, the student experience, student success programs, mentorship models, advising, college transition supports and summer bridge programs, cultural responsiveness, and sense of belonging. The research included both academic and applied studies, quantitative and survey research, qualitative research, and case studies. edBridge reviewed reports and data analyses focused on the University System of Maryland and on Baltimore City and the Baltimore City Public School System. A list of references is provided in Appendix A.

The review provided context for discussions and project planning with the USM campus leads and teams participating in the project; and could be useful to help guide the USM long-term strategies for increasing enrollment, retention, and degree completion rates for underrepresented groups.

The following provides a summary of the review findings for summer melt, a sense of belonging, and mentoring programs that were of special interest for this project.

Summer Melt

Summer melt is the term used to describe the phenomenon of students who apply and are accepted to college, demonstrate an intent to enroll, often paying their deposit, but do not enroll in college the fall immediately following their high school graduation. Nationally, summer melt is 10-20%. (U.S. Department of Education.) Summer melt is highest for students from low-income backgrounds, first generation college students, and students in large urban districts— the characteristics of most BCPS students. The summer melt rate for Baltimore City Public School System high school graduates in the class of 2020 is 37%.

The summer before college is a crucial time when many students lose the high school support system that guided them through the college application process; others may lack support from peers who are not attending college; and many feel conflicted about going to college when they have family obligations. Students and families can become easily overwhelmed by the complex processes and multiple deadlines involved with enrollment and financial aid. They may be unsure of how they will fit their work schedules with class schedules. Many students lack confidence in their ability to meet the expectations of college and rigors of academic coursework; a feeling that they do not belong or are not a fit for college causes many students not to enroll in first fall or remain in college after their first year. For first-generation college students and underrepresented minorities the lack of support in any of these areas can be daunting enough to postpone or cancel college plans.

Baltimore City Public School students are particularly vulnerable to the conditions that contribute to summer melt. These have little bearing on whether these students want to go to college, but rather on whether they have access to the resources and guidance needed to navigate the processes and the confidence and comfort of feeling they belong and will be able to succeed in college. Most USM institutions have programs or services in place to address issues related to summer melt.

However, for this project we could not evaluate how the project could help decrease summer melt because timely data were not available to identify the students from BCPSS who were admitted for the immediate fall but had not completed the enrollment process and were at risk for summer melt.

The Importance of a Sense of Belonging

The transition to college is a major life milestone for most students. Research shows that college students who feel that they belong at their institutions do better academically, earning higher grades, and are more likely to persist, engage, and complete a college degree. Underrepresented minority, low-income, and first generation college students are more likely to experience a lower sense of belonging and increased doubts about their ability to succeed in college. A sense of belonging is defined as feeling accepted, valued, included, and encouraged by others (teachers and peers) in the classroom and on campus; of feeling oneself to be an important part of the life and activity of the class.

Students who actively engage in campus life in and out of the classroom are those who are happiest with their college experience, least likely to transfer and more likely to graduate. Identifying engagement activities that are associated with a high sense of belonging — such as living-learning communities, developing relationships with faculty, peer mentoring, activities among students from different backgrounds, career relevant experiences, student organizations and community engagement—and strive to ensure that more students can have those kinds of experiences.

A strong sense of belonging is increasingly seen as a key part of a positive college experience and student success. The National Survey of Student Engagement (NSSE) added questions about belonging to its annual survey in 2020. For USM institutions that participate in NSSE, analyzing and sharing the NSSE results system-wide can provide useful information about the overall level of belonging among students and, when disaggregated, can offer insights about differences between subgroups.

Mentoring Programs

Peer-to-peer mentoring in higher education, where experienced students provide guidance and support to new students to enable them to navigate through their college education, is regarded as an effective intervention to ensure the success and retention of students. Effective mentoring relationships between students and mentors are the central elements of undergraduate research programs and important drivers of student success.

Studies show that students who have a mentor are 14% more likely to stay in college and 13% more likely to graduate college after four years. (The National Bureau of Economic Research.) Mentoring by college faculty has a positive impact on students' persistence and academic achievement in college and helps prepare them to be successful in professional careers. Minority college students who had mentors are twice as likely to persist and have higher GPAs compared to minority students who did not have mentors. Students who had peer mentors felt significantly more integrated and connected to their college after the first semester.

Internal Scan of USM Websites and Materials

edBridge conducted a scan of the websites and materials of the select USM institutions to determine the availability of campus services, programs, and supports offered in the summer transition from high school to college; fall enrollment, and through the first year of university life. We focused on the activities and services that specifically target students from BCPSS and that support minority, low-income, and first-generation students. We looked at the programs' ease of access, communication, mandatory and optional participation, alignment to best practices, and connections

across campus resources. See [USM Summer Programs for First Year & Transitioning Students; USM First Year Experience Programs for New Freshmen](#).

Every USM institution offers a combination of programs, services, and support for new students during the summer transition and the first-year experience. On average, USM campuses provide six different activities to support incoming students. The projects offered by the USM align to best practices to increase enrollment, retention, and completion of underrepresented students.

- Summer bridge programs to improve college-readiness.
- Navigation advisors and resources for enrollment and financial aid process
- Orientation events for students and families
- Living-learning communities and freshman seminars
- Writing labs and tutoring centers
- Peer, faculty, and professional mentorship
- Academic advising and early alerts
- Student activities and organizations that engage students of diverse backgrounds
- Civic and community engagement opportunities
- Offices of Diversity, Equity and Inclusion

USM system and institution communications and outreach to students clearly, consistently and strongly positions the USM as providing inclusive environments that value diversity, creating a sense of community for all students, and offering opportunities and support to ensure students have a positive experience, meet their learning goals and succeed. Importantly, website communications direct students to the many activities and programs on campus that demonstrate this commitment to equity and diversity. These messages and activities are welcoming and reassuring to prospective and current students of the USM.

The USM institutions use many mentoring models with different mentor-mentee relationships and purposes. Every campus has a peer mentorship component in first-year programs and initiatives. A summary is provided in Appendix B.

The System Office Project Participants

At the direction of the System Office, edBridge Partners reached out to contacts within the student services and academic affairs areas of nine USM institutions to present the project concept and determine interest in campus participation. Despite full schedules and short notice, the campus contacts were generous with their time, open to the project, and considered their capacity to execute on its goals.

Six campuses participated in the project:

- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Maryland Baltimore County
- University of Maryland Eastern Shore

Learning About Campus Programs

In addition to planning the project, each campus team provided important information about the types and purpose of current initiatives, data use, methods of communication, challenges and opportunities. What we learned:

- Every campus has robust programs and services in place to support underrepresented students who are new to the USM. The programs span students' summer transition to college, first fall enrollment, and first-year of university life.
- Most programs involve collaboration and cooperation from cross-departmental teams. The departments involved included Student Affairs, Student Success, Enrollment, Academic Affairs, Advising, and Diversity, Equity & Inclusion Offices.
- With the exception of Towson, the campuses did not have targeted first-year outreach or programs specifically for students from the Baltimore City Public School System; however, students from BCPSS have access to all campus activities provided to underrepresented, low-income, and first-generation students, provided they meet program criteria.
- Most campuses did not have ease and access to timely and actionable data about the BCPSS cohort, and other student subgroups. Data connecting the student participation and the impact of support programs and resources across the different areas of the college and throughout the college trajectory are not student are not widely available. System-wide data and information is also not available. The project teams all felt the ability to have these data and track students across programs would be very helpful and improve their ability to make adjustments to best serve BVCPS and underrepresented students.
- A wide range of communication modes are used to connect and engage with students, and remind them about critical deadlines, tasks, and events: A combination of email, group chat, texts, calendar invites, websites, phone calls and face-to-face meetings were used. Many campuses noted that policies were in place to limit texting directly to students so that texts regarding emergencies would break through. All felt it was difficult to get consistent responses from students due to their many obligations and full schedules; and the high volume of communications directed to them from many campus sources.
- The campuses valued connections across programs and institutions and felt the System Office could have an important role in facilitating those connections.

The USM Campus Projects

Coppin State University

Coppin State University (CSU) is a comprehensive historically black institution (HBI) located in urban northwestern area Baltimore City. CSU enrolls 2,006 students of which 1,757 (86%) are undergraduates. The CSU student population is 80% Black, more than 70% first-generation and low-income students, and 77% female. Almost half (48%) of CSU enrollment comes from Baltimore City. Throughout the University, there are program-specific efforts designed to recruit and retain a diversity of staff and faculty: Seventy-seven percent of the CSU faculty and 83% of staff are from minority groups that are traditionally underrepresented in higher education.

Coppin State University is a community-centered university and responds to the needs of Baltimore residents. As an anchor institution, Coppin actively involves its students, faculty, and staff in civic life and community service and encourages students to stay connected and work with the schools and students in their home communities.

Coppin has a mission of accessibility and strives to provide educational access to Baltimore residents of all ages who wish to improve their economic and social condition. To this end, CSU has variable admissions criteria and provisionally accepts students who show potential to succeed but do not meet all admissions requirements or test into the university. Incoming first-time full-time students are not always adequately prepared for the rigors of college coursework and are at-risk of not making it through to earn a degree. Coppin has low first-year retention rates and college completion rates. This is due, in part, to the academic preparation and college-readiness levels of freshman students, admissions policies, and the university's strong sense of social responsibility and commitment to the community.

Coppin State University Project

With 48% of the Coppin State University undergraduates coming from Baltimore City, CSU does not separate out or specifically target this cohort. However, a large number of BCPSS students applying to CSU are not college-ready or prepared academically for college coursework. Without additional support, they would be at risk for not enrolling in the first fall, failing to complete the first-year, and/or not re-enrolling the following year. BCPSS students make up 40% of students identified during admissions as at risk and conditionally accepted to CSU with the understanding that they will address skill gaps prior to fall enrollment. Coppin State University project leads focused this project on at-risk students.

It is mandatory that all conditionally admitted students attend CSU's summer bridge residential program Summer Academic Success Academy (SASA) and the first-year community mentoring program Our House. SASA and Our House are connected, with SASA scheduled in July-August before fall enrollment and Our House beginning in fall and continuing throughout the first-year. Both build college-readiness skills, provide academic support and advising, offer social development and networking opportunities and mentorship, and connect students to campus resources. Peer mentors are introduced to students during SASA in the summer and continue to serve as mentors in Our House communities throughout the first year. Peer mentorship is a major component of the two programs.

SASA was launched in 2010 to address low completion rates. Our House was piloted with a grant from the Abell Foundation in 2014 and now serves more than 115 students each year. Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. The program's results indicate a substantially higher freshmen to sophomore retention rate and academic achievement when compared to students who do not take part in the program.

After reviewing its programs, CSU focused this project on strengthening the training curricula provided to Our House peer mentors. Of special interest was building professionalism and soft skills like active listening. Our House requested and adopted one of the mentorship training programs recommended by edBridge, the Eduology Peer Mentor Certification training. This 8-hour certification course was provided to peer mentors in February 2023, and will be available to them for a total of 6 months. The success of that training within the Our House Program will determine whether it will also be incorporated into training for SASA summer bridge program peer leaders who work with the largest percentage of Baltimore City Public School students.

In addition to mentorship training, edBridge and Coppin have initiated conversations around the development of a more elaborate speaker's bureau for its students to engage in, and the planning of

a peer mentorship event for Our House peer mentors that will provide professional development centered on building leadership skills.

Frostburg State University

Frostburg State University (FSU) is a comprehensive regional university that serves the educational needs of Western Maryland. It serves as the center of cultural and civic life and economic growth for the region's surrounding communities. FSU is a small, student-centered institution of 4,068 students of which 3,264 students are undergraduates. The student population of FSU is 56% White, 22% Black, 9% Foreign, 5% Hispanic, 2% Asian, and 5% Other. Students from Baltimore City Public Schools are 6% of the total FSU undergraduate enrollment.

Frostburg State University is actively building the diversity of its student population and fosters a sense of belonging among all students. To that end, FSU requires all first year students and sophomores to live on campus to strengthen community, meet new friends, and take part in social activities that will enrich the college experience.

Frostburg State University Project

Affirming the university's commitment to diversity, FSU has made the BCPSS project a priority. Frostburg State University used this project to plan and launch the Baltimore City Champions, a new, year-long program focused on BCPSS students. The vision for Baltimore City Champions is to become a signature program and an integral part of the college experience for all BCPSS students that is valued as a trusted source of information, connections, and support for the cohort. The long-term goal is for the program to boost recruitment, enrollment, and retention for BCPSS students to rates similar to those of the TRIO and ECHOSTARS programs.

The project was led by FSU Student Affairs. A cross-departmental team was formed to plan the first event of Baltimore City Champions which used the model format provided by edBridge that incorporated several effective practices to cultivate a sense of belonging for underrepresented students. The project's welcome event was held in the late fall. The event brought together newly enrolled BCPSS students with faculty, alumni, peer mentors, and leaders from student-led organizations in a highly participatory format that offered opportunities for information sharing, Q&A, and fellowship. The format borrowed from "speed dating" so interactions could be fast paced and all participants could engage with students in a very personal and personable manner. Food and campus swag bags were provided.

Multiple methods of communication and outreach were used to invite BCPSS students including email, text, calendar invites that could be shared, and personalized invitations hand delivered through peer mentors and resident services personnel. The communications followed best practices and were welcoming, friendly, and inviting in tone. Turnout was lower than hoped for but the event format and interactions with students in attendance were successful. It was encouraging that the students who attended the welcome event came to another event recommended by the Baltimore City Champions team.

The project team would like to find ways to expand and leverage the role of peer mentors in Baltimore City Champions.

The project will be refined and built using a continuous improvement model. Surveys were given to both students who attended and those who did not attend the event to inform future activities of the Baltimore City Champions.

City Schools Persists, a division of the BCPSS College and Career Readiness Office, contacted FSU project lead Dr. Jeff Graham, Associate Vice President Student Affairs, to discuss future collaboration and support for Baltimore City Champions. City School Persists supports City Schools students and graduates ages 18-24 in navigating and finding success in post-secondary pathways such as college, job training programs, the military, and workforce. Persists staff heard about the FSO project at its Persistence Summit. Future partners both on and off campus will be cultivated to strategically build and enhance the program.

The Baltimore City Champions team appreciated the System Office's support and the opportunity to brainstorm with the edBridge team on ways to develop the program. The team valued the opportunity to contact and share ideas and experiences with colleagues on other USM campuses.

Salisbury University

Salisbury University (SU) is a mid-sized regional institution with an enrollment of 7,123 students, of which 6,400 are undergraduates. SU is situated in a suburban area on Maryland's Eastern Shore. The student body is 69% White, 13% Black, 6% Hispanic, and 3% Asian. Students from BCPSS are 2% of SU's undergraduate enrollment. SU is actively encouraging and making efforts to have greater diversity in its student population. The university has a commitment to create and foster an environment that values diversity and inclusion while encouraging an appreciation and respect for differences.

Research shows that college students who feel they belong at their institutions do better academically, earning higher grades, and are more likely to persist, engage, and complete a college degree. Underrepresented minority, low-income, and first-generation college students experience a lower sense of belonging and have more doubts about their ability to succeed in college.

Salisbury University directly positions the campus as one where every student is valued where "every single student feels a sense of belonging". Communications from the Office of Diversity & Inclusion and Resident Life emphasize the strong and inclusive community on campus, reassuring underrepresented minorities that they will be welcomed and heard: A stated goal for SU is to ensure every student's identity is seen, honored, included and celebrated on campus. The University has a two-year residency requirement for all freshmen and sophomore students, which supports inclusion and builds community.

A Community You Want to Belong To

At Salisbury University you'll meet students, faculty, and staff representing the full range of the human experience — and because we're such a tight-knit community, you'll get to know each other before you know it! As you walk around campus you'll see familiar faces and connect with friends. You'll meet students, faculty and staff with whom you'll form meaningful connections which will help you learn more about yourself, others and the world around you. —Salisbury University

Salisbury University Project

SU formed a cross-departmental team that planned ways to host a fall event and to build a more comprehensive approach to engage and retain students from BCPSS in the first year and beyond.

While not specifically targeting students from BCPSS, there are many programs and first-year activities across SU for underrepresented students. Through this project, Salisbury University plans to connect with BCPSS students with greater intentionality, proactively reaching out and inviting the BCPSS cohort to events, and encouraging engagement and leadership. Staff and faculty from across the university will continue to contact BCPSS students during the year to build relationships and trust.

To identify and learn more about its BCPSS students, the team leveraged the SU mandatory, pre-matriculation survey administered by academic affairs to all incoming students. Completing the survey is a requisite to enrollment. The survey responses are used to help create the first semester course schedules for all incoming students.

The project team hosted a new November event, Charmed City Seagulls, that was created specifically for BCPSS freshmen and aligned with the Gull Start-Up and First Flight mandatory orientations for new students. At the event SU students and Baltimore City alumni shared their experiences and tips for the transition to college with new students from BCPSS.

The following are examples of SU programs that will engage BCPSS students:

- Powerful Connections is a pre-orientation program that offers activities for first-year and new students of diverse backgrounds to successfully transition to university life. The program provides connections to upper-class students through peer mentoring, and opportunities for friendships and fellowship with peers. In future, the program will reach out directly to engage BCPSS students and increase their sense of belonging to the SU community.
- Gull Start-Up and First Flight are mandatory orientation programs for all new students: that are connected and held in June and August. January Orientation applies to all new students enrolling in spring. Orientations cover academic expectations and information related to majors and course enrollment. New students meet staff, academic advisors and orientation leaders. In-person orientation events are complemented by self-paced online modules about life at the university, academic advising, money matters and additional resources and required training.

In 2023 SU will continue to reach out and plan targeted outreach and events to build the connections and trust of Baltimore City students.

Towson University

Towson University (TU) is an important anchor institution for the greater Baltimore region. TU offers more than 110 academic programs, advances research, and creates opportunities for the public good. Towson is a mid-size university located in a suburb of Baltimore City. TU has a total enrollment of 19,793; the undergraduate population is 16,861. The university's demographics of its largest racial/ethnic are 46% White, 28% Black or African American, 9% Hispanic, and 6% Asian. Students from BCPSS accounted for 4% of Towson's undergraduate student body. Towson university is a nationally recognized leader in inclusive excellence and has eliminated the university's achievement gap based on race/ethnicity.

TU did not participate in the project but shared information about its successful efforts to proactively reach out to BCPSS early (before they enroll in college) and to create programs designed specifically to meet the needs of first-year BCPSS students. Examples:

- The Students Achieve Goals through Education (SAGE) program is part of Towson University's cultural diversity and student retention plan. TU proactively reaches out to BCPSS students to join the SAGE living-learning community. SAGE residents have access to dedicated tutoring and academic advising, peer mentors living within the community, relationships with faculty, staff and peers, and various campus services throughout the academic year that creates a connected sense of community.
- The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors and provides a series of college readiness workshops.

University of Maryland, Baltimore County (UMBC)

The University of Maryland, Baltimore County (UMBC) is a leading public research (RI) university that is recognized for excellence in several areas. Innovation, Teaching, and Diversity; top ten in the U.S. for economic and social impact; highly ranked engineering and computer science undergraduate programs; and several of the nation's top STEM graduate programs. UMBC is first in the nation in producing Black graduates who go on to earn Ph.D. degrees in natural sciences and engineering, and M.D./Ph.D. degrees.

UMBC 2022 enrollment is 13,991; minority enrollment is 52%. The undergraduate student population is 10,625; students from BCPSS represent 8% of undergraduate enrollment. The UMBC student population is diverse: 31% White, 20% Black/African American, 19% Asian, 8% Hispanic, 16% Foreign and 6% Unknown or Multicultural.

University of Maryland Baltimore County Project

The BCPSS project team met several times in the late fall to plan its approach to the project. UMBC identified several UMBC programs and events for new students that are held in the summer, fall, and throughout the first-year that would benefit students from BCPSS. The team is determining the best way to tailor some of the events listed below to increase recruitment, enrollment, and retention of students from BCPSS in their first-year.

- Pre-Orientation Golden Ticket Advising Program
- First-Year Student Orientation Welcome Week
- Dawg Days Jump Start Summer and Winter Bridge Programs
- Participants earn academic credit(s), learn about campus resources, and connect with faculty/staff and other new students.
- First Year Experience-Introduction to Honors University
- Introduction to Honors University (IHU) courses for first-year students at UMBC. IHU are added onto introductory courses to improve academic and life skills and the successful transition to college: Writing, test taking, and time management.
- The Discovery Scholars living-learning community for students includes faculty and staff engagement, majors and career exploration, and tips for college success.
- The INDS Peer Mentoring Program junior or senior level peer mentors.

University of Maryland, Eastern Shore (UMES)

The University of Maryland Eastern Shore (UMES) is a small historically black institution located in a suburban community in a rural setting, and is primarily a residential campus. UMES has a total enrollment of 2,518 students, where 1,933 students make up the undergraduate population. UMES

demographics are 55% Black, 14% White, 4% Hispanic, 16% Foreign and 7% Multicultural. BCPSS students account for 13% of the undergraduate enrollment.

University of Maryland Eastern Shore Project

UMES is served by the CollegeBound Completion Program, a support network composed of campus liaisons, adult mentors, peer mentors, and CollegeBound staff dedicated to guiding BCPSS graduates through college. During the project timeline CollegeBound organized a virtual welcome event for its Completion Scholars that highlighted information about campus services, such as tutoring resources, and on the first year college experience. The Liaison engaged students in 1:1 in-person follow-up to gather feedback on the event and answer any open questions students had regarding their transition into college. CPP has many more support activities that fell outside the project.

Recommendations

Recommendation 1: Data

Inventory and map programs across student experience and college journey for a holistic view of services that support BCPSS and underrepresented students; identify data needs and accessibility; track BCPSS cohort and student subgroup participation in programs and ; create System Office committee to guide collection, use, and sharing of data.

- Conduct an inventory of student success and academic support programs that target Baltimore City Public School Students or underrepresented students by institution; Map programs to student experience and the different points of the college trajectory from the transition to college through degree completion to provide a holistic view of campus supports and where there are commonalities and gaps.
- Work with Institutional Research to identify data needs and uses; develop a data framework that highlights key indicators used to effectively track this student population from pre-college, transition to college, through the first-year experience and beyond, and identify interventions at each point as needed.
- Determine impact and effectiveness of programs or combinations of programs on academic achievement and measures of success for different student sub-groups.
- Determine the best representation of data, types of dashboards, timeliness of reports to be actionable across programs and institutions.
- Create a System Office committee to share data policy, identify needs, and create and pilot effective data systems across institutions to best understand and serve BCPSS cohort and underrepresented students.

Recommendation 2: Mentorship

Review mentoring models and pilot new mentoring programs on USM campuses. Strengthen peer-mentor training; and create a System Office Mentoring Advisory Council.

- *Mentorship Pilot*
Every college or university's peer-mentoring program is unique so that it can best meet the needs of the particular mix of students on campus. However, there are some commonalities—skills, knowledge, and mindset—that successful mentors need to acquire

to effectively guide other students. Effective peer mentorship programs consider both the needs of a particular institution and the skills and habits that all peer mentors require in order to succeed.

Pilot new models of mentorship programs on 2-3 campuses to evaluate effectiveness and potential for replication across the system.

- *Mentor Training*
Studies have examined the conditions under which mentoring is most effective and identified factors influencing mentor-mentee relationships. Training of mentors has been found to be critical to the success of students and mentoring programs. Institutions and the system evaluate different training models and recommend training programs to strengthen mentor skills and effectiveness.
- *Create a System Office Mentorship Advisory Council*
Create a System Office Mentorship Advisory Council to share data, information, and practices across institutions; recommend training models that can be implemented or accessed by USM institutions; advise on trends and developments in the mentoring field that can benefit or can be applied to USM support of BCPSS students, underrepresented minorities, low-income, and first-generation students; and review data sharing and information policies. Advisory Council members include representatives from: The System Office, student services and academic affairs, NGO and foundation leaders, students and peer mentors, USM institutional researchers, experts in the field.

Recommendation 3: Belonging

Adopt a systemic, structured approach to cultivate a greater sense of belonging and encourage connections between students, faculty, and the campus community for BCPSS and underrepresented students. Review results of the National Survey of Student Engagement (NSSE) which added questions pertaining to students' sense of belonging on campus; disaggregate data for insights about differences by student subpopulation.

Recommendation 4: Communications

Experiment with channels of communications to increase reach and engagement of BCPSS and underrepresented students; use personalized, proactive and mixed methods of communications to build relationships and engage students from BCPSS and underrepresented communities.

A willingness to experiment with new channels of communication, and inviting students into discussions of those strategies, can help institutions better understand students and increase responsiveness and engagement between faculty leaders, peer mentors, and their BCPSS and underrepresented students. Explore the best means of connecting students to the services they need at the right time. Investigate use of cohort-specific phone app.

Recommendation 5: System Led Convening and Collaboration

The System Office to regularly convene teams and provide opportunities to collaborate and share learning, ideas, data, and experiences.

The campus project teams were very appreciative of the USM System Office support to strengthen their activities. They valued the opportunities to share learning, ideas, data, and experiences with colleagues about serving the BCPSS cohort and underrepresented students. The campus teams expressed interest in the System Office continuing to convene the teams across institutions for regular collaboration and conversations with institutions about their work.

Appendix A: Works Cited

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Appendix B

Review of USM Mentoring Models, Roles and Programs

The USM institutions use mentoring programs extensively. This document provides examples of the mentorship programs offered across the University System of Maryland. This is only a small selection of mentoring in several institutions to illustrate the wide range of models, relationships and objectives for the USM mentoring programs.

Bowie State University: Black Male Faculty Mentors for Black Male College and High School Students Interested in the Teaching Professions

The Center for Research and Mentoring of Black Male Students and Teachers is part of the Center for Black Males at Bowie State University and is dedicated to building the pipeline of Black or African American male students who enter teaching professions; currently just 2% of teachers in U.S. public schools are Black males. The Center has several initiatives. Mentorship is a key component of the Center's programs:

The Scholar Fellows program is a mentoring, networking, and professional development platform for undergraduate, masters, and doctoral scholars interested in teaching, mentoring, and research; and in developing Black male teachers. Scholar Fellows receive mentoring from Black college professors, educational leaders and alumni committed to supporting their academic, career, and professional development.

Fellows will participate in or lead mentoring programs for Black male students or prospective teachers; in turn, Fellows who have interest in earning a master's or doctoral degrees are provided with mentorship and educational support and guidance.

The Black Male Teachers College is a program for Black male 8th grade students and high school students in grades 9-12 who are interested in or plan to become a teacher or want to learn more about the profession. The students are mentored by Black college professors, BSU college students, and Black male teachers and leaders. Mentors share knowledge and experiences, and explore with mentees what it is like to be a Black male college student, education major, and teacher. The students meet, interact, and network with other Black male students and Black male teachers and leaders throughout Maryland and the U.S.

The BSU *Black Male Educators and Leaders Alliance* is a partnership with the *Bowie State University National Alumni Association*. The Alliance regularly engages Black male educators and leaders that are alumni to provide organic networking and mentoring for BSU students. A directory of Bowie Black male educators and leaders alumni available to support organic networking, mentoring activities, and recognition for BSU students.

Coppin State University: Peer Mentors for First-Year At Risk Students
Summer Academic Success Academy and *Our House Community Mentoring* programs offer continuous peer mentorship for first-time full-time students who are academically at risk. Mentorship begins during the summer bridge program and continues with the same cohort of students into the first-year. Junior and senior students mentor groups of freshman students in their community. Mentors provide academic and non-academic guidance, emotional support and information about the college experience; They plan workshops and speakers with the students and co-design activities to build fellowship between mentees. Mentors are trained and receive stipends for their efforts.

Frostburg State University: *A Team Approach Pairs University Advisors and Faculty Mentors to Support Student Success*

Frostburg State University adopted a new advising model that takes a team approach to student success: Each first-year undergraduate student will have a full-time professional University Advisor as well as a Faculty Mentor from their major to help them adjust to college life. The new model allows faculty to serve more as mentors focusing on student professional development; and university advisors can supplement the faculty mentor role to help students navigate many of the daily logistics of college life including course scheduling, academic and personal development.

The FSU new model is the result of a three-year national study on improving student advising: FSU was one of 12 schools in the nation selected to participate in the charter cohort of this project led by NACADA and the Gardner Institute.

Salisbury University: *Peer Mentors Connect with New Students of Diverse Backgrounds to Support Transition to University Life*

Salisbury University's *Powerful Connections* Pre-Semester Experience connects incoming students of diverse backgrounds with upperclassmen who serve as peer mentors. Peer mentors help new students successfully transition to university life, feel welcome in a campus environment that values diversity, and gain confidence in their ability to succeed academically and take on leadership roles on campus.

Towson University: *Mentorships Empower Women in Business; Support First-Generation and First-Year Students in Living Community*

The *MentHER* program combines networking and mentorship for women to support the growth, education, and empowerment of female college and high school students in the Baltimore area. Professional business women serve as mentors to female students in TU's College of Business & Economics, who in turn mentor high school students within Baltimore. Guided discussions on issues facing women are addressed throughout the program in the 1:1 mentoring sessions, workshops, and presentations. *MentHer* is supported by a grant through the National Mentor Resource Center, and uses evidence-based practices for mentorship programming. *MentHER* empowers women through its mentoring relationships and program content on financial literacy, career planning, and life and workplace skills.

The *Students Achieve Goals through Education* (SAGE) program is one component of Towson University's cultural diversity and student retention plan. The SAGE Learning Community offers first-generation and first year college student mentees peer-to-peer mentorship.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Programs 5-Year Enrollment Reviews, Fall 2018 – Fall 2022

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: As part of the ongoing review process of academic programs, the attached data have been updated with the Fall 2022 enrollments of programs continuing in the five-year review period. The information provides the Committee with the actual enrollments in new programs approved since Fall 2018, as well as the projections submitted with the initial proposal. It is important to note that not all programs are implemented in the year they are approved. Depending on the approval dates from the Board of Regents and MHEC, recruitment and admission to the program may not begin until the next academic year. In addition, admission to (and so enrollment in) an undergraduate program may not occur until the students have completed the required lower-division General Education or core courses, with the result that enrollments are reported two or even three years after initial approval. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provide an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR’S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn
Ellen Herbst

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**NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2018 – FALL 2022**

New academic program enrollments are reviewed annually for a period of five years. The Fall 2018 – Fall 2022 review comprises enrollment data for seventy-four (74) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

The projected enrollments are taken from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments.

Programs that began reviews in Fall 2018, Fall 2019, and Fall 2020 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, with Fall 2021 and Fall 2022 starts, have varying degrees of actual enrollments as they progress through the first and second years of implementation. It is not unusual for programs to begin enrolling in the academic year following approval. Undergraduate programs may begin but not have enrollments recorded until the point when students can declare the major after early core requirements are completed. Also, these enrollment figures capture only students' primary major.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs.

Number of Degrees Offered in the New Programs

Degrees	No. of Degrees
Bachelor's	35
Bachelor's / Master's	3
Master's	30
Master's / Doctorate	0
Doctorate	6
Total	74

New Program Enrollment Review Fall 2018 - Fall 2022

Of the ten programs in Table 1 reviewed during Fall 2018 to Fall 2022, five achieved actual enrollments that significantly outperformed projections. The TU MS in Transformational Education Leadership had no initial projections, but it has robust enrollment that has grown nearly 100 percent over the past three years. The TU doctorate in Post-Professional Occupational Therapy is slightly under projections, but the entry-level Ph.D. in that field has enrollment nearly 50 percent higher than anticipated. Similarly, the UMGC Ph.D. in Business Administration is around 50 percent of projections, while the DBA continues to exceed projections by 50 percent. The TU Actuarial Science and Predictive Analytics requires a GRE and so experienced some pandemic limitations. The UMB MS in Health and Social Innovation had a deferred launch and has changed its name to Social Entrepreneurship. Additional footnotes about the Fall 2018 - Fall 2022 programs reviewed follow Table 1.

The Table 1 new programs have completed the 5-year enrollment review period and will now move forward to further intervals of enrollment and program performance reviews.

Table 1

New Program Enrollment Review Fall 2018 - Fall 2022

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES [1]	MMS	6/22/2018	0	0	25	25	25	50	25	50	25	50
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY [2]	PHD	2/9/2018	0	0	40	19	40	36	40	62	40	58
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY [3]	PHD	2/9/2018	25	4	25	20	25	18	25	15	25	19
TU	179900	ACTUARIAL SCIENCE & PREDICTIVE ANALYTICS [4]	MS	6/22/2018	5	0	10	5	15	8	15	6	25	8
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP [5]	MS	6/22/2018	n/a	0	n/a	82	n/a	160	n/a	160	n/a	154
UMB	121411	HEALTH AND SOCIAL INNOVATION [6]	MS	12/15/2017	14	0	20	6	24	8	24	12	24	9
UMGC	050101	BUSINESS ADMINISTRATION [7]	PHD	6/22/2018	0	0	55	110	112	102	168	92	179	101
UMGC	050631	ACQUISITION AND CONTRACT MANAGEMENT [8]	MS	10/20/2017	50	0	103	0	113	0	123	0	133	161
UMGC	079901	CYBER OPERATIONS	MS	10/20/2017	50	0	103	0	113	58	123	146	133	191
UMGC	050630	STRATEGIC COMMUNICATIONS	MS	10/20/2017	25	0	53	0	63	73	73	254	83	160

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The implementation date for the FSU Physician Assistant Studies program was Summer 2019. The program is at capacity at this time; when the program completes its provisional accreditation phase, it will be expanded.
- [2] The TU Ph.D. in Entry Level Occupational Therapy delivery of its final courses prompted a delay in launching the program and offered time for faculty resources distribution for the desired program approach.
- [3] The title of the proposed program as submitted to MHEC was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate.
- [4] The TU M.S. in Actuarial Science and Predictive Analytics requires the GRE, and the pandemic challenged GRE testing for students that affected admissions, including two deferrals.
- [5] No projected enrollment numbers were provided for TU's Transformational Educational Leadership program. The program is a new instructional program within existing resources.
- [6] The M.S. in Health and Social Innovation launched in Fall 2019 and had a late start in marketing and recruitment.
- [7] The UMGC DBA in Business Administration actual enrollments continue to exceed the projected enrollments by 50%.
- [8] UMGC Acquisition and Contract Management, Cyber Operations, and Strategic Communications launched Fall 2021.

Updated: April 2023 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2019 - Fall 2023

Of the nineteen (19) Table 2 programs reviewed for Fall 2019 to Fall 2023, six have met enrollment projections or are within one student of doing so. The UMB MS in Medical Cannabis Science and Therapeutics has outperformed projections by more than eighteenfold, and the UMCP MS in Applied Economics has ten times the projected enrollment. The UMCP BA in Policy, Politics and Economics has an actual enrollment thirty percent over projections, as does the UMB BS/MS in Accelerated Health Science/Physician Assistant. Two programs that have not met projections had deferred starts during Covid and have recently changed their names: the UMCP BS in Embedded Systems and Internet of Things at Shady Grove is now the BS in Cyber-Physical Systems Engineering; the UBalt MS in Cybersecurity Management is changing to MS in Cybersecurity Leadership. The educator preparation programs at TU and UMBC have not yet met projections but have enrollments. The UMCP BS in Human Development has significant additional double majors that are not recorded here. Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 2.

Table 2

New Program Enrollment Review Fall 2019 - Fall 2023

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	190500	Chemistry [1]	BS	6/21/2019	13	0	25	6	38	7	50	14	63	
FSU	083505	Exercise and Sports Science / Athletic Training	BS / MS	2/22/2019	10	41	10	12	10	1	10	0	10	
FSU	083506	Athletic Training [2]	MS	2/22/2019	2	0	23	0	35	9	38	14	41	
TU	100801	Dance Education [3]	MA	6/21/2019	10	0	20	0	20	6	20	10	10	
TU	100402	Music Pedagogy [4]	MM	6/21/2019	3	0	3	2	4	3	4	2	5	
TU	081100	Gifted and Creative Education [5]	M.Ed	2/22/2019	10	0	20	17	30	19	30	19	30	
UBalt	079900	Cybersecurity Management [6]	MS	12/14/2018	10	0	30	2	40	2	45	3	55	
UMB	129960	Accelerated Health Science / Health Science with AOC in Physician Assistant [7]	BS / MS	12/14/2018	73	117	111	111	76	113	76	104	76	
UMB	121301	Clinical Dental Hygiene Leader [8]	BS / MS	12/14/2018	4	0	10	0	12	9	12	11	12	
UMB	019900	Medical Cannabis Science and Therapeutics [9]	MS	6/21/2019	26	148	37	384	42	451	21	395	53	
UMB	129903	Health Professions Education [10]	PhD	2/22/2019	6	0	12	11	18	18	18	19	18	
UMBC	080400	Middle Grades STEM Education	BS	2/22/2019	15	0	34	0	49	2	60	3	65	
UMCP	150902	Philosophy, Politics, and Economics [11]	BA	2/22/2019	25	3	50	56	90	106	110	142	110	
UMCP	079900	Embedded Systems and Internet of Things [12]	BS	2/22/2019	25	0	50	6	100	10	125	7	150	
UMCP	200900	Human Development [13]	BS	2/22/2019	40	0	80	22	125	38	125	66	125	
UMCP	042500	Neuroscience [14]	BS	2/22/2019	155	0	360	94	520	203	520	285	520	
UMCP	220401	Applied Economics [15]	MS	4/19/2019	15	2	15	122	15	167	15	149	15	
UMCP	220601	Geospatial Information Sciences [16]	MS	4/19/2019	40	46	40	73	40	100	40	89	40	
UMCP	220602	Geospatial Intelligence [17]	MS	4/19/2019	20	10	26	24	37	29	45	37	45	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The BSU B.S. in Chemistry began in spring 2020 and is expected to meet projected enrollment.
- [2] With the new accreditation requirements, the stand-alone BS in Athletic Training is being taught out, so the numbers are intended to decline. The FSU B.S. Exercise and Sports Science has been around 21 years and has enrollment of 173; 20 are in the Athletic Training concentration. The 4+1 program takes those in the concentration to the MS in Athletic Training. Enrollment reporting statewide does not capture concentrations. The FSU M.S. in Athletic Training first cohort was to begin June 2021.
- [3] The TU M.A. in Dance Education was approved by MHEC in June 2019, secured accreditor approval in Sept. 2020, and opened for admissions in November 2020 to commence in spring 2021.
- [4] The TU M.M. in Music Pedagogy opened for admissions in February 2020 to commence fall 2020.
- [5] The TU M.Ed. in Gifted and Creative Education opened for admissions in spring 2019 to commence in spring 2020.
- [6] The UB M.S. in Cybersecurity Management launched later than anticipated because of initial program director turnover and further program developments

resulting in new out-year projections of 30.

- [7] UMB the BS/MS Accelerated Health Science/AOC in Physician Assistant begins in Fall of 2020 at AACC. Enrollment in the PA program was 78 students in Fall 2019. (Without the MHEC-generated HEGIS Code, USM could not track enrollment.)
- [8] UMB the BS/MS Clinical Dental Hygiene Leader program begins in Fall 2020 and is expected to meet projected enrollment.
- [9] UMB the MS Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments and will continue to do so into the foreseeable future.
- [10] UMB the PhD Health Professions Education began Fall 2020 and is expected to meet projected enrollment.
- [11] UMCP BA in Philosophy, Politics, and Economics: The Fall 2019 primary major count was 3, Count of all majors is 6 (includes double majors). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
- [12] The UMCP B.S. in Embedded Systems started fall 2020 at Shady Grove with a challenging start due to COVID.
- [13] The UMCP B.S. in Human Development started fall 2020.
- [14] The UMCP B.S. in Neuroscience started fall 2020 and is experiencing the continued student transition to this new program from the oversubscribed Neurobiology track and Psychology in two colleges.
- [15] UMCP MS in Applied Economics: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC-approved HEGIS Code.
- [16] UMCP MS in Geospatial Information Sciences: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 46 as noted. The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
- [17] UMCP MS in Geospatial Intelligence: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 18. The enrollment count in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

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New Program Enrollment Review Fall 2020 – Fall 2024

As illustrated in Table 3, the Fall 2020 to Fall 2024 enrollments review shows that all fifteen programs that have launched in this period have enrollment, and one at UMB has deferred launch. The programs that have met enrollment projections are the BSU M.Ed. in Culturally Responsive Teacher Leadership, the SU BA in Outdoor Education Leadership, and the UBalt BA in Legal Studies, which has achieved nearly 350% of projections. Four additional programs achieved enrollment at more than 50% of projections. Most programs (n=13 of 16) did not launch in Fall 2020 or year 1, and three did not yet launch in Fall 2021. Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 3.

Table 3

New Program Enrollment Review Fall 2020 - Fall 2024

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership [1]	M.Ed	6/19/2020	7	0	12	23	20	19	25		30	
FSU	099900	Life-Cycle Facilities Management [2]	B.S.	6/19/2020	10	0	15	3	20	5	25		30	
SU	490200	Integrated Science [3]	B.S.	6/19/2020	17	0	21	3	26	11	30		36	
SU	170101	Data Science	B.S.	9/20/2019	17	9	21	13	26	20	30		36	
SU	082800	Outdoor Education Leadership	B.A.	9/20/2019	17	13	18	12	24	30	25		30	
UBalt	210510	Cyber Forensics [4]	B.S.	6/19/2020	21	0	25	13	33	21	37		39	
UBalt	149903	Legal Studies [5]	B.A.	11/22/2019	9	16	16	57	20	69	25		32	
TU	083505	Athletic Training [6]	M.S.	6/19/2020	10	0	25	10	35	24	40		40	
UMB	121404	Global Health	M.S.	6/19/2020	10	0	24	4	33	13	37		40	
UMB	121412	Vulnerability and Violence Reduction [7]	M.S.	6/19/2020	12	0	15	0	18	0	21		21	
UMCP	070400	Immersive Media Design [8]	B.A./B.S.	11/22/2019	55	0	110	4	270	15	320		320	
UMCP	151000	Religions of the Ancient Middle East [9]	B.A.	11/22/2019	6	0	16	0	21	1	31		41	
UMCP	051100	Real Estate and the Built Environment [10]	B.A.	2/21/2020	55	0	110	0	270	5	270		270	
UMCP	090500	Biocomputational Engineering [11]	B.S.	5/1/2020	20	0	40	5	70	11	80		80	
UMCP	221000	International Relations [12]	M.A.	5/1/2020	10	0	30	14	40	26	40		40	
UMCP	220701	Applied Political Analytics [13]	M.S.	5/1/2020	10	0	25	7	35	15	45		50	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

- [1] The BSU M.Ed. in Culturally Responsive Teacher Leadership began in fall 2021 and is expected to meet projected enrollment.
- [2] The FSU B.S. in Life-Cycle Facilities Management was approved by MHEC in summer 2020 with anticipated enrollment in fall 2021. A program name change is underway to enhance marketing.
- [3] The SU B.S. in Integrated Science was approved July, 2020 during pandemic making it difficult to recruit for Fall 2020 and in spring 2021, four (4) students are enrolled in the program.
- [4] The UBalt B.S. in Cyber Forensics program was approved in summer 2020 and launched in 2021.
- [5] The UBalt B.A. in Legal Studies program exceeded enrollment projections.
- [6] The TU M.S. in Athletic Training was approved in July 2020 and will begin accepting admission in summer 2021.
- [7] The UMB MS in Vulnerability and Violence Reduction deferred launch to fall 2024 to review graduate division affiliation for greatest impact.
- [8] The UMCP B.A./B.S. in Immersive Media Design anticipates a fall 2021 start.
- [9] The UMCP B.A. in Religions of Ancient Middle East had a fall 2021 start.

- [10] The UMCP B.A. in Real Estate Development program delayed start during the pandemic and was securing funding; it began enrolling in Fall 2022.
- [11] The UMCP B.S. in Biocomputational Engineering anticipates a fall 2021 start at Shady Grove only.
- [12] The UMCP M.A. in International Relations: program is operating as a “4+1” BA/MA program only. Students admitted in Fall 2020 are in the 4th year of BA and thus not counted yet in the MA program.
- [13] The UMCP M.S. in Applied Political Analytics anticipates fall 2021 start for 1st cohort of MS students. The program is intended to be both a stand-alone MS program and “4+1” BS/MS program.

Updated: April 2023 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2021 - Fall 2025

Table 4 reflects that 13 of the 14 new programs enrolled students in the second year of approval. Three programs met or exceeded enrollment projections: the UMES BA in Digital Media Arts, the UMES BS in Sport Management, and the UMGC BS in Data Science, which exceeded projections by more than 400 percent. Moreover, prior to the third year of approval, the benchmark year, a significant number of the programs in this review period are demonstrating progress toward achieving projected enrollments. Additional footnotes about the Fall 2021 - Fall 2025 programs reviewed follow Table 4.

Table 4

New Program Enrollment Review Fall 2021 - Fall 2025

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science	B.S.	6/17/2021	15	0	31	2	47		63		84	
CSU	041400	Applied Molecular Biology and Biochemistry	M.S.	9/18/2020	5	2	10	1	15		22		27	
CSU	091500	Polymers and Materials Sciences	M.S.	9/18/2020	4	2	7	5	12		18		24	
CSU	120101	Health Information Management	M.S.	6/17/2021	15	0	22	1	30		42		51	
UMB	129903	Health Professions Education	M.S.	2/19/2021	6	0	10	6	15		20		26	
UMB	220100	Diversity Equity and Inclusion Leadership	M.S.	4/16/2021	9	0	14	11	20		24		24	
UMB	120101	Palliative Care	PhD	6/17/2021	15	12	45	22	60		60		15	
UMCP	079901	Social Data Science	B.S.	6/17/2021	50	0	100	25	400		800		1200	
UMCP/USG	011200	Fermentation Science[1]	B.S.	6/17/2021	12	0	23	0	46		52		58	
UMCP	010101	Extension Education	M.Ed	4/16/2021	10	0	20	6	20		20		20	
UMES	060501	Digital Media Studies[2]	B.A.	9/18/2021	20	16	25	32	30		40		50	
UMES	083503	Sport Management	B.S.	2/19/2021	15	0	27	31	38		48		48	
UMGC	070211	Cloud Computing Systems	B.S.	4/16/2021	50	0	75	0	100		125		125	
UMGC	070301	Data Science	B.S.	4/16/2021	50	0	75	335	100		125		125	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMCP BS in Fermentation Science is to launch in Fall 2023.

[2] The UMES Digital Media Studies B.S. is listed as "Digital Media Arts" in the State program taxonomy and needs to be amended.

Updated: April 2023 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2022 - Fall 2026

Most recently approved are the sixteen (16) programs illustrated in Table 5. The programs in this enrollment review period were approved in AY 2021– 2022. Most of the programs for the Fall 2022 – Fall 2026 review period plan to enroll students in fall 2023. One program enrolled students in year one (Fall 2022), the FSU BS in Interdisciplinary Studies. Additional footnotes about the Fall 2022-Fall 2026 programs reviewed follow Table 5.

