



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

Tuesday, May 4, 2021 ~ 9:30 a.m.

**Zoom Details to be Provided to Committee
Public Listen-Only Access: 1-443-353-0686; Conference ID - 821 179 183**

Public Session Agenda

Action Items

1. New Academic Program Proposals
 - a. Coppin State University: Bachelor of Science in Data Science
 - b. Coppin State University: Master of Science in Health Information Management
 - c. University of Maryland, Baltimore: Doctor of Philosophy in Palliative Care
 - d. University of Maryland, College Park: Bachelor of Science in Social Data Science
 - e. University of Maryland, College Park: Bachelor of Science in Fermentation Science

2. 2021 Cultural Diversity Reports
 - a. Bowie State University
 - b. Coppin State University
 - c. Frostburg State University
 - d. Salisbury University
 - e. Towson University
 - f. University of Baltimore
 - g. University of Maryland, Baltimore
 - h. University of Maryland, Baltimore County
 - i. University of Maryland, College Park
 - j. University of Maryland Center for Environmental Science
 - k. University of Maryland Eastern Shore
 - l. University of Maryland Global Campus

3. University of Maryland Eastern Shore Request to Use Standardized Tests as an Optional Criterion for Admission

Information Items

4. Discussion: Test-Optional in the Time of COVID

5. 2020-2021 EPSL Agenda Brainstorming

Action Item

6. Motion to Adjourn

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Coppin State University: Bachelor of Science in Data Science**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Tuesday, May 4, 2021

SUMMARY: Coppin State University (CSU) is proposing a Bachelor of Science (B.S.) in Data Science program within the College of Business that aims to produce graduates who can combine business expertise, quantitative reasoning, and computer software skills to extract meaningful insights from data. These skills prepare students to interpret business data in the 21st century, to compete in the marketplace with combined business and data science skills, and to apply these insights to answer business questions and solve business problems. Through course study and hands-on projects, students will master data science skills, including structured and unstructured data, statistical measurement, machine learning and deep learning, on-premises and cloud computing, and data visualization. The new program will prepare students for career opportunities such as data analyst, business analyst, business intelligence analyst, data scientist, operations analyst, or other critical business analyst positions, and to pursue graduate studies in data science related fields.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Bachelor of Science in Data Science.

COMMITTEE RECOMMENDATION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



OFFICE OF THE PRESIDENT

April 5, 2021

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

Dear Chancellor Perman:

I am seeking your approval to offer a new Bachelor of Science in Data Science at Coppin State University (CSU). The proposed codes for the new program are CIP 30.7001 and HEGIS 1703.00. The program will contribute to workforce and 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 help meet Maryland's critical need for data scientists who are equipped with skills to interpret and manage complex enterprise systems.

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. Leontye Lewis, 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. Leontye Lewis, Provost & Vice President for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FORM

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

Coppin State University

Institution Submitting Proposal

Bachelor of Science in Data Science

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2021

Projected Implementation Date

1703.00

Proposed HEGIS Code

30.7001

Proposed CIP Code

**Accounting & Management
Information Systems**

Department in which program will be
located

Dr. Emmanuel Anoruo

Department Contact

410-951-3446

Contact Phone Number

eanoruo@coppin.edu

Contact E-Mail Address



Signature of President or Designee

4/5/2021

Date

A Proposal for a Bachelor of Science in Data Science

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.

Coppin State University (CSU)'s Bachelor of Science in Data Science degree program within the College of Business aims to produce graduates who can combine business expertise, quantitative reasoning and computer software skills to extract meaningful insights from data. These skills prepare students to interpret business data in the 21st century, to compete in the marketplace with combined business and data science skills, and to apply these insights to answer business questions and solve business problems. Through course study and hands-on projects, students will master data science skills, including structured and unstructured data, statistical measurement, machine learning and deep learning, on-premises and cloud computing, and data visualization. The new program will prepare students for career opportunities such as data analyst, business analyst, business intelligence analyst, data scientist, operations analyst, or other critical business analyst positions, and to pursue graduate studies in data science related fields.

According to our institution's mission statement¹, "Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development". The new B.S. degree in Data Science housed within the College of Business is aimed at exposing our multi-generational student population to a highly demanded field of study and fostering economic development. It is in direct alignment with the mission of CSU.

A report, "Keeping Data Science Broad"², defines diversity "...in terms of race, gender, religious affiliation, socioeconomic status, ethnicity, and being the first-generation in college"; and the report states that "the variety of perspectives such diversity provides is as essential as that provided by the transdisciplinary nature of data science for innovation and growth of the field" (Rawlings-Goss, 2018, p. 29). CSU serves underrepresented students from diverse cultural, racial, and ethnic backgrounds, with a high percentage of first-generation college students. CSU can supply the diversity that will be essential to develop a high-demand, comprehensive program in the dynamic urban setting.

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

CSU's academic program development priorities continue to be directed toward supporting the workforce demands as identified by the USM¹. In recent years, numerous articles in notable journals have made a strong case for recognizing the severe shortage of data scientists throughout the United States and world-wide. In addition, a recent program viability study conducted by Blackboard for CSU³ recommended data science, given high student and workforce demand, as one of the potential growth programs for CSU. Increasing enrollment is the top institutional goal of CSU⁴. This new, high-demand data science

program with a business emphasis is aligned with the University's strategic priorities; and it will assist the University in increasing enrollment as it develops a unique niche in the marketplace with growing emphasis on data-enabled decision making. This new program will bring in local businesses and other organizations to provide internship opportunities. The curriculum is being built on market-demanded skills, and graduates will be equipped with workforce required skill sets. In addition to attracting new students and transfer students from community colleges and other institutions, the proposed program will also open the doors for interdisciplinary or multidisciplinary collaborations on and off campus.

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).

CSU received USM Workforce Development funds of \$525,000 for the proposed program. The program is developed based on the existing business curriculum with additions of ten new courses. A newly hired data science faculty and the existing faculty members from the business, management information systems, and computer science programs will be teaching the relevant business and data science courses. With the initial committed funding support, existing resources, and active recruitment throughout the first five years, the proposed program will be adequately funded.

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

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, library resources, and a new building under renovation.

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.

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

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, library resources, and a new building under renovation.

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.

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

Before developing the proposed program, extensive research has been conducted on workforce demanded skill sets for data science graduates. Here are just a couple examples: According to the Career Explorer report of Occupation Insight⁵, data science skills such as data analysis, data management, SQL, Python, Microsoft Excel, machine learning, and communication are among the top skills required by several relevant job positions; job descriptions from some popular employers such as Amazon⁶ requires communication and problem solving skills using Tableau, Power BI, R and Python. The curriculum has been built to meet these workforce needs. Based on the workforce demand orientated curriculum and the program viability study conducted by Blackboard for CSU³, the proposed data science program is believed to address the regional and state-wide need for the advancement and evolution of data science related knowledge and skills.

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

Offering the proposed Data Science program at an HBI itself provides minority and educationally disadvantaged students access to a new program with increasingly high workforce demand and prepares the underrepresented student populations toward successful careers or graduate studies.

CSU's institutional goals include Increase Enrollment, Academic Transformation, Student Experience, External Relationships, Resource Development and Stewardship, Information Technology, Middle States Reaffirmation, Data-Support Decision Making, and Communications & Marketing⁴. This new program is in full alignment with CSU's cultural diversity goals and initiatives. Specifically, the new program will not only target traditional students but also non-traditional working adults; will partner with community colleges, industry professionals, and other community organizations to promote academic transformation and expand student career paths and networks; with the enhancement of the campus state-of-the-art information technology infrastructure, the new program will improve student experience by addressing the needs of our diverse student population and by embedding the student learning outcome assessment into the program from the very beginning. CSU promotes campus-wide data-supported decision making, and the offering of the proposed program at an HBI further exemplifies the important role of data in this age of big data. Furthermore, the urban location of CSU is crucial for attracting minority and educationally disadvantaged populations who may find it very difficult to access such programs elsewhere due to social and financial constraints.

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

The proposed program at CSU, a historically black institution (HBI), addresses the need to strengthen and expand the capacity of HBIs directly. Based on a search on the MHEC's website⁷, as of September 7, 2020, no other HBI in Maryland offers a B.S. degree in Data Science. CSU's unique data science program with a business emphasis will fill in the gap and strengthen the capacity of the institution.

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

Below are the major highlights of the Maryland State Plan for Postsecondary Education⁸:

The 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt outlines three primary goals for the postsecondary community in Maryland:

Access: *Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.*

Success: *Promote and implement practices and policies that will ensure student success.*

Innovation: *Foster innovation in all aspects of Maryland higher education to improve access and student success.*

CSU's proposed data science program is consistent with these three goals by providing an affordable, high quality program with emphases on student access, student success and workforce demanded knowledge/skills.

In alignment with the institution's mission, the proposed program provides educational access to minority and educationally disadvantaged students whose promise may have been hindered by a lack of social, professional, or financial opportunities. CSU has policies and practices that are student-focused and ensure student success. Plans are in place for student

advisement and individualized supervision of every student attending CSU. CSU also has robust plans for non-traditional students' success. As stated in Higher Education Tomorrow; 2017-2021 State Plan Goals and Strategies, CSU will continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions (Strategy 4), ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students (Strategy 5), improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements (Strategy 6), and enhance career advising and planning services and integrate them explicitly into academic advising and planning (Strategy 7). The proposed program is designed to have the career development needs of students in mind. Through course study, hands-on projects with real-world data and professional activities, students will be prepared for career opportunities and/or graduate studies.

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.

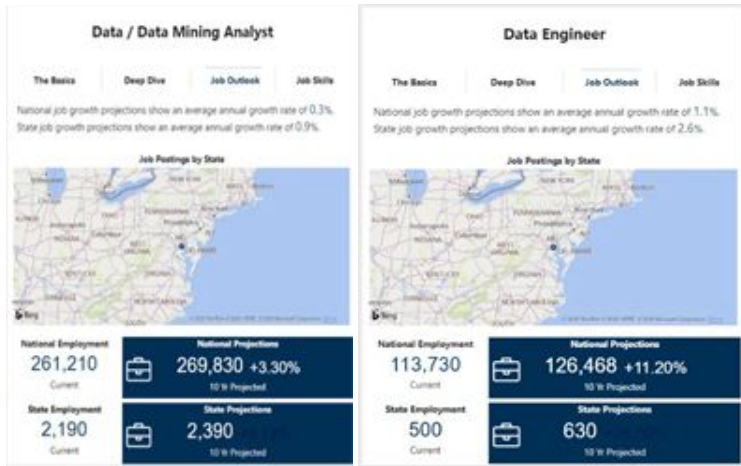
Graduates of the proposed program are expected to be able to identify problems in an organization, mine and analyze data, use visualization techniques to gain insights from the data, apply optimization and machine learning algorithms, compare different algorithms, and find the best one, summarize and present their findings to diverse audiences, and make recommendations for product development, marketing techniques, and other business strategies. These business-oriented data science knowledge and skills apply to all types of organizations and industries. The proposed program will prepare students for entry level positions in careers such as data analyst, business analyst, business intelligence analyst, data scientist, operations analyst, or other critical business analyst positions, to name a few.

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

According to an article titled "IBM Predicts Demand for Data Scientists Will Soar 28% By 2020"⁹, data scientist jobs pay an average of \$105,000, and "Data Science and Analytics (DSA) jobs remain open an average of 45 days, five days longer than the market average". According to the Occupational Outlook Handbook of U.S. Bureau of Labor Statistics¹⁰, data scientists are among the top 20 fastest growing occupations between 2019-29. From the College Atlas website¹¹, the big data-oriented job position, market research analysts, is among the "Top 10 Best Jobs of the Future". When it comes to our location, "Maryland is one of the top destinations in the country for data scientists. Tremendous job opportunity, enticing employers, and easy access to the nation's capital all contribute to the state's overall appeal. In the Washington D.C. area, annual wages for data scientists soar above national averages. Companies like Amazon, Mozilla, and GE actively seek those with strong data analytics skill."¹²

Searches on popular online career sites and job boards also show the high market demand for data science relevant job opportunities, especially with business training and experience. Just using two job positions, Data/Data Mining Analyst and Data Engineer, as an example, the

Career Explorer report from Campus Nexus Occupation Insight¹³ shows the following 10 year national and Maryland state job projections:



⁹ <https://www.forbes.com/sites/louiscolumnbus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#6e41399c7e3b>
¹⁰ <https://www.bls.gov/ooh/fastest-growing.htm>
¹¹ <https://www.collegeatlas.org/top-jobs-of-the-future-2022>
¹² <https://www.discoverdatascience.org/states/maryland/>

A search for Data Mining Analyst on Glassdoor.com returned 242 jobs in Baltimore, and a search for Data Engineer on the same website returned 3850 results in Baltimore. The market demand is evident with these and other searches for a wide range of data science related career opportunities.

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.