Table 5

New Program Enrollment Review Fall 2022 - Fall 2026

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2022		Fall 2023		Fall 2024		Fall 2025		Fall 2026	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	070221	Cyber Operations Engineering	B.S.	5/10/2022	9	0	13		19		29		39	
BSU	170220	Data Science	B.S.	5/10/2022	11	0	21		31		41		51	
BSU	150900	Philosophy, Politics, and Economics	B.S.	5/10/2022	5	0	8		11		14		17	
BSU	070121	Software Engineering	B.S.	5/10/2022	11	0	16		21		31		41	
BSU	4160000	Applied Biotechnology and Molecular Biology	M.S.	5/10/2022	9	0	18		18		27		27	
BSU	079900	Internet of Things and Internet Technology	M.S.	5/10/2022	10	0	12		14		16		18	
CSU	082700	Teacher Leadership	M.Ed.	5/10/2022	5	0	12		19		24		36	
FSU	229921	Multidisciplinary Studies	B.S.	5/10/2022	16	3	20		25		28		32	
FSU	120300	Nursing	B.S.	5/10/2022	30	0	60		60		60		60	
FSU	120323	Licensed Practical Nurse/Nursing[2]	B.S.	5/10/2022	40	0	80		80		80		80	
SU	121201	Health Science	B.S.	5/10/2022	8	0	18		30		44		52	
TU	120100	Fitness and Wellness Leadership	B.S.	5/10/2022	80	0	150		230		320		420	
TU	083301	Computer and Mathematical Sciences	B.S.	9/14/2021	11	0	16		21		24		25	
UMB	120123	Clinical Informatics	M.S.	9/14/2021	9	0	20		25		30		30	
UMCP	070202	Technology and Information Design[1]	B.A.	9/14/2021		0								
UMCP	050101	Business Administration	PhD	11/8/2021	17	0	34		51		51		51	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMCP Technology and Information Design B.A. does not have projections in the program proposal.

[2] The FSU Licensed Practical Nurse/Nursing B.S. is distinguished from its counterpart program as an online, part-time program.

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SUMMARY

The Fall 2018 to Fall 2022 New Program 5-Year Enrollment Review Report indicates that half of the programs are achieving enrollments exceeding projections by at least 33%, while a sixth has strong enrollments though it had no projections. The programs in Table 1 representing the 5-year review period of Fall 2018 – Fall 2022 are concluding the new programs 5-year enrollment review with solid enrollments to address the workforce demands in those fields.

In addition, the programs in Tables 2 and 3 have a range of enrollment achievements with the majority demonstrating 50 percent or more of their projected enrollment. Tables 4 and 5 illustrate the most recently approved programs. Table 4 demonstrates that those programs show enrollment in the second year of approval.



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: 2023-2024 EPSL Agenda Brainstorming

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

SUMMARY: The annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

June 7, 2023

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:36 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gonella, Mr. Peters, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Masucci, Mr. McDonough, Dr. Wrynn, Assistant Attorney General Palkovitz, Dr. Breaux, Dr. Caraco, Mr. Atkins, Ms. Aughenbaugh, Mr. Bitner, Mr. Bobart, Mr. Colella, Mr. Danik, Ms. Dettloff, Mr. Donoway, Mr. Jones, Mr. Lockett, Ms. Lowe, Mr. Lowenthal, Mr. Oler, Ms. Rodriguez, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Ms. McMann, Mr. Muntz, Ms. Norris, Ms. Skolnik, Ms. Petronka, Mr. Acton, Ms. Bucko, Mr. Brown, Mr. Lurie, Mr. Harris, Mr. Williford, Mr. Jost, Mr. Evans, Ms. Sorem, Mr. Maginnis, Ms. Watson, Ms. Peartree, Mr. Gagnon, Ms. Kyriakakis, and other members of the USM community and the public.

At the start of the meeting, Regent Attman took a few moments to review a chart displaying the annual financial cycle. He noted that the Committee had reached the point of the culmination of its year's work, concluded the cycle, and was positioned to move right onto the next one.

1. University System of Maryland: FY 2024 Operating Budget (action)

Regent Attman stated that this item represents the operating budget as approved by the Legislature during this session. He took the opportunity to thank the Governor, Senate President, and Speaker of the House for their support of the University System.

The budget is required to be approved by the Board of Regents prior to July 1. He reminded everyone that throughout the year Chancellor Perman and Sr. Vice Chancellor Herbst had done a thorough job of keeping the Board informed on the strategic direction and progress of the budget. Referring to the material, Regent Attman specified that the total USM budget of \$7.1 billion contained a state funding increase of 19.8% against the FY 2023 budget. By comparison, ten years ago the budget was approximately \$5 billion with state funding of \$1.2 billion. He touched on a few highlights including an appropriation of \$292.7 million to fund COLA and merit salary and fringe benefit increases, \$36.2 million related to the HBCU Lawsuit Settlement, and various campus initiatives making up the balance.

The Finance Committee recommended that the Board of Regents approve the FY 2024 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with

existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

(Regent Attman moved recommendation, seconded by Regent Fish; approved)

Vote Count YEAs: 6 NAYs: 0 Abstentions: 0

2. FY 2024 System Funded Construction Program Request (action)

Regent Attman explained that this item concerns the recommendation for the FY 2024 System Funded Construction Program, which includes funding from USM Auxiliary Bonds and cash funding by institutions as outlined in the attachments to the item. If the Board approves the SFCP at its June meeting, the budget would be “live” and effective on July 1. There are \$18 million of bond-funded projects in the SFCP. Regent Attman reminded the Committee that the approval is for the single, asking-year budget; however, a full five-year plan is required by Board policy. He pointed out that two of the public-private partnership projects will be considered later in the meeting. Mr. Beck provided a short slide presentation. He outlined the capital budget process, described the two different parts of the capital budget—SFCP and CIP—and reviewed the key issues and decisions involving the SFCP. One of the slides, “SFCP: Priority is Housing to Retain Students and Build Community” displayed the estimated combination of on/off-campus student housing available as a percentage of FTE students. The figures ranged from an estimated 100% at FSU and UMES, to less than 30% for Coppin, Bowie, and UMB.

The slide presentation is available online at <https://www.usmd.edu/regents/agendas/>.

The Finance Committee recommended that the Board of Regents approve the FY 2024 System Funded Construction Program request with the conditions listed (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.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

3. USM: Forty-Fifth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

Regent Attman stated that the resolution authorizes the issuance of Revenue Bonds to finance \$48,000,000 of academic and auxiliary facilities projects. This action is required under the Indenture of Trust. Included in the 45th Resolution are two academic project authorizations already approved by Maryland Legislature and signed by the Governor. Also included are two auxiliary project authorizations that the Committee just recommended for approval in the SFCP. Regent Attman reported that the USM legislative debt cap is \$1.7 billion and as of FY 2022 there was \$1.2 billion of outstanding debt subject to the cap. Since the USM did not issue debt during FY 2023, and paid off \$90 million, the current amount of debt subject to the cap is just above \$1.1 billion. In response to a question from Regent Peters, Ms. Denson indicated that there has not been any update regarding the change in the accounting treatment of leases [GASB 87]. She added that the USM has an estimated liability of \$100 million.

The Finance Committee recommended that the Board of Regents approve the 45th Bond Resolution.

(Regent Attman moved recommendation, seconded by Regent Fish; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

4. USM: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)

Regent Attman stated that this resolution has become standard practice over the last several years. He explained that sometimes the System will spend its cash to cover project costs with the intention of reimbursing itself with bond funds when the next issuance closes. This resolution will grant the ability to continue paying invoices on a timely basis. The item before the Committee satisfies an IRS requirement that governing boards actively assert that they intend to reimburse cash-balances used for projects funded with Revenue Bond proceeds. The resolution was drafted in conjunction with the System's bond counsel, Miles & Stockbridge, and has been reviewed by the Attorney General's Office.

The Finance Committee recommended that the Board of Regents approve the Official Intent Resolution as described, to enable the spending of System cash balances on revenue bond authorized projects to be reimbursed from the proceeds of the next bond issue.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAS: 7 NAYS: 0 Abstentions: 0

5. Frostburg State University: Facilities Master Plan 5-year Update (action)

At the previous meeting, President Nowaczyk presented the institution's update to its Facilities Master Plan. Regent Attman stated that he had not heard anything since the last meeting that would necessitate any changes. He asked if anyone had any questions for Mr. Donoway, FSU's vice president.

The Finance Committee recommended the Frostburg State University 2023 Five-year Update, as presented at the Committee's previous meeting, for approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

(Regent Attman moved recommendation, seconded by Regent Gonella; approved)
Vote Count = YEAS: 7 NAYS: 0 Abstentions: 0

6. Bowie State University: Public-Private Partnership Student Housing (action)

Regent Attman recognized and welcomed President Breaux and her team from Bowie State University. President Breaux introduced Mr. Atkins, Mr. Harris, and Mr. Williford. Regent Attman stated that this is a request for a Public-Private Partnership (P3) that will provide much needed undergraduate student housing. The University is seeking approval to enter into a 40-year ground lease of its 1.6-acre "Gateway Parcel" with the Maryland Economic Development Corporation (MEDCO). The project would be delivered in the Fall of 2026. Bowie issued an RFP for this development in February 2022 and received proposals from three developers. Mosaic Development Partners was the selected development team.

Regent Attman turned to Sr. Vice Chancellor Herbst and asked her to review the proposed financing model. SVC Herbst stated that the financing of the project would be completed by MEDCO. MEDCO will use tax-exempt revenue bonds as the source of financing for the residential component of the project. The project was considered comprehensively and holistically. Student affordability, time to opening, and the transfer of risk, were all key considerations. The projected student rates, ranging from \$1,113 to \$1,250 per month, are considered to be reasonable. SVC Herbst stressed that MEDCO is still

evaluating the deal, to determine if the project can be financed as outlined. It is for this reason that the recommendation and any approval granted by the Board will be contingent on MEDCO's financing of the project within the terms outlined. She added that the project may be considered on balance sheet, meaning that the debt would be on the System's financial statement. The treatment of P3 debt by the credit rating agencies continues to evolve. She explained that during the COVID-19 pandemic, the rating agencies saw many institutions backstop their P3 student housing projects (while the USM did not). As a result, P3 debt in some instances may be taken into consideration. SVC Herbst stated that it was unlikely that the two P3 projects under consideration would impact the USM's credit rating. Regent Gooden suggested that it would be helpful to provide that language in the item's coversheet. Regent Attman asked President Breaux to address the group. After thanking SVC Herbst for her wonderful synopsis, President Breaux reiterated that maintaining affordability is an important element of the proposal. She pointed out that demand for housing is high, Bowie has a large wait list, and applications are up over last year. The University does not want to delay getting housing online and possibly deter students from attending. In response to a question, Mr. Atkins shared that Capstone, the current manager of two on campus P3 projects, would manage the new facility.

The Finance Committee recommended that the Board of Regents approve for Bowie State University the financing and construction of a student housing project as described, through a BSU ground lease of approximately 1.6 acres of land to MEDCO and associated transactions in support of the financing. This recommendation is contingent upon MEDCO approval with the following conditions:

- (i) maximum debt issued not to exceed \$84 million,**
- (ii) maximum term of the debt not to exceed 40 years, and**
- (iii) rental rates to be similar to those outlined.**

Furthermore, it is recommended that the authority to execute a ground lease, associated easements, and all other documentation required for the construction and financing of the proposed student housing, remain with the Chancellor following appropriate legal review, consistent with the University System of Maryland Policy on "Acquisition and Disposition of Real Property."

(Regent Attman moved recommendation, seconded by Regent Fish; approved)

Vote Count YEAs: 7 NAYs: 0 Abstentions: 0

7. UMCP: Public-Private Partnership Graduate Student Housing (action)

Regent Attman welcomed Mr. Colella, Mr. Oler, and Mr. Maginnis. Regent Attman stated this item was also a request for a P3, this one for the purpose of providing graduate student housing. The University is requesting approval to enter into a 40-year ground lease of its 1.9-acre parcel known as the Leonardtown Area, with MEDCO. This is the first phase of the redevelopment of this parcel that will provide approximately 796 below-market rent beds for graduate students. The projected charge per bed to the students will range from approximately \$975 to \$1,425 per month depending on room configuration. An updated demand study shows that the projected demand for graduate student housing exceeds 1,000 beds. The University received proposals from ten developers; Mosaic Development Partners was the selected development team. Regent Attman asked SVC Herbst to review the proposed financing model.

SVC Herbst shared that the financing would be completed primarily by MEDCO. As with the BSU proposal, she stated that MEDCO has not yet reviewed the project specs to determine whether the proposal can be financed as outlined. Again, any approval granted by the Board would be contingent upon MEDCO's financing of the project within the terms as outlined. Mr. Colella addressed the

Committee. He stated that there was a very robust response to the RFP. Mosaic has an established presence in the county and the University has been pleased with its work with the Mosaic team. Once the housing is complete, the University will select a management company. Mr. Maginnis added that the project will have \$20 million in state funding, and that the campus is very grateful for this support.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park the financing and construction of graduate student housing as described, through a UMCP ground lease of approximately 1.9 acres of land to MEDCO and associated transactions in support of the financing. This recommendation is contingent upon MEDCO approval with the following conditions:

- (i) maximum debt issued not to exceed \$176 million,**
- (ii) maximum term of the debt not to exceed 40 years, and**
- (iii) rental rates as outlined.**

Furthermore, it is recommended that the authority to execute a ground lease, associated easements, and all other documentation required for the construction and financing of the proposed graduate student housing, remain with the Chancellor following appropriate legal review, consistent with the University System of Maryland Policy on "Acquisition and Disposition of Real Property."

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)
Vote Count YEAs: 7 NAYs: 0 Abstentions: 0

8. UMCP University of Maryland, College Park: Project Authorization for the Basketball Performance Center (action)

Regent Attman welcomed and recognized Mr. Evans, who was joined by Ms. Sorem. Regent Attman reminded the Committee that in 2019 the Board granted a Right of Entry to the College Park Foundation in order to construct a Basketball Performance Center—the Barry P. Gossett Basketball Performance Center—with private funds. Since that approval, the scope of the project has changed, and construction costs have increased. The project will be a 44,000 GSF facility that is estimated to cost \$52 million. Second, the State provided \$5 million in funding, which essentially turned the project into a "Capital Project." As a result, the Board must authorize this project and its budget. Regent Attman explained that the project will continue to be managed by the Foundation. With the exception of certain furniture, fixtures, and equipment funded by the \$5 million, all design, construction, and equipment contracts will be secured by and be the responsibility of the Foundation. Any procurements/contracts involving the \$5 million of state funds will require the approval of the Board of Public Works. Mr. Evans shared that the University is the only program in the Big Ten that does not have this type of facility; this performance center is necessary to compete at the highest level. He expressed gratitude for the state funding support and added that the rest will be fundraised. In response to a question, Mr. Evans stated that \$36 million has been fundraised, \$5 million received from the State, and the balance will be from the unrestricted funds of the Foundation over the next few years. The operating costs will be absorbed in the ICA department's operating budget. Regent Gooden asked about the relatively small size of the contingency fund. Mr. Colella responded that the contract is turnkey design/build, and closer to certainty, so they have a good understanding of the project costs at this point.

The Finance Committee recommended that the Board of Regents approve the Basketball Performance Center as a capital project, as described.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

9. University of Maryland College Park on behalf of the USM and MEEC: Contract Extension for Microsoft Software Reseller (action)

Regent Attman remarked that it was quite fitting for a MEEC item to be on the agenda of his last meeting as the Chair of the Finance Committee. A big champion of MEEC, he praised the consortium and its work, “truly the prime example of the Board’s E&E initiative.” Regent Attman recognized MEEC’s Executive Director, Ms. Petronka, thanking her and her colleagues across the State for making MEEC such a successful collaborative endeavor. Since its founding, MEEC has saved Maryland’s educational, academic, and research non-profit organizations tens of millions of dollars throughout the years. Turning to the item, Regent Attman stated that the request is from UMCP on behalf of MEEC, to extend an existing contract for Microsoft Software Reseller services for a one-year period. He explained that the reason the contract extension is necessary is that during the recent re-procurement for these services, the University received a protest from one of the offerors. The University sustained the protest and is seeking a one-year extension so that a new evaluation committee can be appointed to re-evaluate the proposals and make a contract award. That contract award will also be presented to the Finance Committee for its consideration. The estimated dollar value of the one-year extension is \$32.6 million for all MEEC members, of which \$6.3 million constitutes USM expenditures. Regent Attman indicated that Ms. Petronka and Ms. Watson were available for any questions.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park a one-year extension of the MEEC contract with Bell Techlogix, Inc., as described.

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

10. Proposed Amendment to USM Policy X-1.0 —USM Institutional Information Technology Policies, including Functional Compatibility with the State Information Technology Plan (action)

Regent Attman summarized the item. This policy was originally approved in August 2001, in response to a legal requirement, through the Board’s IT Committee. The language reflected the USM’s commitment to develop its own policies and procedures that would be appropriate for higher education institutions, while remaining functionally compatible with those of state government. The amendments do not add any new requirements; therefore, the change in policy will have minimal if any impact on the institutions’ IT departments. Mr. Eismeier, USM’s CIO, was available to answer any questions.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM Policy X-1.0—Policy on USM Institutional Information Technology Policies, as presented.

(Regent Attman moved recommendation, seconded by Regent Fish; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

11. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)

Regent Attman summarized the item. The Office of Academic and Student Affairs worked with the Office of the Attorney General to draft the proposed amendments for the Board's consideration. Following a 2022 change in state law, qualifying Peace Corps volunteers are eligible for in-state tuition. Other amendments include statutory provisions that had not been previously referenced in the policy and minor language clarifications. Sr. Vice Chancellor Wrynn and Dr. Caraco of the Office of Academic and Student Affairs were available for questions.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM's Policy on Student Classification for Admission and Tuition Purposes, as presented.

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

12. Adjustment to the Biennial Nonexempt Salary Structures for Fiscal Years 2024 and 2025 (action)

Regent Attman stated that the market is surveyed every other year to ensure that USM remains competitive. The recommendation is to increase the salary structure by 3.5%, effective July 1, through fiscal years 2024 and 2025. The full report is included in the material. Ms. Skolnik was available to answer any questions.

The Finance Committee recommended that the Board of Regents approve a 3.5% increase to the current nonexempt salary structure for FY 2024 and FY 2025.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

13. Establishment of an up to \$150M Quasi-endowment Fund to Provide Need-Based Student Financial Aid (action)

Regent Attman summarized the item. The Board is asked to provide formal approval for the establishment of a quasi-endowment of up to \$150 million. The purpose of the quasi-endowment is to provide another source of funds for need-based aid for Maryland students. A quasi-endowment is a fund that is managed as an endowment. Endowments are gifts that are expected to be invested in perpetuity, usually by stipulation by the donor. Quasi-endowments are simply funds established by act of the governing board, rather than as a condition of a donor-directed gift. Regent Attman explained that by state law, the System is required to maintain almost all of its cash balances on deposit with the Maryland State Treasurer. Those funds are currently earning 3.7% in returns. The endowment portfolio is invested to return 6-7%. The General Assembly passed legislation this spring authorizing this transfer from cash balances to the USM Foundation, which manages the System's Common Trust fund. This fund will generate approximately \$6.4 million annually in spendable income for need-based aid when fully funded. Regent Gooden offered her compliments to the USM team on this successful endeavor, and thanked Mr. Patrick Hogan for his work with members of the General Assembly on this great legislation. Ms. Denson and Mr. Acton were available for questions.

The Finance Committee recommended that the Board of Regents approve the establishment of a quasi-endowment, effective July 1, 2023, to be funded by contributions from the institutions and System Office, in an aggregate amount not to exceed \$150 million, with the spendable income to be used to provide need-based financial aid for in-state Maryland students.

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)

Vote Count = YEAs: 7 NAYs: 0 Abstentions: 0

14. University of Maryland, College Park: Ratification of technical date modifications to the Voluntary Separation Program for Tenured Faculty in Select Academic Areas (action)

Regent Attman reminded the members of the Committee that in April the Board approved a Voluntary Separation Program for a limited group of faculty in IBBR and the School of Public Policy. This is a voluntary program. The University is seeking to make technical corrections which involve modifying the application period by 8 days with a corresponding modification to the approval period. Mr. Oler commented that as of the meeting date, no faculty members had accepted.

The Finance Committee recommended that the Board of Regents ratify technical modifications to the Voluntary Separation Incentive Program.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

15. Proposed FY 2024 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)

Regent Attman recognized Mr. Bitner, vice president of finance and auxiliary services; Ms. Peartree, senior associate dean and chief operating officer of the School of Medicine; and Ms. Kyriakakis, acting general counsel, representing UMB. Regent Attman explained that Section 13-306 of the Education Article of the State of Maryland requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval. The Office of the Attorney General has reviewed the contract text for form and legal sufficiency. Mr. Bitner briefly reviewed the exchange of funds, noting that the UMMC will not support the full cost of the COLA and merit so there has been a renegotiation and realignment of services to cover these costs. Much of the increase is driven by the fringe benefit rate increases along with an increase in safety efforts. Mr. Bitner explained that there is no change in the space charge; however, a review of space utilization is underway and will impact on the FY 2025 contract.

The Finance Committee recommended that the Board of Regents authorize the President of UMB to execute the FY 2024 Annual Contract.

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

Prior to adjourning the public meeting, Board Chair Regent Gooden took the opportunity to express her tremendous gratitude to Regent Attman for his dedication and impactful leadership.

16. Convening Closed Session (action)

Regent Attman read the Convene to Close Statement.

“The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM’s website.”

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Attman moved recommendation, seconded by Regent Gooden; approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining. The public meeting was adjourned at 12:18 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

June 7, 2023
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 12:21 p.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Peters, Mr. Pope, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Masucci, Mr. McDonough, Assistant Attorney General Palkovitz, Mr. Beck, Mr. Eismeier, Mr. Hickey, Ms. Norris, and Ms. McMann. Mr. Bitner and Mr. Gagnon also participated in part of the session.

1. The committee discussed the awarding of a contract for software implementation services (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0
2. The committee discussed the awarding of a contract for maintenance of HVAC systems (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Wood; approved)
Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0
3. The committee discussed the proposed FY 2025 Capital Budget submission (§3-305(b)(13)). (Regent Attman moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

The session was adjourned at 12:31 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2024 System Funded Construction Program Request

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: This is a request for approval of the FY 2024 System Funded Construction Program in the amount of \$55,691,000, that is the first year of the proposed FY 2024-2028 System Funded Construction Program of \$349,882,000, as indicated in the attachment.

The USM Auxiliary Bond portion of the total is \$18,000,000 for FY 2024 and a five-year total of \$252,291,000. Other than those projects already approved by the Board, a few projects for public/private partnership (P3) financing are also being considered this cycle. The P3 projects will be presented separately and are listed in the attachment for information purposes. P3 projects typically impact USM debt capacity.

The SFCP request includes projects that are proposed for planning, construction, and/or equipment funding in FY 2024. While the Board’s approval is for the single, asking-year budget, a full five-year plan is required by Board policy. The plan outlines the intended progression of each project over time and places the current year’s allocation, for the Board’s information, in context with any remaining phases of funding. 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.

Most projects 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.

ALTERNATIVE(S): Each project could 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 2024 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: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SFCP: DRAFT FOR BOARD CONSIDERATION

BOARD OF REGENTS FY2024-2028 SYSTEM FUNDED CONSTRUCTION PROGRAM (SFCP) -- '\$000'S

Revised 5.19.2023

New Requests for FY24

INST'N	PROJECTS	FUNDING CALENDAR							Total Project Cost '000s
		Prior	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028		
USM Auxiliary Bonds									
UMCP	High Rise Residence Halls Reno.: Phased (See Cash Below)	71,730		deferred 1 yr	15,050 PC	37,800 C	54,000 C		360,380
UMCP	South Campus Housing Utility and Infrastructure Upgrade	700 Instn	8,000 PCE	12,000 PCE					20,700
UMCP	South Campus Recreation Center			deferred 2 yrs		9,000 PC	16000 C		25,000
UMCP	New Dining Hall			deferred 2 yrs		10,600 PC	19400 CE		30,000
TU	401 Washington Renovation (See Cash Below)	5,000	10,000 C						15,000
CSU	Student Center & Residential Complex (SCRC) Phase 1*	State*		9,000 C	26,541 CE	2,900 E			56,441
UMBC	The Commons Courtyard Enclosure						22,000 PCE		22,000
Subtotal: USM Bonds/Direct Debt RECOMMENDED			18,000	21,000	41,591	60,300	111,400		
FIVE YEAR SUBTOTAL BONDS (USM DEBT)							252,291		
FOR INFORMATION ONLY: Potential impact on USM Debt of requested Public/Private Partnerships (if/when approved by the Board)									
UMCP	New Graduate Housing (700 beds) \$176M Total Debt +State site work: \$20M		67,000	74,000	35,000				176,000
BSU	Gateway Parcel Project (599 beds) \$84M Total Debt	none	30,000	20,000	34,000				84,000
NEW ANNUAL "BOND" TOTAL INCLUDING ALL IMPACTS ON DEBT			115,000	115,000	110,591	60,300	111,400		
Cash or Institutional Funding									
UMCP	Field Hockey & Lacrosse Complex Expansion	11,100	5,891 CE						16,991
UMCP	Campus Farm Upgrades (formerly Animal Sciences Pavilion)	2,000		13,200 PCE	4,800 PCE	4,900 CE			24,900
UMCP	High-Rise Residence Halls Reno.: Phased (See Bonds Above)	21,700							21,700
UMCP	Indoor Baseball Practice Facility: New	700	5,800 PCE						6,500
UMCP	Soccer and Track Stadium Improvements		5,000 PC	20,000 CE					25,000
TU	401 Washington Renovation (See Bonds Above)	5,000	10,000 CE						15,000
SU	Student Recreation Center		5,000 PC	10,000 CE					15,000
SU	St Martin Residence Hall Renovations	3,000	4,000 PC	7,000 PC					14,000
SU	Arts Center Building M2	2,000	2,000 CE						4,000
Subtotal: USM Cash/Institutional Funds RECOMMENDED			37,691	50,200	4,800	4,900	0		
FIVE YEAR SUBTOTAL (CASH)							97,591		
TOTAL SFCP PROGRAM (BONDS, CASH), EXCL PPP DEBT			55,691	71,200	46,391	65,200	111,400		
FIVE YEAR TOTAL BONDS, CASH (PPP NOT INCLUDED)							349,882		

*State contribution to Coppin Housing project includes: (Prior) \$6.864M + (FY25) \$11.136M = \$18M

KEY: A = Acquisition; P = Planning; C = Construction; E = Equipment

END OF SFCP RECOMMENDATIONS

INST'N	PROJECTS	FUNDING CALENDAR						Total Project Cost '000s	
		Prior	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028		
REQUESTS FOR NEW HOUSING STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION)*									
UMCP	New Undergrad Residence Hall (900 - 1,100 beds)	PPP			PPP			0	
UMCP	New Graduate Housing (700 beds)	PPP	State req: \$20M	PPP				0	
BSU	Gateway Parcel Project (599 beds)	PPP		5,500 P	25,500 PC	40,000 CE		71,000	
UMCP	South Campus and Greek Housing Reno.: Phased	Bonds						TBD	
TU	Phase V Housing (500 Beds and 300 parking spaces)	Bonds			7,000 P	13,500 PC	50,000 C	24,615 CE	95,115
UMES	Renovation of 6 Student Apartment Complex	Bonds			600 P	7,700 C		8,300	
SU	New Residence Hall	Bonds			5,000 P	5,000 P	50,000 C	50,000 CE	110,000
Subtotal: Requests for Housing Projects (still under review)				5,500	38,100	66,200	100,000	74,615	
BOND REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):									
UMCP	Parking Garage (3,000 spaces)				33,000 PC		33,000 PC	99,000	
UMES	Nuttle Hall		750 PDC		10,050 C			10,800	
UMES	New Public Safety Building			510 P	4,300 C	600 E		5,410	
CSU	Talon Center (SCRC) Phase 2				1,000 P	11,000 CE		12,000	
SU	Guerrieri Student Union Renovation				2,500 P	7,500 PC	25,000 C	35,000	
SU	New Parking Garage			5,000 P	25,000 C			30,000	
UMBC	The Commons Courtyard Enclosure					24,200 PCE		24,200	
Subtotal: Bond Requests Still Under Review				750	48,560	32,800	76,300	25,000	
CASH REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):									
				None (included above under recommendations)				0	
Subtotal: Cash Requests Still Under Review									
ENERGY PERFORMANCE CONTRACTS (For Information Only)									
UMCP	Energy Upgrades in Multiple Buildings			EPC				TBD	
Subtotal									
<p>*Note: Potential Public/Private Partnership projects are typically brought to the Board individually for consideration. Other housing requests will be evaluated against available debt capacity, financial viability and the potential to leverage private funding.</p>									



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Forty-Fifth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The Board of Regents has previously adopted forty-four 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 \$48,000,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-Fifth Bond Resolution may be subject to adjustments in order to align it with the FY 2024 System Funded Construction Program Request to be considered and adopted by the Board on June 16, 2023. Any changes to this Resolution will be reported to the Committee on Finance. The total amount of bonds authorized will not exceed \$48,000,000.

Academic Facilities Projects

- University of Maryland, College Park: Infrastructure Project \$5,000,000
- System-wide Capital Facilities Renewal \$25,000,000

Auxiliary Facilities Projects

- University of Maryland, College Park: South Campus Housing Utility and Infrastructure Upgrade \$8,000,000
- Towson University: 401 Washington Renovation \$10,000,000

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of \$48,000,000 of bonds would result in debt service of approximately \$3.8 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-Fifth Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/7/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FORTY-FIFTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$48,000,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS

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**FORTY-FIFTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$48,000,000 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 \$48,000,000 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-Fifth Bond Resolution (as amended or supplemented from time to time, this “Resolution” or “Forty-Fifth 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-Fifth 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-Fifth Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-Fifth Resolution Bond.

“Forty-Fifth Resolution Bonds” means the Bonds of the System authorized by this Resolution.

“Forty-Fifth 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-Fifth Resolution Bond paid in full, the date of payment in full of such Forty-Fifth Resolution Bond.

“Issuance Date” means each date on which all or any portion of the Forty-Fifth 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-Fifth Resolution Bonds are authorized to be used.

“Record Date” means (a) with respect to Forty-Fifth 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-Fifth Resolution Bonds, the Business Day immediately preceding an Interest Payment Date.

“Refunding Bonds” means (i) Forty-Fifth 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-Fifth Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

“Variable Rate Bond” means a Forty-Fifth Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Fifth Resolution Bond.

ARTICLE II

FORTY-FIFTH RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-Fifth 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-Fifth Resolution Bonds in an aggregate principal amount not to exceed \$48,000,000 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-Fifth Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Fifth 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-Fifth Resolution Bonds shall specify the aggregate principal amount of Forty-Fifth 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-Fifth Resolution Bonds, any words, figures or letters designed to distinguish Forty-Fifth Resolution Bonds issued on a particular Issuance Date from any other Forty-Fifth Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-Fifth 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-Fifth Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Fifth 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-Fifth Resolution Bonds.

(d) The Forty-Fifth Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-Fifth Resolution Bonds.

(a) The Forty-Fifth 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-Fifth 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-Fifth 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 thirty-three (33) years from the Issuance Date of the applicable series of Forty-Fifth 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 thirty-three (33) years from the Issuance Date of the applicable series of Forty-Fifth Resolution Bonds.

(c) The Forty-Fifth Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Fifth 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-Fifth 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-Fifth Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Fifth Resolution Bonds. The Forty-Fifth 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-Fifth 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 \$5,000,000 of the Forty-Fifth Resolution Bonds for the costs of the following constituting Academic Facilities Project:

University of Maryland, College Park (Prince George’s County)
Infrastructure Project

(b) up to \$25,000,000 of the Forty-Fifth Resolution Bonds for the costs of those Capital Facilities Renewal Projects identified in the Capital Improvement Program approved by the Board for Fiscal Year 2023, 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 2023, as those Projects, from time to time, may be amended, modified, or supplemented by the Board:

- (1) University of Maryland, College Park (Prince George’s County)
South Campus Housing Utility and Infrastructure Upgrade
- (2) Towson University (Baltimore County)
401 Washington Renovation

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-Fifth Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Fifth Resolution Bonds, in the following order:

(a) accrued interest, if any, on those Forty-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-Fifth 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-Fifth 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-Fifth Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Fifth Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Fifth Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Fifth 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, if advised by Bond Counsel, may 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-Fifth 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-Fifth 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-Fifth 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-FIFTH RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-Fifth 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-Fifth Resolution Bonds, the particular Forty-Fifth Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Fifth 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-Fifth Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Fifth 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-Fifth 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-Fifth Resolution Bonds, in selecting Forty-Fifth Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Fifth Resolution Bond as representing that number of Forty-Fifth Resolution Bonds as is obtained by dividing the principal amount of such Forty-Fifth 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-Fifth Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Fifth Resolution Bond shall forthwith surrender such Forty-Fifth 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-Fifth Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Fifth Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Fifth Resolution Bond to be redeemed in part shall fail to present such Forty-Fifth Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Fifth 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-Fifth 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-Fifth 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-Fifth Resolution Rebate Fund. Any moneys transferred from the Forty-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth Bond Resolution. In addition, the proceeds of the Forty-Fifth 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-Fifth Bond Resolution or the consent of the Trustee or any Holder of the Forty-Fifth 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-Fifth 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-Fifth Resolution Bonds as shall be directed in a System Order relating to any such Forty-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth Resolution Bonds, if any.

Section 8.06. Sale of Forty-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth 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-Fifth Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Fifth 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 16th day of June, 2023.

Ellen Herbst
Sr. Vice Chancellor for Administration and Finance



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The University System authorizes capital projects to be funded from revenue bond proceeds on an annual basis. Debt issuances are sized to provide approximately one year’s worth of bond proceeds for projected spending on these authorized revenue bond projects. Because of debt issuance timing and project estimates changing, the System often uses Cash Funding to pay for project costs, with the intent of reimbursing itself with Bond Funds when they become available. IRS rules require this resolution for reimbursement of advance payments from future bond issuances.

In the event bond funds become fully depleted prior to the next debt issuance, the System will use Cash Funding to bridge the gap until the next bond issuance. The process and record-keeping infrastructure necessary to facilitate initially paying the project costs from System cash balances and then reimbursing the amounts spent from the proceeds of the next bond issue have been formalized and are in place.

The attached Exhibit A represents all of the projects authorized for revenue bond funding which may potentially utilize System cash balances over the next several months. Based on the Current Project Authorization Balances in Exhibit A, we anticipate System cash will be spent on costs eligible for reimbursement prior to the next issuance.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The Board of Regents could decide to not spend System cash balances temporarily pending the next bond issuance and advance the issuance process immediately. This would potentially delay the projects.

FISCAL IMPACT: There is no known fiscal impact associated with this resolution.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the attached resolution to enable the spending of System cash balances on revenue bond-authorized projects to be reimbursed from the proceeds of the next bond issue.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/7/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

OFFICIAL INTENT RESOLUTION
UNDER TREASURY REGULATION SECTION 1.150-2

WHEREAS, University System of Maryland (the "Issuer") proposes to make certain capital expenditures in connection with the construction of certain capital projects as listed on Exhibit A attached hereto and made a part hereof (collectively, the "Capital Project").

WHEREAS, the Issuer intends to issue tax-exempt bonds (the "Bonds") to finance all or a portion of the purchase price, acquisition and installation expenses, costs of related construction and improvements and issuance costs of the Capital Project, all constituting capital expenditures (collectively referred to as the "Project Costs").

WHEREAS, the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for the Project Costs paid by the Issuer prior to the issuance of the Bonds.

NOW, THEREFORE, THE ISSUER MAKES THE FOLLOWING DECLARATION OF OFFICIAL INTENT:

1. BE IT RESOLVED, that the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for those Project Costs incurred and paid by the Issuer prior to the issuance of the Bonds. The Bonds will be issued in a total principal amount not to exceed \$150,000,000.

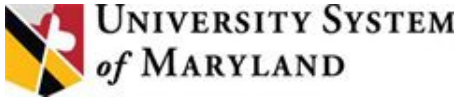
2. BE IT FURTHER RESOLVED, that the Issuer intends that the adoption of this Resolution shall be and constitute an "official intent resolution" within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

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 16th day of June, 2023

Ellen Herbst
Sr. Vice Chancellor for Administration and
Finance
University System of Maryland

Res	Project Type	Project Name	Original Authorization	Allocation USM Emergency	Balance to be Financed	FY2023 Activity	FY2022 Activity
45	Acad	UMCP Infrastructure Project	5,000,000.00		5,000,000.00	0.00	0.00
45	Aux	UMCP South Campus Housing Utility and Infrastru	8,000,000.00		8,000,000.00	0.00	0.00
45	Aux	TU 401 Washington Renovation	10,000,000.00		10,000,000.00	0.00	0.00
44	Acad	UMCP Infrastructure Project	2,500,000.00		2,206,742.68	0.00	0.00
44	Acad	UMES Campus Flood Mitigation Project	2,192,000.00		2,192,000.00	0.00	0.00
44	Aux	UMCP High Rise Residence Halls Renovation PH	6,850,000.00		6,850,000.00	0.00	0.00
44	Aux	TU Glen Towers Addition and Renovation	9,046,000.00		9,046,000.00	0.00	0.00
44	Aux	TU 401 Washington Renovation	5,000,000.00		5,000,000.00	0.00	0.00
43	Acad	UMCP Infrastructure Project	5,000,000.00		4,377,349.85	0.00	0.00
43	Aux	UMES Natural Gas Conversion	1,045,430.00		367,810.92	0.00	0.00
43	Aux	TU University Union Expansion and Renovation	8,000,000.00		3,169,896.04	0.00	0.00
43	Aux	UMB Saratoga Garage Structural & Building System	2,700,000.00		2,700,000.00	0.00	0.00
43	Aux	FSU Residence Hall Renovations	1,000,000.00		1,000,000.00	0.00	0.00
43	Aux	TU Glen Towers Addition and Renovations	20,000,000.00		16,338,266.16	0.00	0.00
42	Acad	UMCP Campuswide Building and Infrastructure	5,000,000.00		3,454,592.85	0.00	0.00
42	Acad	UMES Flood Mitigation	10,000,000.00		7,878,612.30	0.00	0.00
42	Acad	FSU Education & Health Sciences	5,000,000.00		3,895,949.43	0.00	0.00
42	Aux	UMCP North Campus Dining Hall	25,000,000.00		448,808.53	2,825,709.13	21,725,482.34
42	Aux	TU Union Addition/Renovation	25,100,000.00		45,908.55	0.00	0.00
41	Acad	UMES Pharmacy and Health Professions	5,000,000.00		3,867,248.66	0.00	0.00
41	Aux	SU Real Property Acquisition & New Housing Com	92,500,000.00		92,491,803.38	0.00	0.00
41	Aux	UMCP High Rise Residence halls Renovation	1,500,000.00		1,500,000.00	0.00	0.00
41	Aux	FSU New Residence Hall	13,330,000.00		12,667.42	0.00	0.00
41	Aux	FSU Five Dorm Renovation	7,700,000.00		3,653,846.14	0.00	0.00
41	Aux	TU Union Addition/Renovation	13,000,000.00		15,880.50	0.00	0.00
41	Aux	TU Glen Towers Addition and Renovation	4,201,000.00		1,045,458.34	0.00	0.00
40	Acad	UMBC Interdisciplinary Life Science Building	5,000,000.00		1,443,819.87	0.00	0.00
40	Acad	UMCP Chiller Replacement		130,000.00	130,000.00	0.00	0.00
40	Acad	USMSM Concrete Replacement		88,000.00	88,000.00	0.00	0.00
40	Aux	UMCP Rossborough Lane Parking Garage	2,000,000.00		1,528,244.52	0.00	0.00
39	Acad	UMES Trigg Hall Small Animal Facility Renov		200,000.00	91,304.39	0.00	0.00
39	Aux	TU Union Addition/Renovation	39,000,000.00		90,049.62	0.00	0.00
Various		Systemwide Facilities Renewal	125,222,103.00	(1,870,028.26)	47,458,842.81	12,777,236.62	11,669,466.80



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Frostburg State University: Facilities Master Plan 5-year Update

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023 (action)
March 30, 2023 (information)

SUMMARY: Frostburg State University (FSU) requests Board of Regents approval of this 2023 Facilities Master Plan Five-year Update. The document was prepared in-house by FSU staff and administration.

Founded in 1898, Frostburg State University is the only four-year institution of USM located west of the Baltimore – Washington corridor. The university is a comprehensive, student-centered institution offering 47 undergraduate majors, 80 specialized programs of study, 16 graduate degree programs, and a doctorate in education. The campus is comprised of 260 acres, consisting of 48 buildings with over 1.6 million gross square feet of academic and auxiliary space.

The Facilities Master Plan (FMP) of 2018 – 2028 provided an outline of potential Capital Projects over the ten-year planning period. The purpose of the upgrades concentrated primarily on improving function by modernizing classrooms and creating collaborative workspaces designed for students to excel in a contemporary academic atmosphere. Most of the University’s physical space was constructed over 40 years ago and, in many cases, classrooms have been created in buildings that were originally built for other purposes making it difficult to further adapt the existing space into the technologically enhanced academic classrooms of today.

The 2023 FMP 5-year Update documents FSU’s progress in achieving the goals established in the 2018-2028 FMP. FSU has pursued opportunities described in the FMP that were designed to enhance the student living experience and improve the learning environment. The update describes improvements made to residence halls, academic spaces, and recreational facilities. Additionally, the update offers a summary of FSU’s dedication to conserving energy consumption and reducing the carbon footprint.

As many of the projects introduced back in 2018 near completion, FSU is cognizant that the work is not complete. Looking forward, FSU recognizes its responsibility to our students, our region, and our state. The projects being pursued over the next five years are consistent with the 2018-2028 FMP and will benefit these stakeholders by promoting the region, strengthening economic development, and advancing educational and recreational opportunities.

ALTERNATIVE(S): The 2023 FMP Five-year Update documents institutional planning objectives and is consistent with the framework of the 2018 - 2028 FMP, the University’s mission, and strategic plan.

FISCAL IMPACT: The 2022 Facilities Master Plan Update will present a challenge to the capital and operating budgets to secure funding to support the Plan. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Frostburg State University 2023 Five-year Update, as presented at the Committee's previous meeting, for approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



TOPIC: Bowie State University: Public-Private Partnership Student Housing

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: Bowie State University (BSU) seeks approval of a public-private partnership (P3) to provide additional student housing to accommodate growth in enrollment and satisfy the increasing demand. At present, the shortfall in student housing has compelled BSU to lease 110 beds from Capitol Technology University in Laurel. The proposed student housing will be comprised of approximately 599 beds of apartment-style student housing, approximately 17,800 square-feet of ground floor retail and potential BSU administrative space, and approximately 63 retail surface parking spaces.

The University is requesting approval to enter into a ground lease of the 1.6-acre parcel known as the “Gateway Parcel” for a term of 40 years with the Maryland Economic Development Corporation (MEDCO). Through this P3, BSU will develop the Gateway Parcel into a mixed-use building that helps the University in its quest to attract and retain the State’s brightest students, faculty, and staff.

The Gateway Parcel’s location is the front door of the campus, as it is highly visible from MD-197 and has a short, walkable connection to the MARC station (see Exhibit 1).

BSU has been working toward the development of the Gateway Parcel since the adoption of the University’s Economic Development Plan (EDP) in 2020. The EDP identified the redevelopment of the Gateway Parcel as a priority. The new development will achieve two of the four major themes of the EDP—placemaking and growth. Additionally, the BSU Facilities Master Plan (2020-2030) identifies this area of campus as slated for residential development.

BSU issued a Request for Proposals for a developer in February of 2022. Three development teams submitted proposals to develop the Gateway Parcel. In July 2022, BSU, in conjunction with Margraves Strategies, selected Mosaic Development Partners (the Developer) as the most qualified development team.

As proposed, MEDCO will use tax-exempt revenue bonds as the source of financing for the residential component of the project. The retail component and related parking is proposed to be funded with a combination of tax-exempt or taxable revenue bonds issued by MEDCO or with BSU non-state-supported funds. MEDCO would retain the Developer to build (as a fee developer) an approximately 599-bed student housing project with approximately 17,800 square feet of retail and office space.

MEDCO would issue its revenue bonds in an aggregate principal amount sufficient to generate proceeds of approximately \$84 million, of which approximately \$67 million would fund currently estimated development costs and the balance would be applied to fund reserves and costs of issuance. The revenues from the management and operation of the housing project will be the primary repayment source for the MEDCO bonds, although retail and any BSU administrative spaces will also generate revenue which may be pledged to bondholders. Any excess revenues from the project after paying operating expenses, debt service, and funding necessary reserve funds will be payable to BSU as ground rent.

In the fall of 2022, BSU engaged JLL to complete a student housing demand study. JLL estimated demand for an additional 828 new beds in its final report dated March 2023. Additionally, JLL determined that enough demand exists for Bowie State to absorb the Gateway Parcel project without impacting demand for existing residence halls or the two existing P3 housing projects on campus, Christa McAuliffe Residential Community (CMRC) and the Entrepreneurship Living-Learning Community (ELLC). There is currently a waitlist of 319 students—150 at traditional halls, 77 at CMRC, and 92 at the recently opened ELLC.

BSU envisioned the site's primary use as student housing with the intentional activation of the ground floor with retail for both BSU students and the surrounding community. The primary project goals are to:

- Position a signature building that increases visibility and represents the arrival to BSU.
- Increase connectivity by creating amenities that welcome both external partners and the local community.
- Provide new, modern housing for a growing student population.
- Capture the momentum of the University's recent growth.

Additionally, as described in the *March to the MARC Strategy*, the project encourages MARC station riders, as well as the commuters passing the University along MD-197, to come to BSU's campus and engage with the University. Active spaces that are used by not only BSU, but also the surrounding community, are the preferred use for the ground floor of this parcel. Currently, there are no full-service external dining establishments on, or in the immediate proximity to campus. Without the ground floor activation of this project, the opportunity for community connection is lost.

The projected cost per bed to students will range from \$1,113 to \$1,250 per month depending on room configuration. Preliminary proposed rental rents for each unit type are shown in the attached Exhibit 2. BSU also intends to create a meal plan similar to offerings at CMRC and ELLC, which give students flexibility to choose from a range of meal plan options.

Although there are interest rate advantages to financing the project with University System of Maryland bonds and constructing this project using more traditional capital project delivery means, BSU seeks approval of the P3 approach. BSU has determined that MEDCO financing with the use of the developer is more advantageous from a timing perspective. BSU anticipates this approach can bring new student housing to campus as early as Fall 2026, which will accommodate existing demand and eliminate the need for the off-campus master lease, while keeping pace with BSU Peer Institutions who are rapidly adding new student housing.

The ground lease with MEDCO will require approval by the Maryland Board of Public Works.

DEVELOPER: Mosaic Development Partners
Leslie Smallwood-Lewis, Gregory Reaves
Corporate Office – Philadelphia
3002 Cecil B. Moore Ave
Philadelphia, PA 19121

ALTERNATIVE(S): The Board of Regents could reject the proposed P3. BSU could either cancel or defer its intended delivery of additional student housing and continue the present shortfall. Currently, the University shuttles over 100 students between campus and the rentals at Capitol Technology University in Laurel. Additionally, the no-build option would restrict the recruitment of students from outside the metro area who require housing as a prerequisite for enrolling at the University, or further increase the housing waitlist.

The University could also pursue this project as a System Funded Construction Project with traditional financing and management of the construction by the UMCP Service Center. However, this approach could add one year to the delivery of the student housing. The system revenue bond funded project would also cost approximately \$84 million, in addition to site preparation and finishing costs of approximately \$6 million for a total of approximately \$90 million, or \$8 million more than the P3 option. The term of the debt would be 30 years as opposed to 40-year P3 model, causing annual debt service payments of approximately \$4.8 million, as compared to \$4.9 million estimated using the P3 model. The total debt service over the term of the debt when using revenue bonds would be approximately \$145 million, or \$47 million less than P3 debt service payments. The total net present value of the revenue bond project debt service is approximately \$9 million less than the P3 option.

FISCAL IMPACT: This P3 requires the issuance of revenue bonds by MEDCO in an amount sufficient to generate approximately \$84 million in proceeds. The student housing project and its associated debt will be considered by the rating agencies as “on credit.” This means that the rating agencies take the debt into account when determining the System’s appropriate bond rating. Moreover, this transaction will be considered “on balance sheet” and the debt will appear on the System’s financial statements.

After consulting with the USM’s financial advisors, we do not expect this project to impact our current bond rating.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for Bowie State University the financing and construction of a student housing project as described, through a BSU ground lease of approximately 1.6 acres of land to MEDCO and associated transactions in support of the financing.

This recommendation is contingent upon MEDCO approval with the following conditions:

- (i) maximum debt issued not to exceed \$84 million,
- (ii) maximum term of the debt not to exceed 40 years, and
- (iii) rental rates to be similar to those outlined.

Furthermore, it is recommended that the authority to execute a ground lease, associated easements, and all other documentation required for the construction and financing of the proposed student housing, remain with the Chancellor following appropriate legal review, consistent with the University System of Maryland Policy on “Acquisition and Disposition of Real Property.”

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 6/7/23
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



Bowie State University
 Gateway Project Assumed Rental Rates
 Preliminary and Subject to Change



User	Unit Type	Bedroom Occupancy (Single/Double)	Semi-Suite/Suite/ Apartment	Bath Type (Shared/Private)	Units	Beds/Unit	# of Beds	FY23 Semester Rate	FY24 Semester Rate
Student	1BR/1BA + Den	Single	Apartment	Private	3	1	3	6,250	6,438
Student	3BR/2BA	Single	Apartment	Private	25	1	25	5,900	6,077
Student	2BR/1BA	Single	Apartment	Shared	73	2	146	5,723	5,894
Student	3BR/2BA	Single	Apartment	Shared		2	50	5,650	5,820
Student	4BR/2BA	Single	Apartment	Shared	91	4	364	5,565	5,732
Resident Assistant	Studio	Single	Apartment	Private	10	1	10	-	-
Resident Director	1BR/1BA + Den	Single	Apartment	Private	1	1	1	-	-
Total/Weighted Average					203		599	\$ 5,629.07	\$5,797.95



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Public-Private Partnership for Graduate Student Housing

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The University of Maryland, College Park (UMCP) seeks approval for a Public-Private Partnership (P3) to provide on-campus housing for its graduate students. The University is requesting approval to enter into a ground lease of the 1.9-acre parcel known as the Leonardtown Area for a term of 40 years with the Maryland Economic Development Corporation (MEDCO). This is the first phase of the redevelopment of this parcel and will provide 796 below-market rent beds for graduate students.

Presently, to serve a graduate student community of more than 10,000 persons, UMCP's housing inventory is only 750 beds in its Graduate Hills and Graduate Gardens community. More recently, the institution added 94 beds, via a lease agreement, in its (mostly undergraduate) Courtyards community.

In November 2021, the University and Terrapin Development Company (TDC) issued a joint Request for Expression of Interest seeking to identify qualified developers to create a master plan and redevelop the Leonardtown Area. This area is a 10.75-acre site in the University's Discovery District (see Exhibit 1). The site includes the New Leonardtown undergraduate housing community, the now-closed Old Leonardtown community, and an industrial building that houses UMCP's Resident Life Facilities operations. There are also parking lots located on land owned by both UMCP and TDC. Phase 1 of this redevelopment—today's request for graduate student housing—will be built entirely upon UMCP property.

Ten development teams submitted proposals to develop the Leonardtown Area. In April 2022, UMCP and TDC selected a joint venture team led by Mosaic Development Partners and Campus Development Partners (the Selected Developer) as the most qualified development team. The Selected Developer and its team of design professionals have already engaged in significant site planning and design work (see Exhibit 2).

The University is seeking approval to continue to move forward with Phase 1 of this project using tax-exempt revenue bonds issued by the Maryland Economic Development Corporation (MEDCO) as the source of financing. Under this approach, UMCP would ground lease approximately 1.9 acres of real property to MEDCO. UMCP would also grant access and utility easements on retained UMCP land to support the project. MEDCO will retain the Selected Developer to build (as a fee developer) an approximately 796-bed below-market rent graduate student housing project.

MEDCO will issue its revenue bonds in an aggregate amount not to exceed \$176 million, of which approximately \$136 million consists of development costs and the balance consists of certain debt service, debt service reserve, capitalized interest funds, and costs of issuance. The revenues from the management and operation of the housing project will be the sole repayment source for the bonds, and any excess revenues after debt service and other reserve funds will be payable to UMCP as rental.

Brailsford & Dunlavy has recently prepared a market demand study and determined a total demand of 1,075 beds, well above the proposed 796 beds. The projected cost per bed to students will range from \$975 to \$1,425 per month depending on room configuration. Depending upon borrowing rates at the time of closing, MEDCO may issue both senior and subordinate debt. The source of payment for

UMCP PPP GRAD HOUSING

subordinate bonds would be project net revenues (otherwise payable as rent to UMCP as described above).

Although there are interest rate advantages to financing the project with USM bonds and constructing the project using more traditional capital project delivery means, UMCP seeks approval of the P3 approach because it is more advantageous from a timing perspective and can achieve a fall 2026 delivery date. This approach also allows UMCP to use its Selected Developer not just to design and plan Phase 1, but to integrate this first building into an integrated Leonardtown Area master plan when New Leonardtown closes, as anticipated, in 2029. In consideration of the master planning work the Selected Developer has performed for the entire district, UMCP will give its team exclusive development rights to the Leonardtown Area.

The UMCP Facilities Master Plan (2011-2030) identifies that this area of campus was long-ago slated for mixed-use redevelopment. More specifically, in April 2017 the Board of Regents approved a Contribution Agreement under which the Old Leonardtown property was one of ten UMCP parcels designated for future contribution to TDC for real estate and economic development. The property has been declared surplus by the Board of Public Works. UMCP has the right to withdraw any such designated property from TDC and it intends to do so for this Phase 1 graduate student housing parcel. Local approval and real estate tax advantages to UMCP ownership will facilitate both speed of delivery and lower rents for the graduate students.

The financing through MEDCO, including the ground lease, will require approval by the Maryland Board of Public Works.

DEVELOPER: Mosaic Development Partners
Leslie Smallwood-Lewis, Gregory Reaves
Corporate Office – Philadelphia
3002 Cecil B. Moore Ave
Philadelphia, PA 19121

ALTERNATIVE(S): The Board of Regents could reject the proposed financing and construction project. UMCP would either cancel or defer its intended delivery of graduate student housing.

The University could also pursue this project as a System Funded Construction Project with traditional financing and management of the construction by the University's Service Center. However, this approach could add at least a one-year delay to delivery of graduate housing and the corresponding risk of significant increased cost due to construction inflation. The project costs using internal revenue bond financing would consist solely of the development costs noted above, approximately \$136 million, or \$40 million less than the P3 model. The term of the debt would be 30 years, as opposed to the 40-year P3 model, causing annual debt service payments of approximately \$7.6 million. The total debt service over the term of the debt when using revenue bonds would be approximately \$230 million, or \$230 million less than P3 debt service payments. The total net present value of the revenue bond project debt service is approximately \$67 million less than the P3 option.

FISCAL IMPACT: This transaction, as proposed, requires the issuance of up to \$176 million in one or more series of tax-exempt bonds by MEDCO. The graduate housing project and its associated debt will be considered by the rating agencies as "on credit." This means that the rating agencies take the debt into account when determining the System's appropriate bond rating. Moreover, this transaction will be considered "on balance sheet" and the debt will appear on the System's financial statements.

After consulting with the USM's financial advisors, we do not expect this project to impact our current bond rating.

UMCP PPP GRAD HOUSING

The University has received \$10 million in state funding and plans to use those funds for site preparation. The University anticipates receiving a second \$10 million from the State.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park the financing and construction of graduate student housing as described, through a UMCP ground lease of approximately 1.9 acres of land to MEDCO and associated transactions in support of the financing.

This recommendation is contingent upon MEDCO approval with the following conditions:

- (i) maximum debt issued not to exceed \$176 million,
- (ii) maximum term of the debt not to exceed 40 years, and
- (iii) rental rates as outlined.

Furthermore, it is recommended that the authority to execute a ground lease, associated easements, and all other documentation required for the construction and financing of the proposed graduate student housing, remain with the Chancellor following appropriate legal review, consistent with the University System of Maryland Policy on “Acquisition and Disposition of Real Property.”

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

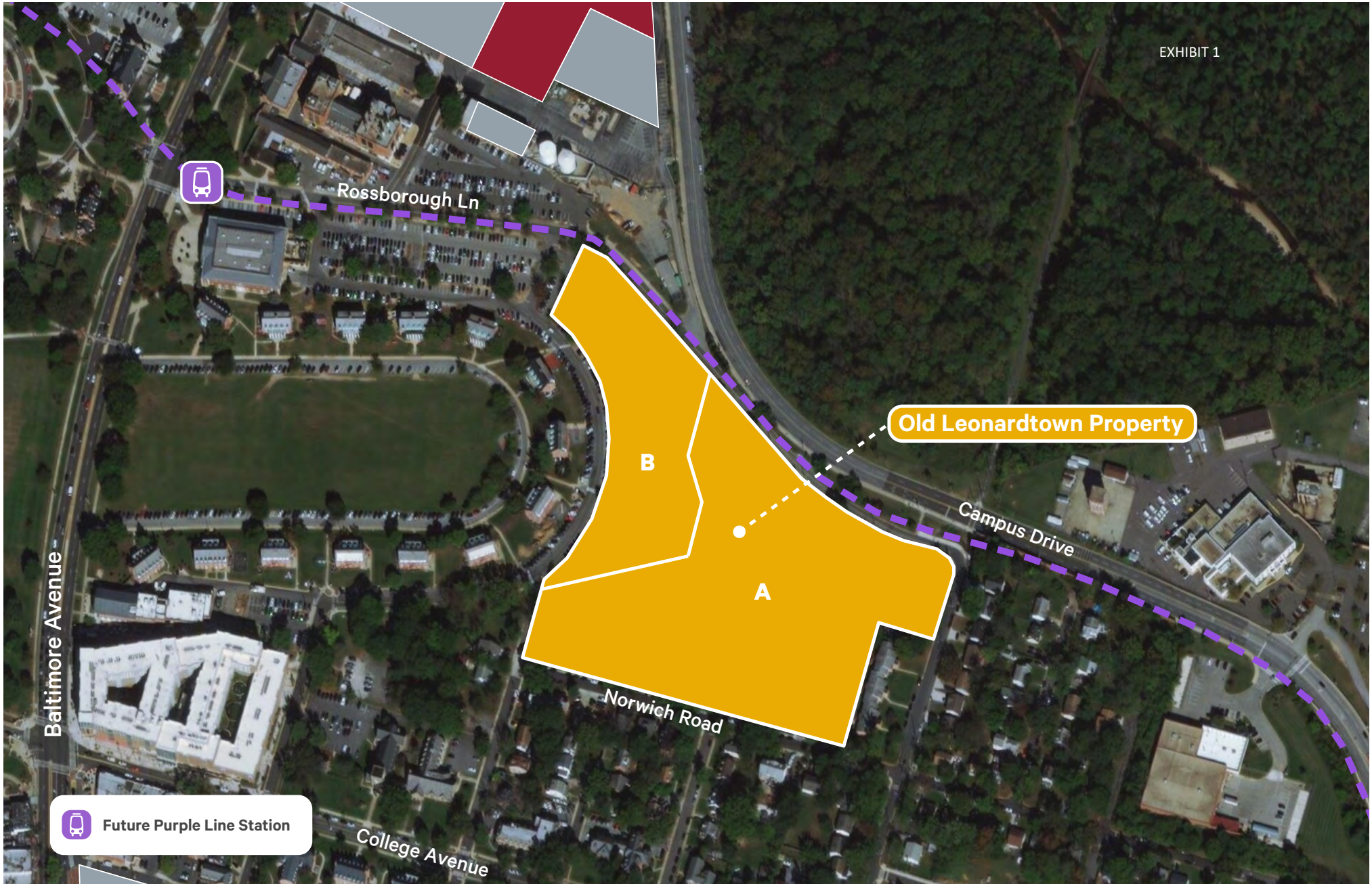
DATE: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

EXHIBIT 1







BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Project Authorization for the Basketball Performance Center

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The University is seeking Board of Regents approval for a \$52 million Basketball Performance Center. This project is being managed by the University of Maryland Foundation. With the exception of \$5 million in state funding, the project is privately funded.

In 2019, the Board granted a Right of Entry to the Foundation and conditioned on certain fundraising goals being met prior to construction. Subsequent to that approval, the Maryland General Assembly appropriated \$5 million in state funds toward this project. Because state funds are now involved, it is necessary for the Board of Regents to approve this as a capital project.

The Center will be primarily funded privately through the Foundation. All design, construction, and equipment contracts will be secured by and be the responsibility of the Foundation except for certain furniture, fixtures and equipment that will be funded with the \$5 million in state funds and procured separately by the University. The contracts procured by the University will require the approval of the Maryland Board of Public Works.

The Foundation will work closely with the University during the design, construction, and equipping period. The proposed schedule plans for a construction start in July 2023. The original Right of Entry described a fundraising requirement of \$36 million committed or in-hand prior to the start of construction. Since that approval, the scope of the project has changed, and construction costs have increased. The newly conceived project is a 44,000 GSF facility that is estimated to cost \$52 million. This is a reduction of 16,000 GSF and an increase in estimated cost of \$16 million. Once the Center is complete, the Foundation will convey its interests in the Center to the University.

The Center will provide a transformative experience for basketball student-athletes and enhance the ability of the Men's and Women's intercollegiate basketball teams, two of the most prominent athletic teams of the University, to be competitive in the Big Ten Conference. It also will enhance the ability of the Department of Intercollegiate Athletics (ICA) to generate revenue.

The University of Maryland, College Park is the only university in the Big Ten Conference without a dedicated basketball practice facility for both of its teams. This project will enhance the ability of the basketball programs to recruit, fundraise and grow their fan base, so that the teams can continue their success. Adding much needed practice space will allow coaches more flexibility to schedule practice sessions earlier in the day, giving student-athletes more time for their studies and extracurricular activities. ICA utilizes portions of the Xfinity Center when it is not in use to generate revenue to support its programs. The Center will expand rental opportunities and help increase ICA revenues.

ALTERNATIVE(S): There are no viable alternatives. There is no underutilized space in the Xfinity Center that could be converted into a basketball performance center. Constructing this addition is the only viable

solution to provide a transformative experience for student-athletes and enhance the ability of the Men’s and Women’s basketball programs to be competitive.

FISCAL IMPACT: The fundraising target for this project is \$47 million. As of May of 2023, approximately \$36.1 million of private gift commitments have been secured and more are being actively pursued.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Basketball Performance Center as a capital project, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/7/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

University of Maryland, College Park: Basketball Performance Center

	Original	Revised
Date	11/19/2019	5/15/2023
Project Scope	60,000 GSF	44,000 GSF
Stage of Estimate	Budget (Board Item)	Design--A/E
Design/Fees	\$1,937,000	\$3,338,509
Construction Cost	\$33,041,110	\$47,201,647
Contingency	\$1,021,890	\$1,459,844
Project Total	\$36,000,000	\$52,000,000
Notes:	Pre-Design cost estimate provided by UMD.	Cost estimate provided by Design Build Contractor.

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland College Park on behalf of the University System of Maryland and Maryland Education Enterprise Consortium (MEEC): Contract Extension for Microsoft Software Reseller

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The University of Maryland College Park (UMCP) requests approval to extend the existing reseller agreement with Bell Techlogix, Inc. for a term of one year. Bell Techlogix, Inc. is the authorized reseller for Microsoft software volume licensing, products, and services to the MEEC member institutions. The estimated dollar value of the one-year extension is \$32.6 million for all MEEC members, of which \$6.3 million constitutes USM expenditures.

MEEC is a USM collaborative initiative for Maryland public and private K-20 educational institutions to purchase quality information technology products and services at affordable prices through leveraged buying. The MEEC member institutions represent over 226,690 FTE faculty and staff and more than 1,250,000 students.

A Request for Proposal was publicly posted on eMaryland Marketplace Advantage in December, 2022 by UMCP. A protest was filed by one of the offerors which has been sustained by the University. As a result of the protest, a contract extension is necessary to bridge the gap until the protest is resolved and a new contract can be awarded.

The source of funds for purchases under the contract will come from the budgets of the MEEC member institutions. For USM institutions these funds consist of institutional funds.

This request for approval is made pursuant to USM Policy on Approval of Procurement Contracts, Section VIII-3.10 for procurements exceeding \$5 million. This Contract will not require the approval of the Maryland Board of Public Works as it is a software procurement.

CONTRACTOR: Bell Techlogix, Inc.; Indianapolis, IN; CEO: Ron Frankenfield
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ALTERNATIVE: If the contract is not extended, MEEC customers will pay substantially higher prices. Individual organizations would need to enter into individual lower volume contracts, to provide this software. The MEEC reseller contract extension allows MEEC members to leverage the collective volume and buying power of all the MEEC member institutions

FISCAL IMPACT: The contract extension provides a positive fiscal impact to the MEEC member institutions through discounts ranging from 5% to 40% depending on the Microsoft product. The estimated dollar value of the one-year extension is \$32.6 million for all MEEC members, of which \$6.3 million constitutes USM expenditures.

The Contract Extension will include a 0.5% surcharge on all software products purchased by MEEC member institutions, which is a funding stream for MEEC operations. The Vendor has agreed to the surcharge and to transmit its surcharge fees to MEEC twice a year.

MEEC MICROSOFT RESELLER EXT



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed Amendment to USM Policy X-1.0—Policy on USM Institutional Information Technology Policies

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The proposed amendment to the information technology (IT) policy deletes the “Statewide Process” section of the original policy. The section is redundant with the “USM Accountability” section and based on the evolution of the State of Maryland’s processes and USM’s evolved working relationship with the State, is no longer applicable. The document also reflects some minor wording clarifications throughout the policy.

The USM’s Council of Chief Information Officers discussed the need to review and update the policy several months ago at their monthly meeting and formed a working committee of a subset of CIOs. The workgroup drafted the update, which was ultimately reviewed and approved by the full CIO Council.

The amended policy has been discussed and reviewed by the presidents and the vice presidents for administration and finance.

ALTERNATIVE(S): The Committee could decline to recommend this policy change and the current policy will remain in effect.

FISCAL IMPACT: The impact is anticipated to be minimal.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to USM Policy X-1.0—Policy on USM Institutional Information Technology Policies, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/7/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

X-1.0 POLICY ON USM INSTITUTIONAL INFORMATION TECHNOLOGY
POLICIES, INCLUDING FUNCTIONAL COMPATIBILITY WITH THE STATE
INFORMATION TECHNOLOGY PLAN

(Approved by the Board of Regents on August 24, 2001; ~~amended _____~~)

Background

~~The University System of Maryland (USM) exemption from Title 3.5, Subtitle 3 of the State Finance and Procurement Article, Senate Bill 682 Annotated Code of Maryland, empowers the Secretary of the Department of Information Technology to establish information technology policies and standards for many state agencies. Section §12–112 (b) of the Education Article, Annotated Code of Maryland, specifically outlines the requirements of the University System of Maryland Board of Regents Information Technology Plan concerning information technology policies and standards:~~

The Board of Regents shall develop an information technology plan for the University System of Maryland that includes information technology policies and standards, including policies and standards for information management and telecommunication systems, that are functionally compatible with the State Information Technology Plan established under Title 3, Subtitle 4 of the State Finance and Procurement Article.

~~The University System of Maryland (USM) is specifically exempted from Title 3, Subtitle 4 of the state finance and procurement article. This exemption implies that Accordingly, the USM may develop its own unique policies and standards for effective management of information technology, provided that they are functionally compatible with those in the State Information Technology Master Plan (ITMP).~~

Unlike a typical state agency, where the majority of internal users of information technology services are employees, in the USM the majority of internal users are students. Increasingly, the computers connected to ~~our USM's~~ networks and accessing our services are not USM-owned computers, but personally owned computers. Furthermore, a typical state agency will focus information technology policies around agency business processes. In the USM, the focus is also on our mission activities of teaching, learning, and research. These activities ~~naturally~~ require a flexible approach to policies and standards, and ~~in many cases, more advanced teaching and research-oriented of the activities inherently push the envelope of current~~ technology.

Purpose

The purpose of this policy is to establish a framework, as ~~required~~ in Senate Bill 682, for creating institutional information technology policies, standards, guidelines, and operating practices that address the requirements of policies articulated in the State ITMP, where applicable. Equally critical, this policy fosters the development of additional information technology policies, standards, and guidelines ~~indigenous-tailored~~ to the higher education administration and mission-~~related~~ activities of teaching, learning, and research.

Guidelines

USM institutions shall develop, document, and maintain information technology policies, standards, guidelines, or operating practices that are functionally compatible with the State's ITMP policies and standards, where applicable. The State has identified policies and standards in ~~the areas of~~ including but not limited to information technology management, hardware and software standards, networking, systems development, web services, and security.

The USM Information Technology Coordinating Council (ITCC) will provide copies of the current applicable State information technology policies and standards as well as checklists and guidelines to assist the USM institutions in developing functionally compatible policies, standards, guidelines, or operating practices. The USM Chief Information Officer (CIO), in consultation with the ITCC, will also propose and develop additional information technology policies and standards as necessary for consideration of the Board of Regents Technology Committee, subsumed by the Board of Regents Finance Committee, and subsequently to the full Board of Regents.

Statewide Process

~~As outlined in the Statewide Policy Implementation Guideline, State information technology policies will be reviewed semi-annually and forwarded to the State Information Technology Advisory Committee (ITAC) for review and comment. Official announcements of State policy publications and changes will be made via ITAC.~~

USM Accountability

Each USM institution will establish procedures for annually reviewing and certifying the functional compatibility of its information technology policies, standards, guidelines, and operating practices with the State ITMP, as well as compliance with Board of Regents IT policies, guidelines and standards. These certifications will be filed with the USM CIO and reviewed by the USM ITCC.

Time-Line

The certifications by the USM institutions will be filed starting August 15, 2002 and every August 15th thereafter.

X-1.0 POLICY ON USM INSTITUTIONAL INFORMATION TECHNOLOGY
POLICIES, INCLUDING FUNCTIONAL COMPATIBILITY WITH THE STATE
INFORMATION TECHNOLOGY PLAN

(Approved by the Board of Regents on August 24, 2001; amended _____)

Background

The University System of Maryland (USM) exemption from Title 3.5, Subtitle 3 of the State Finance and Procurement Article, Annotated Code of Maryland, empowers the Secretary of the Department of Information Technology to establish information technology policies and standards for many state agencies. Section §12–112 (b) of the Education Article, Annotated Code of Maryland, specifically outlines the requirements of the University System of Maryland information technology policies and standards:

The Board of Regents shall develop an information technology plan for the University System of Maryland that includes information technology policies and standards, including policies and standards for information management and telecommunication systems, that are functionally compatible with the State Information Technology Plan established under Title 3, Subtitle 4 of the State Finance and Procurement Article.

Accordingly, the USM may develop its own unique policies and standards for effective management of information technology, provided that they are functionally compatible with those in the State Information Technology Master Plan (ITMP).

Unlike a typical state agency, where the majority of internal users of information technology services are employees, in the USM the majority of internal users are students. Increasingly, the computers connected to USM's networks and accessing our services are not USM-owned computers, but personally owned computers. Furthermore, a typical state agency will focus information technology policies around agency business processes. In the USM, the focus is also on our mission activities of teaching, learning, and research. These activities require a flexible approach to policies and standards, and in many cases, more advanced teaching and research-oriented technology.

Purpose

The purpose of this policy is to establish a framework, as required in Senate Bill 682, for creating institutional information technology policies, standards, guidelines, and operating practices that address the requirements of policies articulated in the State ITMP, where applicable. Equally critical, this policy fosters the development of additional information technology policies, standards, and guidelines tailored to the higher education administration and mission-related activities of teaching, learning, and research.

Guidelines

USM institutions shall develop, document, and maintain information technology policies, standards, guidelines, or operating practices that are functionally compatible with the State's ITMP policies and standards, where applicable. The State has identified policies and standards in areas including but not limited to information technology management, hardware and software standards, networking, systems development, web services, and security.

The USM Information Technology Coordinating Council (ITCC) will provide copies of the current applicable State information technology policies and standards as well as checklists and guidelines to assist the USM institutions in developing functionally compatible policies, standards, guidelines, or operating practices. The USM Chief Information Officer (CIO), in consultation with the ITCC, will also propose and develop additional information technology policies and standards as necessary for consideration of the Board of Regents Technology Committee, subsumed by the Board of Regents Finance Committee, and subsequently to the full Board of Regents.

USM Accountability

Each USM institution will establish procedures for annually reviewing and certifying the functional compatibility of its information technology policies, standards, guidelines, and operating practices with the State ITMP, as well as compliance with Board of Regents IT policies, guidelines and standards. These certifications will be filed with the USM CIO and reviewed by the USM ITCC.

Time-Line

The certifications by the USM institutions will be filed starting August 15, 2002 and every August 15th thereafter.

USM Bylaws, Policies and Procedures of the Board of Regents

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, ~~in order to~~ qualify for in-state status, ~~a~~ prospective, returning, or current student~~s~~ must demonstrate that ~~they are he or she is a~~ permanent Maryland resident~~s~~. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

~~The student~~s seeking in-state status shall have the burden of proving by clear and convincing evidence that ~~they he or she~~ satisfy~~ies~~ the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution~~r~~ to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, ~~Education~~ Educ. § 12-101.

- 1) Has continuously maintained ~~his or her~~ primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside ~~of~~ Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state, in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state, in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50% percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all of the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition for the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Change in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- 1) make Maryland ~~his or her~~the student's permanent home;
- 2) abandon ~~his or her~~the student's former home state;
- 3) reside in Maryland indefinitely; and
- 4) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all of the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained ~~his or her~~ primary living quarters in Maryland.
- 2) Has substantially all ~~of his or her~~ personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the ~~State-state~~ and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state; in accordance with Maryland Motor Vehicle Administration requirements.

- 5) Has ~~held a valid Maryland driver's license, if licensed, for at least 12 consecutive months, if a driver's license was previously held in another state has~~ possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state, in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 9) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.

- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses ~~his or her~~ the student's Maryland address as ~~his or her~~ the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of ~~a~~ the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

~~The~~ A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary, ~~information~~ is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

C. ~~An~~ active duty members of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof, who ~~are~~ stationed in Maryland, resides in Maryland, or ~~are~~ domiciled in Maryland, or ~~his/her/their~~ spouse or ~~a~~ financially dependent child ~~ren-of-that-active-duty-member, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.~~ Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.²

~~C.~~

D. ~~A~~ veterans of the Armed Forces of the United States who provides documentation that ~~he or she was~~ they were honorably discharged and currently resides or ~~is~~ are domiciled in Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.³

E. ~~A~~ veterans who lives in Maryland and ~~was~~ were discharged from a period of at least 90 days of service in the active military, naval, space, or air service and ~~is~~ are pursuing a course of education with educational assistance under the Montgomery G.I. Bill[®] (38 U.S.C. ~~§ 3301~~ Ch. 30) or the Post-9/11 G.I. Bill[®] (38 U.S.C. ~~§ 3301~~ Ch. 33), pursuant to 38 U.S.C.A. § 3679(c).²⁴ A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

F. Anyone who lives in Maryland, and:

- 1) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
- 2) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
- 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9))⁵;
- 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
- 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland-Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

²-Annotated Code of Maryland, Education Article § 15-106.4.

H. For UMUCUMGC, only, a full-time active member of the Armed Forces of the United States on active duty, or their spouse.

I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and -meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.

K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(iii) of the Education Article, Annotated Code of Maryland.

L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, -pursuant to Title 249, subtitle 11-28 of the Education State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.

M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who -is domiciled in Maryland-, as provided in § 15-106.11 of the Education Article, Annotated Code of Maryland.

N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.

²⁴ ~~38 U.S.C.A. § 3679(c)~~-GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

⁵ ~~id.~~

⁶ ~~Annotated Code of Maryland, Education Article, §15-106.9.~~

⁷ ~~Annotated Code of Maryland, Education Article, §15-106.11.~~

⁸ ~~Annotated Code of Maryland, Education Article, §15-106.10.~~

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.
- B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50% percent or more of ~~his or her~~the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.
- D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage.
- F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.
- G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- H. Continuous Enrollment:
 - 1) Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
 - 2) Graduate ~~and or~~ Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.
- I. Armed Forces of the United States: As defined in 38 U.S.C.A. § 101(10), ~~as~~ the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.
- I.J. Uniformed Services of the United States: As defined in 38 U.S.C. § 3319, Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.

USM Bylaws, Policies and Procedures of the Board of Regents

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, Educ. § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must

submit a Petition for Change in Classification for Tuition Purposes that includes all of the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition for the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Change in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- 1) make Maryland the student's permanent home;
- 2) abandon the student's former home state;
- 3) reside in Maryland indefinitely; and
- 4) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all of the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months

will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 9) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- C. Active duty members of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof, who are stationed in Maryland, reside in

Maryland, or are domiciled in Maryland, or their spouse or financially dependent children, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.

- D. Veterans of the Armed Forces of the United States who provide documentation that they were honorably discharged and currently reside or are domiciled in [Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.](#)
- E. Veterans who live in Maryland and were discharged from a period of at least 90 days of service in the active military, naval, space, or air service and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill[®] (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill[®] (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c).² A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
 - 1) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9));
 - 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
 - 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.
- H. For UMGC, only, a full-time active member of the Armed Forces of the United States on active duty, or their spouse.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.
- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.

- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15-106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.

² GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirement creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.
- B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.
- D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage.
- F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.
- G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- H. Continuous Enrollment:
 - 1) Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off campus.

- 2) Graduate or Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.
 - I. Armed Forces of the United States: As defined in 38 U.S.C.A. § 101(10), the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.
 - J. Uniformed Services of the United States: As defined in 38 U.S.C. § 3319, Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Adjustment to the Biennial Nonexempt Salary Structure for Fiscal Years 2024 and 2025

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: The USM is committed to conducting a biennial nonexempt market salary study to maintain salary competitiveness with the market. Based on this year’s study, a 3.5% increase to the nonexempt salary structure is recommended effective July 1, 2023.

The attached Biennial Nonexempt Market Salary Survey Report provides a summary of the 2023 market analysis completed by the USM Compensation & Classification Committee (CCC) and the recommendation of USM Office and institution officials. This report indicates that the nonexempt salary market increased by approximately 3.4% in calendar year 2022 and a projected adjustment of 3.7% this year. Taken together, these increases would suggest that an increase of 7.1% for the next two years would be recommended in order to meet the “lead/meet/lag” practice ordinarily followed. In July 2022, grades 6-17 in the nonexempt structure increased by 3.6% and grades 3, 4, and 5 were increased by 2.1%, 4.3%, and 6.4% respectively, in order to address compression issues resulting from the \$15.00 minimum hourly wage set in January 2022. These increases resulted in the salary structure being slightly over-inflated until the market rose enough to meet it. The CCC has accounted for this inflation by reducing the proposed increase by 3.6% from what it would normally recommend.

The adjusted nonexempt salary structure appears on page 5 of the attached report and will apply through June 2025. Employees who fall below the new minimum of their respective pay range will receive a salary increase to the new minimum. Following this structure increase, the announced 2.0% cost of living adjustment and 2.5% merit increases will be applied.

ALTERNATIVE(S): The Board could elect to retain the current Nonexempt Salary Structure.

FISCAL IMPACT: Implementation of the recommended salary structure is estimated to cost \$603,744, excluding the cost of fringe benefits.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve a 3.5% increase to the current nonexempt salary structure for FY 2024 and FY 2025.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/7/23

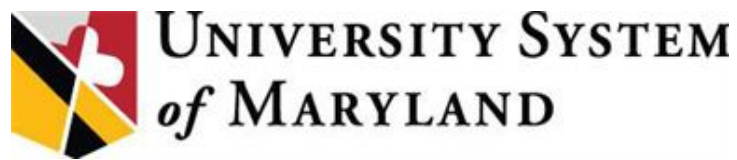
BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Biennial Nonexempt Market Salary Survey Report

Nonexempt Salary Structure Adjustment for July 2023 to June 2025



Classification & Compensation Committee

Overview

Each year, the Compensation & Classification Committee (CCC), a subcommittee 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 nonexempt salary structure is reviewed in odd years (such as this year, 2023), the exempt structure in even. 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.

Pursuant to the requirements of USM Policy VII-9.10 "Policy on the Pay Program for Nonexempt Staff Employees," the CCC has conducted its biennial market review of the nonexempt salary structure and reports the following findings and recommendation to the USM Board of Regents for consideration. The salary structure recommended in this report would cover two fiscal years, starting in July 2023 and expiring two years later in June 2025.

The Nonexempt Staff Pay Program

As stated in BOR policy VII-9.10 "Policy on the Pay Program for Nonexempt Staff Employees," an objective in the pay program is to maintain the midpoint of the salary structure pay ranges to be nearly equal to the current average salary paid for comparable positions within the appropriate job market. During the last few months, the CCC focused their work on adjusting the structure to fulfill this policy directive.

The compensation philosophy adopted by the BOR for the nonexempt salary structure included a practice known as "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.

The 2021 biennial review of the nonexempt salary structure resulted in a 1.9% overall adjustment approved by the Board of Regents that was effective July 1, 2021. After the minimum wage in the nonexempt structure was raised to \$15.00 in January 2022, the nonexempt structure was adjusted again in July 2022 by 3.6% for grades 6-17 and 2.1%, 4.3%, and 6.4% for grades 3, 4, and 5 respectively.

Below is a list of recent biennial structure adjustments:

Nonexempt - 3.6% for grades 6-17 and 2.1%, 4.3%, and 6.4% for grades 3, 4, and 5 respectively, in July 2022

Exempt – 4.4% in July 2022

Nonexempt – Grades 2-5 increased to \$15.00 in January 2022

Nonexempt – 1.9% in July 2021

Exempt - No increase in July 2020

Nonexempt - 4.0% in July 2019

USM Nonexempt Salary Structure Currently in Use

The proposed structure will replace the current one shown below.

Current USM Nonexempt Salary Structure Annual and Hourly Rates Effective July 2022

Pay Range	Minimum	Midpoint	Maximum
2	\$31,286 \$15.00	\$36,761 \$17.63	\$42,236 \$20.25
3	\$31,953 \$15.32	\$37,545 \$18.00	\$43,137 \$20.68
4	\$32,621 \$15.64	\$38,325 18.38	\$44,029 21.11
5	\$33,288 \$15.96	\$40,494 19.42	\$47,700 \$22.87
6	\$33,997 16.30	\$42,496 20.38	\$50,996 24.45
7	\$34,977 \$16.77	\$45,427 \$21.78	\$55,876 \$26.79
8	\$37,418 \$17.94	\$48,587 \$23.30	\$59,756 \$28.65
9	\$39,232 \$18.81	\$51,966 \$24.92	\$64,699 \$31.02
10	\$41,944 \$20.11	\$55,553 \$26.64	\$69,162 \$33.16
11	\$44,843 \$21.50	\$59,401 \$28.48	\$73,959 \$35.46
12	\$47,951 \$22.99	\$63,520 \$30.46	\$79,090 \$37.92
13	\$51,288 \$24.59	\$67,932 \$32.57	\$84,576 \$40.55
14	\$54,854 \$26.30	\$72,645 \$34.83	\$90,437 \$43.36
15	\$58,629 \$28.11	\$77,674 \$37.24	\$96,715 \$46.37
16	\$62,717 \$30.07	\$83,053 \$39.82	\$103,389 49.57
17	\$67,056 \$32.15	\$88,799 \$42.58	\$110,543 \$53.00

There are no USM nonexempt jobs in Pay Range 1. The lowest entry pay amount on USM’s Nonexempt Salary Structure is at the minimum of Pay Range 2.

The nonexempt structure was not automatically adjusted for the 3.0% COLA and 2.5% merit granted on July 1, 2022 or the 4.5% COLA granted on November 1, 2022 and it was not increased for the 1.0% COLA, 2.5% Merit, and \$1,500 bonus granted in January 2022.

Major Issues Considered by the CCC

Maryland’s Minimum Wage

The minimum wage schedule from the [Annotated Code, Labor and Employment , Title 3, Subtitle 4](#) provides:

Effective Date	Minimum Hourly Wage	% Increase over previous
1-1-2022	\$12.50	6.4%
1-1-2023	\$13.25	6.0%
1-1-2024	\$14.00	5.7%
1-1-2025	\$15.00	7.1%

The lowest active pay grade in the nonexempt salary structure is Pay Range 2, which has a minimum hourly pay of \$15.00. In areas around some USM institutions, the average minimum pay in their salary market is less than \$15 per hour but as the salary market rapidly rises during this period of inflation, the minimum pay in these markets is likely to reach the USM’s minimum pay soon.

In July 2022, the nonexempt structure’s grades 6-17 increased by 3.6% and grades 3, 4, and 5 were increased by 2.1%, 4.3%, and 6.4% respectively, in order to address compression issues resulting from the \$15.00 minimum hourly wage set in January 2022. These increases would result in the salary structure being slightly over-inflated until the market rose enough to meet it. The CCC has accounted for this inflation by reducing the proposed increase by 3.6% from what it would normally recommend.

Compression

Each increase in the salary structure removes any gains to eliminate compression for those employees paid at the minimum of their grade. No compression increases were granted for those employees with less than three years employment, therefore those employees who were hired at the minimum of their pay grade may remain at that minimum or close to it.

Regional Wage Differential

A study conducted by the CCC revealed that the salary market for nonexempt positions is approximately 11% lower on the Eastern Shore than it is in the Baltimore/Washington metropolitan area. In western Maryland, the difference is approximately 20%. The committee agreed not to recommend installing regional pay structures now, but instead will rely on the new pay plan to address the issue.

Job Market Competitiveness

The CCC’s approach to this biennial review, like past reviews, was to evaluate average salary structure adjustments for various nonexempt employee cohorts. The CCC agreed on two surveys that appeared to be best suited to this biennial review of the nonexempt salary structure. Their survey data are from organizations of all sizes and types, both public and private.

The survey titles and data are listed below.

Salary Source	Calendar Yr 2022 (Actual)	Calendar Yr 2023 (Projected)
Salary.com: Nonexempt Maryland	3.0	3.1
WorldatWork 2022 Salary Increase Survey: Salary Structure Movement (Education)	3.4	3.5
WorldatWork 2022 Salary Increase Survey: Salary Structure Movement (Maryland)	3.5	4.0
WorldatWork 2020 Salary Increase Survey: Salary Structure Movement (Washington DC)	3.5	4.0
Average	3.4	3.7

These surveys reported an actual average salary structure adjustment of 3.4% in calendar year 2022 and a projected adjustment of 3.7% this year. Taken together, these increases would suggest that an increase of 7.1% for the next two years would be recommended in order to meet the “lead/meet/lag” practice ordinarily followed.

As stated previously, the Committee noted that the 3.6% increase made to grades 6-17 to the nonexempt structure in July 2022 resulted in most of the structure being over-inflated by 3.6%. To account for this, the committee reduced its recommendation from 7.1% down to 3.5%.

Recommendation

Increase the entire structure by 3.5% at the beginning of the first full pay period after June 30, 2023 or on the same day as any COLA or merit is granted to be effective in July 2023.

The proposed structure is below:

Proposed USM Nonexempt Salary Structure
Annual and Hourly Rates (Non-Leap Year)*
Proposed To Be Effective July 2023

Pay Range	Minimum	Midpoint	Maximum
2	\$32,391	\$38,043	\$43,717
	\$15.53	\$18.24	\$20.96
3	\$33,079	\$38,857	\$44,634
	\$15.86	\$18.63	\$21.40
4	\$33,768	\$39,670	\$45,573
	\$16.19	\$19.02	\$21.85
5	\$34,456	\$41,902	\$49,369
	\$16.52	\$20.09	\$23.67
6	\$35,186	\$43,988	\$52,789
	\$16.87	\$21.09	\$25.31
7	\$36,208	\$47,012	\$57,837
	\$17.36	\$22.54	\$27.73
8	\$38,732	\$50,287	\$61,841
	\$18.57	\$24.11	\$29.65
9	\$40,609	\$53,791	\$66,972
	\$19.47	\$25.79	\$32.11
10	\$43,404	\$57,503	\$71,582
	\$20.81	\$27.57	\$34.32
11	\$46,407	\$61,487	\$76,546
	\$22.25	\$29.48	\$36.70
12	\$49,619	\$65,742	\$81,864
	\$23.79	\$31.52	\$39.25
13	\$53,081	\$70,309	\$87,537
	\$25.45	\$33.71	\$41.97
14	\$56,773	\$75,190	\$93,607
	\$27.22	\$36.05	\$44.88
15	\$60,673	\$80,383	\$100,093
	\$29.09	\$38.54	\$47.99
16	\$64,907	\$85,952	\$106,997
	\$31.12	\$41.21	\$51.30
17	\$69,413	\$91,917	\$114,422
	\$33.28	\$44.07	\$54.86

*Hourly rates may vary during a leap year

Projected Costs of the Adjustments to the Nonexempt Salary Structure:

Institution	Regular		Contingent II		Contingent I		Total	
	# EE's	Cost	# EE's	Cost	# EE's	Cost	# EE's	Cost
BSU	0	\$0	0	\$0	15	\$12,448	15	\$12,448
CSU	0	\$0	0	\$0	11	\$8,783	11	\$8,783
FSU	3	\$4,295	0	\$0	17	\$21,608	20	\$25,903
SU	3	\$4,546	1	\$1,543	10	\$7,332	14	\$13,421
TU	2	\$1,606	2	\$1,393	14	\$11,719	18	\$14,717
UBalt	0	\$0	0	\$0	7	\$4,150	7	\$4,150
UMB	1	\$1,146	1	\$1,088	110	\$70,862	112	\$73,096
UMBC	4	\$3,860	0	\$0	0	\$0	4	\$3,860
UMCES	0	\$0	0	\$0	0	\$0	0	\$0
UMES	1	\$625	0	\$0	82	\$63,994	83	\$64,619
UMCP	10	\$17,977	5	\$7,067	816	\$357,703	831	\$382,747
UMGC	0	\$0	0	\$0	0	\$0	0	\$0
USMO	0	\$0	0	\$0	0	\$0	0	\$0
Total	24	\$34,055	9	\$11,091	1,082	\$558,599	1,115	\$603,744

Total Projected Implementation Cost: \$603,744

These are the costs of increasing the wages of only those nonexempt employees whose salaries are below the minimums of the adjusted ranges to the new range minimums. They exclude the cost of benefits.

The cost of this structure increase of 3.5% in July 2023 will be mitigated by the 4.5% COLA granted on November 1, 2022.

Future Consideration

As stated in the document titled, "Request for a New Nonexempt and Exempt Staff Compensation Program" delivered to the SHRC last month, the CCC requests leadership support to develop a comprehensive pay philosophy and program that will include the assessment and recommendations to revise the nonexempt and exempt salary structures, if any, and the updating of nonexempt job

specifications. Other features should include geographic salary differentials and the realignment of exempt coding to reflect today's exempt jobs. In addition, USM policies must be revised in order to support the new plan and related practices.

An expert outside compensation consulting team is requested to design and implement this transformational compensation program. CCC members would serve as guides and advisors on the project.

USM Compensation & Classification Committee
January 9, 2023



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Establishment of an up to \$150M Quasi-endowment Fund to Provide Need-Based Student Financial Aid

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: During the 2023 Session of the General Assembly, legislation was passed and signed into law that permits the Board of Regents to establish a quasi-endowment fund, with the stipulation that the spendable income provide funding for need-based financial aid for in-state Maryland students.

The System Office is in the process of formalizing institution commitments for the \$150 million authorization. Following the formal approval by the Board, the committed funds will be transferred to the USM Foundation for investment in the endowment portfolio. The funds are to be invested similarly to other endowment funds, with the intent to ensure the ongoing purchasing power of the annual spendable income available over the long term.

Distributions will begin fiscal year 2024, to be dispersed as spendable income is distributed for all USM Common Trust endowment funds.

ALTERNATIVE(S): The Board could elect to not take the opportunity to establish a quasi-endowment.

FISCAL IMPACT: The fund will provide spendable income up to approximately \$6.4 million annually, depending on the amount invested by the institutions.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend approval of the establishment of a quasi-endowment, effective July 1, 2023, to be funded by contributions from the institutions and System Office, in an aggregate amount not to exceed \$150 million, with the spendable income to be used to provide need-based financial aid for in-state Maryland students.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 6/7/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SENATE BILL 426

F2

(3lr2348)

ENROLLED BILL

— *Budget and Taxation/Appropriations* —

Introduced by ~~Senator King~~ Senators King, Benson, Corderman, Elfreth, Jackson, McCray, Salling, and Zucker

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this _____ day of _____ at _____ o'clock, _____ M.

President.

CHAPTER _____

1 AN ACT concerning

2 **University System of Maryland – Board of Regents – Quasi-Endowment Funds**

3 FOR the purpose of authorizing the Board of Regents of the University System of Maryland
4 to make transfers of a certain amount subject to certain conditions to establish
5 certain quasi-endowment funds; authorizing the Board to use investment income
6 produced by certain quasi-endowment funds in accordance with certain rules to
7 provide need-based student financial aid; and generally relating to the Board of
8 Regents of the University System of Maryland.

9 BY repealing and reenacting, without amendments,
10 Article – Education
11 Section 12-104(a) through (b-1), (c), and (d)
12 Annotated Code of Maryland
13 (2022 Replacement Volume)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber/conference committee amendments.



2

SENATE BILL 426

1 BY repealing and reenacting, with amendments,
2 Article – Education
3 Section 12–104(e)
4 Annotated Code of Maryland
5 (2022 Replacement Volume)

6 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
7 That the Laws of Maryland read as follows:

8 **Article – Education**

9 12–104.