In addition to the market demand analysis in the previous section C.2., Maryland Department of Labor Workforce Region Occupational Projections - 2016-2026¹⁴ provides the anticipated number of vacancies in 2026 by the 12 different regions in Maryland: Using one potential career opportunity for data science graduates as an example, the table in the following lists the number of positions that will be available in the different regions in 2026 compared with 2016:

Regions	Number of Positions for Operations Research Analysts (or Business Operations Specialists for 3 regions) in 2016	Number of Positions for Operations Research Analysts (or Business Operations Specialists for 3 regions) in 2026	Percentage Increase in 10 years
Anne Arundel	647	845	30.6%
Baltimore City	257	315	22.6%
Baltimore County	304	365	20.1%

Frederick	174	237	36.2%
Lower Shore	134	148	10.4%
Mid-Maryland	287	437	52.3%
Montgomery	887	1019	14.9%
Prince George's	230	296	28.7%
Southern Maryland	616	656	6.5%
Susquehanna	382	444	16.2%
Upper Shore	145	162	11.7%
Western Maryland	214	228	6.5%
Total	4277	5152	20.5%

Source: <https://www.dlrr.state.md.us/lmi/iandoproj/wias.shtml>; retrieved on December 25, 2020.

Based on the table, for this one career opportunity only, there is an increase of 875 vacancies (20.5%) from 2016 to 2026. As the data science and analytics field grows further, new types of jobs and positions/roles may emerge based on the existing ones to drive the exponentially growing big data¹⁵, and the demand for career-ready data science graduates can be exploding in the next five years.

Additional long-term projections data for 2018-2028 with similar patterns is also available from the Maryland Department of Labor website.

Regarding the educational needs, a preliminary Data Science Program Interest Survey was conducted with Coppin students from different majors in April 2020. Regarding the question whether they would have considered enrolling in the data science program if they were given a chance at admission, below are the responses from 92 students who answered the question, and only 13 out of the 92 students picked “Definitely no” for a data science program:

ANSWER CHOICES	RESPONSES	
Definitely yes	14.13%	13
Maybe	44.57%	41
Not sure	27.17%	25
Definitely no	14.13%	13
TOTAL		92

We expect the similar level of interests from high schools, community colleges, and other potential student populations.

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

According to Blackboard’s program viability study conducted for CSU in 2019³, data science program was deemed to have high student demand, high workforce demand, and moderate competition in Maryland and the nation (page 45); the number of conferrals of data science programs at all levels (certificates, master’s, and bachelor’s) in 2017 in Maryland was 367 (page 46). With the predicted growth of data science and emergence of newer job roles and even industries over the next decade¹⁶, the proposed program will supply the market needs that have not been fulfilled by other

institutions in the region. In addition, the proposed program will prepare students for more advanced studies or graduate degrees in data science that are offered by some other Maryland universities.

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.

There are several other institutions in Maryland that offer a B.S. degree in data science or analytics, but they all have different foci than the CSU's proposed program, and none of the institutions is an HBI. The proposed program does not duplicate any of these programs. The essential diversity, affordability, business emphasis and workforce skill set focus supplied by our proposed program make it new and unique. The B.S. in Data Science program will prepare students, especially minority and educationally disadvantaged students, to meet the future work force demands in a field with high demand and high growth. The program will strengthen CSU's mission and engagement with the local communities, businesses, and community colleges.

Below is a detailed comparison of similarities and differences between the CSU's proposed program and other data science or relevant bachelor's degree programs in the State or same geographical area:

Coppin State University, B.S. in Data Science – The Proposed Program

The proposed program is housed in the Department of Accounting and Management Information Systems within the College of Business. The curriculum is built on the existing business core curriculum with additions of the following ten new courses: Introduction to Data Science, Data Science Programming, Data and Text Mining, Data Science Cloud Computing, Data Visualization, Time Series Modeling and Forecasting, Machine Learning, Special Topics in Data Science, Internship in Data Science, and Data-driven Decision Making. The total number of credits required for graduation are 120 (GER: 40 credits; business core requirements: 42 credits; data science program requirements: 30 credits; University requirements and free electives: 8 credits).

Loyola University of Maryland, B.S. in Data Science

<https://www.loyola.edu/academics/data-science/undergraduate/major>

The program is housed within the Loyola College of Arts and Sciences. The interdisciplinary program has 15 data science major courses (12 required; 3 electives). There are some similarities in the program focus with an overlap of a couple courses (e.g., database, data mining, business statistics, and capstone). However, except for the capstone course the curriculum was built on courses from several disciplines such as math, computer science, information systems, statistics, etc.; the curriculum focuses are math and statistics; compared with the CSU's curriculum, they do not have Introduction to Data Science, Data Science Programming, Data Science Cloud Computing, Machine Learning, and Special Topics; Data Visualization and Text Mining courses are electives at Loyola, while these courses are part of the CSU's program core requirements.

Capitol Technology University, B.S. in Data Science

<https://www.capttechu.edu/degrees-and-programs/bachelors-degrees/data-science-bs>

“The B.S. in Data Science degree is a total of 122 credits, which covers business management, business analytics, mathematics and sciences, English and social science courses.” There are some overlapping of business management and business analytics courses; however, they do not offer a cloud computing course, and they have some computerscience and other courses (e.g., Programming in C, Data Identification and Collection Strategies, and Computer Vision) that CSU does not require; and Capitol Technology requires more math courses.

University of Maryland, College Park, B.S. in Operations Management & Business Analytics
<https://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/academic-majors/operations-management>

<https://www.rhsmith.umd.edu/files/Documents/Programs/Undergraduate/OperationsManagement/om2015-revised.pdf>. The program is housed in the Decision, Operations & Information Technologies (DO&IT) Department within the Robert H. Smith School of Business. There is a similarity with respect to the business focus, but the curriculum is very different from CSU’s, and their focus is more on operations management and quantitative models.

Goucher College, B.S. in Integrative Data Analytics

<https://www.goucher.edu/learn/undergraduate-programs/integrative-data-analytics/major>

“Students can choose to study purely in data and mathematical sciences or specialize in another discipline such as economics. Students choosing to specialize in another discipline will apply data analysis, mathematical modeling, and computational techniques in courses such as Artificial Intelligence and Machine Learning to solve complex problems in that discipline.” Except for a couple courses with similar names, Goucher’s program set up is very different from the proposed program, and courses taken by students vary depending on their choices. All the courses listed on the website are 4 credit hour courses, which is different from CSU and the other institutions.

Salisbury, B.S. in Data Science

<https://www.salisbury.edu/explore-academics/programs/undergraduate-degree-programs/majors/data-science-major.aspx>

The program is housed in the Department of Mathematics and Computer Science within the Richard A. Henson School of Science and Technology. The program includes 6 tracks: Astrostatistics, Bioinformatics, Chemometrics, Computational Data Science, Geoanalytics, and Mathematical Data Science. The program core is heavily math and computer science oriented. Except for a course with the same title, Introduction to Data Science, Salisbury’s program focus is totally different from the CSU’s proposed program.

Mount St. Mary’s University, B.S. in Data Science

<https://msmary.edu/academics/majors-minors/data-science.html>

The program is housed in the Mathematics and Computer Science Department within the School of Natural Science and Mathematics. The total number of credits required for graduation are 120, among which the data science major requirements are 49 credits including 15 credits for a chosen application area; the application areas include Computational Science, Data Engineering, Operations Research, and Analytics for Business. The program curriculum is heavily math and computer science focused and is very different from the CSU’s program emphasis; even the accounting, business and economics courses listed under the Analytics for Business application area are very different from what is required for the CSU’s proposed program.

2. Provide justification for the proposed program.

The proposed B.S. in Data Science program is created as a new, unique business curriculum. The goal of the program is to produce graduates equipped with workforce demanded skill sets to solve real world business problems.

The curriculum was developed by a multidisciplinary curriculum team from both academia and industry, including the CSU Data Science Team of data science, management information systems (MIS), and computer science faculty, a data scientist working with Blackboard, and a curriculum specialist from Blackboard. The team reviewed the existing business, MIS, computer science and math courses; explored the Microsoft professional program in data science certificate courses, and several team members took a couple of those certificate courses through edX; investigated the skills required by Microsoft¹⁷ and other top professional data science related certifications¹⁸; looked into some related job descriptions on a couple popular job sites; and conducted further research on data science curriculum design. The resulting curriculum has ten new courses in addition to the existing College of Business core requirements.

The proposed program prepares undergraduates with the workforce skills to interpret business data in the 21st century and to compete in the marketplace with combined business and data science skills. More specific workforce skill sets are as follows:

Technical skills: Analytics

- Provides robust hands-on experience with the Python, R, and SQL programming languages due to their popularity in the marketplace and exponential growth.
- Understanding of general theory and applied math and statistics skills.
- Experience in the summary of data and analytics and the ability to present in visual formats using Power BI, Tableau, and Microsoft Excel.
- Experience analyzing data on premise and from the cloud.
- Exposure to the Agile Software development process.

Technical skills: Programming

- Beginning level of skill set with Python coding and SQL database coding.

Technical skills: Data

- Ability to work with both structured and unstructured data on premise and from the cloud.
- Ability to wrangle and manage data.
- Ability to work with massive data sets.

Non-technical skills

- Read, write, speak.
- Business acumen.
- Intellectual curiosity.

¹⁷ <https://docs.microsoft.com/en-us/learn/certifications/data-analyst-associate>

¹⁸ <https://towardsdatascience.com/top-9-data-science-certifications-in-2020-40b0192ade43>

- Working alone and with teams.

Story telling skills

- Verbal - one on one, to an audience, video.
- Written - manuscript, white papers, blog.

Business skills

- Accounting, Management, Marketing, and Information Systems knowledge and experience.
- Financially savvy and good with numbers.
- Able to lead and motivate your colleagues.
- Able to manage projects and time.

The unique workforce-oriented curriculum, essential diversity and unique location supplied by CSU will deliver a high-demand, quality program for underrepresented students to pursue higher education, which will have a significant impact on reducing the achievement gap, increasing employment potential, and elevating the socioeconomic status.

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.

Currently, no other HBCU in Maryland offers a B.S. degree in Data Science. CSU is an HBCU, and the mission and strategic goals of the institution are always programmed towards educating all students, especially African American and minority student populations. CSU is proposing this program so that the institution continues to provide opportunities, mainly for minority and educationally disadvantaged students, who have the desire to pursuing academic careers in data science. Coppin is uniquely situated to be able to operate this program.

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.

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 the HBIs and will have a significant impact on CSU in fulfilling its mission. HBIs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBIs, 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 data science.

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.

As stated in the program justification in section D.2., the proposed program was established by a multidisciplinary team from both academia and industry, including the CSU Data Science Team of data science, management information systems (MIS), and computer science faculty, a data scientist working with Blackboard, and a curriculum specialist from Blackboard. The curriculum requirements were developed based on workforce demanded skill sets, existing CSU courses and research.

The program is housed in the Department of Accounting and Management Information Systems within the College of Business. The newly hired data science faculty and the MIS faculty in the department will oversee the program.

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

Educational Objectives and Program Goals:

The educational objectives of the program are to prepare undergraduates with the workforce skills to understand and apply algorithms, models, statistics, and visualization techniques to develop theories and evidence from data. Through course study and hands-on projects, students will master data science skills, including structured and unstructured data, statistical measurement, machine learning and deep learning, on-premises and cloud computing, and data visualization.

Program graduates are expected to be able to

- Demonstrate knowledge about business functions and processes.
- Collect, clean, prepare, and maintain data from different sources with relevant technologies.
- Analyze data using popular statistical tools and programming skills and generate reports.
- Visualize data using Power BI, Tableau, and Microsoft Excel and communicate the results effectively to address business questions and make recommendations.
- Understand the role of data governance and the ethical use of data in data science.
- Demonstrate knowledge about enterprise systems.

Student Learning Outcomes:

College of Business has a list of ten student learning outcomes (SLOs), which include the institutional SLOs that the college adopted and the SLOs that are unique to the college. The proposed B.S. in Data Science program will focus on the following eight highlighted SLOs out of the ten:

SLO #1. Written Communication

SLO #2. Oral Communication

SLO #3. Critical Thinking
SLO #4. Quantitative Literacy
SLO #5. Information Literacy
SLO #6. Global Awareness
SLO #7. Leadership
SLO #8. Teamwork
SLO #9. Ethical Reasoning
SLO #10. Reflective Practice

Below are the descriptions of the eight SLOs that the proposed program is mapped to:

SLO #1. Written Communication

- Writing clear expository and persuasive prose
- Use of valid research-based arguments to support written positions
- Expression of ideas in language appropriate to the topic and audience
- Writing proficiently for various audiences

SLO #2. Oral Communication

- Use of valid research-based arguments to support oral positions
- Oral expression of ideas in language appropriate to the topic and audience
- Speaking proficiently for various audiences

SLO #3. Critical Thinking

- Thinking critically and analytically to respond to various issues and problems/concerns
- Applying applications of classical and/or current theories and principles from specific content areas.
- Using critical judgments from a combination of evidence and assumptions to reach viable conclusions

SLO #4. Quantitative Literacy

- Collecting, analyzing, and interpreting data via computational literacy and scientific reasoning

SLO #5. Information Literacy

- Proficiency in the use of technology and its appropriate applicability
- Use of multiple information sources such as online databases, videotapes, government documents, and journals in conducting research and/or in problem solving (e.g., electronic and print periodicals, chapters in books, government documents, archival material, and microfilm)

SLO #8. Teamwork

- Listen to and respect different perspectives
- Advance the work of the team by collaboratively and constructively building
- Focus on the team objectives, observe deadlines, and resolve conflicts within the team

SLO #9. Ethical Reasoning

- Assess own ethical values
- Recognize ethical issues in a variety of settings
- Consider the social contexts of ethical issues
- Think about how different ethical perspectives might be applied to ethical dilemmas

- Consider the implications of alternative decisions/actions

SLO #10. Reflective Practice

- Personal responsibility for intellectual growth through reflective practice in order to engage in continuous personal and academic development
- Use of professional organizations to develop a comprehensive understanding of the expectations of the chosen profession; and
- Development of professional competence through continuous learning experiences

3. Explain how the institution will:

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

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidence and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

b) document student achievement of learning outcomes in the program

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements to the curriculum will be provided to ensure student success. The Assessment schedule of the university will drive routine and systematic assessment of learning.