10 (a) In addition to any other powers granted and duties imposed by this title, and
11 subject to the provisions of Title 11 of this article and any other restriction imposed by law
12 by specific reference to the University System of Maryland, or by any trust agreement
13 involving a pledge of property or money, the Board of Regents has the powers and duties
14 set forth in this section.

15 (b) In addition to the powers set forth elsewhere in this title, the University may:

16 (1) Exercise all the corporate powers granted Maryland corporations under
17 the Maryland General Corporation Law;

18 (2) Adopt and alter an official seal;

19 (3) Sue and be sued, complain, and defend in all courts;

20 (4) Maintain offices at the places the Board of Regents may designate;

21 (5) Enter into contracts of any kind, and execute all instruments necessary
22 or convenient with respect to its carrying out the powers in this subtitle to accomplish the
23 purposes of the University;

24 (6) Subject to the provisions of subsections (g) and (h) of this section,
25 acquire, hold, lease, use, encumber, transfer, exchange, or dispose of real and personal
26 property;

27 (7) Borrow money from any source to acquire personal property as provided
28 in § 12–105(c) of this subtitle; and

29 (8) In addition to the powers set forth in Title 19 of this article and subject
30 to the approval of the Board of Public Works, borrow money from any source for any
31 corporate purpose, including working capital for its operations, reserve funds or interest,
32 and mortgage, pledge, or otherwise encumber the property or funds of the University, and

SENATE BILL 426

3

1 contract with or engage the services of any person in connection with any financing,
2 including financial institutions, issuers of credit, or insurers.

3 (b–1) The University System of Maryland shall establish its corporate headquarters
4 in Baltimore City at a place designated by the Board.

5 (c) The Board of Regents:

6 (1) Is responsible for the management of the University System of
7 Maryland and has all the powers, rights, and privileges that go with that responsibility,
8 including the power to conduct or maintain any institutions, schools, or departments in the
9 University at the locations the Board determines;

10 (2) Shall consult with the presidents in developing policies, guidelines, and
11 plans for the University System of Maryland; and

12 (3) May not be superseded in its authority by any other State agency or
13 office in managing the affairs of the University System of Maryland or of any constituent
14 institutions and centers under the Board's jurisdiction.

15 (d) In addition to the powers conferred on it by this title, the Board has all the
16 powers conferred on it by:

17 (1) The act of incorporation of the Maryland College of Agriculture;

18 (2) The Charter of the University of Maryland; and

19 (3) The charter of any constituent institution.

20 (e) (1) The Board may:

21 (i) Apply for, accept, and spend any gift or grant from the federal
22 government, any foundation, or any other person; and

23 (ii) Maintain and manage gift and endowment funds.

24 (2) (i) Subject to subparagraphs (ii), (iii), ~~and (iv)~~, **AND (V) OF THIS**
25 **PARAGRAPH, THE** Board may maintain and manage quasi–endowment funds.

26 (ii) The Board may only make a one–time transfer of no more than
27 \$50,000,000 from the non–State supported fund balance held and invested by the State
28 Treasurer to the quasi–endowment fund.

29 (iii) 1. Subject to the limitation under subparagraph 2 of this
30 subparagraph, the Board may make only a one–time transfer of no more than \$50,000,000
31 from the State–supported fund balance held and invested by the State Treasurer to the
32 quasi–endowment fund.

4

SENATE BILL 426

1 2. The Board may use the investment proceeds for facility
2 renewal projects relating only to capital facilities used for State-supported activities.

3 (iv) 1. Subject to the limitation under subparagraph 2 of this
4 subparagraph, the Board may make only a one-time transfer of no more than \$25,000,000
5 from the non-State supported fund balance held and invested by the State Treasurer to the
6 quasi-endowment fund.

7 2. The Board may use the investment proceeds only to match
8 a privately funded scholarship program at the University of Maryland, College Park
9 Campus.

10 ~~3. (v) 1. SUBJECT TO THE LIMITATION UNDER~~
11 ~~SUBSUBPARAGRAPH 2 OF THIS SUBPARAGRAPH SUBPARAGRAPH (IV)2~~
12 ~~SUBSUBPARAGRAPH 2 OF THIS PARAGRAPH SUBPARAGRAPH, THE BOARD MAY MAKE~~
13 ~~TRANSFERS OF NO MORE THAN \$150,000,000 FROM FUND BALANCES HELD AND~~
14 ~~INVESTED BY THE STATE TREASURER TO ESTABLISH A QUASI-ENDOWMENT FUND.~~

15 ~~4. 2. THE BOARD MAY USE THE INVESTMENT INCOME~~
16 ~~PRODUCED BY THE QUASI-ENDOWMENT FUND IN ACCORDANCE WITH THE~~
17 ~~UNIVERSITY SYSTEM OF MARYLAND POLICY ON ENDOWMENT FUND SPENDING~~
18 ~~RULE TO PROVIDE FUNDING FOR NEED-BASED STUDENT FINANCIAL AID.~~

19 (3) On or before November 1 each year, the Board shall submit to the
20 Governor, the Comptroller, the State Treasurer, and, in accordance with § 2-1257 of the
21 State Government Article, the General Assembly, an annual investment performance
22 report comparing the various components of the University's gift, endowment, and
23 quasi-endowment investment portfolio to appropriate benchmarks.

24 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
25 1, 2023.

Approved:

Governor.

President of the Senate.

Speaker of the House of Delegates.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Ratification of technical date modifications to the Voluntary Separation Program for Tenured Faculty in Select Academic Areas

COMMITTEE: Committee on Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: On April 14, 2023, the Board approved a Voluntary Separation Program (“VSP”) for certain faculty members in the following units of the University of Maryland, College Park:

- Institute for Bioscience & Biotechnology Research (IBBR); and
- School of Public Policy.

A total of seven tenured faculty members are eligible for the proposed VSP. The University needs to make technical corrections, modifying the application period by 8 days with a corresponding modification to the approval period. The VSP is otherwise unchanged from the specifics of the VSP approved by the Board on April 14, 2023 (item summary attached). The University seeks ratification of the modified dates.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not ratify the technical modifications for the Voluntary Separation Incentive Program.

FISCAL IMPACT: No additional fiscal impact beyond that approved by the Board on April 14, 2023.

CHANCELLOR’S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents ratify technical modifications to the Voluntary Separation Incentive Program.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



TOPIC: University of Maryland, College Park: Voluntary Separation Program for Tenured Faculty in Select Academic Areas

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University of Maryland, College Park seeks Board approval to implement a Voluntary Separation Program (“VSP”) for certain faculty members in the following units:

- Institute for Bioscience & Biotechnology Research (IBBR); and
- School of Public Policy.

A total of seven tenured faculty members are eligible for the proposed VSP.

The University’s objectives are to adjust faculty distribution and support in emerging disciplines, across undergraduate and graduate programs, and in new areas of research; and to revise curriculum and instructional needs in emerging areas.

Faculty members participating in the Program will separate from employment effective June 30, 2023. The University will make incentive payments to faculty members approved for participation in an amount equal to the lesser of:

- 1) 150% of the faculty member’s annual base salary in effect as of December 12, 2022, or
- 2) \$495,000.

Under the VSP:

- Eligible faculty members must apply for participation in the VSP during the time period of April 17, 2023 through June 1, 2023;
- The University reserves the right to limit (1) the total number of applications approved and (2) the number of applications approved in a particular department, work unit, or job category; and
- Applicants will be notified whether their application to participate in the Program has been approved on or before June 8, 2023.

The attached VSP summary document provides additional details. The proposed VSP documents have been approved by the Office of the Attorney General for legal sufficiency.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not approve the VSP as presented or recommend alternatives.

FISCAL IMPACT: The anticipated cost associated with the VSP will depend on faculty participation levels and associated salaries. If all eligible faculty members participate, the total estimated cost will be \$2,036,064.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park the Voluntary Separation Program for tenured faculty members in select academic areas, as presented.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of FY 2024 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

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 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). The Annual Contract is required to identify all services to be provided and the agreed cost of such services.

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. The Office of the Attorney General has reviewed the Annual Contract text for form and legal sufficiency.

The Board is asked to approve the Annual Contract for FY 2024. For FY 2024, UMMC has elected not to support full costs incurred by UMB (including COLA and merit salary increments for personnel who provide administrative services or professional faculty services). As a result, the parties have negotiated some service reductions to maintain alignment between UMB costs and UMMC payments.

The majority of faculty and other services reflected in the Annual Contract are provided at UMMC facilities at the UMB campus. The Annual Contract also includes compensation for School of Medicine (SOM) faculty services at UMMS's Midtown hospital, a few blocks north of UMB. Midtown is operationally part of UMMC, although legally separate from UMMC.

In addition to compensation for faculty services, the SOM will benefit from approximately \$1 million in new mission support in FY 2024. The new mission support is referenced in Article XII and Schedule 8 of the Annual Contract for FY 2024. Mission support payments are set by UMMS after considering SOM recommendations and is expected to vary from year to year.

ALTERNATIVE(S): An Annual Contract for FY 2024 incorporating the information in the attached schedule is recommended by the President of UMB, the Dean of the SOM, the President of UMMS and the Chancellor. In accordance with Section 13-306, the Committee could postpone action and recommend that the Regents and Directors of the Education Article appoint a joint committee to review the proposed contract. This is not recommended, as UMB and UMMS have agreed upon contract terms.

FISCAL IMPACT: The fiscal impact of the FY 2024 Annual Contract is as specified in the attached schedule of payments. Subject to adjustments as discussed in the text of the FY 2024 Annual Contract, it results in a net fund transfer from UMMS to UMB of approximately \$174,549,822 in FY 2024.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Board of Regents authorize the President of UMB to execute the FY 2024 Annual Contract.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SCHEDULE TO AGENDA ITEM

**PAYMENTS UNDER
FY 2021, FY 2022, FY 2023, and FY 2024 ANNUAL CONTRACTS
BETWEEN UMB AND UMMS**

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024</u>
<u>Payments from UMMS to UMB</u>				
Administrative Services	\$ 2,578,473	\$ 2,552,417	\$ 1,846,794	\$ 2,035,824
<i>Faculty Services:</i>				
School of Medicine	\$ 155,036,448	\$ 166,480,747	\$ 172,140,000	\$ 175,281,503
School of Pharmacy	\$ 1,673,899	\$ 1,592,807	\$ 1,535,824	\$ 1,576,028
School of Dentistry	\$ 588,583	\$ 600,629	\$ 609,038	\$ 647,304
Mission Support to SOM	<u>N/A</u>	<u>\$ 3,100,000</u>	<u>\$ 1,030,000</u> ¹	<u>\$ 1,010,000</u>
<u>Payments from UMB to UMMS</u>				
Space Charge	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,157,304)
Employee Health Services	N/A	N/A	N/A	(\$ 65,000)
Fringe Benefit Adjustment ²	<u>(\$ 4,529,735)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>
<u>Net Payments to UMB</u>	<u>\$ 154,190,364</u>	<u>\$ 168,390,763</u>	<u>\$ 171,225,819</u>	<u>\$ 174,549,822</u>

¹ The Agenda Item submitted in 2022 reflected \$0 in mission support to be transferred to SOM. However, better than anticipated financial performance in FY 2023 by UMMC resulted in \$1,030,000 being available for transfer to SOM in FY 2023. Thus, this number has been updated.

² The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for SOM faculty is lower than the campus standard or average rate for other faculty. In consideration of this, UMB will adjust the fringe benefit cost charged to UMMC by \$4,778,533.

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2024**

BY AND BETWEEN

UNIVERSITY SYSTEM OF MARYLAND

on behalf of

UNIVERSITY OF MARYLAND, BALTIMORE

AND

UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2024**

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- EXHIBIT A UMMS PRE-CLINICAL EDUCATION REQUIREMENTS
- EXHIBIT B SERVICES PROVIDED BY UMB TO UMMC
- EXHIBIT C UMB ENVIRONMENTAL HEALTH AND SAFETY (EHS)

ANNUAL CONTRACT FOR FISCAL YEAR ENDING JUNE 30, 2024

This Annual Contract (“**Agreement**”) is made as of July 1, 2023 between the **UNIVERSITY SYSTEM OF MARYLAND**, a public corporation and an agency of the State of Maryland (“**USM**”), on behalf of **UNIVERSITY OF MARYLAND, BALTIMORE** (“**UMB**” or “**University**”), and the **UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION** (“**UMMS**”), 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 Maryland law) on July 1, 1984.

RECITALS

A. UMB, a public university that is part of USM, includes accredited Schools of Medicine, Pharmacy, Law, Dentistry, Nursing, and Social Work, and a Graduate School (each a “**School**,” and collectively the “**Schools**”).

B. University of Maryland Medical Center, LLC (“**UMMC LLC**”) is a nonprofit direct subsidiary of UMMS, which was established as provided in Section 13-303(k) of the Education Article of the Annotated Code of Maryland (the “**Education Article**”). UMMC LLC was formed to operate the University of Maryland Medical Center (“**UMMC**”), the part of UMMS that provides patient care services at facilities formerly part of UMB.

C. UMMC includes: the health care delivery components of the previously State-owned University Hospital; the Greenebaum Comprehensive Cancer Center (the current name of the University Cancer Center referred to in the Medical System Law); and the R. Adams Cowley Shock Trauma Center. UMMC does not include health care delivery components owned or controlled by UMMS that were not named in the “**Medical System Law**” (as defined below).

D. As provided by Section 13-305 of the Education Article, the clinical faculties of the Schools of Medicine and Dentistry are the sources for the medical staff of UMMC. Physician members of UMMC’s clinical services (“**UMMC Clinical Service**”) are faculty members within the parallel School of Medicine clinical science departments (“**SOM Departments**”). For example, faculty members within the SOM Department of Medicine provide clinical services within the UMMC Medical Service.

E. USM, UMB, UMMS, and UMMC have long-standing, historic associations and enjoy close, cooperative, and effective working relationships. Together they seek to realize the statutory purposes set forth in the Medical System Law, which authorized the creation of UMMS and its subsidiary UMMC.

F. This Agreement is intended by the parties to be the annual contract for the fiscal year ending June 30, 2024, as mandated by Section 13-306 of the Education Article. The annual contract is required to include all financial obligations, exchanges of services, and any other agreed relationships between USM and UMMS for each fiscal year, and to identify the services to be provided and the agreed cost of such services. Because UMMC LLC operates UMMC, as

permitted by the Medical System Law, the financial relationships between USM (inclusive of UMB as well as the Schools) and UMMC LLC are also included in this Agreement.

G. Toward this end, and in consideration of the mutual covenants and agreements set forth in this Agreement, USM, UMB, UMMS, and UMMC agree to the terms set forth below.

[END OF RECITALS]

ARTICLE I. DEFINITIONS

In this Agreement, the following words have the meanings indicated:

1. **“2023 Agreement”** means the previous Annual Contract between the parties for the fiscal year ending June 30, 2023.
2. **“2024 Agreement”** means this Annual Contract between the parties for the fiscal year ending June 30, 2024.
3. **“Academic Programs”** has the meaning set forth in Section II.A.
4. **“Board of Directors”** means the Board of Directors of UMMS.
5. **“Board of Regents”** means the Board of Regents of USM.
6. **“Chancellor”** means the Chancellor of USM.
7. **“Dentistry Faculty”** means the faculty of the School of Dentistry.
8. **“Dentistry Faculty Services”** has the meaning set forth in Section IV.C.1.
9. **“Education Article”** means the Education Article of the Annotated Code of Maryland.
10. **“Fiscal Year”** or **“FY 2024”** means the fiscal year ending June 30, 2024.
11. **“FPI”** means University of Maryland Faculty Physicians, Inc.
12. **“Jointly Supported Employee”** has the meaning set forth in Section VI.B.1.
13. **“Leadership Document”** has the meaning set forth in Section IV.A.4.
14. **“Medical System Assets”** means all assets allocated to UMMS as shown on the financial statements of UMMS 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 UMMS upon its establishment in 1984, 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.
15. **“Medical System Law”** means Chapter 288 of the Laws of Maryland of 1984, which is codified (in part) in Title 13, Subtitle 3 of the Education Article.
16. **“Medical System Liabilities”** means all liabilities allocated to UMMS as shown on the financial statements of UMMS at the Transfer Date.

17. **“Medical System University Personnel”** means those employees of the University assigned in UMMS who were offered positions as UMMC Employees as of the Transfer Date, but elected not to accept them. *(The parties anticipate that by June 30, 2025, there will no longer be Medical System University Personnel among the UMMC Personnel. At such time, earlier if agreed by the parties, or later if necessary, this definition will be removed from the annual contract.)*

18. **“Midtown”** means the hospital in Baltimore City owned by UMMS through its subsidiaries, University of Maryland Medical Center Midtown Health, Inc. and Maryland General Hospital, Inc. d/b/a University of Maryland Medical Center Midtown Campus, Midtown is a licensed hospital operationally integrated with UMMC.

19. **“MSA”** means the Mission Support Agreement between UMMS, UMMC LLC, and UMB.

20. **“Pharmacy Faculty Services”** has the meaning set forth in Section IV.B.1.

21. **“Practice”** and **“Practices”** have the meaning set forth in Section IV.A.10.

22. **“President”** means the President of UMB.

23. **“School of Dentistry”** or **“SOD”** means the University of Maryland School of Dentistry.

24. **“School of Medicine”** or **“SOM”** means the University of Maryland School of Medicine.

25. **“School of Nursing”** or **“SON”** means the University of Maryland School of Nursing.

26. **“School of Pharmacy”** or **“SOP”** means the University of Maryland School of Pharmacy.

27. **“Shock Trauma Center”** means the R Adams Cowley Shock Trauma Center operated by the UMMC LLC.

28. **“SOM Faculty”** means the faculty of the School of Medicine.

29. **“SOP Faculty”** means the faculty of the School of Pharmacy.

30. **“Space Related Resources”** has the meaning set forth in Section V.A.1.

31. **“Supporting Organization”** has the meaning set forth in Section VI.B.1.

32. **“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.

33. “**UMMC**” has the meaning set forth in the Recitals.
34. “**UMMC-CEO**” means the person serving as Chief Executive Officer of UMMC LLC and UMMC.
35. “**UMMC Clinical Service**” has the meaning set forth in the Recitals.
36. “**UMMC Employees**” means employees of UMMC, including without limitation employees of UMMC LLC and employees of Midtown, as referred to in Article VI.
37. “**UMMC LLC**” has the meaning set forth in the Recitals.
38. “**UMMC Personnel**” means both Medical System University Personnel and UMMC Employees.
39. “**UMMS-CEO**” means the person serving as Chief Executive Officer of UMMS.
40. “**UMB**” or “**University**” means the University of Maryland, Baltimore.
41. “**USM**” means the University System of Maryland.

[END OF ARTICLE I]

ARTICLE II. COOPERATION IN ACADEMIC PROGRAMS

A. General Agreement to Cooperate in UMB Academic Programs and UMMC Graduate Medical Education Programs.

Consistent with their educational missions, UMB and UMMC will cooperate in the planning and administration of UMB's health professions academic programs which take place at both UMB and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC, such as residencies and fellowships, collectively referred to herein as "**Academic Programs.**" Pursuant to UMB's and UMMC's agreement, Academic Programs at UMMC may be co-located, relocated, or extended to Midtown.

B. Affiliation Agreements between UMB Schools and UMMC.

Existing affiliations between UMMS and/or UMMC and the Schools for the conduct of Academic Programs at UMMC will be continued under the direction of the UMMC-CEO, the President, and the Deans of the respective Schools. Affiliation agreements between UMMC and the Schools may be developed by UMMC and UMB as required for accreditation of the UMB Schools' degree programs or UMMC's graduate medical education programs. Affiliation agreements will be modified as appropriate to reflect an Academic Program's co-location, relocation, or extension to Midtown.

C. Affiliations between Schools and non-UMMC Institutions.

UMB will ensure affiliations between UMB Schools and health care institutions other than UMMC do not detract from the operation of Academic Programs at UMMC, inclusive of graduate medical education programs.

D. Accreditation and Compliance Considerations.

1. All actions of the parties with respect to Academic Programs and related affiliations of the parties shall be consistent with applicable accreditation requirements for UMMC's and Midtown's facilities, UMB Academic Programs, and UMMC's and Midtown's graduate medical education programs in terms of both curriculum requirements and standards for patient care.

2. 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, and policies concerning consensual relationships.

3. More specifically, each party agrees to notify the other promptly upon becoming aware of any allegation of sexual harassment, sexual misconduct, or discrimination against, or by, a representative or affiliate of the other. In the case of UMB, representatives or affiliates include any student, faculty or staff personnel, and any third parties or contractors under UMB's control. In the case of UMMC or Midtown, representatives or affiliates includes any employee, volunteer, and contractor or its employees, and any medical or professional staff who

are not UMB personnel, but who are credentialed or contracted by UMMC or Midtown to provide services at UMMC or Midtown, as applicable.

4. Each party agrees to cooperate with the other regarding investigations of possible sexual harassment, sexual misconduct, or discrimination 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, sexual harassment, or discrimination, 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. Additions of and Changes to Academic Programs.

1. Information related to additions or changes in UMB's Academic Programs or UMMC's or Midtown's patient care activities which would impact such Academic Program and may affect the budget or operations of the other party shall be provided in advance of the planned changes, but no less than six (6) months prior to the planned change and in sufficient time for UMMC to evaluate the current need, relevance and anticipated duration and to account for any changes in funding within UMMC's annual budget and operational structure.

2. On an annual basis, each Academic Program funded in full or in part by UMMC will be evaluated by UMMC as to its current need, relevance, and anticipated duration. Based on the outcome of that evaluation, UMMC will determine whether modifications to its funding or operational support of the Academic Program in the upcoming fiscal year is necessary and will provide no less than six (6) months' notice of modification of funding or operational support to the affected UMB School.

3. After the President and the UMMC-CEO, or their designees, have discussed any changes to Academic Programs and patient care services and UMB has obtained any requisite approvals from UMMC, as referenced in this Section II.E, planning for the implementation of the approved changes or programs will be coordinated by appropriate UMB and UMMC personnel, as specified by the President and the UMMC-CEO.

F. Clinical Research and Innovation Conducted/Created at UMMC.

1. Should UMB require additional use of UMMC or Midtown resources including, without limitation, facilities, staff, equipment, supplies, IT support, funding or other support in connection with a clinical research project, UMB, or the appropriate UMB School, should submit a request to the UMMC-CEO or designee (e.g., Chief Medical Officer, Chief Clinical Officer or such officer's designee) for approval in the format reasonably requested by UMMC. For purposes of this section, clinical research is understood to mean all types of research, trials, or studies, whether industry-sponsored or principal investigator-initiated.

2. UMB or the School shall submit the request 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 such research may be provided by UMMC or Midtown. To the extent any such support includes UMMC or Midtown's provision of employees, UMMC or

Midtown may determine to document such as Jointly Supported Employees pursuant to Article VI or to document the engagement in another written format agreed to and signed by both parties. UMMC will act in good faith to complete its approval process in a timely manner so as to avoid delay of the UMB approval processes.

3. UMMC and UMB will continue to assess the current processes for initiating, managing and approving clinical research conducted at UMMC and Midtown with the goal of creating a mutually agreed upon process that ensures that: (a) the interests of UMB, UMMC, and Midtown are appropriately represented; and (b) each party has sufficient information regarding the clinical research project to appropriately commit, contribute, and receive appropriate value for its respective roles within and support of the research. In assessing these processes, the parties acknowledge that clinical research is a shared mission. The parties will work in good faith during FY 2024 to identify efficiencies and solutions that appropriately account for the costs and benefits to both parties related to clinical research.

4. UMMC and UMB will maintain appropriate business processes to guide the accurate billing of services delivered in conjunction with clinical research protocols by the appropriate party.

5. Invoices and any other requests for payment for research related services submitted by UMMC to UMB for payment by UMB to UMMC shall be reconciled and processed within 45 days from receipt of the invoice or request, provided that sufficient support is included with the invoice or request, the reconciliation is acceptable to UMB, and UMB has received the sponsor's funding. By December 31, 2023, the parties will develop a collaborative process pursuant to which UMB will present demands and necessary documentation provided by UMMC to the sponsor to ensure prompt payment under the terms of the clinical trial agreement.

6. UMMC recognizes that the use of UMMC resources for innovation and the creation of intellectual property is a matter separate from clinical research. The parties agree that ownership rights in such intellectual property are governed by UMMC, USM and UMB policy, the parties' Amended and Restated Technology Management Agreement, as well as federal law.

G. UMB Professional Liability Insurance – Research and Educational Programs.

Annually, UMB will provide to UMMC information about any professional liability insurance acquired by UMB, or provided by the State of Maryland, to provide coverage for UMB students and/or faculty that would be applicable to incidents arising from educational or research activities conducted by them at UMMC or Midtown.

H. UMB Obligations Related to Students. Prior to assigning students to UMMC for an educational clinical experience, as part of the Academic Programs, UMB will provide those students with training, orientation, and immunizations as required by UMMC and/or Midtown, for health care workers, as applicable, and will require students to present evidence of personal health insurance. In the event UMMC and/or Midtown, as applicable, believes that UMB is not providing the required training, orientation, and immunizations in a timely manner, UMMC may choose to provide the services to the students and will charge the relevant UMB School for the actual cost of the services, or in the alternative deny the students' participation until the students are compliant with the requirements. The current requirements of UMMC and Midtown are listed in *Exhibit A*.

I. Student Exposure Matters. If a UMB student is exposed to body fluids (as defined in Section 18-338.1, 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 such law. The parties will follow applicable policies of UMMC or Midtown, as relevant, except that UMB will be responsible for counseling the students and paying the expenses related to testing.

J. Consolidation of Funds for Residents and Fellows.

1. UMB and UMMC will agree on each party's contribution to the salaries of the medical residents and fellows and document each party's share in writing. Because UMMC currently serves as the employer of the medical residents and fellows, UMB will forward its share of the salary cost to UMMC in a time frame agreed to by UMMC so that UMMC can timely support and fund its payroll processes. In that capacity, UMMC administers UMMC funds, Veterans Administration funds, and some other funds assigned to the support of residents and fellows.

2. Except where restricted by law or contract, UMB 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.

3. UMB will decide by September 30, 2023 whether or not to transition fellows to be employees of SOM or a Practice.

[END OF ARTICLE II]

ARTICLE III. ADMINISTRATIVE SERVICES

A. UMB Administrative Services Provided to UMMC.

UMB will provide services to UMMC as described in this Article III and **Exhibits B and C**. UMB 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. Notwithstanding anything stated in Article III or this Agreement, UMMC is not obligated to purchase any set amount of administrative services, or any at all. UMMC will determine its needs for administrative services on a year-to-year basis and the parties will document agreed services and compensation in this Agreement for each applicable fiscal year.

1. Personnel Services

(a) UMMC will be responsible for personnel administrative services related to its employment of all UMMC Personnel.

(b) All employment records for UMMC Personnel made and used by the UMB Office of Human Resource Services (formerly the UMB Office of Personnel) previously have been transferred to UMMS. The UMB 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 UMB the option to accept return of such records.

(c) To the extent any individual among UMMC Personnel continues to meet the definition of Medical System University Personnel, the President and the Chancellor continue to delegate to the UMMC-CEO and designees the authority of the President and Chancellor concerning Medical System University Personnel under the USM and UMB rules for exempt and non-exempt staff and Sections 12-108 and 12-109 of the Education Article.

2. UMB Services of Facilities Management and Police Department

(a) Scope of Services. Through its Office of Facilities Management and its Campus Police Department, UMB will provide to UMMC facilities management and UMB Police services as specified in **Exhibit B**.

(b) Compensation. The compensation for the Facilities Management and UMB Police services for the Fiscal Year is specified in **Schedule 1**. The payment schedule for compensation set forth in **Schedule 1** is set forth in Section X.D.1.

(c) Fee for Service. As stated in *Exhibit B*, some 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. Compensation for services provided on a fee-for-service basis under this subsection are not included in *Schedule 1* and will be billed to UMMC by the appropriate UMB office, with payment due to UMB within thirty days from UMMC's receipt of UMB's bill for such services.

3. **Services of UMB Department of Environmental Health and Safety**

(a) Scope of Services. Through its Department of Environmental Health and Safety, UMB will provide services to UMMC as specified in *Exhibit C*.

(b) Compensation.

i. Compensation for the services described in *Exhibit C* is set forth in *Schedule 1* and the payment schedule for such compensation is set forth in Section X.D.1. Such compensation reflected on *Schedule 1* does not include UMB's direct costs incurred in obtaining materials and supplies necessary to provide the services set forth in *Exhibit C* and UMB's direct costs incurred in obtaining, permits and licenses in the name of UMMC, and UMB may invoice UMMC for any of the same. Further, the compensation does not include the costs of contracted services required to furnish the services.

ii. Services described in *Exhibit C* that exceed limits stated in *Exhibit C* will be considered extra costs. The costs described in this section will be billed to UMMC quarterly, with payment due to UMB within thirty (30) days from UMMC's receipt of UMB's bill.

iii. UMB will not incur any cost or make any expenditure related to the provision of the services described in *Exhibit C*, including without limitation any cost or expenditure for materials, supplies, or contracted services, that exceeds \$1,000 without prior approval of UMMC. Such approval will be provided by the UMMC Chief Operating Officer or designee. UMB reserves the right to request that major purchases or contracts be made directly by UMMC, which UMMC may agree to do or may elect to forgo the particular service.

4. **Changes in Level of Administrative Services**

(a) Change Process. Any changes in administrative services during this Fiscal Year must be agreed upon as provided in Section X.J.1. Unless otherwise specifically provided in this Article III, UMMC and UMB shall meet, no later than January 1, 2023, to discuss any anticipated changes in the next fiscal year in UMMC's need, or UMB's ability to provide, the level of administrative services provided by any administrative unit named in this Article III. Further, from time to time throughout the Fiscal Year, pursuant to either party's request, UMMC and UMB will meet to discuss and collaboratively address any such anticipated changes.

(b) Non-Solicitation. In connection with UMMS's establishment of administrative units to carry out functions performed by UMB under this Agreement, UMMS

agrees not to hire, employ, or contract with any UMB employee whose function in any way relates to performance of an administrative service by UMB for UMMS. This prohibition is applicable to employees of all UMB administrative units providing services described in Article III of this Agreement. Notwithstanding the foregoing provisions, UMMS may extend offers of employment to UMB personnel who have been laid off or discharged, or who have given UMB at least six (6) months prior written notice of their intention to accept a position with UMMS. The period of notice may be reduced by UMB's Senior Vice President for Administration and Finance.

5. **University of Maryland Identity Program.** UMB, UMMS 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 and the UMMC-CEO. Branding and identification activities will continue in the Fiscal Year. The parties may enter into joint procurements of identity and promotion services, and in that case will reimburse one another appropriately as agreed to allocate costs between the parties.

B. UMMC Administrative Services Provided to UMB

1. UMMC may provide services to UMB as agreed by the President, or designee, and the UMMC-CEO, or designee, on an annual basis. The nature, scope and terms of such service shall be documented in either *Exhibit B* or a separate signed writing. UMMC shall invoice UMB for services rendered and UMB shall pay for such services within 30 days of the invoice date.

2. Notwithstanding anything stated in this Article III or this Agreement, UMB is not obligated to purchase any set amount of administrative services, or any at all. UMB will determine its needs for administrative services on a year-to-year basis and document such in this Agreement for each applicable fiscal year.

3. For FY 2024 only, SOM will pay UMMC the amount of \$65,000, which shall be paid as set forth in Section X.E. This payment is intended to help defray certain employee health costs associated with physician clinical privileges, such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty. It is not intended to represent a dollar-for-dollar calculation or percentage of the actual costs.

[END OF ARTICLE III]

ARTICLE IV. UMB FACULTY SERVICES TO UMMC AND MIDTOWN

A. SCHOOL OF MEDICINE FACULTY SERVICES

1. Scope of Services.

(a) Pursuant to Maryland law, UMMC’s Medical Staff is comprised solely of School of Medicine faculty (“**SOM Faculty**”) who provide professional services within the UMMC Clinical Services in accordance with the purposes set forth in Section 13–302 of the Education Article.

(b) Further, as agreed upon by the Dean of the School of Medicine (“**Dean-M**”) and the UMMC-CEO, SOM Faculty shall be engaged by UMMC to fulfill the following roles: (a) teaching and supervision of UMMC residents/fellows as part of Academic Programs, specifically UMMC’s graduate medical education programs and the affiliations with UMB’s undergraduate academic programs; (b) administrative and supervisory functions on behalf of UMMC or Midtown as required for accreditation of its facilities and programs and as necessary for its efficient operation, such as serving as Medical and/or Program Directors of a UMMC Clinical Service or Clinical Division; 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.

(c) Such engagements are intended to be consistent with the provisions of Section 13-305(c) of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

2. Compensation for Services.

(a) UMMC will pay UMB 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. This compensation falls into one of two categories: (1) “base support” or (2) “seed support.”

i. “**Base support**” is financial support which flows to the SOM as support of SOM Faculty salaries. Base Support shall be re-evaluated on an annual basis, each fiscal year, by the parties.

ii. “**Seed support**” reflects start up support for a specified period of time, which is not intended to be ongoing. Seed support is limited to one year or such other term as may be agreed upon, in writing, by UMMC and the School of Medicine. Any seed support reduction stated in *Schedule 2B* will be allocated among the SOM Departments’ services as mutually agreed by UMMC and the School of Medicine. If part or all of the seed support reduction stated in *Schedule 2B* can be restored, the restored funding will be allocated among the SOM Departments/ services as mutually agreed by UMMC and the School of Medicine.

iii. The limit of one year, or other agreed upon term, for all seed support applies, as set forth in *Schedule 2B*, even if this Agreement continues into the subsequent fiscal year as set forth in Section 13-306(d) of the Education Article.

(b) UMB or the School of Medicine shall provide any information reasonably requested by UMMC to verify the amount and nature of the requested base and/or seed support.

(c) *Schedules 2A* and *2B* state the assignment of funding to “base support” (*Schedule 2A*), and “seed support” (*Schedule 2B*) at UMMC. *Schedule 2C* states the assignment of funding to “base support” at Midtown.

(d) *Schedules 2A, 2B,* and *2C* include fringe benefit costs at the stated UMB rates. See Section X.L.2 regarding adjustment of the fringe benefit costs.

(e) The payment schedule for *Schedules 2A, 2B, and 2C* is set forth in Section X.D.2.

3. **Space, Equipment, and Administrative Support.**

(a) UMMC will provide, or require Midtown to provide, at no cost to UMB, UMB with office space, equipment, and administrative support as directly necessary for UMB to execute its obligations that are described in Section IV.A.1. For Fiscal Year 2025, the determination as to which space will be provided to UMB at no cost is subject to the determination to be made by December 31, 2023, as required by Section V.A.4 below.

(b) The UMMC-CEO and the Dean-M shall consult with respect to any changes proposed by either party or by Midtown, during the Fiscal Year, in the amount of space assigned pursuant to this Section IV.A.3. If the proposed changes are not mutually acceptable, the issues shall be referred to the President and the UMMC-CEO for decision in accordance with Section X.B.

(c) The space, equipment, and administrative support provided by UMMC at no cost to UMB (as set forth in this Section IV.A.3.a) is distinct from space, equipment, other administrative support, and Space Related Resources that UMMC provides to UMB for purposes other than the provision of services pursuant to this Agreement on behalf of UMMC or Midtown. Use of such other space, equipment, and administrative support and Space Related Services shall be subject to Section V.A., and shall be paid for by UMB as set forth in Section V.A.

4. **Performance Standards and Evaluation**

(a) *Service Performance Requirements.* UMMC’s agreement to pay compensation, as reflected in *Schedules 2A, 2B,* and *2C,* is in exchange for and conditioned upon the School of Medicine’s agreement to meet the following “**Service Performance Requirements:**” (a) the performance is consistent with the requirements of the Leadership Document, as applicable; (b) the services are provided on an efficient and effective basis that promotes (i) quality, (ii) safety and (iii) customer/patient satisfaction, including but not limited to alignment with UMMS’s digital health strategy; and (c) compensation is based on fair market value.

(b) Leadership Document. In consultation with SOM, UMMC, and specifically the UMMC Chief Clinical Office, has developed the “*UMMC-SOM Leadership and Structure*”

Document” dated as of February 15, 2023 (the “**Leadership Document**”), which describes UMMC leadership roles, reporting, and support held by SOM faculty.

(c) **Joint Performance Program.**

i. During each Fiscal Year, the parties agree to continue to work towards improving their respective and collective financial performance, as well as improvement in quality and safety for UMMC patients.

ii. UMMC and SOM have agreed to the general structure of the “*UMMC-UMSOM Annual Contract: Joint Performance Program Playbook*,” dated as of September 29, 2022.

5. Changes to Annual Support.

(a) The parties may agree to change the support allocation set forth in *Schedules 2A, 2B* (UMMC Base and Seed Support) and *2C* (Midtown Base Support) and/or to shift support between *Schedules 2A* (UMMC Base Support) and *2C* (Midtown Base Support) to reflect changes in services between UMMC and Midtown, provided such agreement is requested in writing by the School of Medicine and documented pursuant to Section X.J.

(b) Only with the advance written consent of the UMMC-CEO, or designee, may the School of Medicine use the funds budgeted for support of a specific faculty member or program to pay another faculty member or apply to another program in the event the first individual (i) ceases to receive, or ceases to be eligible to receive, funds from the payments made to the SOM or (ii) the decision is made not to provide such support to the specific program.

(c) The School of Medicine must provide advance notice to UMMC regarding any shift in the collective allocation of SOM Faculty members’ effort as compared to the initial allocation of effort, among these areas at the time the support in *Schedules 2A, 2B and 2C* were agreed upon. In doing so, the School of Medicine and UMMC shall discuss any changes to such support resulting from the reallocation and UMMC must expressly agree to those changes in writing.

(d) In order to account for changes to compensation and/or reallocation of SOM Faculty effort, as described above, through the Fiscal Year, as reasonably requested by either party, UMMC and the School of Medicine agree to cooperatively and collaboratively reconcile payments made pursuant to this Agreement with the actual level of provided pursuant to this Article IV.A. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within 30 days of identifying the need for such adjustment.

6. Billing and Collection. Professional services rendered by the SOM Faculty will be billed by the Practices, as provided in the Medical Service Plan, referenced below in Section 10.

7. Chairs and Chiefs.

(a) Composition and Responsibility of Chairs and Chiefs.

i. Pursuant to Section 13-305(a) of the Education Article, the chairs of the SOM Departments serve as chiefs of the corresponding UMMC Clinical Service. The SOM Department chairs/clinical chiefs must participate in furthering the objectives of the School of Medicine and UMMC.

ii. In so doing, the chairs/chiefs are responsible to the Dean-M for the academic, research, and patient care activities of themselves and their SOM Department faculty. For patient care provided within or on behalf of UMMC, the department chairs/ clinical chiefs are responsible to the UMMC-CEO and CEO of Midtown, as applicable.

iii. If SOM Department chairs or other faculty of the School of Medicine are proposed by the UMMC-CEO to serve as chiefs of service, or their equivalent, at Midtown, the concurrence of the Dean-M is required.

(b) Recruitment and Selection of Chairs and Chiefs.

i. Recruitment and selection of an SOM Department chair / UMMC clinical chief is the joint responsibility of the Dean-M and the UMMC-CEO. Search committees will be appointed by the Dean-M, in consultation with the UMMC-CEO, who shall designate a member of the UMMC administration to represent UMMC on each committee.

ii. Negotiations with prospective new department chairs/clinical chiefs shall be performed 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 department chairs/clinical chiefs with the approval of the Dean-M and the UMMC-CEO.

iii. The department chairs/clinical chiefs, division heads, and medical directors shall all adhere to the Leadership Document.

(c) Chairs/Chiefs, Division Heads, and Medical Director Salaries.

i. Recommendations to the President of salaries for department chairs/clinical chiefs, division heads, and medical directors of UMMC Clinical Services or Midtown Clinical Services shall be made with the approval of the Dean-M. The UMMC-CEO 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.

ii. To the extent the role of a chair/chief, division head, medical director, or the like is eliminated, UMMC will reduce its payments to UMB by the amount allocated for that individual or role, and/or UMB will return any funds paid by UMMC allocated to that role subsequent to the date of the role's elimination, if any.

8. SOM Faculty Providing Leadership/Administrative/Supervisory or Educational Services.

(a) Only those SOM Faculty who render specific supervisory, administrative, and/or educational services to UMMC or Midtown or who are otherwise approved by the Dean-M and the UMMC-CEO shall receive income from the payments made to the School of Medicine pursuant to this Section IV.A.

(b) Further, the scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards and principles applicable to any SOM Faculty member providing such services and fulfilling such a role for UMMC shall be set forth in a written agreement, as requested by UMMC, signed by representatives of UMMC, UMB or the applicable School or department and the employee. Such written agreement shall address additional parameters of the faculty member's engagement as the parties deem reasonable.

9. Payments to Faculty while Physician on Leave.

Only with advance written approval of the UMMC-CEO and the Dean-M, may SOM Faculty receive income from the payments to the School of Medicine under this Article IV.A., while the faculty are on sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment.

10. Relationship to Faculty Practice Plan.

In accordance with the Medical Service Plan (“**MSP**”) of the School of Medicine, FPI provides oversight, management and administrative supportive services to the faculty practice groups affiliated with the School of Medicine (each a “**Practice**”, collectively, the “**Practices**”).

11. Transition to Programmatic Funds Flow Model.

(a) The parties have begun transitioning from a model that ties UMMC or Midtown funding to specific physicians to a fixed fee programmatic funds flow model, which takes into account the SOM Faculty's proportion of effort, dedicated to clinical productivity, research, education, administrative services, or other activity, and the associated costs to support these activities.

(b) The parties agree to continue transitioning to such model across all SOM Departments.

(c) The parties will incorporate appropriate performance measures and tools as well as the principle of aligning such funding with national academic clinical and financial performance benchmarks. The parties will work diligently to complete this work by the beginning of the 2025 fiscal year.

[END OF ARTICLE IV.A]

B. SCHOOL OF PHARMACY FACULTY AND OTHER SERVICES

The School of Pharmacy will provide services as described in this Article IV.B.

1. Pharmacy Faculty Services.

(a) The School of Pharmacy will provide pharmacy and pharmacist services for the benefit of UMMC during the Fiscal Year (“**Pharmacy Faculty Services**”). The Dean of the School of Pharmacy (“**Dean-P**”), or designee, and the Director of Pharmacy Services of the UMMC Department of Pharmacy Services, or designee (“**UMMC-Director**”), will collaboratively establish, prior to July 1, 2023, a specific schedule of School of Pharmacy Faculty, as well as residents, who will provide such Pharmacy Faculty Services. That schedule is referred to herein as the “**Pharmacist Schedule.**”

(b) When agreeing to the assignments of SOP Faculty and residents, the Dean-P and UMMC-Director will take into account the nature and scope of the SOP Faculty’s and residents’ experience, expertise and availability.

(c) The Dean-P will ensure that staff assigned to provide Pharmacy Faculty Services receive appropriate faculty appointments in the School of Pharmacy’s Department of Pharmacy Practice and Science and have access to appropriate resources and student information necessary for the performance of agreed upon Pharmacy Faculty Services. The Dean-P shall have authority with respect to all policy decisions related to educational programs of the School of Pharmacy.

(d) The UMMC-Director will ensure that SOP Faculty assigned to provide Pharmacy Faculty 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 agreed upon Pharmacy Faculty Services. The UMMC-Director shall have authority with respect to all policy decisions related to pharmacy services at UMMC.

2. Scope of Services.

(a) The Pharmacy Faculty Services provided at UMMC by the SOP Faculty may include, as agreed to by the parties, and without limitation:

- i. patient care services;
- ii. active participation on committees;
- iii. precepting UMMC residents while on rotation in an assigned service area; and
- iv. provision of staff development programs to the hospital staff.

(b) The Pharmacy Faculty Services must include, and the School of Pharmacy must require SOP Faculty to perform, the following mandatory services:

- i. attendance at UMMC Department of Pharmacy Services meetings and in-services;
- ii. active participation in the activities of the UMMC Pharmacy and Therapeutics Committee, including, if necessary and requested by UMMC, assignment of one School of Pharmacy faculty member to committees addressing appropriate use of medications;
- iii. active participation in UMMC clinical pathway development when appropriate and/or when requested by UMMC in order to maintain best practices within UMMC;
- iv. active participation in UMMC quality improvement and patient safety initiatives when appropriate and/or when requested by UMMC in order to enhance service quality and productivity at UMMC;
- v. active participation in UMMC cost containment and resource utilization projects and documenting cost reductions in a manner requested by UMMC pharmacy leadership; and
- vi. active participation in any other initiative focused on the improvement of pharmacy services within UMMC, as reasonably requested by UMMC.

3. Parameters of Pharmacy Faculty Services.

The activities of the SOP Faculty providing Pharmacy Faculty Services at UMMC pursuant to this Agreement are subject to the following terms:

(a) For SOP Faculty providing direct patient care, the percentage of effort related to inpatient services will be as stated in the Pharmacist Schedule by the School of Pharmacy and UMMC. The School of Pharmacy will require that if SOP Faculty are unable to provide scheduled service coverage, it is the responsibility of the SOP Faculty member to make arrangements for coverage (e.g., swap days with another SOP Faculty member with like expertise, skill and experience), if possible, and to notify a designated School of Pharmacy or the UMMC-Director's designated administrator if coverage cannot be arranged.

(b) For SOP Faculty providing direct patient care, the percentage of effort related to outpatient clinics will be as stated in the Pharmacist Schedule.

(c) Any "covering" Pharmacist must have the appropriate experience and skill set to perform the covered services.

(d) If an SOP Faculty 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 Pharmacist Schedule. If the School of Pharmacy is unable to provide service coverage, then the School of Pharmacy will discuss with the UMMC-Director or designee a commensurate reduction in the financial support stated in *Schedule 3*.

4. Changes in Costs/Services. If during the term of this Agreement, the School of Pharmacy's costs of providing the Pharmacy Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-P will provide the UMMC-Director with sixty (60) days' advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the SOP. If UMMC does not approve the increased costs, then SOP will make proportionate adjustments to the Pharmacy Faculty Services.

5. Compensation for Services.

(a) UMMC shall provide financial support to the School of Pharmacy for SOP Faculty providing Pharmacy Faculty Services to UMMC in accordance with the Pharmacist Schedule. In addition, UMMC and the School of Pharmacy will aim to equally share in the costs of recruiting the SOP Faculty, as defined in this Agreement, as well as the costs of the residency program discussed further below.

(b) UMMC's estimated share of such costs for the Fiscal Year are set forth in *Schedule 3* along with the financial support for the SOP Faculty, staff and residents. *Schedule 3* also reflects, as applicable, fringe benefit costs at standard UMB rates for SOP Faculty. Each party shall invoice the other as necessary to facilitate the agreed upon share/division of recruitment and resident costs between the parties pursuant to each party's standard invoicing procedures.

(c) The School of Pharmacy will pay UMMC for agreed upon services provided to the School in the Fiscal Year, such as preceptor services for School of Pharmacy students. Such service arrangements will be further detailed in a separate document between the parties. Standard School of Pharmacy stipends for clinical faculty will apply. UMMC has no responsibility with respect to those payments.

(d) The payment schedule is set forth in Section X.D.2.

6. Performance Standards and Evaluation.

(a) The UMMC-Director and Dean-P will agree upon certain performance standards ("SOP Performance Standards"), as well as tools to measure compliance with such standards, applicable to the Pharmacy Faculty Services pursuant to which SOP Faculty and residents will be evaluated. At a minimum, SOP Performance Standards will include compliance with the Leadership Document, as applicable. Such SOP Performance Standards will relate to service efficiency, patient safety, service quality and/or other areas identified by the UMMC-Director and Dean-P.

(b) Throughout the Fiscal Year, the Dean-P and the UMMC-Director, or their designees, will use reasonable efforts to meet regularly to:

i. Reevaluate the needs of the UMMC Department of Pharmacy and the School of Pharmacy;

ii. Adjust the Pharmacy Faculty Services and/or SOP Faculty assignments to meet these needs in an effective manner, as agreed to;

iii. Evaluate current Pharmacy Faculty Services provided by the SOP Faculty to UMMC and the SOP Faculty's performance overall in the context of the agreed upon Performance Standards;

iv. Evaluate services provided by the UMMC Department of Pharmacy Services to the School of Pharmacy, such as student preceptor services; and

v. Plan for further cooperative development of pharmacy service, education, and research programs.

(c) Either the Dean-P, or designee, or the UMMC-Director, or designee, may initiate an evaluation of the Pharmacy Faculty Services or certain Pharmacist assignments, or request to substitute assigned SOP Faculty. Both the Dean-P and UMMC-Director (or their designees) shall provide any information reasonably requested to perform such evaluation.

(d) Should either the Dean-P or UMMC-Director (or their designees) become dissatisfied with the level or nature of the services received, the Dean-P and UMMC-Director (or designees) shall work, in good faith, to identify a solution. Any differences of opinion between the Dean-P and the UMMC-Director shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B, below.

7. Compensation Reconciliation. UMMC and the School of Pharmacy will participate, in good faith, in an annual operational and financial review to reconcile payment amounts with the actual level of Pharmacy Faculty Services provided pursuant to this Agreement. Any adjustments as described in Section IV.B.6.b.ii will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable quarter.

8. Billing and Collection. UMMC personnel will prepare and submit charges for pharmacy services rendered within the UMMC pharmacies in accordance with UMMC standard billing procedures and all such generated revenue will accrue to UMMC.

9. Joint Residency Program. UMMC and the School of Pharmacy collaboratively operate and fund residency and fellowship programs. UMMC and the School of Pharmacy's respective obligations are set forth in a memorandum of understanding between the parties that is reviewed, revised, and updated, as needed, each fiscal year. The residents' services provided pursuant to this Article IV.B must adhere to the same performance expectations set forth above, as applicable. Payment for jointly funded residents shall be made as set forth in *Schedule 3*.

[END OF ARTICLE IV.B]

C. SCHOOL OF DENTISTRY FACULTY SERVICES

The Dean of the School of Dentistry (“**Dean-D**”) shall assign faculty members (“**Dentistry Faculty**”) and other professional staff to UMMC and require such faculty and staff to provide services at UMMC as described in this Article IV.C.

1. Scope of Services.

(a) The School of Dentistry shall provide UMMC with School of Dentistry faculty members and other professional staff to provide the following services (“**Dentistry Faculty Services**”):

i. Supervision and administration of dental residents, employed by UMMC, in their delivery of comprehensive dental care to UMMC patients;

ii. 24-hour on-call coverage 7 days per week within the inpatient and emergency department setting;

iii. Provision of inpatient oral maxillofacial and dental services as agreed to between Dean-D and the UMMC Chief Clinical Officer or designee;

iv. Faculty coverage of UMMC dental clinics Monday through Friday from 8 a.m. to 4:30 p.m., exclusive of holidays with any changes requiring the approval of UMMC-CEO; and

v. Any additional services agreed to by the Dean-D and UMMC-CEO, or designee.

(b) Notwithstanding the foregoing, due to budgetary constraints that have necessitated a reduction in services, for FY 2024 the Scope of Services described above shall be modified as follows: The UMMC Dental Clinic will close for the equivalent of 2 days per month.

(c) The Dean-D shall assign individual faculty to perform responsibilities under this Agreement and, at the Dean-D’s discretion, may substitute faculty who meet the requisite skill set, after consultation with the UMMC-CEO.

(d) One of the faculty members assigned under this section shall serve as the Chief of the UMMC Dentistry Service upon approval of the UMMC-CEO. The Chief of the UMMC Dentistry Service will direct all activities of the Dentistry Faculty pursuant to this Agreement, supervise faculty dentists and dental residents, and provide back-up services as required in his or her judgment.

(e) During the term of this Agreement, if the School of Dentistry’s costs of providing the Dentistry Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-D will provide the Director with sixty (60) days’ advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the School of Dentistry. If UMMC does not approve the increased costs, School of Dentistry will make proportionate adjustments to the Dentistry Faculty Services.

2. Personnel, Supplies and Space.

(a) UMMC shall provide at no cost to the School of Dentistry such UMMC Personnel as may be necessary for the Dentistry Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all assignments of UMMC Personnel and related expenditures for this purpose proposed by the School of Dentistry.

(b) UMMC shall provide at no cost to the Dentistry Faculty the supplies necessary for the Dentistry Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all expenditures requested by the School of Dentistry for these purposes.

(c) UMMC shall provide the School of Dentistry, at no charge, office space for administrative functions as necessary for the Dental Faculty to execute their responsibilities under this Agreement. The scope and location of such administrative space shall be determined by UMMC in consultation with the Dean-D or designee. UMMC may agree to re-evaluate the space allocation to accommodate changes in provider, patient and service volumes. This space shall be subject to the space use review described in Article V.

(d) The space and other resources addressed herein is distinct from space and other administrative support UMMC may agree to provide to the School of Dentistry and Dentistry Faculty for use in connection with their professional practices, such as laboratory space and sterilization equipment. As such, the School of Dentistry agrees that none of the space, support or resources provided in connection with the School of Dentistry's provision of Dentistry Faculty Services to UMMC patients will be utilized in connection or comingled with its private practice services or functions. The use of and payment for that space and such resources is addressed in Article V.

3. Billing and Collection. UMMC personnel, within the Division of Oral and Maxillofacial Surgery and Hospital Dentistry, under the supervision of the Chief of the Oral and Maxillofacial Surgery Service, will prepare and submit charges for dental services rendered by oral and maxillofacial surgery/dental residents in the UMMC oral and maxillofacial surgery clinic according to procedures of UMMC's Finance Department. All revenue generated from patient services delivered by oral and maxillofacial surgery residents in UMMC clinics will accrue to the UMMC Oral and Maxillofacial Surgery and Hospital Dentistry Clinic.

4. Compensation. The compensation payable by UMMC to the School of Dentistry for Dentistry Faculty Services for the Fiscal Year is set forth in **Schedule 4**, which reflects faculty fringe benefit costs at the standard UMB rate. The payment schedule is set forth in Section X, D.2.

5. Compensation and Reconciliation. As requested by either party, UMMC via the UMMC-CEO or designee, and the School of Dentistry will participate, in good faith, in regular operational and financial review meetings to reconcile payment amounts with the actual level of Dentistry Faculty Services provided pursuant to this Agreement as contemplated by Section IV.C.1.a.v. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable review period.

6. Performance Standards and Evaluation.

(a) The Dean-D and UMMC-CEO, or designees, will agree upon certain performance standards applicable to the School of Dentistry and residents, which will include compliance with the Leadership Document, as applicable, as well as tools to measure compliance with such performance standards, applicable to the Dentistry Faculty Services pursuant to which School of Dentistry Faculty and residents will be evaluated (“**SOD Performance Standards**”).

(b) Such SOD Performance Standards will relate to patient satisfaction and other CG-CAHPS performance measures, timely medical record documentation, avoidable readmissions, smoking cessation education and/or other areas identified by the UMMC CCO or designee and Dean-D.

7. Any differences of opinion between the Dean-D and the UMMC-CEO shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B.

[END OF ARTICLE IV.C]

D. SCHOOL OF NURSING FACULTY SERVICES

1. Pursuant to the agreement of the Dean of the School of Nursing (“**Dean-N**”) and the Senior Vice President, Chief Nursing Officer of UMMC (“**UMMC-CNO**”), nurses, employed by UMMC may be assigned to work part-time as faculty of the School of Nursing to teach agreed courses at the School of Nursing and/or at UMMC.

2. Payment for these UMB Supported Personnel will be made to UMMC following the end of the academic year. The terms and conditions of these service arrangements must be documented in individual Professional Services Agreements agreed to by the Dean-N and the UMMC-CNO in consultation with the UMMC-CEO.

3. The payment schedule is set forth in Section X.E.2.

[END OF ARTICLE IV.D]

E. GENERAL REQUIREMENTS APPLICABLE TO ALL UMB PERSONNEL AND SERVICES

1. Professional Qualifications. As a general matter, all UMB Personnel funded pursuant to this Agreement must be:

- (a) Duly licensed, registered and/or certified to perform the applicable services;
- (b) Duly credentialed or privileged as required by UMMC and/or Midtown policy and Medical Staff bylaws; and
- (c) Not excluded from participation in any government health care program.

2. Performance Requirements, Standards and Evaluations. All UMB Personnel must:

- (a) Perform the services in accordance with the applicable job description, and if applicable the Leadership Document;
- (b) Adhere to UMMC and/or Midtown policies and procedures; and
- (c) Comply with all applicable state and federal laws including, without limitation, laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. UMMC Space Utilization by UMB. UMMC or Midtown shall only provide space and other Space Related Resources to UMB Personnel at no cost if the use of such space is for the provision of services pursuant to this Agreement on behalf of UMMC or Midtown, or for the benefit of their patients. Use of space and Space Related Resources (as defined below) for any other purpose shall be subject to Article V.

[END OF ARTICLE IV.E]

ARTICLE V. COMPENSATION FOR USE OF SPACE

A. Compensation for Use of Space.

1. UMB and UMMS/UMMC each use space within buildings owned by the other party and in doing so may also utilize resources, such as furniture, fixtures, equipment, information technology (IT) and related support (“**Space Related Resources**”).

2. The parties agree to continue to allow such use of space and Space Related Resources pursuant to the terms of this Article V. The parties have each completed a space inventory delineating each party’s non-exclusive and exclusive use of the other’s space.

3. For FY 2024, UMB shall pay for space in UMMC as set forth on *Schedule 5* and Section X.B.1.

4. As required by the FY 2023 Annual Contract, the parties have reviewed the space survey completed in Fiscal Year 2023, and completed a fair market value assessment. Negotiations regarding the allocation of space within that survey continue. For Fiscal Year 2025 the parties have agreed that they will negotiate in good faith to determine by December 31, 2023 the amount of each party’s space that the other party will pay for, and the frequency that the space inventory will be updated.

B. Space Use Compliance. Each party’s use of the other’s space shall be subject to all applicable policies, 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. Changes to Space Use. During the Fiscal Year, the parties will request any needed change to, or reallocation of their current use of space within sixty (60) days, or other time period agreed to by the parties, before the date of the desired change or reallocation. UMB shall submit its requests to the UMMC Chief Operating Officer and approval shall be provided by the UMMC-CEO or designee. UMMC shall submit its requests to the President’s designee and approval must be provided by the President or designee. Such approval must be obtained in advance of any change.

[END OF ARTICLE V]

ARTICLE VI. PERSONNEL MATTERS

A. Medical System University Personnel

1. To the extent there are individuals among UMMC Personnel who meet the definition of Medical System University Personnel, UMB will continue to assign those Medical System University Personnel to work in UMMC. Such Medical System University Personnel will report to the UMMC-CEO through their immediate supervisors, who may be Medical System University Personnel or UMMC Employees. Such Medical System University Personnel will provide services to UMMC as directed by the UMMC-CEO. 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.

2. UMMC will provide all funds required by UMB for any wages and fringe benefits payable by UMB 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.

3. UMMC will maintain a list of Medical System University Personnel. If there is any dispute between an employee and UMB or UMMC as to whether that employee is part of the Medical System University Personnel, the decision of the UMB 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.

B. Jointly Supported Employees.

1. Certain full-time employees of UMB or UMMC may have job responsibilities that directly benefit the other party, or are specifically engaged by the non-employing party to perform duties for that party and are not otherwise included within the scope of Articles I-V.

(a) Such engagements are intended to be consistent with the provisions of Section 13-305 of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

(b) As such, the employee is financially supported by both entities and for purposes of this Article VI referred to as a “**Jointly Supported Employee**.” The non-employing party receiving such benefit and providing the corresponding financial support is referred to as the “**Supporting Organization**.”

(c) For clarity, the following are not subject to this Article VI: administrative services addressed in Section III.A.2 (*Facilities Management and Police*) and Section III.A.3 (*Environmental Health and Safety*); and professional faculty services addressed in Article IV.A (*Medicine*), Article IV.B (*Pharmacy*), and Article IV.C (*Dentistry*). Those

administrative and faculty services are, instead, governed by those Articles and the corresponding Exhibits and Schedules.

2. The President and the UMMC-CEO, or their respective designees, must approve in writing: (1) any Jointly Supported Employee arrangement; (2) any temporary employment or consulting agreements between an employee of one party and the other party; and (3) the compensation payable by the Supporting Organization for the services of the Jointly Supported Employees.

3. UMB employees who have job responsibilities including activities of direct benefit to UMMC and/or Midtown, in exchange for which UMMC provides financial support to UMB, are referred to herein as “**UMMC-Supported Employees.**” UMMC Personnel who have job responsibilities including activities of direct benefit to UMB in exchange for which UMB provides financial support to UMMC, are referred to herein as “**UMB-Supported Employees.**” Individuals who are part-time employees of UMB, and also part-time employees of UMMC, are not Jointly Supported Employees.

C. Scope of Services/Job Descriptions. The scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards applicable to a Jointly Supported Employee’s role for a Supporting Organization shall be set forth in a written agreement signed by representatives of UMMC and UMB or the applicable School or department and the employee. Such written agreement shall address additional matters relating to the Jointly Supported Employee’s engagement as the parties deem reasonable.

D. Payment for Jointly Supported Employees.

1. Payment to UMB for UMMC-Supported Employees

(a) Payment to be Proportionate to Effort. UMMC may fund the full amount, or an agreed upon share, of UMB’s salary and fringe benefits cost (“**Employment Cost**”) for UMMC-Supported Employees. UMMC’s percentage share of Employment Cost for a UMMC Supported Employee will be the same as that employee’s percentage effort resulting in direct benefit to UMMC and/or Midtown, as determined by UMB and UMMC, acting through the department/executive personnel delegated responsibility to make the determination. UMMC may recover a share of its cost from Midtown as agreed between UMMC and Midtown. UMB will not bill Midtown.

(b) Limits on Use of UMMC Support. UMMC support of Employment Cost may not be used to increase the salary or overall compensation of a UMMC Supported Employee above a UMB approved level.

(c) Schedule of UMMC-Supported Employees and Changes to that Schedule.

i. Except to the extent services of UMMC-Supported Employees are covered by a separate written agreement that has been duly approved by UMB and

UMMC, UMB and UMMC shall maintain a schedule of the UMMC-Supported Employees and associated Employment Costs to be paid by UMMC for such UMMC-Supported Employees.

ii. This “**UMMC-Supported Employee Schedule**” will be finalized no later than the end of the Fiscal Year. On a semi-monthly basis, UMMC will pay UMB 1/24 of the aggregate UMMC-Supported Employees cost as stated in the Schedule, as provided in Section X.D.3.

iii. The payment so determined will be in effect following agreement upon the Schedule for the Fiscal Year. In issuing its first payment in this Fiscal Year, UMMC will pay for the UMMC-Supported Employees services retroactive to July 1 of this Fiscal Year.

(d) **Changes.**

i. During the Fiscal Year, any changes to the Schedule of UMMC-Supported Employees due to departures or changes in scope of employment, hiring, payroll practices, and salary adjustments (such as merit increase or COLA) must be agreed to in advance by both parties.

ii. To the extent there are changes of the UMMC-Supported Employee Schedule as agreed by the UMMC-CEO and President, or designees, UMB may not reallocate any employee costs for any other purpose without the prior written consent from UMMC-CEO or designee.

iii. Further, twice per year, once after December 31 of the Fiscal Year, and again after the close of the Fiscal Year, UMB and UMMC will reconcile UMMC’s payment for UMMC-Supported Employees to the services provided by those employees and the costs actually incurred by UMB.

iv. Within 90 days after these two reconciliations, UMB will calculate a reconciling sum and submit to the appropriate UMMC representative, as designated by the UMMC/CFO or designee, so that UMMC only pays for the actual services provided by UMMC-Supported Employees and the actual costs incurred by UMB related to those services, as agreed by UMB and UMMC.

2. **Payment to UMMC for UMB-Supported Employees.**

(a) Grant Funded Activities of UMB-Supported Employees. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to clinical, research related or other activities at UMMC and/or Midtown or at UMB health care delivery sites for which UMB receives grant and contract support or other funding, UMB will transfer to UMMC funds received for salaries and fringe benefits of such UMMC Personnel, in accordance with the budgets of these grants, contracts and other funding. Such amounts shall be proportionate to UMMC Personnel efforts and activities.

(b) School of Medicine Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the School of

Medicine, as agreed between the SOM Departments and UMMC and/or Midtown, the invoices and payments will be processed in accordance with the parties' agreements as provided in Section X.E.3.

(c) Other University Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the University or its schools, payment shall be made by UMB to UMMC in the manner set forth in the agreed upon Professional Services Agreement or other MOU as agreed to by the President or applicable Dean and CEO, or their respective designees.

3. **Assistance in UMMC Collection for Practice Supported Employees.** Some full-time UMMC Personnel devote part-time or full-time effort to activities of the Practices. If a Practice has committed to support the employment of UMMC Personnel, UMB will provide support reasonably requested by UMMC to collect invoiced, but unpaid, sums due from Practices. UMMC recognizes that UMB does not control the funds of the Practices.

E. General Requirements Applicable to All Jointly Supported Employees

1. **Professional Qualifications.** As a general matter and as applicable, all Jointly Supported Employees must be:

- (a) Duly licensed, registered and/or certified to perform the applicable services;
- (b) Duly credentialed or privileged as required by UMMC policy and Medical Staff bylaws; and
- (c) Not excluded from participation in any government health care program.

2. **Performance Requirements, Standards and Evaluations.** All Jointly Supported Employees, must:

- (a) Perform the services in accordance with the applicable job description of the Supporting Organization;
- (b) Adhere to the Supporting Organization's policies and procedures; and
- (c) Comply with all applicable state and federal laws including, without limitation, laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. **Performance Evaluations and Reconciliation.**

(a) At least quarterly, representatives of UMB, UMMC, and the applicable Schools will make a good faith effort to meet to review the status of the obligations of UMMC, UMB and the applicable Schools to one another for support of Jointly Supported Employees, to reconcile obligations to one another for Employment Cost support and to evaluate the performance of the Jointly Supported Employee.

(b) The President, the applicable Deans, and the UMMC-CEO shall designate representatives for these meetings. The target dates for meetings are October 1, 2023, December 1, 2023, February 1, 2024, and May 1, 2024.

(c) The parties agree to share any information reasonably requested in order to perform such evaluations and reconciliations including documentation of the Jointly Supported Employee's salary and fringe benefit costs.

4. **Cost Increases.**

(a) Effective July 1, 2023, for current approved Jointly Supported Employees, the parties agree to pay for their proportional share of a salary increase equal to the merit-based percentage increase applied to UMMC employees.

(b) During FY 2024 if either party's actual costs to employ a Jointly Supported Employee increase due to promotions, merit increases, COLA, or increases in fringe benefits, the employing party seeking the increase will provide the Supporting Organization with sixty (60) days' advance notice of the increased costs. The Supporting Organization will have the opportunity to approve or decline a corresponding increased payment.

(c) If the Supporting Organization declines to pay the increased costs for any such increases, the Jointly Supported Employee's percentage of work effort will be reduced by the employing party by the percentage of shared financial support.

F. Compliance with Policies and Procedures.

1. In performing the duties for a supporting party, the Jointly Supported Employee is considered part of the Supporting Organization's workforce and as such must adhere to all applicable policies and procedures, in addition to all applicable state and federal laws in the course of performing the duties hereunder.

2. Each party agrees that the Supporting Organization will have unrestricted access to interview a Jointly Supported Employee at reasonable times for the purpose of determining such Jointly Supported Employee's compliance with this Agreement.

3. Each party agrees that a Jointly Supported Employee may be accompanied at such interviews by a member of senior leadership, a chair or a representative of a chair, as may be applicable and, if the interview involves a potential criminal issue, by a legal representative, with respect to UMB employees, or UMMC Office of General Counsel and/or legal counsel or representative as designated by the employee with respect to UMMC Personnel.

G. Employer Obligations. The employing party assigning its employees to work for the Supporting Organization will remain the lawful employer of the Jointly Supported Employee and responsible for all employer obligations, such as the preparation of any income reports to tax authorities and the maintenance of appropriate workers compensation coverage and

unemployment insurance. The Jointly Supported Employee shall not be a common law employee of the Supporting Organization.

H. Termination.

1. As to any Jointly Supported Employee, either party may terminate the arrangement and related support following not less sixty (60) days written notice, provided such notice is in compliance with notice requirements under applicable employment laws.

2. Notwithstanding, a party may terminate such support and arrangement immediately without prior written notice upon the Supporting Organization's reasonable determination, communicated in writing to the other party, that the Jointly Supported Employee has violated the Supporting Organization's policies, procedures, or applicable law.

3. A party will have no obligation to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to notice given by the other party under the first sentence of this Section, a party will have no ability to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to termination by immediate notice given by the other party as provided in the second sentence of this Section.

[END OF ARTICLE VI]

ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE

A. No Assumption of Liabilities. None of UMMS, UMMC LLC, or Midtown shall assume any liabilities of UMB, 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. Cooperation of Defense of Claims (UMMS).

UMMS (1) will cooperate fully with UMB and the Office of the Attorney General in the investigation and defense of potential claims and claims asserted against UMB 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 UMMS, and (b) education or research activities conducted by UMB, its faculty, or students at UMMC or Midtown; and (2) will direct its professional staff and administration, including employees of the UMMC LLC and Midtown, as applicable, to provide non-legal advice and consultation to UMB and the Office of the Attorney General with regard to such matters at no cost.

C. Cooperation of Defense of Claims (UMB).

UMB (1) will cooperate fully with UMMS and its legal counsel in the investigation and defense of potential claims and claims asserted against UMMS, the UMMC LLC, Midtown or the officers or employees of any such entity, and claims for which UMMS 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 UMB after the Transfer Date pursuant to this Agreement or any prior Annual Contract, and (c) education or research activities conducted by UMB, its faculty or students at UMMC or Midtown; and (2) will direct its professional staff and administration to provide consultation to UMMC and Midtown and their legal counsel with regard to such matters at no cost.

D. Insurance.

1. To the extent feasible in the opinion of the UMMC-CEO, UMMC will procure insurance adequate to protect UMB's interest and provide for UMB'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 UMMC-CEO, 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. Professional Malpractice Insurance.

1. The President and the UMMC-CEO shall establish procedures for coordinated planning of malpractice insurance for the UMB faculty, staff, and students, UMMC, and UMMC Personnel. In planning, representatives from the School of Medicine, other UMB schools and UMMC shall be involved as the President and the UMMC-CEO deem appropriate.

2. During the Fiscal Year, (1) UMMC and/or Midtown, as applicable, will support the purchase of malpractice insurance for the faculty on the medical staff of UMMC and/or Midtown as applicable, but only to the extent determined by the Board of Directors upon the recommendation of the UMMC-CEO; (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 health care facilities other than UMMC for consideration payable to the School of Medicine or to UMMC.

F. Indemnification by UMMS.

1. UMMS hereby waives, and agrees to defend, indemnify, and hold harmless, the State of Maryland, USM, the University, and their officers and employees from:

(a) Any claim, lawsuit, loss, damage, or liability arising out of the performance of services for UMMC or Midtown pursuant to Article III (Administrative Services), Section IV.A.1 (UMB Faculty Services), and Section VI.B and VI.C (Jointly Supported Employees);

(b) Any claim, lawsuit, loss, damage, or liability 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

(c) Any claim, lawsuit, loss, damage, or liability 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 UMB faculty pursuant to Article IV (UMB Faculty Services).

2. UMMS will defend, indemnify, and hold harmless UMB 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.

3. Obligations and liabilities of UMMS to USM and UMB may not be transferred to the UMMC LLC and/or Midtown. Any obligations and liabilities of UMMC or Midtown provided in this Agreement are the obligations and liabilities of UMMS, and any commitments, waivers or other actions undertaken by UMMC or Midtown in this Agreement are imputed to UMMS.

[END OF ARTICLE VII]

ARTICLE VIII. MEDICAL STAFF

A. UMMC’s by-laws of the UMMC medical staff provide that all members of the regular medical staff (subject to certain exceptions) must hold faculty appointments at the School of Medicine or the School of Dentistry.

B. 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.

C. The Schools of Medicine and Dentistry will use their best efforts to process faculty appointments within 120 days from faculty hire, will notify UMMC when faculty appointments are complete, and will notify UMMC when faculty appointments are terminated, all of the foregoing requirements applying only with respect to faculty who apply for membership in the regular medical staff.

D. 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 UMMC-CEO or designees shall consult with the Dean of the faculty 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.

[END OF ARTICLE VIII]

ARTICLE IX. ENDOWMENTS

A. Any endowments or gifts received by UMB during the Fiscal Year that are explicitly for the benefit of UMMS or any of its parts will be identified to UMMS by UMB and transferred as UMMS directs, both within ninety (90) days of receipt.

B. Any endowments or gifts received by UMMS during the Fiscal Year that are explicitly for the benefit of UMB or any part of the UMB will be identified to UMB by UMMS and transferred as UMB directs, both within ninety (90) days of receipt.

C. If a court order or other approval required by law is necessary to transfer any endowment or gift, the parties will cooperate to seek needed action in a timely manner, recognizing that delays in seeking or obtaining approvals may delay transfer of endowments or gifts.

[END OF ARTICLE IX]

ARTICLE X. ADMINISTRATIVE MATTERS

A. Governing Law.

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 Education Article 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, USM, or UMB, or to deprive USM, UMB or any officer or employee thereof of sovereign immunity.

B. Interpretation Disputes.

If there should be any dispute between the parties related to the interpretation or administration of this Agreement, the President and the UMMC-CEO, or their designees, 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 UMMC-CEO 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. Medical System University Personnel.

All records generated by UMMC related to the employment of Medical System University Personnel shall be the property of UMMC for all purposes. UMB 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 UMB 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 UMB's public business, shall be the property of UMMC. UMB 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, UMB may review and photocopy such records and materials at its own expense.

D. Payment Schedule for Compensation due to UMB from UMMC.

Compensation due UMB from UMMC is payable according to the following schedule:

1. Administrative Services Payment Schedule. Payments for services described in Article III (Administrative Services) 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 (1/24) of the total in *Schedule 1*. This payment schedule applies to amounts set forth in the applicable *Schedule 1*. It does not apply to any costs invoiced between the parties as provided for in Article III.

2. Faculty Services Payment Schedule. Payments by UMMC for faculty services described in Article IV.A, Article IV.B, and Article IV.C, and **Schedules 2A, 2B, 2C**, (*Medical Faculty*), **Schedule 3** (*Pharmacy Faculty*), and **Schedule 4** (*Dentistry Faculty*) are due in installments of one-twenty-fourth (1/24) of the total of payments stated in those Schedules. Installments are due on 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. UMMC-Supported Employees Payment Schedule. Payments by UMMC described in Section VI.A (relating to Medical System University Personnel), and Section VI.D.1, (related to UMMC-Supported 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. Payment Schedule for Compensation due to UMMC from UMB.

1. Payment for Space Use. Compensation due from UMB to UMMC for space usage will be payable in installments of one-twenty-fourth (1/24) of the total stated in **Schedule 5**. Installments are due 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. This payment will be effectuated by UMMC reducing each installment payment due to SOM pursuant to Section IV.D.2 for SOM Faculty services in an amount equal to the amount due to UMMC for UMB's use of space in the same installment period.

2. Payment for Nursing School Faculty Services. Compensation from the School of Nursing for faculty services as agreed to in writing in accordance with Section IV.D, will be payable in a single payment due no later than June 30, 2023.

3. UMB-Supported Employee Payment Schedule. Payments by UMB described in Section VI.D.2.b (related to UMB-Supported 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.

4. Employee Health Costs. As set forth in Section III.B.2 and **Schedule 6**, SOM will pay UMMC the amount of \$65,000 to help defray certain employee health costs associated with physician clinical privileges such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty.

F. State Appropriations to USM or UMB for UMMS. If any State appropriated funds are appropriated to USM or UMB for the Fiscal Year and provided by the State for transfer to UMMC, the funds will be paid to UMMC by USM or UMB in two equal installments, due July 1, 2022 and January 2, 2023.

G. Invoicing Process

1. UMB shall invoice UMMC (a) once for semi-monthly payments due to USM or UMB pursuant to this Agreement and (b) periodically, as provided in this Agreement, for other billable services and cost reimbursements, such as extra costs or fee for service costs. UMMC semi-monthly payments to UMB will be made by electronic funds transfer in accordance with

instructions provided by UMB. Other payments from UMMC to UMB will be made by electronic funds transfer if feasible and if payment information is provided by UMB when required payments are invoiced. If UMMC is unable to issue payment via electronic funds transfer, payment shall be made by check to UMB as promptly as possible after the due date for the payment.

2. Payments due UMMS and/or UMMC from UMB shall be paid by the State of Maryland by check, using check mailing instructions provided by UMMS and/or UMMC, as applicable, or pursuant to the most current payment methodology as communicated by UMMS and/or UMMC, subject to State law, regulation or policy permitting use of that means of payment.

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. Late Fees. If any payment due UMB from UMMC pursuant to this Agreement is not transferred to or delivered to UMB 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 UMB. If any payment due to UMMC from UMB pursuant to this Agreement is not transferred to or delivered to UMMC 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 UMMC. Charges for late payment of invoices are subject to Title 15, Subtitle 1 of the State Finance and Procurement Article of the Annotated Code of Maryland.

H. Agreement Term. The term of this Agreement is July 1, 2023 through June 30, 2024. If USM and UMMS do not enter into an Annual Contract for the following fiscal year, this Agreement shall remain in force until another annual contract is approved, which could occur after the following fiscal year has begun. Seed support payable pursuant to *Schedule 2B* shall only continue for the defined period of time as provided in Section IV.A.2.

I. Amendments to this Agreement. 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. Approved amendments must be set forth in a writing signed by the parties.

J. Changes Without Amendment.

Without following the amendment procedures in Section X.I., the President and the UMMC-CEO, or their designees, may agree to the changes summarized below via a written and signed agreement.

1. **Changes to Administrative Services and Faculty Services.**

(a) Less than 25% Change to Service Volume. Increase or decrease the services provided to UMMS, UMMC or Midtown by UMB, provided that any such change in administrative or faculty services provided by a UMB administrative unit or School will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the total agreed

cost of services provided by that UMB administrative unit or School, as shown on **Schedule 1, 2A, 2B, 2C, 3 or 4**;

(b) Increase of Costs to Reflect Increase of Salary/Benefits. Increase costs to be reimbursed to reflect any mutually agreed to increase in salaries, fringe benefit costs, and other personnel costs associated with **services** provided by that party to the other party;

(c) Shifting of Costs Related to Relocated/Expanded Service to Midtown. Shift between **Schedule 2A** and **Schedule 2C** if UMMC clinical services are relocated to or expanded to Midtown, or vice versa.

2. **Changes to Space Use.** 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 UMMS as shown on **Schedule 5**.

3. **Changes in SOM Faculty Compensation.** Changes described in Section IV.A.5.

4. Any actions pursuant to this Section X.J shall be effective as of the date agreed by the authorized approvers and payments thereafter shall be adjusted appropriately. With respect to changes to administrative services, the President and the UMMC-CEO may delegate authority to approve such changes to appropriate officers who report to them.

K. Access to Books and Records. Unless UMB is instructed to the contrary by UMMC, UMB 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 UMB and organizations related to UMB or under contract to UMB also shall be made available, to the extent required by law.

L. UMB Fringe Benefit Rates and Adjustments.

1. The compensation from UMMC to UMB for faculty, staff, and resident services (see **Schedules 2A, 2B, 2C, 3, and 4**) includes a charge for fringe benefits at a standard fringe benefit rate set by UMB (subject to approval of the United States Government) for use in UMB grants and contracts.

(a) For UMMC funding to support salary and fringe benefit costs of UMB faculty and staff employees with responsibilities to UMMC and/or Midtown, as described in **Schedules 2A, 2B, 2C, and 3**, Section VI.F.2., and Section X.D.3, the standard UMB fringe benefit rate for the relevant category of personnel will be used.

(b) For the Fiscal Year, the rates are **28.8%** for faculty, **39.2%** for exempt staff, and **18.8%** for residents.

(c) 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.

2. To aid in the implementation of the standard fringe benefit rate, UMB will reduce the total annual payment required from UMMC under *Schedules 2A, 2B, and 2C* by the sum of **\$4,778,533.00**, which has been agreed to by UMB and UMMC. This adjustment will be applied *pro rata* against the payments referred to in Section X.D.2.

(a) 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.

(b) Consistent with federal requirements pertaining to use of standard fringe benefit rates, UMB will not use or apply federal funds to reduce the payment due from UMMC as described in this Section X.L.

M. Assertion of Defenses on Behalf of UMB.

1. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify, and hold harmless the State, UMB, 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 UMMS pursuant to this Agreement. UMMS or UMMC may assert on behalf of USM or UMB all defenses that might be asserted by the Office of the Attorney General in opposition to such claims or actions. The Office of the Attorney General shall be consulted by UMMS regarding use of immunity defense.

2. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify and hold harmless the State, UMB, USM, or their personnel is intended to limit, waive, or release UMMS's or UMMC's right or ability to sue or otherwise pursue any claim, lawsuit, loss, damage, or liability against any State, UMB 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. UMMS or UMMC will advise the President, UMB, and the Office of the Attorney General before initiating any such action.

N. Regulatory Compliance.

UMMC and UMB are not a single affiliated covered entity for purposes of the Health Insurance Portability and Accountability Act of 1976 ("**HIPAA**" - Public Law Number 104-191). Further, as a general matter, each party shall comply with all applicable federal, state, and local laws in performing their respective obligations thereunder, including but not limited to the federal and state laws addressing anti-kickback, self-referral, fraud, waste, and whistleblower protections for those reporting violations of such laws.

[END OF ARTICLE X]

ARTICLE XI. SUBSIDIARIES

UMB approves the establishment of non-profit or for-profit subsidiaries or entities related to UMMS subject to the conditions set forth in this Article XI. “**Subsidiary**” as used in this Article XI refers to a subsidiary or related entity, as defined in Section A of this Article XI.

A. Definitions

1. “**Subsidiary**” means a stock corporation if a majority of any class of its voting stock is owned by UMMS, 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

1. The Board of Directors of UMMS 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.

2. No land or buildings transferred at any time to UMMS by the State or UMB shall be transferred to a subsidiary without prior approval of the Board of Regents.

3. If the President 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 UMB, with input from the UMMC-CEO, the President may name one of the members of the board of directors of the subsidiary.

4. UMMS 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.

5. UMMS shall defend, indemnify, and hold harmless UMB, the Board of Regents, and the officers and employees of UMB with respect to any claims, demands, actions or suits asserted against UMB relating to activities of a subsidiary. In the course of providing defense hereunder, UMMS may raise defenses of sovereign immunity and other immunities available to UMB 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 UMB, the Board of Regents or officers or employees of UMB shall be waived or limited as a result of UMMS’s agreement to defend and indemnify UMB, the Board of Regents, and officers and employees of UMB.

6. Annually, in connection with preparation of the Annual Contract, UMMS shall report to UMB 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, UMMS 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 UMMS as of June 30, 2023 are listed in *Schedule 7*. 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) (“UMROI”), and Section XI.B.2 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 UMB previously approved the establishment of the UMMC LLC as a subsidiary of UMMS, as provided by State law, provided that the President and the Dean-M are non-voting members of the UMMC LLC board.

[END OF ARTICLE XI]

ARTICLE XII. OTHER AGREEMENTS

A. This Agreement, as mandated by Section 13-306 of the Education Article, must include all financial obligations between the parties. From time to time, the parties may enter into other arrangements and in doing so shall document such in a written document signed by their respective. authorized representatives. Via this Article XII, those arrangements are incorporated by reference in accordance with the intent of the Medical System Law.

B. UMMS, the UMMC LLC and UMB have entered into a Mission Support Agreement (“MSA”) which will be effective during the Fiscal Year. The MSA is attached as **Schedule 8** to this Agreement. **Schedule 8** states an agreed lump sum payment to the School of Medicine due in October of the Fiscal Year, pursuant to the terms of the MSA.

[END OF ARTICLE XII]

IN WITNESS WHEREOF, the parties, by their authorized officers, execute this Agreement.

UNIVERSITY SYSTEM OF MARYLAND
by University of Maryland, Baltimore

By: _____
Bruce E. Jarrell, MD, FACS
President
University of Maryland, Baltimore

Date

**UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION**

By: _____
Mohan Suntha, MD, MBA
President and Chief Executive Officer
University of Maryland Medical System
Corporation

Date

**UNIVERSITY OF MARYLAND
MEDICAL CENTER, LLC**

By: _____
Bert W. O'Malley, MD
President and Chief Executive Officer
University of Maryland Medical Center LLC

Date

SCHEDULE 1 - FY 2024
PAYMENT TO UMB FOR ADMINISTRATIVE SERVICES

Administrative Services
(Exhibit B)

Facilities Management (Operations and Maintenance)	\$ 19,885
Public Safety	\$ 1,289,230
Subtotal	<u>\$ 1,309,115</u>

Environmental Health and Safety <i>(Exhibit C)</i>	\$ 726,709
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TOTAL	<u>\$ 2,035,824</u>
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**SCHEDULE 2A - FY 2024
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER**

Department	Base Amount
Anesthesiology	\$ 13,075,707
Critical Care	2,635,691
Dermatology	187,348
Diagnostic Radiology	7,286,242
Emergency Room	4,458,715
Family Medicine	452,131
Infection Control / Epidemiology	340,292
Medicine	6,373,964
Neurology	1,528,545
Neurosurgery	828,334
OB/Gyn	5,751,053
Oncology	2,244,533
Ophthalmology	508,389
Orthopedics	2,996,251
Otorhinolaryngology	1,128,919
Pathology	3,148,313
Pediatrics	7,323,469
Psychiatry	5,892,152
Radiation Oncology	1,962,014
Shock Trauma	9,821,999
Surgery	7,563,760
Total Salary	85,507,822
Fringe Benefits Estimated at 28.80%	24,626,253
Total Salary plus Fringes	\$110,134,075

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2023. The projected cost amount will be amended during the year as new recruited positions are filled and as agreed to by UMMC.

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**SCHEDULE 2B - FY 2024
SCHOOL OF MEDICINE FACULTY SERVICES
SEED PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER**

<u>Department</u>	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>
Anesthesiology	\$ -	\$ -	\$ -	\$ -
Critical Care	950,029	902,528	857,401	814,531
Dermatology	42,608	40,478	38,454	36,531
Diagnostic Radiology	-	-	-	-
Emergency Room	-	-	-	-
Family Medicine	-	-	-	-
Infection Control / Epidemiology	-	-	-	-
Medicine	11,983,056	11,383,903	10,814,708	10,273,973
Neurology	1,023,668	972,485	923,860	877,667
Neurosurgery	3,659,310	3,476,345	3,302,527	3,137,401
Ob/Gyn	852,452	809,829	769,338	730,871
Oncology	539,536	512,559	486,931	462,585
Ophthalmology	-	-	-	-
Orthopedics	1,676,779	1,592,940	1,513,293	1,437,628
Otorhinolaryngology	1,074,369	1,020,651	969,618	921,137
Pathology	-	-	-	-
Pediatrics	3,296,281	3,131,467	2,974,894	2,826,149
Psychiatry	-	-	-	-
Radiation Oncology	-	-	-	-
Shock Trauma	-	-	-	-
Surgery	6,463,907	6,140,712	5,833,676	5,541,992
Total Salary	<u>\$ 31,561,995</u>	<u>\$ 29,983,895</u>	<u>\$ 28,484,700</u>	<u>\$ 27,060,465</u>
Fringe Benefits Estimated at 28.80%	<u>9,089,855</u>	<u>8,635,362</u>	<u>8,203,594</u>	<u>7,793,414</u>
Subtotal Salary plus Fringes	<u>\$ 40,651,850</u>	<u>\$ 38,619,257</u>	<u>\$ 36,688,294</u>	<u>\$ 34,853,879</u>
<i>(Less)- UMB PSC/Fringe Reduction</i> <i>(Reallocation by UMB/UMMC to the SIPC)</i>	<u>\$ (2,021,895)</u>	<u></u>	<u></u>	<u></u>
Total Salary plus Fringe- After Seed Reduction	<u>\$ 38,629,955</u>	<u></u>	<u></u>	<u></u>

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2023. Projected cost also includes a \$2.0 million PSC reduction to be directly reallocated by the Medical School/UMMC via the Strategic Initiative Prioritization Committee (SIPC) for joint-decision utilization with FPI. Though shown on Schedule 2B, the Medical School may achieve the reductions at their discretion via Seed and/or Base support reductions by Service.

The projected cost amounts will be amended during the year as new recruited positions are filled and as agreed to by UMMC.

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**SCHEDULE 2C - FY 2024
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD, MIDTOWN**

<u>Department</u>	<u>PSC: Total Base Support</u>
Anesthesiology	\$ 1,538,515
Critical Care	667,712
Dermatology	-
Diagnostic Radiology	898,250
Emergency Room	3,312,894
Family Medicine	-
Infection Control / Epidemiology	43,792
Medicine	7,968,606
Neurology	441,524
Neurosurgery	-
OB/Gyn	-
Oncology	-
Ophthalmology	1,275,806
Orthopedics	911,081
Otorhinolaryngology	251,889
Pathology	304,037
Pediatrics	22,047
Psychiatry	2,497,672
Radiation Oncology	-
Shock Trauma	-
Surgery	454,275
Total Salary	20,588,100
Fringe Benefits Estimated at 28.80%	5,929,373
Total Salary plus Fringes	\$ 26,517,473

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2023. The projected cost amount will be amended during the year as new recruited positions are filled and as agreed to by UMMC.

SCHEDULE 3 - FY 2024
PAYMENTS FROM UMMC TO SCHOOL OF PHARMACY

	<u>Payment</u>
Faculty	\$ 411,268
Staff	\$ 579,501
Residents	\$ 199,200
Fringe Benefits @ 28.8% (faculty), 39.2% (staff), 18.8% (residents)	<u>\$ 383,059</u>
Subtotal	<u>\$1,573,028</u>
Operating Expense – General Operating Residents	\$ 3,000
TOTAL	<u>\$ 1,576,028</u>

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SCHEDULE 4 - FY 2024
DENTAL SCHOOL FACULTY SERVICES PAYMENTS FROM UMMC

<u>Department</u>	<u>Payment</u>
Dental School	\$ 502,565
Fringe Benefits @ 28.8%	<u>\$ 144,739</u>
TOTAL	<u>\$ 647,304</u>

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SCHEDULE 5 - FY 2024
COMPENSATION FOR SPACE USAGE
WITHIN OTHER PARTY'S FACILITIES

Net owed to UMMC by UMB: \$1,157,304

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SCHEDULE 6 - FY 2024
COMPENSATION FOR EMPLOYEE HEALTH SERVICES

Owed to UMMC by UMB: \$ 65,000

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SCHEDULE 7 – FY 2024

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, Inc.
6. MD Medicine Comprehensive Ins. Program
7. Mt Washington Pediatric Hospital, Inc.
8. Terrapin Insurance Company
9. UM Capital Region Health, Inc.
10. UMMC I, LLC
11. UMRMC I, Inc.
12. UMRMC, LLC
13. UMSJ Health System, LLC
14. University of Maryland Baltimore Washington Medical System, Inc.
15. University of Maryland Care Transformation Organization, LLC
16. University of Maryland Charles Regional Health, Inc.
17. University of Maryland Ecare, LLC
18. University of Maryland Health Ventures, LLC
19. University of Maryland Medical Center, LLC
20. University of Maryland Midtown Health, Inc.
21. University of Maryland Quality Care Network, LLC
22. University of Maryland Shore Regional Health, Inc.
23. University of Maryland Upper Chesapeake Health System, Inc.
24. UniversityCare, LLC
25. UMMS Ambulatory Care, LLC
26. University of Maryland Medical Regional Supplier Services, LLC

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SCHEDULE 8 – FY 2024
MISSION SUPPORT AGREEMENT

TARGET AREAS FOR MISSION SUPPORT PAYMENT TO BE SPENT IN FY 2024*

Target Area	Projected Funds Required	Specific Use of Funds
Health Science Research Facility III	\$5.15 Million	Based on FY 2023 performance to be paid in FY 2024. Applied by UMMS in FY 2024 to repay an advance to UMSOM from mission support funds provided to UMSOM in earlier years. This is the final installment. These funds are not being transferred to UMSOM in FY24.
Xeno-transplant patient	\$1.01 Million	Based on FY 2023 performance to be paid in FY 2024. Reserve for any uncovered hospital and practice bills incurred related to a xeno-transplant patient care in FY 2024.
UM - Medicine Institute for Neuroscience Discovery	\$250,000	A reallocation of \$229,000 previously approved Mission Support Payment based on FY 2021 performance but unspent in FY 2022 and \$21,000 previously approved based on FY 2020 performance but not spent in FY 2021.
Support for the UMB AVP for Population and Community Health <i>(Dr. Esa Davis)</i>	\$1.03 Million	A reallocation of \$1,030,000 from the previously approved Mission Support Payment based on better than expected FY2022 operating performance.

*This schedule is to be updated each Fiscal Year based upon the approved Target Areas and Mission Support Payment available for such Fiscal Year. This schedule will also reflect any Target Area reallocations related to previously approved Mission Support Payments. This schedule reflects Mission Support Payments to be paid during FY 2024.

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EXHIBIT A - FY 2024

UMMS PRE-CLINICAL EDUCATION REQUIREMENTS

(applicable to UMMC, UMROI, 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 series and antibody titer result, if not immune also require certificate of declination
- c. Varicella
- d. Negative PPD or TB blood test for Tuberculosis, or other medical evidence acceptable to the health care site if PPD is not negative
- e. COVID-19 Primary Series (and boosters if available)

IV. Documentation

UMB shall maintain documentation that students assigned to Affiliated Sites have satisfied the above requirements and provide a copy of the documentation to the Affiliated Site upon request.