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

B.S. in Data Science - Overall Curriculum Requirements for Graduation (120 Credits):

Requirements	Credits
GER (13 Courses)	40
University Requirements (1 Course: FRSEM 101 Freshman Seminar)	1
College of Business Core Requirements (14 Courses)	42
Data Science Program Requirements (10 Courses: 9 Core Courses; 1 Elective Course)	30
Free Electives (2-3 courses):	7
<ul style="list-style-type: none"> • Recommendation: COSC 199 Introduction to Computer Programming (3 Credits) • Recommendation: One or two other COSC, MATH, or MISY courses (4 Credits) 	
Total Credits:	120

College of Business Core Requirements (42 Credits):

College of Business Core Courses with Course Descriptions (14 Courses)	Credits
<ul style="list-style-type: none"> • ACCT 201 Principles of Financial Accounting This course examines procedures for current and recommended concepts of accounting. Major emphasis is on basic principles underlying the preparation of financial accounting reports. Special attention is given to financial statements, their interrelationships to one another and their related significance to financial problems. Prerequisite(s): ECON 103 	3
<ul style="list-style-type: none"> • ACCT 202 Principles of Managerial Accounting This course examines the basic principles underlying the preparation of managerial accounting reports. Special attention is given to financial statements, their interrelationships on one another and their related significance to financial problems of a corporate entity. Prerequisite(s): ACCT 201 	3
<ul style="list-style-type: none"> • BDSC 322 Business Statistics This course introduces students to the fundamental concepts and application of statistics to decision-making in business. Major topics include measures of central location, variability, and correlation between two variables; probabilities; discrete and continuous probability distributions; sampling distributions; confidence intervals; and hypothesis testing. Prerequisite(s): MATH 131 	3
<ul style="list-style-type: none"> • BDSC 340 Operations and Production Management This course introduces the principles and concepts of operations management. Students will learn how to apply these principles and concepts to real-life business-related problems. Students will be trained to collect, analyze, data in order to solve the real-life problem. They will also learn how to interpret data and draw meaningful conclusions. Students also are trained to demonstrate proficiency in the use of business-related computer software. Specific topics included are Forecasting, Locations Strategies, Decision Analysis, Inventory Management and Just-In-Time, Material Requirement Planning, Project Management and Short-Term Scheduling tactics, etc. Prerequisite(s): BDSC 322 	3
<ul style="list-style-type: none"> • BUSI 310 Business Law This course surveys the many legal doctrines that affect business world. Topics include contracts, torts, consumer law, business ethics, proper business structures, 	3

and employment law. This class will prepare students to analyze a wide variety of legal issues at a general level while sharpening legal reasoning skills. Prerequisite(s): ECON 103	
<ul style="list-style-type: none"> • BUSI 320 International Business <p>This course focuses on the knowledge and skills needed to navigate the maze of international markets, to grow and sustain performance in an international business organization. It addresses common international business functions such as market, analysis, management, marketing, finance, exporting, importing, cross-cultural management, direct foreign investment, and sourcing. Prerequisite(s): ECON 103</p>	3
<ul style="list-style-type: none"> • BUSI 495 Seminar in Business Strategy and Policy <p>This is a capstone course that utilizes an eclectic approach to integrate key concepts and processes of the business curriculum/discipline. Students will explore the processes of how organizations formulate, implement, and evaluate strategies via case analyses. Topics include generic competitive strategies, corporate strategies, competitive international market strategies, company's external environment, resources, cost position, and competitiveness. Prerequisite(s): Senior standing or the consent of instructor(s).</p>	3
<ul style="list-style-type: none"> • ECON 211 Principles of Economics I <p>This course introduces the foundational concepts of economic principles, such as opportunity costs, supply, and demand. However, the course focus is to explore primary macroeconomic principles, including measurement, the nominal and real economy, money supply effects, macroeconomic fluctuations, and policy issues. You will be presented with real world contemporary examples that apply theory to practice, demonstrating the relevance of macroeconomic thought.</p>	3
<ul style="list-style-type: none"> • ECON 212 Principles of Economics II <p>A systematic study and examination of the elements of micro-economic theory, presenting an analysis of the household, business organizations, markets, and industry.</p>	3
<ul style="list-style-type: none"> • FINM 330 Principles of Business Finance <p>Within this course, we will develop the tools that are typically used in a typical finance setting. You will learn how and why businesses can be organized in various forms and how they raise the capital needed to expand. Financial decisions are made using a variety of tools, such as cash flow analysis, and net present value. These tools are widely applicable, beyond business settings. As an example, you will learn how to compute the payments on a mortgage or find the value of any asset that generates cash flows. You will also learn the basics of investment management. Prerequisite(s): ECON 103</p>	3
<ul style="list-style-type: none"> • MGMT 305 Business Communications <p>This course introduces the fundamentals of communication in an organizational environment. The topics to be discussed, but are not limited to study the principles, strategies, and techniques of effective written, oral, and digital business communication. Emphasis is placed on reviewing grammar and mechanics a's students create successful written messages including e-mails, memos, letters, reports, and resumes. Students learn productive techniques for business meetings, presentations, and interviews, as well as communicating professionally in an increasingly global, digital workplace. Prerequisite(s): ENGL 102 and ECON 103</p>	3

<ul style="list-style-type: none"> • MGMT 320 Principles of Management <p>This course introduces students to the fundamental concepts and processes of management. Students will explore the functional role of a manager and various topics centered on the four basic functions of management: Planning, Leading, Organizing, and Controlling. Some of the topics covered in this course include individual differences across national cultures, generic and situational leadership styles, and group and team dynamics. Students will develop the skills required to become successful managers in a competitive environment. Prerequisite(s): ECON 103</p>	3
<ul style="list-style-type: none"> • MISY 341 Small Systems Software <p>This course introduces students to the fundamental concepts and applications of management information systems. Students will develop practical skills in advanced spreadsheet and database management. Some of the advanced spreadsheet skills include charts, formulas, functions, what- if analysis, and data management. Some of the database management skills include creating databases, querying a database, creating forms and reports, and maintaining a database. Prerequisite(s): MISY 150</p>	3
<ul style="list-style-type: none"> • MKTG 310 Principles of Marketing <p>This course introduces students to the fundamental concepts and processes of marketing. The course will focus on using the four Ps (product, price, promotion, and place) to satisfy the customers' needs and wants and build long-lasting relationships. The course will also focus on marketing challenges, which include cultural differences, government regulations, and opportunities and threats of operating in national and global markets. Students will be exposed to the process and technological tools for gathering and evaluating information. Prerequisite(s): ECON 103</p>	3
Total Credits:	42

Data Science Program Requirements (30 Credits):

The program requires 10 courses, 9 core courses and 1 elective course. Among the 9 core courses, 8 are new data science courses and 1 is an existing MIS course. Regarding the elective course, students are required to select 1 out of 2 new data science courses. In total, there are 10 new courses and 1 existing course with course descriptions listed in the table below:

Data Science Program Requirements with Course Descriptions	Credits
<i>Data Science Core Courses (9 Courses: 8 New Courses; 1 Existing MISY Course)</i>	27
<ul style="list-style-type: none"> • DSCI 201 Introduction to Data Science <p>This course presents students a managerial approach to Business Intelligence, Analytics, and Data Science, emphasizing the applications and implementations behind the concepts. This approach allows students to understand how Business Intelligence, Analytics, and Data Science work in a way that will help them adopt these technologies in future managerial and Data Science roles. As a first course in Data Science, we follow the Exposure, Experience, Exploration (EEE) approach to introduce concepts. The students will be introduced to several real-life problems. Prerequisite(s): MATH 131 College Algebra for Mathematics and Science Majors</p>	3
<ul style="list-style-type: none"> • DSCI 310 Data Science Programming 	3

<p>This course teaches students the Python and SQL programming languages and the Git version control system. Python is the most popular general-purpose programming language. SQL is the de facto standard language for data. Git is the most popular version control system used by developers and businesses. Working knowledge of these languages helps prepare students for work and research in data science. Students will document their code and knowledge in a GitHub repository (e-portfolio). Prerequisite(s): DSCI 201 Introduction to Data Science</p>	
<ul style="list-style-type: none"> • DSCI 351 Data Visualization <p>The goal of this course is to expose students to key data visualization design principles, leading analytical techniques, business intelligence tools, and strategic communication skill to bring insights to complex data and drive real value. Students will go through the data discovery journey, focusing on how to present information clearly and effectively translate data into dynamic stories with actionable outcomes. Prerequisite(s): BDSC 322 Business Statistics</p>	3
<ul style="list-style-type: none"> • DSCI 355 Data and Text Mining <p>Data can be continuous, binary, categorical, and seasonal. This course will focus on data mining and predictive analytics based on continuous response data. Major topics include simple and multiple regression analysis techniques, different model selection methods, and text mining concepts. Prerequisite(s): DSCI 310 Data Science Programing & BDSC 322 Business Statistics</p>	3
<ul style="list-style-type: none"> • DSCI 356 Data Science Cloud Computing <p>This advanced course provides a comprehensive study of Cloud concepts and capabilities across the various Cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and Business Process as a Service (BPaaS). The course also covers the Cloud security model and associated challenges and delves into the implementation and support of High-Performance Computing and Big Data support capabilities on the Cloud. Prerequisite(s): DSCI 355 Data and Text Mining</p>	3
<ul style="list-style-type: none"> • MISY 360 Database Management Principles <p>An introduction to the advantages of a database approach to data management. The course covers database systems architecture and design, logical and physical design, relational database, data dependencies and normalization, query languages (including SQL), database security, data dictionaries, and distributed databases. Prerequisite(s): MISY 341 Small Systems Software</p>	3
<ul style="list-style-type: none"> • DSCI 375 Time Series Modeling and Forecasting <p>Time series data is available in the area of stock price, retail sales, economics, and weather. Learning time series model is an important skill for any decision maker as they will encounter time series data in their daily lives. Visualizing and finding a pattern in a time series is an important task. This course will focus on developing, examining, and improving the forecast accuracy of time series models. Prerequisite(s): DSCI 355 Data and Text Mining</p>	3
<ul style="list-style-type: none"> • DSCI 420 Machine Learning <p>Response data can be continuous, binary, categorical, and seasonal. This course will focus on analysis of categorical response data using popular machine learning algorithms. An in-depth study of supervised and unsupervised machine learning</p>	3

algorithms will be discussed using real data to classify previously unseen inputs correctly. Prerequisite(s): DSCI 355 Data and Text Mining	
<ul style="list-style-type: none"> • DSCI 490 Data-driven Decision Making <p>This capstone course will provide hands-on experience where the student must demonstrate the ability to understand the problem, collect raw data, clean data sets, visualize the problem, apply suitable algorithms to the problem, summarize the findings in a formal report, present it, and find areas to improve. This is a capstone design course and draws on materials from the total data science curriculum. The impact of data science program on society will also be discussed. Prerequisite(s): DSCI 351 Data Visualization, DSCI 375 Time Series Modeling and Forecasting, & DSCI 420 Machine Learning</p>	3
<i>Data Science Electives (Select any 1 Course)</i>	3
<ul style="list-style-type: none"> • DSCI 450 Special Topics in Data Science <p>This course covers important practical topics or current developments in data science. At the discretion of the instructor, major topics may include, but not limited to, data science and business processes, analytical tools, quantitative methods and models, and data science applications. Prerequisite(s): DSCI 420 Machine Learning</p>	3
<ul style="list-style-type: none"> • DSCI 485 Internship in Data Science <p>This course is structured to assist students in gaining practical experiences as to how to apply the data science theories and tools learned in class to solve real world problems in an actual working situation. Typical positions should relate to some aspects of the data science field. A student must choose an internship that complies with their major of study. To ensure the appropriateness of an internship that is under consideration, contact the instructor for approval before starting the internship work. Students must complete a minimum of 150 hours of internship work for this 3-credit course over the course of a semester. Prerequisite(s): This course is intended for upper-level students only. Approval by the instructor is required.</p>	3
Total Credits:	30

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

The general education requirements of 40 credit hours will be met based on six categories as follows:

Categories	Courses	# of Credits
Category 1: English Composition	ENGL 101 English Composition I	3
	ENGL 102 English composition II	3
		Total: 6
Category 2: Arts and Humanities- History/African American Heritage	History I (World, United States, or African American History): HIST 201, 203, or 205	3
	and History II (World, United States, or African American History): HIST 202, 204, or 206	3
		Total: 6
Category 2: Arts and Humanities (Art, Dance, Theater, and Music)	PHIL 102 Introduction to Logic	3
	SPCH 105 Introduction to Speech Communication	3
	Select any one from ART 103, MUSC 201, DANC 226, THEA 221, IDIS 102/103, or Foreign Language 101	3
	Total: 9	
Category 3: Social and Behavioral Sciences	ECON 103 Introduction to Business & Entrepreneurial Economics	3
	PSYC 201 General Psychology	3
		Total: 6
Category 4: Mathematics	MATH 131 College Algebra for Mathematics and Science Majors	3
Category 5: Natural Sciences	BIOL 101 Biological Science	4
	PHSC 101 Physical Science or PHSC 103 Environmental Sciences	3
		Total: 7
Category 6: Interdisciplinary and Emerging Issues-Local to Global	MISY 150 Technology Fluency	3
Total Number of GER Credits:		40

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

Currently, there are no specialized accreditation or graduate certification requirements for this program and its students.