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EXHIBIT B - FY 2024
SERVICES PROVIDED BY UMB TO UMMC

I. FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE):

- a. Trash pickup along the south side of Baltimore Street from Arch Street to Greene Street. This includes sweeping and picking up litter. Emptying trash cans is not included.
- b. Using plows or snow blowers, but not by hand shoveling, to open the following areas to vehicular traffic:
 1. Ambulance bays along the east side of Penn Street between Lombard and Redwood Streets; and
 2. Loading dock facilities at the rear of UMMC adjoining Arch and Redwood Streets south of Baltimore Street.
- c. In the case of extraordinary snow events (generally six inches and above) UMB will bring in outside snow removal contractors and/or call in UMB staff on overtime.
- d. Also, in the case of an extraordinary event, UMB, subject to availability of personnel and equipment of UMB and/or its contractors, will assist UMMC upon its request in opening and maintaining sidewalks adjoining UMMC.
- e. UMMC will reimburse UMB, per event, for an appropriate share of the cost of contractors and/or overtime if UMMC requires services of such contractors and/or additional staffing. UMMC and UMB will determine a cost sharing formula based on the size of the cleared ambulance bays, dock areas, roadways and walks adjacent to UMMC as compared to the size of the total cleared area at UMB.
- f. UMMC acknowledges that UMB will not issue purchase orders for maintenance or other tasks in UMMC or Midtown.
- g. UMMC acknowledges that UMB will not have any obligation to provide space or services for first responders or other people when a first responder is admitted as a patient in the Shock Trauma Center.

II. MAIL SERVICES:

UMB will perform delivery and pick up of mail to and from the UMMC central mailroom.

III. UMB PUBLIC SAFETY SERVICES:

A. Police Services.

1. UMB will provide supplemental UMB Police Department services for UMMC, supporting the UMMC Security Operations. The UMB Chief of Police or designee and the UMMC Chief Operating Officer, or designee, will agree upon protocols for (a) notice to UMMC of security/safety incidents that may impact or concern UMMC; (b) police services being provided in a manner compliant with regulatory requirements applicable to UMMC, including The Joint Commission’s 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 Complex and some adjacent properties that are owned or leased by UMMC or UMMS or other UMB, UMMS and UMMC affiliates.

2. UMB shall provide one uniformed police officer, 24 hours a day, 7 days per week, integrated into the campus patrol, and one uniformed police officer, 24 hours a day, 7 days per week, posted at the UMMC Emergency Department (“**Emergency Department Officer**”).

3. The duties and responsibilities of the police officer integrated into the campus patrol will include but will not be limited to serving to protect the safety and security of UMMC staff, patients and visitors, in part by patrolling the sidewalks bordering University Plaza and the sidewalks along commercial corridors east of the campus (e.g., 400 block of West Baltimore Street) and UMB campus walkways and UMB parking garages used by UMMC staff, patients, and visitors. Upon reopening of Lexington Market, patrols will include Paca Street, between UMMC and Lexington Market.

a. “**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.

b. “**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.

4. With respect to the Emergency Department Officer’s obligations in the UMMC Emergency Department, the UMMC Emergency Department includes the waiting areas and treatment areas of the Adult Emergency Department (AED) and the Pediatric Emergency Department (PED). The Emergency Department Officer will be assigned to a stationary fixed post in the UMMC Emergency Department. The Emergency Department Officer will be assisted on an

as-needed basis, as the Emergency Department Officer or the supervisor of that officer determines necessary, by the uniformed police officer integrated into the campus patrol.

5. The duties of the Emergency Department Officer will include but are not limited to:

a. Promptly responding to all calls from UMMC for assistance in or around the immediate area of the Emergency Department, including the immediate exterior of the Emergency Department building as necessary, to mitigate or deescalate the situation requiring the officer's involvement.

b. Maintaining order in the Emergency Department and assisting and backing up UMMC Security on incidents which occur in or around the immediate area of the Emergency Department.

c. Attending weekly and/or monthly meetings with UMMC Security to discuss issues and trends and to share intelligence and statistics. Attendance is not required on days and times the officer is off duty.

d. Assisting staff of the Emergency Department to file statements of charges with law enforcement if the staff are victims of threats, acts of violence, etc.

e. Enforcing all applicable laws through exercise of lawful police authority, including the authority to make arrests when appropriate.

f. Performing all police related duties, or other duties specified by the Police supervisor, and acting at all times in the best interests of the University and UMMC.

g. Upon request of UMMC Security, providing assistance when problems arise in controlling the ingress and egress of UMMC personnel at the Emergency Department and Shock Trauma entrances of UMMC.

h. Directing visitors to Emergency Department registration clerks. Assisting UMMC staff upon request in the event of issues or problems related to visitors.

i. Providing assistance to UMMC medical and psychiatric personnel in handling patients when so requested. Assisting UMMC Security to render weapons safe prior to UMMC Security handing the weapons over to the Baltimore City Police Department.

j. Remaining in the Emergency Department and surrounding areas, except in the event of responding to a Police Department supervisor's order to assist UMMC security and/or the Baltimore City Police in responding to an incident of the following nature: special incidents such as bomb threats, fires, combative or psychotic patients, and suicide attempts. The Baltimore City Police are expected to be the primary responding law enforcement unit for most special incidents. The UMB Police Department and the Baltimore City Police will coordinate responses

in accordance with any protocols developed by the Baltimore City Police, UMB Police Department, and UMMC security.

k. Advising the UMMC Security Shift Supervisor promptly of any incidents that occur within the Emergency Department that could potentially negatively impact UMMC.

6. UMMC shall provide space in the Emergency Department where the Emergency Department Officer can observe the entire waiting area for the AED. UMMC will equip such space with TV surveillance equipment for purposes of monitoring the Emergency Department By-Pass Corridor from the Security Desk.

7. The cost of salary and fringe benefits for both uniformed police officers assigned as discussed in this *Exhibit B* are included in *Schedule 1* to the Annual Contract and will be billed and paid as provided in the Annual Contract.

8. UMB will bill, and UMMC will pay, the costs of any equipment that must be purchased for the police officers assigned in the Emergency Department (such as uniform clothing and equipment, radio, and ballistic vest).

9. Any Personal Protective Equipment (including but not limited to N-95 masks) required to be used by the police officers posted to the Emergency Department will be provided by UMMC, and fit tests for provided masks will be the responsibility and expense of UMMC. Any additional Personal Protective Equipment required by UMB for the officers will be purchased by UMB and billed to UMMC. Personal Protective Equipment provided by UMMC to police officers will be consistent with equipment provided for UMMC personnel in the Emergency Department who are not routinely involved in patient care.

10. Annual equipment costs for each new Emergency Department police officer are estimated to be less than \$4,000. Personal Protective Equipment costs incurred by UMMC for the safety of the police officers cannot be estimated.

B. Baltimore City Police Involvement.

UMMC will seek the emergency or non-emergency services of the Baltimore City Police Department (“BCPD”) in the event UMMC determines Baltimore City police services are needed inside UMMC or UMMS buildings, or on UMMC or UMMS property, to back up the UMB police officer in the Emergency Department, or otherwise. The UMB Police will respond upon the request of the BCPD in emergency situations.

C. Incident and Crime Reporting.

1. The UMB Chief of Police or designee will advise the UMMC Director of Security of any incidents that occur on the UMB campus, of which the UMB Police Department is aware, that could negatively impact UMMC, its patients, staff, and visitors.

2. The UMMC Director of Security will coordinate the sharing of information to the UMB Chief of 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.

3. 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.

D. Records.

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 police officers involved in UMMC related arrests;
2. Court time for court appearances by police officers involved in UMMC related arrests; and
3. Copies of police reports concerning UMMC related arrests.

The UMB Police Department shall also 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 calls to BCPD for support for emergency service, and number of calls for support for non-emergency service
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

E. Payment.

1. 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 two police officers, 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 two positions on a 24/7 basis.

2. 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 D.1 and D.2 above.

a. 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.

b. Court time or overtime will be billed at UMB's cost, taking into account shift differentials as applicable.

3. The UMB Police Department will supply the UMMC Director of Security with detailed support documentation for any fee for service activity.

F. Civil Action Representation.

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 UMB police officer or UMB security 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 UMB police officer or UMB security 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 – FY 2024
ENVIRONMENTAL HEALTH AND SAFETY SERVICES

Pursuant to the terms of the Annual Contract, UMB’s Office of Environmental Health and Safety (“EHS”) provides services to UMMC in two major program areas: (1) Radiation Safety Services, which are provided under UMB’s Broad Scope License (#07-014-01-MD) (the “**UMB Broad Scope License**”); and (2) hazardous chemical waste management program support.

Such services include the following:

1. **Radiation Safety Officer (“RSO”).**
 - a. UMB shall provide UMMC with the services of a qualified RSO, as designated on the UMB Broad Scope License and approved by the Maryland Department of the Environment (“MDE”).
 - b. The RSO is responsible for the implementation, monitoring, and maintenance of the radiation safety program at UMMC.

2. **UMB Broad Scope License.**
 - a. UMMC acknowledges that the UMB Broad Scope License was issued to UMB, and that UMB is providing Radiation Safety Services to UMMC pursuant to the UMB Broad Scope License.
 - b. Regulatory and operational compliance with the MDE’s UMB Broad Scope License requirements are the joint responsibility of both UMB and UMMC.
 - c. As part of this responsibility, UMB shall without limitation:
 - i. Coordinate and participate in the biannual MDE radioactive materials inspection at UMMC;
 - ii. Conduct all other required radiation safety program inspections;
 - iii. Perform an annual audit of the radiation safety program at UMMC;
 - iv. Provide support for Centers for Medicare and Medicaid Services (“CMS”) and Joint Commission inspections as needed;
 - v. Coordinate license amendments for new procedures; and
 - vi. Maintain:
 - (1) Authorized User status for Residents and Fellows;
 - (2) Authorized Medical Physicist status for Medical Physicists; and

(3) Authorized Nuclear Pharmacists status for Nuclear Pharmacists.

- d. As part of this responsibility, UMMC shall without limitation:
- i. Ensure that applicable radiation safety requirements are followed to ensure patient safety and be responsible for patient safety; and
 - ii. Deliver radiation safety communications to hospital staff. As appropriate, communications will be signed by appropriate UMMC leadership.

3. **Radiation Safety Committee.**

- a. UMB shall oversee and administer a Radiation Safety Committee (“**RSC**”) that oversees and is responsible for the radiation safety services provided to UMMC. The RSC shall include physicians, UMMC administration representatives, ancillary personnel, and members of each Authorized User group specified above.
- b. As part of this obligation, UMB shall, without limitation:
- i. Facilitate quarterly committee meetings, including the RSC and Human Use Subcommittee (“**HUSC**”)
 - ii. Support Radioactive Drug Research Committee (“**RDRC**”) meetings;
 - iii. Develop, coordinate, distribute, and edit meeting minutes along with applicable follow-up;
 - iv. Develop and distribute quarterly and annual reports;
 - v. Conduct procedure and policy reviews and generate a report of their findings and recommendations; and
 - vi. Provide necessary radiation safety compliance and safety support.

4. **Radiation Exposure Monitoring.**

UMB Responsibilities. UMB shall maintain a Radiation Exposure Monitoring Program for personnel who work under the UMB Broad Scope License at UMMC, or who otherwise work with radiation producing machines. As part of this obligation, UMB shall without limitation:

- 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. UMB will invoice UMMC, on a quarterly basis, for the necessary costs associated with dosimeters and their analysis by a National Voluntary Laboratory Accreditation Program (“NVLAP”) accredited vendor.
 - ii. UMMC shall not be responsible for the costs of dosimeters worn by non-UMMC employees within locations outside of UMMC, such as faculty practice plan locations.
- b. Review exposure reports of employees. For employees who exceed exposure thresholds as set by the RSC, and as indicated by those reviews in accordance with mutually agreed to protocols or policies, investigate any circumstances surrounding the unusual or overexposure of dosimeters and complete a report within a reasonable period, unless a shorter time is required by law.
- c. 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.
- d. Request and review prior employment exposure history for new UMMC employees enrolled in the UMB exposure control program, in accordance with COMAR 26.12.01.01 Section D.205.
- e. 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.
- f. When determined to be necessary, 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.
- g. 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.
- h. Track individual, group, and overall exposure trends as determined to be necessary by UMB EHS.
- i. Administer the As-Low-As-Reasonably-Achievable (“ALARA”) exposure reduction program as required by COMAR 26.12.01.01 Part D.
- j. Provide monthly updates to UMMC on the number of ALARA events that have occurred.
- k. Conduct annual ALARA program reviews; ensure that the program is properly implemented in accordance with the Radiation Safety Manual and other agreed

upon policies and procedures; and generate a report of its findings and recommendations.

UMMC Responsibilities. UMMC shall be responsible to do the following, in collaboration with and with the support of the UMB EHS Radiation Safety team:

- a. Provide the required information technology and physical infrastructure necessary to implement the radiation safety program to include, but not limited to Wireless Access Points throughout the hospital complex.
- b. Appoint UMMC staff members as dosimetry coordinators who shall:
 - i. Distribute monthly or quarterly dosimetry badges to radiation workers within UMMC in a timely manner.
 - ii. Ensure all previously distributed monthly and quarterly dosimetry badges are collected from radiation workers and are prepared for retrieval by UMB EHS Radiation Safety Team.
 - iii. Ensure all new radiation workers complete the Worker Registration Form prior to working with radiation producing machines or radioactive materials, and ensure that a copy of the form is provided to the UMB EHS Radiation Safety Team.
 - iv. Promptly inform the UMB EHS Radiation Safety Team of radiation worker termination if worker no longer requires dosimetry monitoring.
 - v. Promptly inform the UMB EHS Radiation Safety Team in the event of a radiation worker's lost or damaged dosimetry badge.
 - vi. Ensure pregnant radiation workers either:
 - (1) Complete the Pregnant Worker Declaration form, and ensure that the form is promptly provided to the UMB EHS Radiation Safety Team, or
 - (2) Ensure the radiation worker promptly contacts the UMB EHS Radiation Safety Team for guidance.
 - vii. Fulfill the role as liaison between radiation worker and the UMB EHS Radiation Safety Team.
 - viii. Assist the UMB EHS Radiation Safety Team with non-returned badge compliance.
 - ix. Assist the UMB EHS Radiation Safety Team with read compliance for the "Instadose" badges.

- x. Assist the UMB EHS Radiation Safety Team with worker response and compliance for ALARA notifications/investigations.

5. **Radioactive Materials Receipt and Inventory Control.**

UMB shall 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(c).

6. **Shipping of Radioactive Materials.**

UMB shall 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.**

- a. UMB shall provide health physics radiation safety services for therapeutic procedures performed at UMMC using radioactive materials. Services include facility preparation, procedure monitoring, post-treatment contamination evaluation, site decontamination, and disposal of contaminated materials.
- b. UMB is responsible for facility preparation and site decontamination within UMMC facilities. This applies to the following therapeutic procedures:
 - i. Iodine – 131 Ablation procedures. The support described above will be provided for up to 5 procedures in the contract period. Support for procedures in excess of 5 will be billed to UMMC at the rate of **\$1,000 per procedure**.
 - ii. Yttrium - 90 Sirsphere and Therasphere procedures. The support described above will be provided for up to 60 procedures in the contract period. Support for procedures in excess of 60 will be billed to UMMC at the rate of **\$350 per procedure**.
 - iii. 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**.
 - iv. Lu-177 Prostate Cancer Treatment - The support described above will be provided and billed to UMMC at the rate of **\$350 per procedure**.
- c. For support of radioactive materials procedures not named above, support will be billed to UMMC at the rate of **\$65 per hour** for technical staff and **\$100 hour** for the Radiation Safety Officer. UMB shall provide a description of the RSO and/or

technician's time spent during the invoiced period in a level of detail reasonably requested by UMMC.

8. Inspections and Compliance.

- a. UMB Responsibilities. UMB shall administer an inspection and compliance program. UMB will 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. As part of that task, UMB shall:
 - i. Conduct all radiation safety program inspections.
 - ii. 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.
 - iii. UMB shall conduct radiological inventories, and contamination (i.e., leak tests) 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.
 - iv. Ensure notification of UMMC of potential violations and suggestions for corrective actions to be taken.
- b. UMMC Responsibilities. As a partner in ensuring compliance, UMMC shall be responsible to do the following:
 - i. Identify which of its employees are authorized to work with radioactive material and provide a roster of employees quarterly to UMB.
 - ii. Ensure all UMMC employees and UMB employees operating within UMMC facilities:
 - (1) Are informed of all possible radiation hazards; and
 - (2) Adhere to all radiation safety policies and procedures.
 - i. Either independently or with UMB, administer corrective, remedial, or disciplinary action for UMMC employees or contractors found not in compliance with radiation safety policies, procedures, or protocols to include, but not limited to:
 - (1) Restricting access to radioactive materials;
 - (2) Requiring attendance at remedial training; or
 - (3) Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

9. **Training.**

- a. UMB shall 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. UMB shall also provide training in various applicable topics to personnel operating (or working in close proximity to) radiation producing machines under UMB registration(s).
- b. In the creation of such training UMB agrees to collaborate with UMMC for the purpose of ensuring the training material is crafted in an easily understandable format by UMMC staff.
- c. Trainings will include:
 - i. Fluoroscopy Training (initial and annual refresher) – monthly live (instructor-led) trainings provided virtually or at a UMMC provided location scheduled at times to reflect UMMC staff availability (ex. alternating between 7:00 am and 4:00 pm start times); twelve (12) sessions will be included, with additional requested training available at **\$150 per session**;
 - ii. 13th Floor I-131 Training (annual) – in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Four (4) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - iii. Radiation Safety Awareness Training for Pathology Staff – on-demand virtual training;
 - iv. 4th Floor Nursing Staff Awareness Training – on-demand virtual training;
 - v. Nuclear Medicine Radiation Safety Training (annual) - in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Three (3) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - vi. Dosimetry Program Training. UMB will provide instruction to UMMC dosimetry coordinators as needed to maintain compliant operation of the dosimetry program; and
 - vii. Additional training requests may be honored based on staff availability at a rate of **\$75/hour** for training development and delivery.
- d. UMMC is responsible for ensuring UMMC staff attendance and completion of any required training as determined by law, regulation, or policy.

- e. Either independently or with UMB, UMMC shall administer corrective, remedial, or disciplinary action for any UMMC employee or UMB employee working within a UMMC facility who fails to complete any required radiation safety or related training. UMMC actions shall include, but are not limited to:
 - i. Restricting access to radioactive materials;
 - ii. Requiring attendance at remedial training; or
 - iii. Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

10. **Emergency Response.**

UMB shall provide an emergency rapid response team to respond, 24-hours per day, to 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.
- c. UMMC agrees to use a notification procedure specified by the UMB EHS Director or designee to activate any emergency rapid response resources.

11. **Radiation Producing Machines.**

With regard to radiation producing machines, UMB shall:

- a. Conduct certification inspections, complete associated paperwork, and perform 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 required testing, such as “The Joint Commission” accreditation testing and new machine acceptance testing;
- d. Perform machine inspections following repair or component changes, or other follow-up inspections as deemed necessary by EHS;
- e. Provide consultation related to regulatory compliance and other radiation safety issues pertaining to radiation-producing machines;

- f. Provide assessments of patients' radiation dose as they apply to COMAR public dose thresholds;
- g. 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; and
- h. Upon request of UMMC, and subject to the availability of EHS resources, perform shielding design for radiation producing machines covered by this agreement at a rate of **\$100 per hour**. This will be billed separately and is not included in the base cost on *Schedule 1*.
- i. Develop and distribute a quarterly activity report for radiation producing machines for the RSC.
- j. In coordination with UMMC, maintain the radiation producing machine and radioactive materials safety manuals. These manuals are intended to be ready references for staff working with radiation at UMMC. They do not replace consultation with the RSO when needed;

12. **Hazardous Waste Management.**

UMB shall provide up to 0.4 FTE for the management of the UMMC radioactive and hazardous chemical waste generated during regular operations. Should a surge occur that requires more than 0.4 FTE in a given month, UMMC will be invoiced at a rate of **\$36.35 per hour**.

13. **Radioactive Waste Management.**

UMB shall provide the following services:

- 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. Prepare radioactive waste for off-site disposal to include preparation of radioactive waste manifests;
- d. Analyze and dispose of radioactive materials. The cost of this service will be billed quarterly to UMMC; and
- e. Review procedures and records for radioactive waste held for on-site decay by UMMC's Nuclear Medicine Pharmacy.

14. **Hazardous Chemical Waste Management.**

- a. UMB shall provide the following services for UMMC facilities covered under Hazardous Waste Generator Permit No. MDD150702553:
 - i. Coordinate UMMC participation in a University System of Maryland contract for the disposal of chemical waste, such that UMMC's hazardous waste may be disposed pursuant to that vendor contract (“**USM Waste Disposal Contract**”);
 - ii. Provide technical assistance to UMMC personnel for the identification and proper handling and management of hazardous chemical waste;
 - iii. Pick up and move 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;
 - iv. Timely 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; and
 - v. Timely prepare and submit the biennial report in accordance with 40 CFR 242.41 for signature by UMMC personnel.
- b. UMB shall invoice UMMC, on a quarterly basis for 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.
 - i. With respect to the costs for disposal of hazardous chemical waste, UMMC shall pay those costs directly to the vendor party to the USM Waste Disposal Contract.
- c. In order for both parties to be in compliance with applicable laws, regulations, and standards for the management of hazardous chemical waste, UMMC shall:
 - i. 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);
 - ii. Train UMMC hazardous waste personnel per COMAR 26.13.05.02 and 49 CFR 172 Subpart H;
 - iii. Store hazardous waste at the point of generation per 40 CFR 265.170-178; and
 - iv. Ensure hazardous waste storage facilities meet NFPA and IBC code requirements as well as the requirements in 40 CFR 265.1100.

- d. The term “hazardous chemical waste” in this section excludes pharmaceuticals or pharmaceutical byproducts.
 - i. Pharmaceutical or pharmaceutical byproduct waste shall be collected by UMMC staff from the point of generation and transported to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste.
 - ii. UMB staff shall then prepare the accumulated pharmaceutical or pharmaceutical byproduct waste for transport and final disposal.

15. **Clinical Research.**

UMB is responsible for research support. Human subjects protocol reviews and follow-up are excluded from the Radiation Safety Services to be provided by UMB to UMMC, and UMMC has no obligation to pay for such services.

16. **Contingencies.**

- a. 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.
- b. 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 and UMB may mutually agree, in writing, 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.

17. **Communication.**

With respect to any and all reviews, evaluations, inspections, audits or the like related to UMMC’s program described in this *Exhibit C*, UMB agrees to provide UMMC with a report of the findings, conclusions and/or recommendations within 10 days of finalization of such review, evaluation, inspection, audit or the like.

18. **Oversight and Management. Reporting Obligations.**

- a. UMB EHS leadership (Director or designee) will provide management direction and oversight of the UMB services provided to UMMC as described in this *Exhibit C*. The UMMC Director of Safety and Environmental Health (SEH) will be the primary administrative point of contact for UMMC with whom the UMB EHS leadership shall communicate.
- b. To the extent UMB carries out any of its obligations set forth in this *Exhibit C* through a third-party contractor or other entity, UMB acknowledges, understands, and agrees that UMB is responsible for monitoring and overseeing such third party's performance and is responsible for that party's performance of services within the scope of this *Exhibit C*.
- c. UMB EHS leadership and the UMMC SEH Director shall meet monthly to review performance pursuant to this *Exhibit C* and to address any operational or performance issues. In addition, each party will immediately notify each other of any actual or potential adverse event of which each becomes aware, including, without limitation, the following:
 - i. Events related to UMMC employee radiation exposure monitoring;
 - ii. Injury to any UMMC team members, or illness arising from work under this Agreement;
 - iii. Accidental release of a radioisotope or hazardous waste related to UMMC;
 - iv. Issues with UMMC shipments of radioactive materials;
 - v. Regulatory agency visit, inspection or request for information related to UMMC;
 - vi. Any report to a regulatory agency related to UMMC under this Agreement; and
 - vii. Expected or known failure to meet the terms of this Exhibit.
- d. To the extent UMB EHS recommends corrective actions related to their operation of the programs described herein, UMMC management agrees to implement such recommendations. To the extent there is a dispute, such shall be elevated to UMMC's Chief Operating Officer and UMB's Chief Business and Finance Officer to resolve the conflict.

19. **Compensation**

- a. Unless otherwise specified herein, in exchange for providing the services described in this *Exhibit C*, UMMC agrees to pay UMB the compensation set forth in *Schedule 1* of the Annual Contract.
- b. **Annex 1** (attached) sets forth Projected Costs for Services in FY 2024 and the EHS Effort Breakdown in Full Time Equivalents.

Annex 1

Projected Costs for Services in FY 2024

Position	Salary	% FTE	
Radiation Safety Officer	\$ 180,000.00	1	\$ 180,000
Assistant RSO	\$ 115,828.32	0.8	\$ 92,663
Lead Health Physicist	\$ 97,437.89	0.5	\$ 48,719
Health Physicist	\$ 84,865.50	0.7	\$ 59,406
Dosimetry Coordinator/Radiation Health Physics Tech	\$ 69,003.00	0.6	\$ 41,402
Director/ Associate Director	\$ 194,745.60	0.1	\$ 19,475
Administrative Assistant 1	\$ 50,437.32	0.4	\$ 20,175
EHS Operations Support (Haz Waste)	\$ 87,695.90	0.4	\$ 35,078
Total FTE		4.5	\$ 496,917
Fringe rate	39.2%		
Fringe Amount			\$ 194,792
Total Labor			\$ 691,709
Operating Expenses			\$ 35,000
Total Cost			\$ 726,709

EHS Effort Breakdown in Full Time Equivalents for FY 2024

Activity	RSO	Professional & Technical Staff	Admin Support	Director
Qualified Medical Radiation Safety Officer / Program Manger	1.0	N/A	N/A	0.025
Maintain a Broad Scope Radioactive Materials License		0.300	0.100	
Radiation Safety Committee		0.200		0.025
Exposure Monitoring Program		0.400	0.250	0.025
Radioactive Materials Receipt and Inventory Control		0.050		
Shipping of Radioactive Materials		0.050		
Therapeutic Procedures		0.200		
Inspections and Compliance		0.100		
Training		0.250		
Emergency Response		0.050		
Radiation Producing Machines		0.800		
Hazardous Waste (Chemical & Radiological) Management		0.400		
Program Oversight (Maintenance of radiation safety reports, records, and databases; Director's time; program improvement)		0.200	0.050	0.025
Full Time Equivalents (FTEs)	1.000	3.000	0.400	0.100
Total FTE = 4.5				



USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
June 7, 2023
Zoom

Minutes of the Public Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:30 a.m. on Wednesday June 7, 2023 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Gourdine, Leggett, Smarick, and Wood; Chancellor Perman; Vice Chancellors Herbst and McDonough; AAGs Langrill and Bainbridge; and Ms. Wilkerson.

- 1. Approval of Minutes from May 16, 2023 Committee on Governance and Compensation Meeting.** The Regents approved the minutes from the May 16, 2023 Committee on Governance and Compensation meeting. (Moved by Regent Gooden, seconded by Regent Wood; unanimously approved).
- 2. Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Leggett, seconded by Regent Smarick; unanimously approved).

The public session meeting adjourned at 8:32 a.m.



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
June 7, 2023
Zoom

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:32 a.m. on Wednesday June 7, 2023 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Gourdine, Leggett, Smarick, and Wood; Chancellor Perman; Vice Chancellors Herbst and McDonough; AAGs Langrill and Bainbridge; and Ms. Wilkerson, Ms. Sklonik, Ms. Roxas, and Ms. Beckett. Dr. Wormack and Ms. Lepore from SU and Mr. Krupin and Mr. Devine from BakerHostetler were present for a portion of the meeting.

1. **Salisbury University Pre-Negotiation Briefing re MOU with the Maryland Classified Employees Association.** The Regents received an update on the negotiations between Salisbury University and MCEA. (§3-305(b)(9)).
2. **University System of Maryland Mid-Negotiation Briefing re Consolidated MOU with AFSCME covering nonexempt staff, exempt staff, and sworn police.** The Regents received an update on the negotiations regarding the consolidated MOU with AFSCME. (§3-305(b)(9)).
3. **Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
4. **Discussion of Performance Standards applicable to specific presidents.** The Regents voted to recommend that the Board of Regents adjust the performance requirement for specific presidents, so their performance standards are consistent with one another. (§3-305(b)(1)).
5. **Completion of Presidential Reviews.** Chancellor Perman completed his discussion on his annual review meetings with the USM presidents. (§3-305(b)(1)).
6. **FY 24 Presidential Salaries.** The Regents voted to recommend adjustments to presidents' salaries based on merit and relevant market data. (§3-305(b)(1)).
7. **Annual Review of Chancellor's Direct Reports.** Chancellor Perman provided the Regents with a summary of his direct reports' annual reviews. (§3-305(b)(1)).
8. **Annual Review of USM Chancellor.** Chair Gooden provided the Regents with a summary of the Chancellor's annual review. (§3-305(b)(1)).
9. **FY 24 Chancellor Salary Recommendation.** The Regents voted to recommend an adjustment to the Chancellor's salary based on merit. (§3-305(b)(1)).

The meeting adjourned at 10:59 a.m.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Amendments to BOR V-2.10 University System of Maryland Policy on Intercollegiate Athletics (Action)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Proposed amendments to the USM Policy on Intercollegiate Athletics are presented for review and approval. The policy will continue to require that institutions operate intercollegiate athletics programs in a fiscally responsible manner. The policy's goal is for these programs to be operated on a self-supporting basis as set forth in guidelines provided by the Chancellor; however, the policy amendments will provide institutions with flexibility to achieve this goal over time, if necessary.

The policy permits institutions to use revenues or resources other than those generated by the intercollegiate athletics program to support the program, if certain procedures are followed: (1) for use of other revenues of up to \$1 million in a year, the president's approval must be documented and the Chancellor notified; (2) for amounts of \$1 million up to \$5 million in one year, the Chancellor's review and approval is required; and (3) for amount of \$5 million or more in one year, the Chancellor will notify the Chair of the Board of Regents, who may require the institution president to seek approval of the Board of Regents. Institutions that cannot cover their expenses through program revenues and other approved sources of revenue shall develop, adopt and report to the Chancellor's Office an operating plan to improve intercollegiate athletics program financial results. Finally, the policy amendments also provide that institutions may choose not to require intercollegiate athletics programs to make up internal accounting budget shortfalls. In such cases, the president must notify the Chancellor and, if the amount exceeds \$5 million in one year, the Chancellor will notify the Board of Regents Chair, who may require the president to seek approval by the Board for such action.

Attached are red-lined and clean copies of the policy that show the proposed amendments to the current policy. The proposed amended policy has been reviewed and approved for legal form and sufficiency by the Maryland Attorney General's Office.

ALTERNATIVE(S): The Committee could decline to endorse the proposed policy amendments.

FISCAL IMPACT: The proposed policy amendments are not expected to have any fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee approve the proposed policy amendments.

COMMITTEE RECOMMENDATION:

DATE: JUNE 12, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

V-2.10 – UNIVERSITY SYSTEM OF MARYLAND POLICY ON INTERCOLLEGIATE ATHLETICS

(Approved by the Board of Regents, April 25, 1991; amended June 19, 1991; amended December 7, 2001; amended June 17, 2021, amended, 2023)

General

A well-managed and successful intercollegiate athletic program enhances the educational goals of a college or university regardless of the particular mix of teaching, research and service activities inherent in its approved mission. Athletic competition under the fundamental principles of fair play and amateurism can be of value to individual students, to members of the immediate collegiate community, and to the larger institutional constituency.

The institutions of the University System of Maryland subscribe to a philosophy of athletics that reflects a clear understanding of the role the athletics program is expected to play in furthering the broader institutional mission. Fundamental to the effective management of the intercollegiate athletic program is the commitment of the president of the institution to maintain regular oversight of the enterprise. All institutions within the System, whether they have intercollegiate athletic programs or not, are affected by public perceptions of the athletic programs or teams at particular System campuses and the attendant publicity the programs receive.

Each institution that has an intercollegiate athletics program must have in place procedures, internal and external, which provide careful and thorough scrutiny of the sports program and deliver required information to the president and, as appropriate, to the Chancellor and the Board of Regents.

Student-athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes. Contracts for coaches and other athletic department staff will include objectives and minimum expectations for academic as well as athletic success.

Management of the athletics program, both along financial expectations as well as with respect to academic goals and expectations, are among those elements to be considered in the annual evaluations of presidential performance.

Reporting and accountability requirements

Institutions that participate in intercollegiate athletics are to comply with all reporting requirements developed by the Chancellor as a set of annual information requirements, which will be distributed to institutions with intercollegiate athletics programs and updated as changes occur, as well as satisfying the reporting and communication expectations detailed in the Ongoing Reporting Obligations section below. All other institutions that have intercollegiate

athletics programs are expected to satisfy all ongoing reporting obligations and provide the annual presidents' and athletic directors' affirmations detailed in Chancellor's set of annual information requirements; the Board of Regents may request that those institutions provide additional information on particular aspects of their intercollegiate athletics programs as follow-up.

In order to ensure that the Board of Regents is informed and knowledgeable about intercollegiate athletics and the role it plays at each of the institutions, each president whose institution fields competitive intercollegiate sports teams shall furnish to the Board of Regents, on an annual basis, reports that address academic issues, fiscal issues, and compliance issues within intercollegiate athletics, ~~which include~~ing the information called for in the Chancellor's set of annual information requirements.

Academic Issues

The annual report on academic issues related to intercollegiate athletics will be presented to the appropriate Board of Regents committee in March and June of each year, as data are available, and will provide data on the preceding fiscal year and on the fall semester of the current year as outlined in the Chancellor's set of annual information requirements. In addition to institutional data, the report should include the prior year's NCAA Academic Program Rates (APR) and, if institutions had unsatisfactory scores, a report on corrective actions the institution has taken to prevent future problems.

Institutions should adopt minimum standards for academic progress and consequences for failure to meet those standards on a continuing basis that include suspension from participation in athletic activities.

Fiscal Issues

While each president is responsible for the operations of the intercollegiate athletic program on his/her campus, it is mandatory that there be transparency in fiscal reporting. The annual report on fiscal issues related to intercollegiate athletics will be presented to the appropriate Board of Regents committee in March of each year and will include the current year's budget as well as actual revenues and expenses from the prior fiscal year. The Board of Regents is to be kept informed of any long-term financial commitments that may affect the budget in future years. In addition to required annual reporting, institutions shall report to the Chancellor's Office and the Director of Internal Audit all developing or anticipated fiscal shortfalls that may result. ~~in financial deficits both short and long term as they become known.~~

To the extent allowable under NCAA regulations, institutions may agree to waive the difference between non-resident and resident tuition rates for student-athletes without charge or impact on the intercollegiate athletics program operating budget or the assessment of whether the program is operated on a self-supporting basis. Note that the NCAA recognizes such waivers as a charge to the ICA program, so that the revenue and expenditure reports for the NCAA will not be directly comparable to those required by this Board of Regents policy.

~~Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor, meaning that all spending and expenses are to be paid for by revenues and resources generated by the intercollegiate athletic program within the institution. Any institution that finds it necessary seeks to use other self-support activity revenues or resources to support Intercollegiate Athletics shall document the institution president's approval for the use of such funds in amounts up to less than \$1 million in any fiscal year and notify the Chancellor in writing of such approval. The source of such other resources or revenues should also be documented, with other auxiliary resources being favored over non-auxiliary resources. For amounts of \$1 million or more in any fiscal year, the Chancellor's review and approval is required, and for amounts of \$5 million or more, the Chancellor will notify the Board of Regents. must seek approval by the Board of Regents in advance of the beginning of the fiscal year. Intercollegiate athletics programs that cannot cover their expenses through program revenues and other sources of revenue approved by the president or Chancellor, as applicable, shall end a fiscal year with an operating deficit after taking into account approved use of other self-support activity revenues or resources, or have an accumulated deficit, are to record and reflect these amounts as liabilities back to the self-support activity that funded the deficit, and are to develop, and adopt, and report to the Chancellor's Office an operating plan to improve intercollegiate athletics program financial results. an operating plan to eliminate the accumulated deficit and return the program to a self-supporting operating basis.~~

~~Institutions seeking to 'forgive' deficits of intercollegiate athletics programs must be approved by the Board of Regents. For internal allocation purposes, institutions may choose not to require intercollegiate athletics programs to make up for budget shortfalls that currently exist or may exist in the future. In such cases, the institution president shall notify the Chancellor in writing. If the amount of the shortfall exceeds \$5 million in a fiscal year, the Chancellor will notify the Board of Regents.~~

Compliance Issues

Institutions must comply with state law (the Jordan McNair Safe and Fair Play Act as an example), NCAA and conference rules, Title IX requirements, and other formal and legal expectations relevant to each institutions' athletics program.

It is expected that institutions will immediately notify the Chancellor and the Director of Internal Audit of all NCAA major infractions, NCAA investigations, and conference ([Big Ten ACC](#), MEAC, etc.) investigations. In addition, it is understood that institutions are to submit to the NCAA in a timely manner all NCAA Reports and Agreed-Upon Procedure Reports as may be required as well as periodic conference review reports.

In particular the President should inform the Chancellor, who will inform the Board of Regents in a timely manner, regarding any events or situations which might spark unusual public interest in the athletic program, particular team(s), or individual student athlete(s) at that institution and should provide sufficient detail concerning these events or situations to permit the Chancellor and the Board of Regents to respond appropriately to inquiries.

Distribution and use of sensitive information

In order to ensure that the Board of Regents is fully informed but that the privacy of individuals is protected, reporting on the academic performance of student athletes and the terms, commitments and incentives reported for coaches' and athletic directors' contracts will be done in closed session as permitted in special circumstances outlined in ~~Subtitle 5, section §10-5083-305~~(a) of the General Provisions Article of the Annotated Code of Maryland-Open Meetings-Act.

Ongoing Reporting Obligations

1. Institutions are to immediately notify the Chancellor's Office and the Director of Internal Audit of all NCAA major infractions, NCAA investigations and conference investigations.

2. Institutions are to submit all required annual NCAA Reports, annual Agreed-Upon Procedure Reports and periodic conference (e.g., ACC) review reports to the appropriate governing bodies.
3. Compliance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Contracts for Highly-Compensated Personnel requires institutions to provide proposed employment contracts to the Office of the Attorney General prior to execution. The contracts for highly-compensated personnel in intercollegiate athletics programs are to be provided to the Chancellor concurrently with the Office of the Attorney General. The policy provides that 'Before a contract is executed, it must be submitted to the Office of the Attorney General for review and approval for legal form and sufficiency. The Office of the Attorney General may communicate any significant legal concerns with the draft contract to the institution's president and the Chancellor. It should be understood that proposed contracts provided to the Office of the Attorney General and Chancellor are to include all relevant provisions and terms of the proposed contract including detailed notes concerning provisions remaining to be negotiated. The Chancellor will notify the Board of Regents of any contract provisions of an unusual or sensitive nature or those that conflict with expectations and values of the Board of Regents.
4. ~~Annually, the Chancellor's office will issue additional reporting requirements, which may include, but are not limited to, information related to financial matters. Institutions will report to the Chancellor's Office and the Director of Internal Audit all fiscal shortfalls that may result in financial deficits both short and long term as they become known.~~

USM Bylaws, Policies and Procedures of the Board of Regents

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Academic Issues

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To the extent allowable under NCAA regulations, institutions may agree to waive the difference between non-resident and resident tuition rates for student-athletes without charge or impact on the intercollegiate athletics program operating budget or the assessment of whether the program is operated on a self-supporting basis. Note that the NCAA recognizes such waivers as a charge to the ICA program, so that the revenue and expenditure reports for the NCAA will not be directly comparable to those required by this Board of Regents policy.

Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor. Any institution that finds it necessary to use other revenues or resources to support Intercollegiate Athletics shall document the institution president's approval for the use of such funds in amounts less than \$1 million in any fiscal year and notify the Chancellor in writing of such approval. The source of such other resources or revenues should also be documented, with other auxiliary resources being favored over non-auxiliary resources. For amounts of \$1 million or more in any fiscal year, the Chancellor's review and approval is required, and for amounts of \$5 million or more, the Chancellor will notify the Board of Regents. Intercollegiate athletics programs that cannot cover their expenses through program revenues and other sources of revenue approved by the president or Chancellor, as applicable, shall develop, adopt, and report to the Chancellor's Office an operating plan to improve intercollegiate athletics program financial results.

For internal allocation purposes, institutions may choose not to require intercollegiate athletics programs to make up for budget shortfalls that currently exist or may exist in the future. In such cases, the institution president shall notify the Chancellor in writing. If the amount of the shortfall exceeds \$5 million in a fiscal year, the Chancellor will notify the Board of Regents.

Compliance Issues

Institutions must comply with state law (the Jordan McNair Safe and Fair Play Act as an example), NCAA and conference rules, Title IX requirements, and other formal and legal expectations relevant to each institutions' athletics program.

It is expected that institutions will immediately notify the Chancellor and the Director of Internal Audit of all NCAA major infractions, NCAA investigations, and conference (Big Ten, MEAC, etc.) investigations. In addition, it is understood that institutions are to submit to the NCAA in a timely manner all NCAA Reports and Agreed-Upon Procedure Reports as may be required as well as periodic conference review reports.

In particular the President should inform the Chancellor, who will inform the Board of Regents in a timely manner, regarding any events or situations which might spark unusual public interest in the athletic program, particular team(s), or individual student athlete(s) at that institution and should provide sufficient detail concerning these events or situations to permit the Chancellor and the Board of Regents to respond appropriately to inquiries.

Distribution and use of sensitive information

In order to ensure that the Board of Regents is fully informed but that the privacy of individuals is protected, reporting on the academic performance of student athletes and the terms, commitments and incentives reported for coaches' and athletic directors' contracts will be done in closed session as permitted in special circumstances outlined in §3-305(a) of the General Provisions Article of the Annotated Code of Maryland.

Ongoing Reporting Obligations

1. Institutions are to immediately notify the Chancellor's Office and the Director of Internal Audit of all NCAA major infractions, NCAA investigations and conference investigations.
2. Institutions are to submit all required annual NCAA Reports, annual Agreed-Upon Procedure Reports and periodic conference review reports to the appropriate governing bodies.
3. Compliance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Contracts for Highly-Compensated Personnel requires institutions to provide proposed employment contracts to the Office of the Attorney General prior to execution. The contracts for highly-compensated personnel in intercollegiate athletics programs are to be provided to the Chancellor concurrently with the Office of the Attorney General. The policy provides that 'Before a contract is executed, it must be submitted to the Office of the Attorney General for review and approval for legal form and sufficiency. The Office of the Attorney General may communicate any significant legal concerns with the draft contract to the institution's president and the Chancellor. It should be understood that proposed contracts provided to the Office of the Attorney General and Chancellor are to include all relevant provisions and terms of the proposed contract including detailed notes concerning provisions remaining to be negotiated. The Chancellor will notify the Board of Regents of any contract provisions of an unusual or sensitive nature or those that conflict with expectations and values of the Board of Regents.
4. Annually, the Chancellor's office will issue additional reporting requirements, which may include, but are not limited to, information related to financial matters.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Director Updates – Rotating – UMES, BSU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Each committee meeting a set of institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their institution’s athletic program and to discuss nationwide trends, developments, and future potential actions that may impact athletics in higher education.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- the lines of reporting within the institution and responsibility for athletics
- the institution’s current challenges
- institution efforts to facilitate student-athletes’ use of name, image, or likeness
- the impact of the *Alston* case on the institution’s athletic department

Athletic directors asked to present at this meeting include:

1. Tara Owens, University of Maryland Eastern Shore
2. Clyde Doughty, Bowie State University

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: RECEIVED FOR INFORMATION

DATE: JUNE 12, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. Failure to comply with the requirements of Title IX could result in administrative action revoking an institution's ability to receive federal funding, including student financial aid. Highlights of requirements for Title IX compliance follow.

Additionally, institutions with an intercollegiate athletics program are annually required to provide information to the Department of Education's Equity in Athletics Data Analysis website. Institutions' EADA reports for reporting year 2021-2022 follow. Summaries of Title IX participation compliance and Title IX sexual harassment training, processes, and procedures will be discussed.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: JUNE 12, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Athletics and Title IX

Equity in Athletics Disclosure Act and Participation Compliance

The Equity in Athletics Disclosure Act (EADA) requires co-educational institutions of postsecondary education that participate in a Title IV (federal student financial assistance) program, and have an intercollegiate athletic program, to prepare an annual report to the Department of Education's Office of Civil Rights (OCR) on athletic participation, staffing, and revenues and expenses, by men's and women's teams. The Department uses this information in preparing its required report to Congress on gender equity in intercollegiate athletics. The data offered in the institutions' reports help assess Title IX compliance. Institutional data are in meeting materials and can be accessed at <https://ope.ed.gov/athletics/#/>.

There are three basic parts of Title IX as it applies to participation in athletics. An institution must meet all of the following requirements in order to be in compliance with Title IX:

1. Participation – Women and men shall be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play;
2. Scholarships – Women and men student-athletes shall receive athletics scholarship dollars proportional to their participation; and
3. Other Benefits – Men and women student-athletes should be treated equally in provisions including, but not limited to: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms, practice, and competitive facilities; (g) medical and training facilities and services; (h) housing and dining facilities and services; (i) publicity and promotions; (j) support services; and (k) recruitment of student-athletes.

Additionally, a three-part test provides schools three different ways to comply. Schools only need to meet one of the three tests, and schools may change which test it meets from one year to the next:

1. Ensuring proportionality by providing intercollegiate or interscholastic participation opportunities for women and men at rates that are proportionate to their respective rates of enrollment; or
2. Continued program expansion for the underrepresented sex; or
3. Fully accommodate the underrepresented sex by offering every team for which there is sufficient interest and ability for a viable team, and sufficient competition in the geographic areas of competition.

Ultimately, Title IX compliance is assessed through a total program comparison. A university's entire men's program is compared to the entire women's program. Men and women can participate in different sports according to their specific interests and abilities. It is permissible to have broad variations in the type and number of sports opportunities offered by gender, but the aforementioned standards help ensure the equal access and treatment required under Title IX.

Sex-Based Harassment

Title IX also requires schools to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. Gender-based harassment is unwelcome conduct based on a student's sex - harassing conduct based on a student's failure to conform to sex stereotypes. Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. Federal regulations and, subsequently, USM and institutions' policies mandate the timing and steps institutions must take to investigate complaints and how to proceed if an investigation reveals that the harassment created a hostile environment. In short, institutions must take prompt and effective steps to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. Today's presentation will include summary information from the institutions.