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

The university is not contracting with another institution or non-collegiate organization to administer this program.

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

The Undergraduate Catalog and program brochure will provide students with clear, complete, and timely information on the curriculum, course, and degree requirements. Coursesyllabi will provide clear information on nature of faculty/student interaction, specific course requirements, modes of instruction, assumptions about technology competence and skills, technical equipment, or software requirements, learning management system (i.e., Blackboard), and academic accommodations. The CSU website and the Blackboard site for each course will list all the academic support services available for students on campus and online. Information on financial aid resources and costs and payment policies will be clearly communicated to students through the corresponding offices on campus, the CSU website, and College of Business advisement center.

The program description, curriculum requirements and services will also be provided on the department's website, as well as the college level page location. It will be noted that the program provides ample opportunities for students to engage in career development and other professional activities on and off campus.

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.

Once approved, the program will be advertised through brochures, flyers, CSU website, social media and in the Student Handbook, along with the appropriate student supports. The recruitment materials/portals will clearly and accurately promote the program and inform students about academic advising, disability support, counseling, and other services available at CSU.

H. Adequacy of Articulation

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

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the discipline.

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.

All the full-time faculty in the program are either tenured or tenure-track. Here is a summary list of the program faculty:

Faculty Name	Terminal Degree Title and Field	Academic Title/Rank	Status (Full-Time, Part-Time, Adjunct)	Course(s) Each Faculty Member Will Teach in the Proposed Program
Ha, Lidan	Ph.D. in Information Systems	Associate Professor	Full-Time	BDSC 322, DSCI 450, MISY 341
Iqbal, Gazi	Ph.D. in Industrial Engineering	Assistant Professor	Full-Time	DSCI 201, DSCI 351, DSCI 355, DSCI 375, DSCI 490
Newman, John	Ph.D. in Management Information Systems	Associate Professor	Full-Time	BDSC 340, BUSI 310, DSCI 485
Providence, Stephen	Ph.D. in Computer Science	Assistant Professor	Full-Time	DSCI 310, DSCI 420, DSCI 450
Song, Yangsoon	Ph.D. in Management Science	Assistant Professor	Full-Time	BDSC 322, BDSC 340, DSCI 375
Liangjun, You	Ph.D. in Information Systems	Associate Professor	Full-Time	DSCI 356, DSCI 375, MISY 360
Fufa, Negash	M.ED in Instructional Technology	Adjunct Professor	Adjunct	DSCI 201, DSCI 351

More detailed qualifications of the faculty members are as follows:

Dr. Lidan Ha is a tenured Associate Professor in the College of Business at Coppin State University. She holds a master's degree and a Ph.D. degree in Information Systems from University of Maryland Baltimore County (UMBC), a master's degree in Quantitative Economics, and a bachelor's degree in Management Information Systems from Tsinghua University in Beijing, China. Her major expertise is in the areas of information systems, business statistics, decision support systems, and human computer interaction. Dr. Ha has been teaching for the Management Information Systems program within the College of Business at Coppin since August 2005 and has taught undergraduate and graduate level courses in the fields of information systems as TA and Associate Faculty from 2001 to 2005 at UMBC.

Dr. Gazi Iqbal is an Assistant Professor of Accounting & Management Information Systems in the College of Business at Coppin State University (CSU). He finished his Ph.D. in Industrial Engineering under the supervision of Dr. Jay Rosenberger from University of Texas at Arlington. He also holds the degree of M.S. in Industrial Engineering from University of Southern Mississippi and B.S. in Industrial and Production Engineering from Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh. Prior to joining CSU, Dr. Iqbal worked at New York University (NYU) Tandon School of Engineering as a Visiting Assistant Professor. Dr. Iqbal worked at University of Maryland School of Medicine as a Post-Doctoral Research Fellow for almost two years. He is an active member of INFORMS and IISE.

Dr. John Newman holds terminal degrees from the University of Baltimore School of Law (Juris Doctorate, December 1974); Loyola University (Executive MBA, June 1987); University of Maryland Baltimore County (Master's Degree: Operation Management, December 1991); University of Maryland Baltimore County (PhD: Management Information Systems, May 1993). His areas of interest include the field of data science; he is currently involved in the development of a data science program at Coppin. Dr. Newman believes in bringing his real-world experience into the classroom whether the classes are taught face to face, online, or some combination thereof. He has had years of experience in the private sector and at various universities. He is a tenured Associate Professor at Coppin State University.

Dr. Stephen Providence holds bachelor's, master's, and doctorates in computer science from the City University of New York. His expertise is in algorithms for quantum & information science with IBM, computational biology & genomics with ARL and the Broad Institute, plus parallel and serial computer algorithms, high-performance computing, parallel & distributed computing, and computer & network architecture. Dr. Providence has taught computer science at the senior college level for eighteen academic years and has advised six graduate students toward master's degrees in computer science. Dr. Providence has conducted research as visiting faculty at Vanderbilt's, EECS Institute of Software Integrated Systems to develop Computer Aided Software Engineering tools as a PaaS for faculty teaching computer architecture.

Dr. Yangsoon Song holds a Ph.D. degree in Management Science from the Penn State University and a master's degree in Finance from Korea University in Seoul, Korea, and a bachelor's degree in Electronic Communication Engineering from the Seoul National University (SNU) in Seoul, Korea. His major expertise is in the areas of operations management, optimization in decision making system, and competitive bidding. Dr. Song has been teaching in operations management and business statistics for the Management Information Systems program within the College of Business at Coppin State university since August 1993 and has taught undergraduate and graduate level courses in the fields of operations management and finance as an Assistant Professor from 1986 to 1993 at the Penn State University at Harrisburg, PA.