Resources:

<https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/index.html>

<http://titleixspecialists.com/wp-content/uploads/2013/09/Q-A-Three-Part-Test.pdf>

<https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue01.html>

Bowie State University OPE ID: 00206200

GENERAL INFORMATION

Location: 14000 Jericho Park Rd Bowie, MD 20715-9465
Phone: (301) 860-4000
Number of Full-time Undergraduates: 4,338
Men: 1,668
Women: 2,670

ATHLETIC DEPARTMENT INFORMATION

Director: Clyde Doughty Jr.
Address:
14000 Jericho Parrk Road Bowie, MD 20715-9465
Reporting Year: 07/01/2021 - 06/30/2022
Reporting Official: Jason Imperati
Title: Associate Athletic Director for Compliance
Phone: (301) 860-3582
Sanction Body: NCAA Division II with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Basketball	18	17
Bowling		8
All Track Combined	81	56
Football	143	N/A
Softball	N/A	24
Tennis		9
Volleyball		16
Total Participants Men's and Women's Teams	242	130
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	231	118

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
All Track Combined					1		1		1
Football	1		1						1
Coaching Position Totals	2	0	2	0	1	0	1	0	3

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
Bowling		1		1					1
All Track Combined						1	1		1
Softball		1		1					1
Tennis		1		1					1
Volleyball						1		1	1

Coaching Position Totals	0	3	0	3	1	2	2	1	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$93,558	\$28,762
Number of Head Coaches Included in Average	3	6
Average Annual Institutional Salary per FTE	\$93,558	\$69,029
Number of FTEs Included in Average	3.00	2.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1	3	1	3					4
All Track Combined		2		2					2
Football	2	7	2	7					9
Coaching Position Totals	3	12	3	12	0	0	0	0	15

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1			1		1	2
Bowling		1		1					1
All Track Combined		2		2					2

Softball						3		3	3
Tennis		1		1					1
Volleyball						1		1	1
Coaching Position Totals	1	4	1	4	0	5	0	5	10

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$21,847	\$7,086
Number of Assistant Coaches Included in Average	15	10
Average Annual Institutional Salary per FTE	\$50,416	\$25,767
Number of FTEs Included in Average	6.50	2.75

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$596,710	\$461,530	\$1,058,240
Ratio (percent)	56	44	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$0	\$0	\$0

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	18	\$6,587	\$118,564	17	\$4,676	\$79,494	\$198,058
Football	143	\$2,975	\$425,382	N/A	N/A	N/A	\$425,382
Bowling				8	\$6,957	\$55,659	\$55,659
All Track Combined	81	\$1,061	\$85,969	56	\$1,361	\$76,217	\$162,186
Softball	N/A	N/A	N/A	24	\$2,352	\$56,449	\$56,449
Tennis				9	\$1,389	\$12,499	\$12,499
Volleyball				16	\$1,553	\$24,845	\$24,845
Total Operating Expenses Men's and Women's Teams	242	N/A	\$629,915	130	N/A	\$305,163	\$935,078

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$537,143	\$428,260	\$965,403
Football	\$1,435,485	N/A	\$1,435,485
Total Expenses of all Sports, Except Football and Basketball, Combined	\$182,392	\$672,756	\$855,148
Total Expenses Men's and Women's Teams	\$2,155,020	\$1,101,016	\$3,256,036
Not Allocated by Gender/Sport	N/A	N/A	\$1,518,653
Grand Total Expenses	N/A	N/A	\$4,774,689

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$546,436	\$428,260	\$974,696
Football	\$1,481,779	N/A	\$1,481,779
Total Revenues of all Sports, Except Football and Basketball, Combined	\$182,392	\$678,206	\$860,598
Total Revenues Men's and Women's Teams	\$2,210,607	\$1,106,466	\$3,317,073
Not Allocated by Gender/Sport	N/A	N/A	\$1,457,616
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$4,774,689

Revenues & Expenses Summary

Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	\$280,674	\$172,572	\$453,246
2 Total of Assistant Coaches' Salaries	\$327,705	\$70,860	\$398,565
3 Total Salaries (Lines 1+2)	\$608,379	\$243,432	\$851,811
4 Athletically Related Student Aid	\$596,710	\$461,530	\$1,058,240
5 Recruiting Expenses	\$0	\$0	\$0
6 Operating (Game-Day) Expenses	\$629,915	\$305,163	\$935,078
7 Summary of Subset Expenses (Lines 3+4+5+6)	\$1,835,004	\$1,010,125	\$2,845,129
8 Total Expenses for Teams	\$2,155,020	\$1,101,016	\$3,256,036

9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$320,016	\$90,891	\$410,907
10	Not Allocated Expenses			\$1,518,653
11	Grand Total Expenses (Lines 8+10)			\$4,774,689
12	Total Revenues for Teams	\$2,210,607	\$1,106,466	\$3,317,073
13	Not Allocated Revenues			\$1,457,616
14	Grand Total Revenues (Lines 12+13)			\$4,774,689
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$55,587	\$5,450	\$61,037
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

Coppin State University OPE ID: 00206800

GENERAL INFORMATION

Location: 2500 West North Avenue Baltimore, MD 21216-3698

Phone: (410) 951-3000

Number of Full-time Undergraduates: 1,350

Men: 314

Women: 1,036

ATHLETIC DEPARTMENT INFORMATION

Director: Derek Carter

Address:

2500 West North Avenue Baltimore, MD 21216-3698

Reporting Year: 07/01/2021 - 06/30/2022

Reporting Official: Derek Carter

Title: Director of Athletics

Phone: (410) 951-3748

Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	34	N/A
Basketball	14	12
Bowling		8
All Track Combined	36	54
Softball	N/A	19
Tennis	5	6
Volleyball		19
Total Participants Men's and Women's Teams	89	118
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	67	83

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	0	1	0	0	0	0	0	1
Basketball	1	0	1	0					1
All Track Combined	0	1	1	0	0	0	0	0	1
Tennis	0	0	0	0	0	1	1	0	1
Coaching Position Totals	2	1	3	0	0	1	1	0	4

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	0	0	0	0	1	0	1	0	1
Bowling					0	1	0	1	1
All Track Combined		1	1						1
Softball					1		1		1
Tennis					0	1	1		1
Volleyball	1		1						1

Coaching Position Totals	1	1	2	0	2	2	3	1	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$70,931	\$52,576
Number of Head Coaches Included in Average	4	6
Average Annual Institutional Salary per FTE	\$106,663	\$67,694
Number of FTEs Included in Average	2.66	4.66

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	2	1	2					3
Basketball	2	1	2	1					3
All Track Combined	0	2		2					2
Tennis									0
Coaching Position Totals	3	5	3	5	0	0	0	0	8

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1		1		1		2
Bowling		1		1		1		1	2

All Track Combined		3		3					3
Softball		1		1					1
Tennis									0
Volleyball						2		2	2
Coaching Position Totals	1	5	1	5	1	3	1	3	10

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$27,694	\$19,612
Number of Assistant Coaches Included in Average	8	10
Average Annual Institutional Salary per FTE	\$51,285	\$36,865
Number of FTEs Included in Average	4.32	5.32

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$620,319	\$788,456	\$1,408,775
Ratio (percent)	44	56	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$3,323	\$9,029	\$12,352

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	14	\$8,623	\$120,719	12	\$7,090	\$85,075	\$205,794
Baseball	34	\$976	\$33,199	N/A	N/A	N/A	\$33,199
Bowling				8	\$1,462	\$11,693	\$11,693
All Track Combined	36	\$970	\$34,922	54	\$712	\$38,440	\$73,362
Softball	N/A	N/A	N/A	19	\$1,545	\$29,348	\$29,348
Tennis	5	\$1,311	\$6,554	6	\$765	\$4,589	\$11,143
Volleyball				19	\$1,746	\$33,179	\$33,179
Total Operating Expenses Men's and Women's Teams	89	N/A	\$195,394	118	N/A	\$202,324	\$397,718

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$738,385	\$524,844	\$1,263,229
Total Expenses of all Sports, Except Football and Basketball, Combined	\$663,125	\$1,060,310	\$1,723,435
Total Expenses Men's and Women's Teams	\$1,401,510	\$1,585,154	\$2,986,664
Not Allocated by Gender/Sport	N/A	N/A	\$644,734
Grand Total Expenses	N/A	N/A	\$3,631,398

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$958,845	\$754,944	\$1,713,789
Total Revenues of all Sports, Except Football and Basketball, Combined	\$448,173	\$827,690	\$1,275,863
Total Revenues Men's and Women's Teams	\$1,407,018	\$1,582,634	\$2,989,652
Not Allocated by Gender/Sport	N/A	N/A	\$641,746
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$3,631,398

Revenues & Expenses Summary

Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	\$283,724	\$315,456	\$599,180
2 Total of Assistant Coaches' Salaries	\$221,552	\$196,120	\$417,672
3 Total Salaries (Lines 1+2)	\$505,276	\$511,576	\$1,016,852
4 Athletically Related Student Aid	\$620,319	\$788,456	\$1,408,775
5 Recruiting Expenses	\$3,323	\$9,029	\$12,352
6 Operating (Game-Day) Expenses	\$195,394	\$202,324	\$397,718
7 Summary of Subset Expenses (Lines 3+4+5+6)	\$1,324,312	\$1,511,385	\$2,835,697
8 Total Expenses for Teams	\$1,401,510	\$1,585,154	\$2,986,664
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$77,198	\$73,769	\$150,967
10 Not Allocated Expenses			\$644,734

11	Grand Total Expenses (Lines 8+10)			\$3,631,398
12	Total Revenues for Teams	\$1,407,018	\$1,582,634	\$2,989,652
13	Not Allocated Revenues			\$641,746
14	Grand Total Revenues (Lines 12+13)			\$3,631,398
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$5,508	-\$2,520	\$2,988
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

Frostburg State University OPE ID: 00207200

GENERAL INFORMATION

Location: 101 Braddock Road Frostburg, MD 21532-1099

Phone: (301) 687-4000

Number of Full-time Undergraduates: 2,750

Men: 1,353

Women: 1,397

ATHLETIC DEPARTMENT INFORMATION

Director: Troy A. Dell

Address:

101 Braddock Road Harold J. Cordts Physical Education Center FROSTBURG, MD 21532-1099

Reporting Year: 07/01/2021 - 06/30/2022

Reporting Official: Crystal Redinger

Title: Asst. AD Budget & Finance

Phone: (301) 687-4455

Sanction Body: NCAA Division III with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	38	N/A
Basketball	20	17
Field Hockey	N/A	28
Football	142	N/A
Gymnastics		21
Lacrosse	54	38
Soccer	35	32
Softball	N/A	23
Swimming	18	23
Tennis	10	10
Track and Field, Indoor	30	29
Track and Field, Outdoor	31	29
Track and Field, X-Country	9	9
Volleyball		19
Total Participants Men's and Women's Teams	387	278
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	348	238

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Lacrosse	1		1						1
Soccer		1	1						1
Swimming		1	1						1
Tennis		1	1						1
Track and Field, Indoor		1	1						1
Track and Field, Outdoor		1	1						1
Track and Field, X-Country		1	1						1
Coaching Position Totals	4	6	10	0	0	0	0	0	10

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1

Field Hockey					1		1		1
Gymnastics					1		1		1
Lacrosse					1		1		1
Soccer	1			1					1
Softball	1			1					1
Swimming			1	1					1
Tennis			1	1					1
Track and Field, Indoor			1	1					1
Track and Field, Outdoor			1	1					1
Track and Field, X-Country			1	1					1
Volleyball					1		1		1
Coaching Position Totals	2	5	7	0	5	0	5	0	12

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$46,133	\$42,229
Number of Head Coaches Included in Average	10	12
Average Annual Institutional Salary per FTE	\$73,813	\$59,617
Number of FTEs Included in Average	6.25	8.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	3	1	3					4

Basketball	1		1						1
Football	6	6	6	6					12
Lacrosse	1	2	1	2					3
Soccer	1	2	1	2					3
Swimming		1	1			2		2	3
Tennis		1	1						1
Track and Field,Indoor		3	1	2		2	1	1	5
Track and Field, Outdoor		3	1	2		2	1	1	5
Track and Field,X-Country		3	1	2		2	1	1	5
Coaching Position Totals	10	24	15	19	0	8	3	5	42

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>			<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>		
	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>		<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>
Basketball					2	1	2	1	3
Field Hockey					1		1		1
Gymnastics					1		1		1
Lacrosse					1	1	1	1	2
Soccer						2		2	2
Softball					1	2	1	2	3
Swimming		1	1			2		2	3
Tennis		1	1						1
Track and field, Indoor		3	1	2		2	1	1	5

Track and field, Outdoor	3	1	2		2	1	1	5
Track and Field, X-Country	3	1	2		2	1	1	5
Volleyball				1		1		1
Coaching Position Totals	0	11	5	6	7	14	10	32

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$17,790	\$10,308
Number of Assistant Coaches Included in Average	30	23
Average Annual Institutional Salary per FTE	\$36,858	\$21,912
Number of FTEs Included in Average	14.48	10.82

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$821,692	\$620,987	\$1,442,679
Ratio (percent)	57	43	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$24,365	\$21,675	\$46,040

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	20	\$1,475	\$29,505	17	\$1,985	\$33,752	\$63,257
Football	142	\$921	\$130,802	N/A	N/A	N/A	\$130,802
Baseball	38	\$2,931	\$111,396	N/A	N/A	N/A	\$111,396
Field Hockey	N/A	N/A	N/A	28	\$1,474	\$41,261	\$41,261
Gymnastics				21	\$547	\$11,495	\$11,495
Lacrosse	54	\$1,899	\$102,563	38	\$1,441	\$54,758	\$157,321
Soccer	35	\$646	\$22,623	32	\$805	\$25,753	\$48,376
Softball	N/A	N/A	N/A	23	\$2,423	\$55,739	\$55,739
Swimming	18	\$464	\$8,356	23	\$462	\$10,634	\$18,990
Tennis	10	\$782	\$7,819	10	\$782	\$7,819	\$15,638
Track and Field, Indoor	30	\$626	\$18,791	29	\$623	\$18,054	\$36,845
Track and Field, Outdoor	31	\$349	\$10,832	29	\$345	\$9,998	\$20,830
Track and	9	\$358	\$3,218	9	\$358	\$3,218	\$6,436

Field,X-Country

Volleyball 19 \$1,164 \$22,124 \$22,124

Total Operating

Expenses

Men's and

Women's

Teams

387

N/A \$445,905

278

N/A \$294,605

\$740,510

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$349,317	\$266,538	\$615,855
Football		\$1,126,787	N/A	\$1,126,787
Total Expenses of all Sports, Except Football and Basketball, Combined		\$1,245,264	\$1,785,123	\$3,030,387
Total Expenses Men's and Women's Teams		\$2,721,368	\$2,051,661	\$4,773,029
Not Allocated by Gender/Sport		N/A	N/A	\$2,607,393
Grand Total Expenses		N/A	N/A	\$7,380,422

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$349,317	\$266,538	\$615,855
Football		\$1,126,787	N/A	\$1,126,787
Total Revenues of all Sports, Except Football and Basketball, Combined		\$1,245,264	\$1,785,123	\$3,030,387
Total Revenues Men's and Women's Teams		\$2,721,368	\$2,051,661	\$4,773,029
Not Allocated by Gender/Sport		N/A	N/A	\$2,607,393
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$7,380,422

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$461,330	\$506,748	\$968,078
2	Total of Assistant Coaches' Salaries	\$533,700	\$237,084	\$770,784

3	Total Salaries (Lines 1+2)	\$995,030	\$743,832	\$1,738,862
4	Athletically Related Student Aid	\$821,692	\$620,987	\$1,442,679
5	Recruiting Expenses	\$24,365	\$21,675	\$46,040
6	Operating (Game-Day) Expenses	\$445,905	\$294,605	\$740,510
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$2,286,992	\$1,681,099	\$3,968,091
8	Total Expenses for Teams	\$2,721,368	\$2,051,661	\$4,773,029
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$434,376	\$370,562	\$804,938
10	Not Allocated Expenses			\$2,607,393
11	Grand Total Expenses (Lines 8+10)			\$7,380,422
12	Total Revenues for Teams	\$2,721,368	\$2,051,661	\$4,773,029
13	Not Allocated Revenues			\$2,607,393
14	Grand Total Revenues (Lines 12+13)			\$7,380,422
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

Salisbury University OPE ID: 00209100

GENERAL INFORMATION

Location: 1101 Camden Ave Salisbury, MD 21801-6862

Phone: (410) 543-6000

Number of Full-time Undergraduates: 6,100

Men: 2,664

Women: 3,436

ATHLETIC DEPARTMENT INFORMATION

Director: Gerard DiBartolo

Address:

1101 CAMDEN AVE SALISBURY, MD 21801-6860

Reporting Year: 07/01/2021 - 06/30/2022

Reporting Official: Gerard DiBartolo

Title: Director of Athletics & Recreation

Phone: (410) 251-7760

Sanction Body: NCAA Division III with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	37	N/A
Basketball	15	17
All Track Combined	105	82
Field Hockey	N/A	23
Football	113	N/A
Lacrosse	52	37
Soccer	32	35
Softball	N/A	23
Swimming	9	19
Tennis	12	9
Volleyball		19
Total Participants Men's and Women's Teams	375	264
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	320	225

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined		1	1						1
Football	1		1						1
Lacrosse	1		1						1
Soccer	1		1						1
Swimming		1	1						1
Tennis		1	1						1
Coaching Position Totals	5	3	8	0	0	0	0	0	8

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
All Track Combined		1	1						1
Field Hockey						1	1		1
Lacrosse	1		1						1

Soccer	1		1						1
Softball					1		1		1
Swimming		1	1						1
Tennis		1	1						1
Volleyball	1		1						1
Coaching Position Totals	3	3	6	0	2	1	3	0	9

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$60,196	\$50,264
Number of Head Coaches Included in Average	8	9
Average Annual Institutional Salary per FTE	\$77,051	\$68,542
Number of FTEs Included in Average	6.25	6.60

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>			<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>
	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>		Full-Time Institution Employee or Volunteer
Baseball		4	1	3			4
Basketball		3	0	3		1	4
All Track Combined		5	2	3		2	7
Football	3	10	3	10			13
Lacrosse	1	4	2	3			5
Soccer		5	0	5			5
Swimming						2	2
Tennis		2	0	2			2
Coaching Position	4	33	8	29	0	5	42

Totals

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>			<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>		
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis		Part-Time Institution Employee or Volunteer	
Basketball						1	1	1	
All Track Combined		5	2	3		2	0	2	7
Field Hockey						6	1	5	6
Lacrosse						3	0	3	3
Soccer		1	0	1		1	0	1	2
Softball		1	0	1		5	0	5	6
Swimming						2	0	2	2
Tennis		2	0	2					2
Volleyball						3	0	3	3
Coaching Position Totals	0	9	2	7	0	23	1	22	32

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$13,838	\$5,688
Number of Assistant Coaches Included in Average	23	19
Average Annual Institutional Salary per FTE	\$36,168	\$20,985
Number of FTEs Included in Average	8.80	5.15

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$0	\$0	\$0
Ratio (percent)	0	0	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$10,712	\$9,665	\$20,377

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	15	\$3,760	\$56,399	17	\$3,783	\$64,316	\$120,715
Football	113	\$1,226	\$138,553	N/A	N/A	N/A	\$138,553
Baseball	37	\$1,997	\$73,882	N/A	N/A	N/A	\$73,882
All Track Combined	105	\$386	\$40,496	82	\$388	\$31,818	\$72,314
Field Hockey	N/A	N/A	N/A	23	\$1,369	\$31,479	\$31,479
Lacrosse	52	\$1,330	\$69,181	37	\$1,157	\$42,823	\$112,004
Soccer	32	\$1,414	\$45,248	35	\$1,325	\$46,364	\$91,612
Softball	N/A	N/A	N/A	23	\$2,653	\$61,029	\$61,029
Swimming	9	\$1,690	\$15,213	19	\$1,701	\$32,328	\$47,541
Tennis	12	\$1,455	\$17,457	9	\$1,962	\$17,656	\$35,113
Volleyball				19	\$2,176	\$41,340	\$41,340
Total Operating Expenses Men's and	375	N/A	\$456,429	264	N/A	\$369,153	\$825,582

Women's
Teams**Total Expenses by Team**

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$172,028	\$179,949	\$351,977
Football		\$564,975	N/A	\$564,975
Total Expenses of all Sports, Except Football and Basketball, Combined		\$906,309	\$1,061,898	\$1,968,207
Total Expenses Men's and Women's Teams		\$1,643,312	\$1,241,847	\$2,885,159
Not Allocated by Gender/Sport		N/A	N/A	\$1,665,022
Grand Total Expenses		N/A	N/A	\$4,550,181

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$196,707	\$199,979	\$396,686
Football		\$685,959	N/A	\$685,959
Total Revenues of all Sports, Except Football and Basketball, Combined		\$1,009,687	\$1,134,143	\$2,143,830
Total Revenues Men's and Women's Teams		\$1,892,353	\$1,334,122	\$3,226,475
Not Allocated by Gender/Sport		N/A	N/A	\$1,731,052
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$4,957,527

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$481,568	\$452,376	\$933,944
2	Total of Assistant Coaches' Salaries	\$318,274	\$108,072	\$426,346
3	Total Salaries (Lines 1+2)	\$799,842	\$560,448	\$1,360,290
4	Athletically Related Student Aid	\$0	\$0	\$0
5	Recruiting Expenses	\$10,712	\$9,665	\$20,377

6	Operating (Game-Day) Expenses	\$456,429	\$369,153	\$825,582
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$1,266,983	\$939,266	\$2,206,249
8	Total Expenses for Teams	\$1,643,312	\$1,241,847	\$2,885,159
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$376,329	\$302,581	\$678,910
10	Not Allocated Expenses			\$1,665,022
11	Grand Total Expenses (Lines 8+10)			\$4,550,181
12	Total Revenues for Teams	\$1,892,353	\$1,334,122	\$3,226,475
13	Not Allocated Revenues			\$1,731,052
14	Grand Total Revenues (Lines 12+13)			\$4,957,527
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$249,041	\$92,275	\$341,316
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$407,346

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

Towson University OPE ID: 00209900

GENERAL INFORMATION

Location: 8000 York Rd Towson, MD 21252-0001
Phone: (410) 704-2000
Number of Full-time Undergraduates: 15,510
Men: 6,183
Women: 9,327

ATHLETIC DEPARTMENT INFORMATION

Director: Steve Eigenbrot
Address:
8000 YORK RD TOWSON, MD 21252
Reporting Year: 07/01/2021 - 06/30/2022
Reporting Official: Kyle Rae
Title: Associate AD Financial Management
Phone: (410) 704-3840
Sanction Body: NCAA Division I-FCS

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	41	N/A
Basketball	18	15
All Track Combined		116
Field Hockey	N/A	32
Football	105	N/A
Golf	9	9
Gymnastics		19
Lacrosse	50	34
Soccer		26
Softball	N/A	30
Swimming and Diving	25	30
Tennis		12
Volleyball		18
Total Participants Men's and Women's Teams	248	341
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	248	272

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Lacrosse	1		1						1
Swimming and Diving		1	1						1
Coaching Position Totals	5	1	6	0	0	0	0	0	6

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
All Track Combined					1		1		1
Field Hockey					1		1		1
Golf					1		1		1
Gymnastics	1		1						1
Lacrosse					1		1		1

Soccer					1		1		1
Softball					1		1		1
Swimming and Diving		1	1						1
Tennis	1		1						1
Volleyball	1		1						1
Coaching Position Totals	3	1	4	0	7	0	7	0	11

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$227,459	\$93,745
Number of Head Coaches Included in Average	6	11
Average Annual Institutional Salary per FTE	\$248,137	\$98,209
Number of FTEs Included in Average	5.50	10.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>
	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	
Baseball	2	1	2	1				3
Basketball	3		3					3
Football	10		10					10
Golf								0
Lacrosse	2	1	2	1				3
Swimming and Diving		3	2	1				3

Coaching Position Totals	17	5	19	3	0	0	0	0	22
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Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1		2		2		3
All Track Combined	1	2	1	2	1	1	1	1	5
Field Hockey	1		1						1
Golf									0
Gymnastics					1	1	1	1	2
Lacrosse	1		1		1		1		2
Soccer	2	1	2	1					3
Softball		1		1	2		2		3
Swimming and Diving		3	2	1					3
Tennis						1		1	1
Volleyball	1		1		1		1		2
Coaching Position Totals	7	7	9	5	8	3	8	3	25

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$73,407	\$49,192
Number of Assistant Coaches Included in Average	19	17
Average Annual Institutional Salary per FTE	\$77,485	\$52,266
Number of FTEs Included in Average	18.00	16.00

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$3,854,966	\$4,474,924	\$8,329,890
Ratio (percent)	46	54	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$240,096	\$147,137	\$387,233

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	Participants	<u>Men's Teams</u>		Participants	<u>Women's Teams</u>		<u>Total Operating Expenses</u>
		Operating Expenses per Participant	By Team		Operating Expenses per Participant	By Team	
Basketball	18	\$30,663	\$551,926	15	\$28,465	\$426,973	\$978,899
Football	105	\$9,001	\$945,070	N/A	N/A	N/A	\$945,070
Baseball	41	\$9,005	\$369,202	N/A	N/A	N/A	\$369,202
All Track Combined				116	\$1,639	\$190,148	\$190,148
Field Hockey	N/A	N/A	N/A	32	\$3,657	\$117,033	\$117,033
Golf	9	\$13,852	\$124,672	9	\$14,446	\$130,017	\$254,689
Gymnastics				19	\$8,078	\$153,476	\$153,476
Lacrosse	50	\$6,490	\$324,477	34	\$4,347	\$147,784	\$472,261
Soccer				26	\$3,521	\$91,552	\$91,552
Softball	N/A	N/A	N/A	30	\$5,424	\$162,722	\$162,722
Swimming and Diving	25	\$2,532	\$63,290	30	\$2,976	\$89,291	\$152,581
Tennis				12	\$3,783	\$45,394	\$45,394
Volleyball				18	\$8,261	\$148,702	\$148,702

Total Operating Expenses Men's and Women's Teams	248	N/A	\$2,378,637	341	N/A	\$1,703,092	\$4,081,729
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Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,433,283	\$1,933,844	\$4,367,127
Football		\$5,001,616	N/A	\$5,001,616
Total Expenses of all Sports, Except Football and Basketball, Combined		\$2,754,550	\$7,109,978	\$9,864,528
Total Expenses Men's and Women's Teams		\$10,189,449	\$9,043,822	\$19,233,271
Not Allocated by Gender/Sport		N/A	N/A	\$7,025,026
Grand Total Expenses		N/A	N/A	\$26,258,297

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,433,283	\$1,933,844	\$4,367,127
Football		\$5,001,616	N/A	\$5,001,616
Total Revenues of all Sports, Except Football and Basketball, Combined		\$2,886,389	\$6,978,139	\$9,864,528
Total Revenues Men's and Women's Teams		\$10,321,288	\$8,911,983	\$19,233,271
Not Allocated by Gender/Sport		N/A	N/A	\$7,025,026
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$26,258,297

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$1,364,754	\$1,031,195	\$2,395,949
2	Total of Assistant Coaches' Salaries	\$1,394,733	\$836,264	\$2,230,997
3	Total Salaries (Lines 1+2)	\$2,759,487	\$1,867,459	\$4,626,946

4	Athletically Related Student Aid	\$3,854,966	\$4,474,924	\$8,329,890
5	Recruiting Expenses	\$240,096	\$147,137	\$387,233
6	Operating (Game-Day) Expenses	\$2,378,637	\$1,703,092	\$4,081,729
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$9,233,186	\$8,192,612	\$17,425,798
8	Total Expenses for Teams	\$10,189,449	\$9,043,822	\$19,233,271
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$956,263	\$851,210	\$1,807,473
10	Not Allocated Expenses			\$7,025,026
11	Grand Total Expenses (Lines 8+10)			\$26,258,297
12	Total Revenues for Teams	\$10,321,288	\$8,911,983	\$19,233,271
13	Not Allocated Revenues			\$7,025,026
14	Grand Total Revenues (Lines 12+13)			\$26,258,297
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$131,839	-\$131,839	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

University of Maryland-Baltimore County OPE ID: 00210500

GENERAL INFORMATION

Location: 1000 Hilltop Circle Baltimore, MD 21250
Phone: (410) 455-1000
Number of Full-time Undergraduates: 9,144
Men: 4,989
Women: 4,155

ATHLETIC DEPARTMENT INFORMATION

Director: Brian Barrio
Address:
1000 HILLTOP CIRCLE, CEI Arena BALTIMORE, MD 21250-0001
Reporting Year: 07/01/2021 - 06/30/2022
Reporting Official: Rich Franchak
Title: Associate Athletic Director for Business
Phone: (410) 455-2198
Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	43	N/A
Basketball	15	15
All Track Combined	119	73
Lacrosse	47	32
Soccer	28	24
Softball	N/A	23
Swimming and Diving	42	37
Volleyball		13
Total Participants Men's and Women's Teams	294	217
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	223	174

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined		2	1	1					2
Lacrosse	1		1						1
Soccer	1		1						1
Swimming and Diving		1	1						1
Coaching Position Totals	4	3	6	1	0	0	0	0	7

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
All Track Combined		2	1	1					2
Lacrosse					1		1		1
Soccer					1		1		1
Softball	1		1						1

Swimming and Diving		1	1						1
Volleyball					1		1		1
Coaching Position Totals	1	3	3	1	4	0	4	0	8

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$112,399	\$74,131
Number of Head Coaches Included in Average	7	8
Average Annual Institutional Salary per FTE	\$148,172	\$93,985
Number of FTEs Included in Average	5.31	6.31

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	2	1	2					3
Basketball	3		3						3
All Track Combined		3		3		2	1	1	5
Lacrosse	2	1	2	1					3
Soccer	2	1	2	1					3
Swimming and Diving		2	1	1		2	1	1	4
Coaching Position Totals	8	9	9	8	0	4	2	2	21

Assistant Coaches - Women's Teams

<u>Varsity Women's</u>	<u>Male Assistant Coaches</u>	<u>Female Assistant Coaches</u>	<u>Total Assistant</u>
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<u>Teams</u>	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	<u>Coaches</u>
Basketball	2		2		1		1		3
All Track Combined		3		3		2	1	1	5
Lacrosse					2		2		2
Soccer	1	1	1	1	1		1		3
Softball		1		1	1		1		2
Swimming and Diving		2	1	1		2	1	1	4
Volleyball	1	1	1	1					2
Coaching Position Totals	4	8	5	7	5	4	7	2	21

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$40,440	\$37,006
Number of Assistant Coaches Included in Average	16	17
Average Annual Institutional Salary per FTE	\$68,109	\$59,914
Number of FTEs Included in Average	9.50	10.50

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$2,501,647	\$3,101,251	\$5,602,898
Ratio (percent)	45	55	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$92,884	\$103,289	\$196,173

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	15	\$27,464	\$411,955	15	\$17,747	\$266,210	\$678,165
Baseball	43	\$3,519	\$151,307	N/A	N/A	N/A	\$151,307
All Track Combined	119	\$1,475	\$175,562	73	\$2,254	\$164,560	\$340,122
Lacrosse	47	\$4,501	\$211,561	32	\$3,376	\$108,017	\$319,578
Soccer	28	\$4,098	\$114,757	24	\$3,998	\$95,959	\$210,716
Softball	N/A	N/A	N/A	23	\$5,697	\$131,022	\$131,022
Swimming and Diving	42	\$1,697	\$71,276	37	\$1,924	\$71,188	\$142,464
Volleyball				13	\$8,568	\$111,382	\$111,382

Total Operating Expenses Men's and Women's Teams	294	N/A	\$1,136,418	217	N/A	\$948,338	\$2,084,756
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Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,223,666	\$1,591,218	\$3,814,884
Total Expenses of all Sports, Except Football and Basketball, Combined		\$3,604,761	\$4,346,233	\$7,950,994
Total Expenses Men's and Women's Teams		\$5,828,427	\$5,937,451	\$11,765,878
Not Allocated by Gender/Sport		N/A	N/A	\$4,880,829
Grand Total Expenses		N/A	N/A	\$16,646,707

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,223,666	\$1,591,218	\$3,814,884
Total Revenues of all Sports, Except Football and Basketball, Combined		\$3,604,761	\$4,346,233	\$7,950,994
Total Revenues Men's and Women's Teams		\$5,828,427	\$5,937,451	\$11,765,878
Not Allocated by Gender/Sport		N/A	N/A	\$4,880,829
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$16,646,707

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$786,793	\$593,048	\$1,379,841
2	Total of Assistant Coaches' Salaries	\$647,040	\$629,102	\$1,276,142
3	Total Salaries (Lines 1+2)	\$1,433,833	\$1,222,150	\$2,655,983
4	Athletically Related Student Aid	\$2,501,647	\$3,101,251	\$5,602,898
5	Recruiting Expenses	\$92,884	\$103,289	\$196,173

6	Operating (Game-Day) Expenses	\$1,136,418	\$948,338	\$2,084,756
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$5,164,782	\$5,375,028	\$10,539,810
8	Total Expenses for Teams	\$5,828,427	\$5,937,451	\$11,765,878
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$663,645	\$562,423	\$1,226,068
10	Not Allocated Expenses			\$4,880,829
11	Grand Total Expenses (Lines 8+10)			\$16,646,707
12	Total Revenues for Teams	\$5,828,427	\$5,937,451	\$11,765,878
13	Not Allocated Revenues			\$4,880,829
14	Grand Total Revenues (Lines 12+13)			\$16,646,707
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

University of Maryland-College Park OPE ID: 00210300

GENERAL INFORMATION

Location: Route 1 College Park, MD 20742
Phone: (301) 405-1000
Number of Full-time Undergraduates: 28,344
Men: 14,315
Women: 14,029

ATHLETIC DEPARTMENT INFORMATION

Director: Damon Evans
Address:
8500 Paint Branch Dr. Xfinity Center COLLEGE PARK, MD 20742
Reporting Year: 07/01/2021 - 06/30/2022
Reporting Official: Eric Reinke
Title: Associate AD - Business Operations
Phone: (301) 314-7437
Sanction Body: NCAA Division I-FBS

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	32	N/A
Basketball	16	12
All Track Combined		104
Field Hockey	N/A	23
Football	121	N/A
Golf	9	7
Gymnastics		22
Lacrosse	50	36
Soccer	29	31
Softball	N/A	20
Tennis		9
Track and Field, Outdoor	24	
Volleyball		16
Wrestling	31	
Total Participants Men's and Women's Teams	312	280
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	312	217

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Lacrosse	1		1						1
Soccer	1		1						1
Track and Field, Outdoor		1	1						1
Wrestling	1		1						1
Coaching Position Totals	7	1	8	0	0	0	0	0	8

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
All Track Combined		1	1						1
Field Hockey					1		1		1
Golf					1		1		1

Gymnastics	1		1							1
Lacrosse					1			1		1
Soccer	1		1							1
Softball	1		1							1
Tennis					1			1		1
Volleyball	1		1							1
Coaching Position Totals	4	1	5	0	5	0	5	0	0	10

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$1,154,684	\$327,297
Number of Head Coaches Included in Average	8	10
Average Annual Institutional Salary per FTE	\$1,231,663	\$344,523
Number of FTEs Included in Average	7.50	9.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>
	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Part-Time Institution Employee or Volunteer</u>	
Baseball	2	1	2	1				3
Basketball	3		3					3
Football	10		10					10
Golf	1		1					1
Lacrosse	2	1	2	1				3
Soccer	2	1	2	1				3
Track and Field, Outdoor		7	2	5	2		2	9
Wrestling	2	1	2	1				3

Coaching Position Totals	22	11	24	9	0	2	2	0	35
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Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					3		3		3
All Track Combined		7	2	5		2	2		9
Field Hockey	1		1		1	2	1	2	4
Golf		1		1	1		1		2
Gymnastics	1		1		1	1	1	1	3
Lacrosse					2		2		2
Soccer	1		1		1	1	1	1	3
Softball		1		1	2		2		3
Tennis					1		1		1
Volleyball	1		1		1		1		2
Coaching Position Totals	4	9	6	7	13	6	15	4	32

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$261,113	\$79,894
Number of Assistant Coaches Included in Average	26	21
Average Annual Institutional Salary per FTE	\$282,872	\$88,304
Number of FTEs Included in Average	24.00	19.00

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$10,047,168	\$7,716,674	\$17,763,842
Ratio (percent)	57	43	100%

CAVEAT

\$3,288,609 of total is in the form of tuition waivers: \$2,060,366 Men and \$1,228,243 Women

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$1,830,252	\$490,563	\$2,320,815

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	Participants	<u>Men's Teams</u>		Participants	<u>Women's Teams</u>		<u>Total Operating Expenses</u>
		Operating Expenses per Participant	By Team		Operating Expenses per Participant	By Team	
Basketball	16	\$111,699	\$1,787,189	12	\$107,625	\$1,291,502	\$3,078,691
Football	121	\$43,645	\$5,281,014	N/A	N/A	N/A	\$5,281,014
Baseball	32	\$19,782	\$633,023	N/A	N/A	N/A	\$633,023
All Track Combined				104	\$2,620	\$272,507	\$272,507
Field Hockey	N/A	N/A	N/A	23	\$8,800	\$202,393	\$202,393
Golf	9	\$7,849	\$70,645	7	\$14,797	\$103,581	\$174,226
Gymnastics				22	\$6,504	\$143,078	\$143,078
Lacrosse	50	\$7,110	\$355,514	36	\$5,562	\$200,249	\$555,763
Soccer	29	\$6,903	\$200,180	31	\$4,914	\$152,332	\$352,512
Softball	N/A	N/A	N/A	20	\$15,620	\$312,409	\$312,409
Tennis				9	\$10,628	\$95,654	\$95,654

Track and Field, Outdoor	24	\$6,830	\$163,929			\$163,929
Volleyball				16	\$25,865	\$413,840
Wrestling	31	\$6,925	\$214,663			\$214,663
Total Operating Expenses Men's and Women's Teams	312	N/A	\$8,706,157	280	N/A	\$3,187,545
						\$11,893,702

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$16,352,454	\$5,856,261	\$22,208,715
Football		\$30,801,233	N/A	\$30,801,233
Total Expenses of all Sports, Except Football and Basketball, Combined		\$9,926,763	\$13,790,952	\$23,717,715
Total Expenses Men's and Women's Teams		\$57,080,450	\$19,647,213	\$76,727,663
Not Allocated by Gender/Sport		N/A	N/A	\$37,657,799
Grand Total Expenses		N/A	N/A	\$114,385,462

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$13,543,625	\$1,285,529	\$14,829,154
Football		\$53,153,690	N/A	\$53,153,690
Total Revenues of all Sports, Except Football and Basketball, Combined		\$3,666,531	\$6,052,938	\$9,719,469
Total Revenues Men's and Women's Teams		\$70,363,846	\$7,338,467	\$77,702,313
Not Allocated by Gender/Sport		N/A	N/A	\$36,683,149
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$114,385,462

Revenues & Expenses Summary

Revenues and Expenses Summary		Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$9,237,472	\$3,272,970	\$12,510,442
2	Total of Assistant Coaches' Salaries	\$6,788,938	\$1,677,774	\$8,466,712
3	Total Salaries (Lines 1+2)	\$16,026,410	\$4,950,744	\$20,977,154
4	Athletically Related Student Aid	\$10,047,168	\$7,716,674	\$17,763,842
5	Recruiting Expenses	\$1,830,252	\$490,563	\$2,320,815
6	Operating (Game-Day) Expenses	\$8,706,157	\$3,187,545	\$11,893,702
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$36,609,987	\$16,345,526	\$52,955,513
8	Total Expenses for Teams	\$57,080,450	\$19,647,213	\$76,727,663
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$20,470,463	\$3,301,687	\$23,772,150
10	Not Allocated Expenses			\$37,657,799
11	Grand Total Expenses (Lines 8+10)			\$114,385,462
12	Total Revenues for Teams	\$70,363,846	\$7,338,467	\$77,702,313
13	Not Allocated Revenues			\$36,683,149
14	Grand Total Revenues (Lines 12+13)			\$114,385,462
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$13,283,396	-\$12,308,746	\$974,650
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.

University of Maryland Eastern Shore OPE ID: 00210600

GENERAL INFORMATION

Location: 11868 College Backbone Rd. Princess Anne, MD 21853-1299

Phone: (410) 651-2200

Number of Full-time Undergraduates: 1,619

Men: 747

Women: 872

ATHLETIC DEPARTMENT INFORMATION

Director: Tara A. Owens

Address:

William P. Hytche Athletic Center PRINCESS ANNE, MD 21853

Reporting Year: 07/01/2021 - 06/30/2022

Reporting Official: Tara Owens

Title: Director of Athletics

Phone: (410) 651-7814

Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	37	N/A
Basketball	12	15
Bowling		6
All Track Combined	57	52
Golf	16	6
Softball	N/A	15
Volleyball		16
Total Participants Men's and Women's Teams	122	110
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	96	89

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined		1	1						1
Golf		1	1						1
Coaching Position Totals	2	2	4	0	0	0	0	0	4

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
Bowling	1		1						1
All Track Combined		1	1						1
Golf		1	1						1
Softball					1		1		1
Volleyball	1		1						1

Coaching Position Totals	3	2	5	0	1	0	1	0	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$85,949	\$71,905
Number of Head Coaches Included in Average	4	6
Average Annual Institutional Salary per FTE	\$114,599	\$86,286
Number of FTEs Included in Average	3.00	5.00

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	3		3						3
All Track Combined		1	1						1
Golf									0
Coaching Position Totals	4	1	5	0	0	0	0	0	5

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1		1		1		2
Bowling									0

All Track Combined		1		1					1
Golf									0
Softball									0
Volleyball					1		1		1
Coaching Position Totals	1	1	1	1	2	0	2	0	4

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$58,746	\$54,829
Number of Assistant Coaches Included in Average	5	4
Average Annual Institutional Salary per FTE	\$65,273	\$62,662
Number of FTEs Included in Average	4.50	3.50

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$999,862	\$1,447,763	\$2,447,625
Ratio (percent)	41	59	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$42,108	\$41,322	\$83,430

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	12	\$18,245	\$218,935	15	\$12,030	\$180,455	\$399,390
Baseball	37	\$1,788	\$66,144	N/A	N/A	N/A	\$66,144
Bowling				6	\$12,188	\$73,128	\$73,128
All Track Combined	57	\$837	\$47,715	52	\$1,027	\$53,378	\$101,093
Golf	16	\$3,456	\$55,293	6	\$6,045	\$36,268	\$91,561
Softball	N/A	N/A	N/A	15	\$3,623	\$54,340	\$54,340
Volleyball				16	\$4,555	\$72,877	\$72,877
Total Operating Expenses Men's and Women's Teams	122	N/A	\$388,087	110	N/A	\$470,446	\$858,533

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$1,144,774	\$1,076,533	\$2,221,307
Total Expenses of all Sports, Except Football and Basketball, Combined	\$1,019,460	\$1,566,935	\$2,586,395
Total Expenses Men's and Women's Teams	\$2,164,234	\$2,643,468	\$4,807,702
Not Allocated by Gender/Sport	N/A	N/A	\$1,570,279
Grand Total Expenses	N/A	N/A	\$6,377,981

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$1,148,083	\$1,059,014	\$2,207,097
Total Revenues of all Sports, Except Football and Basketball, Combined	\$1,016,151	\$1,584,454	\$2,600,605
Total Revenues Men's and Women's Teams	\$2,164,234	\$2,643,468	\$4,807,702
Not Allocated by Gender/Sport	N/A	N/A	\$1,570,279
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$6,377,981

Revenues & Expenses Summary

Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	\$343,796	\$431,430	\$775,226
2 Total of Assistant Coaches' Salaries	\$293,730	\$219,316	\$513,046
3 Total Salaries (Lines 1+2)	\$637,526	\$650,746	\$1,288,272
4 Athletically Related Student Aid	\$999,862	\$1,447,763	\$2,447,625
5 Recruiting Expenses	\$42,108	\$41,322	\$83,430
6 Operating (Game-Day) Expenses	\$388,087	\$470,446	\$858,533
7 Summary of Subset Expenses (Lines 3+4+5+6)	\$2,067,583	\$2,610,277	\$4,677,860
8 Total Expenses for Teams	\$2,164,234	\$2,643,468	\$4,807,702
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$96,651	\$33,191	\$129,842
10 Not Allocated Expenses			\$1,570,279

11	Grand Total Expenses (Lines 8+10)			\$6,377,981
12	Total Revenues for Teams	\$2,164,234	\$2,643,468	\$4,807,702
13	Not Allocated Revenues			\$1,570,279
14	Grand Total Revenues (Lines 12+13)			\$6,377,981
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Supplemental Info

Supplemental Information

No Supplemental Information was provided.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Summary of student-athlete admission, graduation, and academic progress (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 12, 2023

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles articulated is:

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

A considerable volume of detailed information on the academic progress, admission profiles and graduation rates for student-athletes is reviewed by System Office staff.

To ensure that publicly-presented information does not jeopardize Federal student privacy requirements, staff have summarized the information for ease of use by the Regents and the attached report details the results of the review.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: JUNE 12, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 and Alison Wrynn 301-445-1992

FY 2023 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics

June 12, 2023

“Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.”

This report summarizes the student-athlete academic performance and progress compared to the non-athlete student peers for the University System of Maryland (USM) institutions with NCAA Intercollegiate Athletics programs. The following summary includes the synthesis for the academic measures requested by the Chancellor in Policy (V-2.10 – USM Policy on Intercollegiate Athletics) and includes comparisons of the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the Academic Progress Rates (APR) is included to ensure that minimum NCAA standards are being met at each institution.

Summary of Academic Preparedness by Institution:

Institutions reported the high school GPA and SAT (Standardized Tests) scores for student-athletes and the institutional first-time, full-time fall cohort of new students. It should be noted that admission policies have transitioned to test-optional at most institutions, so any SAT averages reported were a subset of the entire population. However, with few exceptions, USM institutions reported similar academic preparedness for student-athletes when compared to their peers (See Table 1).

The exceptions to the Board Policy requiring similar academic preparedness were few. UMCP (University of Maryland College Park) men student-athletes have lower high school GPA (3.57 vs 4.46) and SAT scores (1189 vs 1440) than their peers. UMCP women student-athletes have lower high school GPA (4.06 vs 4.49) and SAT scores (1271 vs 1394) than their peers.

Table 1: Academic Preparation of Fall 2022 New First-time Full-Time Students

Regular Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Bowie State University	2.81	967	2.97	N/A	2.96	896	3.43	N/A
Coppin State University	2.89	1220	3.16	N/A	3.03	960	3.37	N/A
Frostburg State University	3.33	N/A	3.30	N/A	3.60	N/A	3.79	N/A
Salisbury University	3.58	1259	3.62	1282	3.76	1244	4.03	1251
Towson University	3.77	1139	3.85	1110	3.90	1113	3.74	1225
University of Maryland Baltimore County	3.91	1281	3.72	1216	4.02	1262	3.84	1227
University of Maryland College Park	4.46	1440	3.57	1189	4.49	1394	4.06	1271
University of Maryland Eastern Shore	2.93	974	3.15	N/A	3.05	920	3.21	N/A

Special Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Towson University	2.61	N/A	2.29	N/A	2.95	N/A	None	None
University of Maryland Baltimore County	3.45	960	3.45	960	3.45	N/A	None	None
University of Maryland College Park	2.65	810	2.65	810	2.70	N/A	2.70	N/A

Note: Institutions with N/A for SAT scores are test-optional schools that do not report an average number. All Special Admits at UMCP and Men Special Admits at UMBC are student-athletes.

Summary of Mid-Year Academic Performance

Following the fall semester, institutions reported the mid-year academic performance of all full-time undergraduate students. The average cumulative GPA, average fall credit hours attempted, average fall credit hours earned, percentage of students with cumulative GPA below 2.00, percentage of students earning fewer than 12.0 credits, and the percentage of students earning fewer than 6.0 credits were reported by the institutions.

Continuous academic achievement and progress towards degree attainment are essential for students to graduate, graduate on time, and remain academically eligible to compete in athletics. Student-athletes with a GPA below 2.00 jeopardize eligibility and retention, and student-athletes earning fewer credit hours may require student-athletes to complete more credits in the spring semester or register for summer courses to make sufficient progress toward degree completion.

With few exceptions, the trend for student-athletes is to have the same or higher cumulative GPA, have higher credit hour completion averages, have a lower percentage of students with cumulative GPA averages below 2.00, and a lower percentage of students completing fewer than 12.0 or 6.0 credit hours (See Table 2).

With only two exceptions, the data support the claim that the majority of student-athletes are succeeding at rates similar to, if not higher than, their peers. Student-athletes at UMCP are not performing at the same rates as their peers. When comparing across institutions, the UMCP peer GPA averages and credit hour completion were the highest in the USM, but the UMCP student-athlete average cumulative GPA and average fall credit hour completion were among the lower averages for student-athletes. Additionally, Salisbury University student-athletes had a higher percentage of students earning fewer than 12.0 credits (13% vs 7.5%) than their peers.

Table 2: Mid-Year Academic Performance of Full-time Undergraduates After Fall 2022

	All Full-time Undergraduates					
	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average	Average	% below 6	% below
			Fall Credit	Fall Credit	Credit	12 Credit
			Hours Attempted	Hours Completed	Hours Complete in Fall Term	Hours Complete in Fall Term
Bowie State University	2.73	24.8%	14.9	11.8	10.2%	27.3%
Coppin State University	2.21	37.7%	15.9	10.2	22.3%	34.9%
Frostburg State University	2.95	11.0%	14.9	12.9	7.0%	18.7%
Salisbury University	2.98	9.2%	14.9	13.4	3.1%	7.5%
Towson University	2.96	10.1%	14.6	12.8	6.1%	18.9%
University of Maryland Baltimore County	3.09	8.6%	14.6	13.0	5.4%	18.8%
University of Maryland College Park	3.37	2.4%	14.4	14.0	1.3%	9.3%
University of Maryland Eastern Shore	2.64	21.6%	14.9	12.4	10.6%	29.3%

	Student-Athletes					
	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average	Average	% below 6	% below
			Fall Credit	Fall Credit	Credit	12 Credit
			Hours Attempted	Hours Completed	Hours Complete in Fall Term	Hours Complete in Fall Term
Bowie State University	2.74	11.2%	15.0	11.9	8.9%	27.9%
Coppin State University	3.16	1.3%	15.6	14.7	0.7%	8.6%
Frostburg State University	3.21	7.1%	14.8	14.0	2.6%	9.4%
Salisbury University	3.15	6.3%	14.7	13.7	2.4%	13.0%
Towson University	3.22	5.1%	14.9	13.8	3.4%	9.0%
University of Maryland Baltimore County	3.29	2.0%	15.1	14.4	0.9%	6.9%
University of Maryland College Park	3.03	5.4%	13.8	13.0	1.9%	14.5%
University of Maryland Eastern Shore	3.32	2.6%	15.4	14.8	0.0%	10.3%

Summary of Academic Student Success

Graduation rates for first-time, full-time new undergraduates are measured across a 6-year timeframe. The USM institutions reported the regular admit graduation rates and percentage of undergraduates who left in good standing for the Fall 2016 first-time, full-time cohort and the subset of student-athletes within this cohort. Institutions provided these data for women and men as well as for regular admits and special admits (See Table 3).

There were a few general trends for the graduation rate data and the percentage of students who left in good standing. First, except for Towson, women graduated at higher rates than men, and this was true for both peer averages and student-athlete averages. Second, most student-athletes graduated at higher rates than non-athlete peers. The only exceptions were student-athletes at UMCP, men student-athletes at Frostburg State University (FSU), and women student-athletes at Towson.

The exceptions to the Board policy requiring similar academic achievement were few. First, the men student-athletes at UMCP graduated at lower rates than their peers (63.8% vs 87.5%), and the men student-athletes at FSU graduated at lower rates than their peers (34.9% vs 41.8%). The women student-athletes at UMCP also graduated at lower rates than their peers (75.3% vs 92.9%), and the women student-athletes at Towson graduated at lower rates than their peers (69.0% vs 73.4%). Although a small group, the special admits at Towson graduated at lower rates than their peers. At UMBC, only the special admit women student-athletes graduated at lower rates.

The NCAA GSR (Graduation Success Rates) and ASR (Academic Success Rates) reports data comparable to the graduation rate and left in good standing data discussed. Athletic departments will often point to this measure as a better indicator of student success. The GSR and ASR are reports that publish modified rates for student-athletes by including both the percentage of students who graduated and the percentage who left/transferred in good standing. This rate is higher than the federal graduation rate which does not include students who dropped out or transferred in good standing. Looking back to Table 3, if one combined both the graduation rates and students who left in good standing, the number will be inflated for the entire student body as well as the student-athletes. While the student-athlete graduation rates may be lower, the combined rate is often higher than the student body peer graduation rates because of the high percentage of student-athletes who leave in good standing.

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2016 New First-time Full-Time Students

Regular Admit Students Fall 2016	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%	%	%	%	%	%	%	%
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Bowie State University	33.1%	34.9%	44.4%	22.2%	44.8%	36.6%	55.0%	25.0%
Coppin State University	18.8%	2.1%	47.8%	39.1%	25.4%	4.9%	47.1%	35.3%
Frostburg State University	41.8%	35.4%	34.9%	23.9%	56.1%	28.0%	69.6%	16.1%
Salisbury University	63.9%	22.2%	68.4%	27.8%	71.8%	20.1%	92.3%	7.7%
Towson University	63.4%	22.3%	92.0%	8.0%	73.4%	21.5%	69.0%	31.0%
University of Maryland Baltimore County	66.6%	19.0%	67.6%	18.9%	75.3%	18.2%	92.9%	7.1%
University of Maryland College Park	87.5%	9.4%	63.8%	34.0%	91.2%	7.6%	76.0%	22.0%
University of Maryland Eastern Shore	29.9%	38.0%	59.3%	7.4%	42.2%	35.4%	66.7%	33.3%

Special Admit Students Fall 2016	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%	%	%	%	%	%	%	%
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Towson University	71.4%	28.6%	45.5%	36.4%	62.5%	25.0%	57.1%	28.6%
University of Maryland Baltimore County	31.3%	62.5%	33.3%	60.0%	63.6%	18.2%	55.6%	22.2%
University of Maryland College Park	33.3%	66.7%	33.3%	66.7%	60.0%	40.0%	60.0%	40.0%

NCAA APR

The NCAA publishes an annual report to monitor academic eligibility and retention. High APR scores mean the sport is permitted to operate without penalties and is eligible for post-season competition. The APR scores are only based on scholarship athletes whereas the USM data previously discussed include all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the multiyear APR benchmark of 930 except for Coppin State University (CSU) Men’s Basketball, University of Maryland Eastern Shore (UMES) Men’s Golf, and UMES Women’s Golf.

Academic Success Rate Report

2012 - 2015 Cohorts: Bowie State University

Men's Sports			Women's Sports		
Sport	ASR	Fed Rate	Sport	ASR	Fed Rate
Baseball	-	-	Basketball	60	43
Basketball	69	63	Bowling	57	38
CC/Track	59	53	CC/Track	70	58
Fencing	-	-	Crew/Rowing	-	-
Football	52	55	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	92	75
Tennis	-	-	Swimming	-	-
Volleyball	-	-	Tennis	25	33
Water Polo	-	-	Volleyball	64	67
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: Coppin State University

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	86	47	Basketball	100	78
Basketball	88	43	Bowling	100	100
CC/Track	81	40	CC/Track	83	71
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	93	47
Tennis	100	100	Swimming	-	-
Volleyball	-	-	Tennis	75	75
Water Polo	-	-	Volleyball	100	46
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Academic Success Rate Report

2012 - 2015 Cohorts: Frostburg State University

Men's Sports			Women's Sports		
Sport	ASR	Fed Rate	Sport	ASR	Fed Rate
Baseball	57	38	Basketball	63	80
Basketball	75	58	Bowling	-	-
CC/Track	73	60	CC/Track	69	69
Fencing	-	-	Crew/Rowing	-	-
Football	52	50	Fencing	-	-
Golf	-	-	Field Hockey	85	100
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	87	50	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	100	80
Skiing	-	-	Skiing	-	-
Soccer	63	29	Soccer	100	80
Swimming	50	54	Softball	82	75
Tennis	89	100	Swimming	65	20
Volleyball	-	-	Tennis	100	33
Water Polo	-	-	Volleyball	100	88
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: Towson University

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	89	71	Basketball	83	47
Basketball	86	67	Bowling	-	-
CC/Track	-	-	CC/Track	93	86
Fencing	-	-	Crew/Rowing	-	-
Football	85	67	Fencing	-	-
Golf	100	75	Field Hockey	100	56
Gymnastics	-	-	Golf	100	75
Ice Hockey	-	-	Gymnastics	92	73
Lacrosse	90	72	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	100	82
Skiing	-	-	Skiing	-	-
Soccer	-	67	Soccer	96	80
Swimming	89	77	Softball	95	77
Tennis	-	-	Swimming	94	63
Volleyball	-	-	Tennis	100	78
Water Polo	-	-	Volleyball	77	55
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland, Baltimore County

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	82	55	Basketball	93	44
Basketball	64	38	Bowling	-	-
CC/Track	78	76	CC/Track	92	85
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	-	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	79	52	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	93	67
Skiing	-	-	Skiing	-	-
Soccer	79	63	Soccer	88	57
Swimming	80	61	Softball	95	83
Tennis	-	67	Swimming	100	85
Volleyball	-	-	Tennis	-	50
Water Polo	-	-	Volleyball	73	67
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland, College Park

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	73	35	Basketball	100	83
Basketball	90	50	Bowling	-	-
CC/Track	94	100	CC/Track	100	89
Fencing	-	-	Crew/Rowing	-	-
Football	78	68	Fencing	-	-
Golf	67	67	Field Hockey	94	83
Gymnastics	-	-	Golf	100	100
Ice Hockey	-	-	Gymnastics	92	79
Lacrosse	84	67	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	94	94
Skiing	-	-	Skiing	-	-
Soccer	86	50	Soccer	94	68
Swimming	-	-	Softball	100	100
Tennis	-	-	Swimming	-	-
Volleyball	-	-	Tennis	100	86
Water Polo	-	-	Volleyball	89	64
Wrestling	76	61	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

Graduation Success Rate Report

2012 - 2015 Cohorts: University of Maryland Eastern Shore

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	70	31	Basketball	100	88
Basketball	50	38	Bowling	100	44
CC/Track	56	25	CC/Track	75	46
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	67	-	Field Hockey	-	-
Gymnastics	-	-	Golf	-	-
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Mixed Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Skiing	-	-
Soccer	-	-	Soccer	-	-
Swimming	-	-	Softball	77	75
Tennis	-	0	Swimming	-	-
Volleyball	-	-	Tennis	-	100
Water Polo	-	-	Volleyball	89	33
Wrestling	-	-	Water Polo	-	-
Men's Non-NCAA Sponsor. Sports	-	-	Women's Non-NCAA Sponsor. Sports	-	-

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Coppin State University

Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	983	984	60th-70th	30th-40th	977	975	982	979	975	977
Men's Basketball (357)	893 ^{5 3}	980	1st-10th	1st-10th	967	964	972	970	965	965
Men's Cross Country (319)	964	964	10th-20th	10th-20th	983	980	988	985	980	985
Men's Tennis (236)	1,000	1,000	90th-100th	80th-90th	986	986	988	986	986	987
Men's Track (292)	949	935	10th-20th	1st-10th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	957	952	1st-10th	1st-10th	982	980	987	985	980	983
Women's Bowling (34)	989	1,000	40th-50th	50th-60th	982	986	975	996	980	977

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Coppin State University

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	987	991
Softball (300)	969	937	1st-10th	10th-20th	988	987	990	990	986	988
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	992	992	989	994
Women's Volleyball (339)	989	1,000	20th-30th	50th-60th	990	989	992	992	987	991
Women's Track (345)	971	1,000	10th-20th	20th-30th	984	981	989	986	981	984
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Towson University

Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	996	984	90th-100th	70th-80th	977	975	982	979	975	977
Men's Basketball (357)	954	957	20th-30th	1st-10th	967	964	972	970	965	965
Football (257)	950	927	20th-30th	1st-10th	962	960	971	968	958	NA
Men's Golf (297)	1,000	1,000	90th-100th	80th-90th	988	988	990	990	988	987
Men's Lacrosse (73)	979	962	10th-20th	30th-40th	987	988	986	991	986	986
Men's Swimming and Diving (134)	969	957	10th-20th	10th-20th	985	983	987	986	986	983
By Sport - Women's										
Women's Basketball (355)	953	925	1st-10th	1st-10th	982	980	987	985	980	983
Women's Cross Country (354)	990	962	40th-50th	50th-60th	989	988	992	991	987	991
Field Hockey (79)	991	1,000	30th-40th	50th-60th	991	991	992	991	993	989

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: Towson University

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	991	992
Women's Gymnastics (61)	1,000	1,000	90th-100th	80th-90th	994	995	986	995	992	978
Women's Lacrosse (118)	1,000	1,000	90th-100th	80th-90th	994	993	995	995	995	994
Softball (300)	1,000	1,000	90th-100th	80th-90th	988	987	990	990	986	988
Women's Soccer (341)	990	979	30th-40th	50th-60th	989	988	993	990	988	990
Women's Swimming and Diving (196)	998	1,000	70th-80th	70th-80th	992	991	993	992	994	990
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	992	992	989	994
Women's Volleyball (339)	979	980	10th-20th	30th-40th	990	989	992	992	987	991
Women's Track (345)	990	970	60th-70th	50th-60th	984	981	989	986	981	984
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, Baltimore County

Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (300)	966	970	20th-30th	10th-20th	977	975	982	979	975	977
Men's Basketball (357)	969	977	40th-50th	10th-20th	967	964	972	970	965	965
Men's Cross Country (319)	967	1,000	10th-20th	10th-20th	983	980	988	985	980	985
Men's Lacrosse (73)	975	962	10th-20th	20th-30th	987	988	986	991	986	986
Men's Swimming and Diving (134)	984	965	40th-50th	40th-50th	985	983	987	986	986	983
Men's Soccer (207)	964	1,000	10th-20th	10th-20th	979	977	981	981	979	978
Men's Track (292)	964	975	20th-30th	10th-20th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	980	1,000	30th-40th	30th-40th	982	980	987	985	980	983

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, Baltimore County

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Cross Country (354)	995	977	50th-60th	70th-80th	989	988	992	991	987	991
Women's Lacrosse (118)	1,000	1,000	90th-100th	80th-90th	994	993	995	995	995	994
Softball (300)	987	1,000	30th-40th	40th-50th	988	987	990	990	986	988
Women's Soccer (341)	997	1,000	70th-80th	70th-80th	989	988	993	990	988	990
Women's Volleyball (339)	989	977	30th-40th	50th-60th	990	989	992	992	987	991
Women's Track (345)	1,000	990	90th-100th	80th-90th	984	981	989	986	981	984
Women's Swimming and Diving (196)	996	1,000	60th-70th	70th-80th	992	991	993	992	994	990
By Sport - Co-Ed										

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, College Park

Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Lacrosse (73)	994	1,000	70th-80th	60th-70th	987	988	986	991	986	986
Baseball (300)	963	959	10th-20th	10th-20th	977	975	982	979	975	977
Men's Basketball (357)	940	886	10th-20th	1st-10th	967	964	972	970	965	965
Football (257)	948	938	20th-30th	1st-10th	962	960	971	968	958	NA
Men's Golf (297)	993	1,000	50th-60th	60th-70th	988	988	990	990	988	987
Men's Soccer (207)	961	964	10th-20th	10th-20th	979	977	981	981	979	978
Men's Wrestling (78)	971	988	30th-40th	10th-20th	975	975	976	979	974	968
Men's Track (292)	926	913	1st-10th	1st-10th	974	969	984	975	969	979
By Sport - Women's										
Women's Soccer (341)	987	976	20th-30th	40th-50th	989	988	993	990	988	990
Women's Basketball (355)	994	975	70th-80th	60th-70th	982	980	987	985	980	983

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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¹¹ Denotes that team's APR data is under review.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland, College Park

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	987	991
Field Hockey (79)	994	1,000	50th-60th	60th-70th	991	991	992	991	993	989
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	991	992
Women's Gymnastics (61)	990	1,000	20th-30th	50th-60th	994	995	986	995	992	978
Women's Lacrosse (118)	998	1,000	70th-80th	70th-80th	994	993	995	995	995	994
Softball (300)	994	1,000	60th-70th	60th-70th	988	987	990	990	986	988
Women's Tennis (306)	978	1,000	10th-20th	20th-30th	991	991	992	992	989	994
Women's Volleyball (339)	984	977	20th-30th	40th-50th	990	989	992	992	987	991
Women's Track (345)	991	1,000	60th-70th	60th-70th	984	981	989	986	981	984
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland Eastern Shore

Date of Report: 04/25/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

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Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	930	978	1st-10th	1st-10th	967	964	972	970	965	965
Men's Cross Country (319)	955	969	1st-10th	1st-10th	983	980	988	985	980	985
Men's Golf (297)	878 ^{5 3}	925	1st-10th	1st-10th	988	988	990	990	988	987
Baseball (300)	953	976	1st-10th	1st-10th	977	975	982	979	975	977
Men's Track (292)	961	988	20th-30th	10th-20th	974	969	984	975	969	979
By Sport - Women's										
Women's Basketball (355)	982	963	30th-40th	30th-40th	982	980	987	985	980	983
Women's Cross Country (354)	968	903	1st-10th	10th-20th	989	988	992	991	987	991
Women's Golf (267)	911	783	1st-10th	1st-10th	993	993	992	995	991	992

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NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: University of Maryland Eastern Shore

Date of Report: 04/25/2023

Sport (N)	Multiyear APR	2021-2022 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Softball (300)	978	958	10th-20th	20th-30th	988	987	990	990	986	988
Women's Bowling (34)	991	1,000	50th-60th	50th-60th	982	986	975	996	980	977
Women's Track (345)	969	947	10th-20th	10th-20th	984	981	989	986	981	984
Women's Volleyball (339)	978	932	10th-20th	20th-30th	990	989	992	992	987	991
By Sport - Co-Ed										

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2022 - 2023 NCAA Division I Academic Performance Program Summary of Penalties

Institution: University of Maryland Eastern Shore

Date of Report: 05/17/2023

Access to Postseason Competition for the 2024 - 2025 Academic Year

The following teams at your institution are ineligible for postseason competition. The information contained in this summary is subject to change based on the outcome of any APR adjustments and/or waivers of penalties.

Men's Golf

Summary of Penalties for the 2024 - 2025 Academic Year

This report provides a summary of the teams identified at your institution that are subject to Level One, Level Two or Level Three penalties. The penalty structure has a cumulative effect that continues to apply each year as a team progresses through the structure. Each year a team fails to meet the APP requirements, another level of penalties will be added. The information contained in this summary is subject to change based on the outcome of any APR adjustments and/or waivers of penalties.

Sport	Multiyear A PR	Penalty Level	Penalty - Level One	Penalty - Level Two
Men's Golf	872	Level Two	In-season: Limited to 5 days and 16 hours of countable activity per week.	Out-of-season: Limited to 4 hours of countable activity per week. 10% reduction in contests and length of season.

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: FY 2024 Operating Budget

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: June 7, 2023

SUMMARY: As required by USM Policy VIII-9.00 – Policy on the Operating Budget, the FY 2024 USM Operating Budget is submitted for consideration and action.

The total budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal grants and contracts, and other revenues for a total budget of approximately \$7.1 billion. The FY 2024 Operating Budget provides new state funding as follows:

- Cost of Living Adjustment (2.0%) – (\$51.5M)
- Merit Increment (2.5%) – (\$62.8M)
- FY 2023 November 2022 4.5% COLA Annualization (\$113.2M)
 - Governor’s Allowance Adjustment (\$102.9M)
 - Supplemental #1 FY 2023 4.5% COLA Annualization Deficiency (\$10.3M)
- Fringe Benefit Increases (\$65.2M)
- HBCU Lawsuit Settlement (\$36.2M)
- PAYGO Funding (\$17.6M)
- Total Proposed Funding for Legislative Mandates (\$8.5M)

The state-supported portion of the budget totals approximately \$4.2 billion. Included in this figure are state appropriations, Higher Education Investment Funds (HEIF) and HBCU settlement funds of approximately \$2.3 billion (an increase of approximately \$372.4 million or 19.8% over the FY 2023 budget base state funds), and tuition and fees of approximately \$1.7 billion.

The non-state-supported portion of the budget totals approximately \$2.9 billion comprised mainly of Auxiliary Revenues of approximately \$746.8 million. Approximately \$1.6 billion of restricted funding is mainly comprised of federal grants contracts (\$890.8 million) and other sources (\$237.9 million).

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 \$7.1 billion.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2024 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 6/7/23

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FY 2024 OPERATING BUDGET

University System of Maryland
FY 2024 Operating Budget

Table 1

State	Current Unrestricted Funds					Total	Total	Total	Full Time	Full Time Equivalent
	<u>Appropriations</u>	<u>Tuition & Fees</u>	<u>Auxiliary</u>	<u>Other</u>	<u>Unrestricted</u>						Restricted	Funds	Positions	Students
UMB	367,788,642	180,333,928	29,578,887	308,486,324	886,187,781	\$696,620,197	1,582,807,978	5,475.34	6,872	
UMCP	838,726,850	694,446,980	346,085,750	238,473,365	2,117,732,945	524,436,365	2,642,169,310	9,818.60	34,000	
BSU	85,670,480	50,138,193	26,173,269	985,979	162,967,921	30,709,513	193,677,434	664.00	5,041	
TU	205,107,319	201,403,316	149,470,232	8,441,080	564,421,947	64,000,000	628,421,947	2,548.00	15,607	
UMES	75,209,774	22,770,515	18,682,005	1,267,274	117,929,568	22,895,230	140,824,798	835.87	2,209	
FSU	60,696,146	35,763,465	22,174,152	964,375	119,598,138	17,796,400	137,394,538	688.00	3,262	
CSU	70,544,723	12,712,085	11,778,466	(290,115)	94,745,159	18,000,000	112,745,159	462.00	1,713	
UBalt	62,399,749	51,184,491	5,559,266	3,901,109	123,044,615	26,756,268	149,800,883	623.00	2,420	
SU	92,435,558	70,033,383	53,247,739	112,775	215,829,455	14,875,000	230,704,455	1,102.00	6,206	
UMGC	66,849,026	363,794,286	1,000	17,404,856	448,049,168	56,917,378	504,966,546	1,012.71	35,818	
UMBC	211,007,560	167,018,108	83,299,406	40,303,990	501,629,064	109,089,733	610,718,797	2,224.01	11,388	
UMCES	28,447,729	-	-	7,479,198	35,926,927	18,230,003	54,156,930	276.86	0	
USMO	26,457,071	-	-	8,749,227	35,206,298	19,562,000	54,768,298	109.00	0	
USG	33,962,557	1,640,703	791,500	100,000	36,494,760	1,850,000	38,344,760	88.00	0	
Total	2,225,303,184	\$1,851,239,453	\$746,841,672	\$636,379,437	\$5,459,763,746	\$1,621,738,087	\$7,081,501,833	25,927.39	124,536	

Table 2

University System of Maryland
FY 2024 State Supported Budget

<u>Institution:</u>	FY 2023 Budget Base State Funds	*FY 2024 Request State Funds	Appropriation Increases			Total Estimated FY24 State Funds
			**EFI & Legislative Mandates	HBCU Lawsuit Increases	Salary & Fringe Increases	
UMB	\$316,825,752	\$315,325,752	\$1,361,750		\$50,596,381	\$367,283,883
UMCP	\$718,895,457	\$727,045,457	(1,182,095)		122,984,404	848,847,766
BSU	\$59,861,210	\$58,361,210	730,507	18,193,432	8,295,774	85,580,923
TU	\$174,042,649	\$174,685,372	885,007		29,206,816	204,777,195
UMES	\$55,804,455	\$55,804,455	2,948,493	9,000,000	7,326,352	75,079,300
FSU	\$53,401,608	\$53,401,608	-		7,190,334	60,591,942
CSU	\$55,616,734	\$55,616,734	-	9,000,000	5,837,316	70,454,050
UBalt	\$52,795,889	\$52,795,889	1,620,894		7,905,066	62,321,849
SU	\$75,631,798	\$79,631,798	(27,500)		12,698,980	92,303,278
UMGC	\$55,545,052	\$55,545,052	974,924		10,217,732	66,737,708
UMBC	\$185,814,992	\$186,214,992	(215,106)		24,724,692	210,724,578
UMCES	\$25,696,521	\$26,005,268	-		2,421,366	28,426,634
USMO	\$24,291,265	\$24,331,265	-		2,102,112	26,433,377
PAYGO		\$0	17,562,000		-	17,562,000
USG	\$24,503,052	\$29,503,052	3,262,847		1,186,124	33,952,023
USM total	\$1,878,726,434	\$1,894,267,904	\$27,921,721	\$36,193,432	\$292,693,449	\$2,251,076,506

For FY2024 there is a GF/HEIF swap of \$10.6M

*Does not include HBCU settlement funding

**EFI is Enrollment Funding Initiative reallocated to USG

Table 3a

SUMMARY OF EXPENDITURES									
UNIVERSITY SYSTEM OF MARYLAND									
	FY 2022 Actual		FY 2023 Appropriation		FY 2024 Allowance		FY 2024 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salaries & Wages	25,435.62	3,669,212,956	25,927.39	4,108,390,923	25,927.39	4,360,736,399	0.00	252,345,476	6.1%
Technical and Special Fees		138,234,720		140,748,615		138,573,834		-2,174,781	-1.5%
Non-Salary Operations & Maintenance		2,437,724,453		2,604,435,326		2,311,737,917		-292,697,409	-11.2%
Facilities Renewal		235,803,390		254,431,727		270,453,683		16,021,956	6.3%
Subtotal Operating Expenses		2,673,527,843		2,858,867,053		2,582,191,600		-276,675,453	-9.7%
Total Expenditures	25,435.62	6,480,975,519	25,927.39	7,108,006,591	25,927.39	7,081,501,833	0.00	-26,504,758	-0.4%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,774,937,074		1,805,746,594		1,851,239,453		45,492,859	2.5%
State General Funds		1,435,212,133		1,825,297,826		2,069,548,687		244,250,861	13.4%
Higher Education Investment Fund		139,672,260		116,663,755		119,561,065		2,897,310	2.5%
HBCU Settlement General Funds		0		6,342,209		36,193,432		29,851,223	470.7%
HBCU Settlement Special Funds		0		16,000,000		0		-16,000,000	-100.0%
Maryland Energy Innovation		1,500,000		2,100,000		2,100,000		0	0.0%
Federal Grants and Contracts		186,031,149		178,688,639		179,030,604		341,965	0.2%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		26,291,432		2,100,000		0		-2,100,000	-100.0%
Private Gifts, Grants and Contracts		64,637,244		65,052,697		64,944,697		-108,000	-0.2%
State and Local Grants and Contracts		25,962,699		25,665,029		25,550,029		-115,000	-0.4%
Sales and Services of Educational Activities		244,114,012		259,321,169		274,429,901		15,108,732	5.8%
Sales and Services of Auxiliary Enterprises		639,117,972		726,198,211		746,841,672		20,643,461	2.8%
Other Sources		123,641,568		138,144,731		127,059,026		-11,085,705	-8.0%
Transfer (to)/from Fund Balance		-123,757,429		-27,431,211		-36,734,820		-9,303,609	33.9%
Total Unrestricted Revenue		4,537,360,114		5,139,889,649		5,459,763,746		319,874,097	6.2%
Current Restricted Revenue:									
Federal Grants and Contracts		875,469,316		901,050,240		916,260,385		15,210,145	1.7%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		221,880,115		70,678,124		0		-70,678,124	-100.0%
Private Gifts, Grants and Contracts		223,982,987		222,755,761		232,604,755		9,848,994	4.4%
State and Local Grants and Contracts		181,031,200		198,595,770		206,350,307		7,754,537	3.9%
State General Funds (Restricted)		213,203,000		331,367,102		17,562,000		-313,805,102	-94.7%
State Special Funds (Restricted)		9,802,756		13,257,216		11,041,573		-2,215,643	-16.7%
DPA Legislative Priorities (State General Funds)		0		5,625,102		0		-5,625,102	-100.0%
Other Sources		218,246,031		224,787,627		237,919,067		13,131,440	5.8%
Total Restricted Revenue		1,943,615,405		1,968,116,942		1,621,738,087		-346,378,855	-17.6%
Total Revenue		6,480,975,519		7,108,006,591		7,081,501,833		-26,504,758	-0.4%

Table 3b

SUMMARY OF EXPENDITURES									
UNIVERSITY SYSTEM OF MARYLAND - STATE SUPPORTED									
	FY 2022 Actual		FY 2023 Appropriation		FY 2024 Allowance		FY 2024 Change		%
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Expenditures									
Salaries & Wages	17,578.56	2,279,022,229	18,085.68	2,579,166,153	18,074.51	2,762,951,641	-11.17	183,785,488	7%
Technical and Special Fees		75,234,940		77,499,942		78,005,572		505,630	1%
Non-Salary Operations & Maintenance		929,764,748		1,366,202,065		1,123,839,114		-242,362,951	-18%
Facilities Renewal		172,391,124		217,390,538		232,230,580		14,840,042	7%
Subtotal Operating Expenses		1,102,155,872		1,583,592,603		1,356,069,694		-227,522,909	-14%
Total Expenditures	17,578.56	3,456,413,041	18,085.68	4,240,258,698	18,074.51	4,197,026,907	-11.17	-43,231,791	-1%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,604,939,833		1,621,708,825		1,665,687,617		43,978,792	3%
State General Funds		1,435,212,133		1,825,297,826		2,069,548,687		244,250,861	13%
Higher Education Investment Fund		139,672,260		116,663,755		119,561,065		2,897,310	2%
HBCU Settlement General Funds		0		6,342,209		36,193,432		29,851,223	471%
HBCU Settlement Special Funds		0		16,000,000		0		-16,000,000	-100%
Maryland Energy Innovation		1,500,000		2,100,000		2,100,000		0	0%
Federal Grants and Contracts		77,392,476		78,998,621		79,290,586		291,965	0%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		26,188,909		0		0		0	0%
Private Gifts, Grants and Contracts		48,494,545		49,339,441		49,294,441		-45,000	0%
State and Local Grants and Contracts		11,934,535		12,815,443		12,815,443		0	0%
Sales and Services of Educational Activities		12,262,561		15,793,919		15,794,919		1,000	0%
Sales and Services of Auxiliary Enterprises		0		0		0		0	0%
Other Sources		62,105,670		113,029,334		94,123,625		-18,905,709	-17%
Transfer (to)/from Fund Balance		-17,215,451		-1,288,660		-3,920,225		-2,631,565	204%
Total Unrestricted Revenue		3,402,487,471		3,856,800,713		4,140,489,590		283,688,877	7%
Current Restricted Revenue:									
Federal Grants and Contracts		24,991,423		23,701,335		25,433,744		1,732,409	7%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		17,594,451		8,382,332		0		-8,382,332	-100%
Private Gifts, Grants and Contracts		704,847		450,000		1,000,000		550,000	122%
State and Local Grants and Contracts		832,093		1,250,000		1,500,000		250,000	20%
State General Funds (Restricted)		0		330,792,000		17,562,000		-313,230,000	-95%
State Special Funds (Restricted)		9,802,756		13,257,216		11,041,573		-2,215,643	-17%
DPA Legislative Priorities (State General Funds)		0		5,625,102		0		-5,625,102	-100%
Other Sources		0		0		0		0	0%
Total Restricted Revenue		53,925,570		383,457,985		56,537,317		-326,920,668	-85%
Total Revenue		3,456,413,041		4,240,258,698		4,197,026,907		-43,231,791	-1%

Table 3c

SUMMARY OF EXPENDITURES									
UNIVERSITY SYSTEM OF MARYLAND - NON-STATE SUPPORTED									
	FY 2022 Actual		FY 2023 Appropriation		FY 2024 Allowance		FY 2024 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salaries & Wages	7,857.06	1,390,190,727	7,841.71	1,529,224,770	7,852.88	1,597,784,758	11.17	68,559,988	4%
Technical and Special Fees		62,999,780		63,248,673		60,568,262		-2,680,411	-4%
Non-Salary Operations & Maintenance		1,507,959,705		1,238,233,261		1,187,898,803		-50,334,458	-4%
Facilities Renewal		63,412,266		37,041,189		38,223,103		1,181,914	3%
Subtotal Operating Expenses		1,571,371,971		1,275,274,450		1,226,121,906		-49,152,544	-4%
Total Expenditures	7,857.06	3,024,562,478	7,841.71	2,867,747,893	7,852.88	2,884,474,926	11.17	16,727,033	1%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		169,997,241		184,037,769		185,551,836		1,514,067	1%
State General Funds		0		0		0		0	0%
Higher Education Investment Fund		0		0		0		0	0%
HBCU Settlement General Funds		0		0		0		0	0%
HBCU Settlement Special Funds		0		0		0		0	0%
Maryland Energy Innovation		0		0		0		0	0%
Federal Grants and Contracts		108,638,673		99,690,018		99,740,018		50,000	0%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		102,523		2,100,000		0		-2,100,000	-100%
Private Gifts, Grants and Contracts		16,142,699		15,713,256		15,650,256		-63,000	0%
State and Local Grants and Contracts		14,028,164		12,849,586		12,734,586		-115,000	-1%
Sales and Services of Educational Activities		231,851,451		243,527,250		258,634,982		15,107,732	6%
Sales and Services of Auxiliary Enterprises		639,117,972		726,198,211		746,841,672		20,643,461	3%
Other Sources		61,535,898		25,115,397		32,935,401		7,820,004	31%
Transfer (to)/from Fund Balance		-106,541,978		-26,142,551		-32,814,595		-6,672,044	26%
Total Unrestricted Revenue		1,134,872,643		1,283,088,936		1,319,274,156		36,185,220	3%
Current Restricted Revenue:									
Federal Grants and Contracts		850,477,893		877,348,905		890,826,641		13,477,736	2%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		204,285,664		62,295,792		0		-62,295,792	-100%
Private Gifts, Grants and Contracts		223,278,140		222,305,761		231,604,755		9,298,994	4%
State and Local Grants and Contracts		180,199,107		197,345,770		204,850,307		7,504,537	4%
State General Funds (Restricted)		213,203,000		575,102		0		-575,102	-100%
State Special Funds (Restricted)		0		0		0		0	0%
DPA Legislative Priorities (State General Funds)		0		0		0		0	0%
Other Sources		218,246,031		224,787,627		237,919,067		13,131,440	6%
Total Restricted Revenue		1,889,689,835		1,584,658,957		1,565,200,770		-19,458,187	-1%
Total Revenue		3,024,562,478		2,867,747,893		2,884,474,926		16,727,033	1%



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Legislative Session Update

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 16, 2023

SUMMARY: Vice Chancellor for Government Affairs, Patrick Hogan, will provide a summary of the 2023 Maryland General Assembly Session including bills likely to have an impact on the USM.

ALTERNATIVE(S): Information item.

FISCAL IMPACT: Information item.

CHANCELLOR'S RECOMMENDATION: Information item.

COMMITTEE ACTION:

DATE:

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: 2024-2025 Proposed Board of Regents Meeting Schedule

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 16, 2023

SUMMARY: Proposed meeting dates for full board meetings for September 2024 – June 2025

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:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



2024-2025 PROPOSED FULL BOARD MEETING SCHEDULE
(All meetings will begin at 8:30 a.m. except in April and September which will start at 9:00 a.m.)

September 20, 2024

October 9-10, 2024 – Board Retreat

November 22, 2024

December 20, 2024

February 14, 2025

April 18, 2025

June 13, 2025

FOR INFORMATION ONLY

2023-2024 Full Board Meeting Schedule with Locations
(All meetings will begin at 8:30 a.m. except in April and September which will start at 9:00 a.m.)

September 22, 2023
University of Maryland Global Campus

October 11-12, 2023 (Board Retreat)
University of Maryland Global Campus

November 10, 2023
Towson University

December 15, 2023
University of Maryland, Baltimore

February 16, 2024
University of Baltimore

April 19, 2024
Bowie State University

June 14, 2024
Salisbury University

**2023-2024 PROPOSED COMMITTEE ON EDUCATION POLICY AND
STUDENT LIFE MEETING DATES**

Thursday, September 14, 2023 - 9:30am-12:00pm

Wednesday, November 29, 2023 - 9:30am-12:00pm

Tuesday, January 16, 2024 - 9:30am-12:00pm

Thursday, March 28, 2024 - 9:30am-12:00pm

Tuesday, May 14, 2024 - 9:30am-12:00pm

**2023-2024 PROPOSED COMMITTEE ON FINANCE MEETING DATES
(START TIME: 10:30 a.m.)**

Thursday September 7, 2023

Wednesday October 25, 2023

Thursday November 30, 2023

Wednesday January 24, 2024

Wednesday March 27, 2024

Wednesday May 29, 2024

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Gary Attman

University System of Maryland Board of Regents

WHEREAS, Gary Attman served as a member of the University System of Maryland Board of Regents from April 2009 through June 2023, a tenure which included leadership as both Treasurer and Vice Chair; and

WHEREAS, Regent Attman demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland and distinguished himself as a tireless advocate for the University System of Maryland and the students we serve; and

WHEREAS, his leadership as the inaugural Chair of the Committee on Economic Development & Technology Commercialization, Chair of the Committee on Finance, and Chair of the Effectiveness & Efficiency (E&E) Workgroup, along with his membership on the Committee on Governance & Compensation and other committees and workgroups strengthened the impact of the USM on the state, while ensuring transparency, accountability, and excellence throughout the USM; and

WHEREAS, Regent Attman's steadfast commitment to advancing the USM's Effectiveness and Efficiency (E&E) Initiative—highlighted by his leadership of the E&E 2.0 Workgroup—contributed significantly to its impact in yielding more than \$1.5 billion in cost avoidance, cost savings, and revenue generation since its inception; and

WHEREAS, he has 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 Gary Attman'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 Gary Attman its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.



Linda R. Gooden
Chairman, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Joe Bartenfelder

University System of Maryland Board of Regents

WHEREAS, Joe Bartenfelder served as an *ex officio* member of the University System of Maryland Board of Regents while serving as Maryland Secretary of Agriculture from January 2015 through January 2023; and

WHEREAS, in his capacity as Maryland Secretary of Agriculture and USM Regent, Joe Bartenfelder honored the Land Grant traditions that are at the heart of the “university system” concept; and

WHEREAS, through his service on the Committee on Audit and Committee on Economic Development & Technology Commercialization he helped advance the USM’s mission 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 carried out the duties and responsibilities conferred upon him by the Board of Regents,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Joe Bartenfelder’s 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 Joe Bartenfelder its best wishes for success in all his future endeavors, and its sincere gratitude for his service.



Linda R. Gooden
Chair, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Mike Gill

University System of Maryland Board of Regents

WHEREAS, Mike Gill served as an *ex officio* member of the University System of Maryland Board of Regents while serving as Maryland Secretary of Commerce from January 2022 through January 2023; and

WHEREAS, this marked Mike Gill's second term of service on the Board of Regents, adding to his prior service as a member from 2004 through 2009, and

WHEREAS, in his capacity as Maryland Secretary of Commerce and USM Regent, Mike Gill recognized and supported USM's role in powering the twin engines of Maryland's prosperity: higher education and economic development; and

WHEREAS, he brought a thoughtful perspective to issues impacting the University System of Maryland as a member of the Committee on Economic Development & Technology Commercialization and the Committee on Education Policy & Student Life; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings with state officials at numerous academic events;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Mike Gill's 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 Mike Gill its best wishes for success in all his future endeavors and its sincere gratitude for his service.



Linda R. Gooden
Chair, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Ed McDonald

University System of Maryland Board of Regents

WHEREAS, Ed McDonald served as a member of the University System of Maryland Board of Regents from July 2022 through June 2023; and

WHEREAS, Regent McDonald 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 as a member of the Committee on Advancement, the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, and the USM Strategic Communications 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 as the Board of Regent Liaison to the University of Maryland Eastern Shore; and

WHEREAS, throughout his tenure, Regent McDonald demonstrated an exceptional level of energy, engagement, and commitment as he carried out the duties and responsibilities conferred upon him by the Board of Regents,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Ed McDonald 's 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 Ed McDonald its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.



Linda R. Gooden
Chair, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Julie Oberg

University System of Maryland Board of Regents

WHEREAS, Julie Oberg served as a member of the University System of Maryland Board of Regents from July 2022 through June 2023; and

WHEREAS, Regent Oberg understood the importance of quality public higher education in Maryland; and

WHEREAS, she addressed issues impacting the University System of Maryland as a member of the Committee on Economic Development & Technology Commercialization and the Committee on Governance and Compensation; and

WHEREAS, she served as the Board of Regent Liaison to the USM at Southern Maryland regional higher education center; and

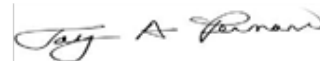
WHEREAS, she carried out the duties and responsibilities conferred upon her by the Board of Regents,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Julie Oberg's 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 Julie Oberg its sincere gratitude for her dedicated service and its best wishes for success in all her future endeavors.



Linda R. Gooden
Chair, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE

**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF**

Ayotola Oludayo

University System of Maryland Board of Regents

WHEREAS, Ayotola Oludayo served as a member of the University System of Maryland Board of Regents from July 2021 through June 2023; and

WHEREAS, Regent Oludayo 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 tenure as Student Regent, serving on the Committee on Education Policy & Student Life, the Committee on Audit, and the Enterprise Risk & Crisis Management Workgroup; and

WHEREAS, he represented the University System of Maryland and the Board of Regents with distinction in meetings, at commencements, and at other academic events; and

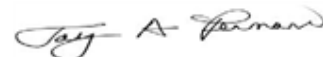
WHEREAS, he was a full partner on the Board, focusing not only on issues affecting the students we serve, but on every issue,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Ayotola Oludayo'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 Ayotola Oludayo its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.



Linda R. Gooden
Chair, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 16, 2023
DATE



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: 2023-2024 BOR Committee Assignments

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 16, 2023

SUMMARY: Each year, the Board Chair appoints members to each of the Standing Committees and Work Groups for the coming year.

Committee and work group assignments are included with this item.

ALTERNATIVE(S): Information item.

FISCAL IMPACT: Information item.

CHANCELLOR'S RECOMMENDATION: Information item.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

USM BOARD OF REGENTS STANDING COMMITTEES and Workgroups

2023-2024 Draft

Committee on Education Policy & Student Life

(staff: Alison Wrynn)

Michelle Gourdine (*chair*)
Andrew Smarick (*vice chair*)
Kevin Anderson
Farah Helal
Isiah Leggett
Josiah Parker
Doug Peters
Bill Wood
Linda Gooden (*ex officio*)

Committee on Finance

(staff: Ellen Herbst)

Ellen Fish (*chair*)
Steve Sibel (*vice chair*)
Geoff Gonella
Anwer Hasan
Doug Peters
Louis Pope
Robert Rauch
Bill Wood
Linda Gooden (*ex officio*)

Committee on Governance & Compensation

(staff: Denise Wilkerson)

Robert Rauch (*chair*)
Bill Wood (*vice chair*)
Michelle Gourdine
Rob Hur
Ike Leggett
Tom McMillen

Committee on Advancement

(staff: Leonard Raley)

Hugh Breslin (*chair*)
Geoff Gonella (*vice chair*)
Farah Helal
Doug Peters
Louis Pope
Steve Sibel
Linda Gooden (*ex officio*)

Committee on Economic Development & Technology Commercialization

(staff: Michele Masucci)

Isiah Leggett (*chair*)
Yehuda Neuberger (*Vice*)
Kevin Anderson
Ellen Fish
Anwer Hasan
Robert Hur
Josiah Parker
Robert Rauch
Linda Gooden (*ex officio*)

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

(staff: Ellen Herbst)

Geoff Gonella (*chair*)
Tom McMillen (*vice chair*)
Hugh Breslin
Michelle Gourdine
Josiah Parker
Doug Peters
Linda Gooden (*ex officio*)

Andrew Smarick
Bob Wallace
Linda Gooden (*ex officio*)

Committee on Audit
(*staff: Dave Mosca*)

Louis Pope (*chair*)
Tom McMillen (*vice chair*)
Kevin Atticks
Robert Hur
Yehuda Neuberger
Bill Wood
Linda Gooden (*ex officio*)

UMGC Workgroup
(*staff: Ellen Herbst*)

Bob Wallace (*chair*)
Hugh Breslin
Linda Gooden
Andrew Smarick

Enrollment Workgroup
(*staff: Ellen Herbst and Alison Wrynn*)

Ellen Fish (*chair*)
Hugh Breslin **
Geoff Gonella **
Linda Gooden **
Anwer Hasan
Tom McMillen **
Bill Wood

USM Strategic Communications
Workgroup

(*staff: Tim McDonough*)

Geoff Gonella (*chair*) **
Hugh Breslin **
Ellen Fish
Linda Gooden **
Steve Sibel **



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 16, 2023

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, 410-576-5734



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: June 16, 2023
Time: Approximately 10:30 a.m.
Location: Atkinson Room, Lane Center, Frosburg State University

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
 - (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - (ii) Any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice on a legal matter.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING

PAGE TWO

- (10) To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (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. Consideration of naming requests by four institutions to name buildings after individuals;
2. The awarding of new contracts for software implementation services and maintenance of HVAC systems;
3. The proposed FY 2025 Capital Budget submission and potential adjustments to the submission;
4. Meeting with Presidents Asbhy and Nowaczyk as part of their performance reviews;
5. Legal update regarding upcoming SCOTUS ruling;
6. Annual review of USM presidents;
7. Discussion of Performance Standards as applied to specific presidents;
8. FY 24 presidential compensation;
9. Annual review of Chancellor's direct reports;
10. Annual review of USM Chancellor; and
11. FY 24 Chancellor compensation.

REASON FOR CLOSING:

1. To maintain confidentiality of personal information concerning individuals who are proposing to have a building named after them at an institution (§3-305(b)(1)(i) and (2));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain the confidentiality (pursuant to executive privilege) of proposed capital budget prior to Governor's submission to legislature (§3-305(b)(13));
4. To maintain confidentiality of information associated with performance reviews of specific employees (§3-305(b)(1));
5. To consult with counsel regarding an upcoming SCOTUS decision (§3-305(b)(7)); and
6. To maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1)).