Dr. Liangjun You, full time faculty, associate professor, holds a Ph.D. in Information Systems from University of Texas at Arlington, Texas and Master of Science in Computer Science from St. Cloud State University, St. Cloud, MN. Dr. You has considerable background in computer and information security studies, both as an instructor and researcher. As an instructor, Dr. You teaches MISY356 (Introduction to Computer and Information Security), MISY 150 (Technology Fluency), MISY360 (Database Management Principles), MISY355 (Visual Basic Programming). He brings his skills and knowledge from different areas and integrates the disciplines of as computer science, management, and management information systems. As a researcher, Dr. You published a research paper on

computer and information security titled, “A Security Communication Prototype Protocol to Support Client/Server Computing”, at the SW Decision Science Institute 2007 Annual Meeting and published, “ Using the packet analysis method to teach secure communication in client/server computing” in the Journal of Informatics Education Research in 2009.

Negash Fufa, adjunct faculty, holds a M.ED in in Instructional Technology from American InterContinental University (AIU), Hoffman Estates, IL. He is an IT professional with 10+ years of experience and has received multiple certificates related to the data science field. His major skills include Data Science with Tableau, Python and R (Basics), Data Analytics with T-SQL (Basics), Data Analytics: Using Excel, GIS and SPSS, Math and Basic Statistics, Big Data & Cloud Computing Concepts (IaaS, SaaS, PaaS), Basic to Core Java (Software Developer), Basic Front End: CSS, HTML, JS, File and Data Management, Data Storage and Collaboration, Computer and Information Processing, Hardware, Software, Windows OS, Computer Security, Troubleshooting & Maintenance, Internet & Network (WAN and LAN), Querying Data with Transact – SQL, Database Management with T-SQL, Query Data with Advanced T – SQL, and Program Databases using T – SQL. In July 2020, he published a book on Amazon with a title of “The Value of Big Data Analytics in Higher Education and Beyond: Data Analytics & Strategies to Upgrade Educational Institutions”.

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

The Innovation, Development, Education, & Assessment (IDEA) team under the Information Technology Division at CSU has been committed to providing ongoing pedagogy training for faculty in evidence-based best practices and technology tools. The training covers all aspects of pedagogy to meet the needs of and to better the students. The training workshops and other professional development activities include topics such as Blackboard, Blackboard Collaborate, TurnItIn, Panopto (a lecture capturing system), Microsoft Teams, Accessibility, Quality Matters Rubrics, just to name a few. Individual faculty members, departments or colleges can also request need-based training sessions.

The Faculty Information Technology Committee (FITC) organizes an Information Technology in Teaching and Learning Conference every year to provide a platform for faculty from CSU and other sister institutions to share their evidence-based best practices. In addition, College of Business has its own Faculty Professional Development Committee to provide pedagogy training, research, and other professional development opportunities for faculty. The institution and the college will provide continued support for faculty training and development.

b) The learning management system

CSU employs Blackboard as the learning management system. Currently all faculty are required to use Blackboard whether teaching a face-to-face, hybrid, or

completely online class. The IDEA team under the Information Technology Division provides faculty with individual or group-based trainings all year long on all aspects of Blackboard to better engage and communicate with students, assess students' knowledge and learning outcomes, and so on. Best practices and new ideas are shared across the campus through these ongoing training workshops and activities.

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

Not applicable

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.

Coppin State University has a library on-campus with adequate resources to support the proposed program.

The Parlett L. Moore Library's facilities and resources provide excellent support for scholarship, inquiry, and research for the students and faculty of the College of Business. The library has a diverse collection of print, non-print, and electronic items. Currently, the library collection includes 95,015 books and over 40,000 electronic books. The library subscribes to 363 print serials titles.

The Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits 13 state higher education institutions to share resources. USMAI provides global circulations functions; a major advantage because of the students' accessibility to information resources including over 1,400,000 titles. Global circulations functions permit registered patrons to borrow from the members of USMAI. If a student cannot locate the book in the Moore Library and it is available at another institution, the student can either pick the book up from that institution or have the book sent to the Moore Library. The document delivery service, having the book sent and returned from a member library, is available to students at no cost.

Parlett L. Moore Library is equipped to support increasing use of web-based collections/electronic resources and web-based services. The use of technology by students and faculty has been successful; the library offers 40 electronic databases, providing full text and indexing and abstracts for more than 35,000 journals. There is extensive indexing for books, monographs, conference papers and other sources. The library uses the SFX and MetaLib software to integrate and improve access to full-text articles. If the source is not available in Parlett L. Moore Library, the software automatically directs the students to Interlibrary Loan to request the article.

Materials, including books, copies of periodical articles, dissertations, etc., which are not in the USMAI catalog or cannot be accessed in our full-text online databases are obtained from other libraries through the Interlibrary Loan (ILL) process. Monographs are usually borrowed in returnable hard copy. Newspaper and periodical requests are received as PDF whenever possible and accessed online through an ILL Express Account. Coppin uses ILL Express, which is the electronic service, students request the item(s) through their account, and when the material arrives, it is sent via e-mail to the student. There is no fee for interlibrary loan services. The library's online catalog, e-books and databases are accessible 24 hours.

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 instructional 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.**

Coppin State University's existing physical facilities, infrastructure, and equipment are adequate to meet the needs of the proposed B.S. in Data Science program.

In addition, the Percy Julian Science Building is currently under renovation for the College of Business with an expected completion date of Spring 2022. The new building will provide additional resources for the new Data Science program. The new facilities and other resources include, but are not limited to, faculty and staff offices, computer labs, classrooms equipped with state-of-the-art technology and a Data Science Lab to support the capstone experience and other related projects. The data science students will also interact with community leaders in a simulated boardroom where students can present their projects to a broader audience including potential employers. There will also be a career center that will serve as a placement office to provide job/internship opportunities and trainings for students.

- 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**

Currently, the program is not applying for the distance education modality. However, students enrolled in and faculty teaching in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the students' experience. Additionally, students can access 24/7 OIT Student Help desk should needs arise using any of the technology.

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.

TABLE 1: PROGRAM RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	\$379,584	\$1,206,985	\$3,388,313	\$6,704,361	\$11,188,709
a. #F.T. Students	9	20	28	36	49
b. Annual Tuition/Fee Rate	6716	6716	6716	6716	6716
c. Annual Full Time Revenue (a x b)	\$60,444	\$134,320	\$188,048	\$241,776	\$329,084
d. # Part Time Students	6	11	19	27	35
e. Credit Hour Rate	2955	2955	2955	2955	2955
f. Annual Credit Hours	18	33	57	81	105
g. Total Part Time Revenue (d x e x f)	\$319,140	\$1,072,665	\$3,200,265	\$6,462,585	\$10,859,625
3. Grants, Contracts, & Other External Sources ³	\$525,000	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$904,584	\$1,206,985	\$3,388,313	\$6,704,361	\$11,188,709

***\$525,000 - USM**

Narrative Rationale: The program is developed in response to funding provided by the USM as part of its workforce initiatives. After the cessation of the external funding, the program will be funded by the tuition revenue. The 5-year enrollment projection is consistent with the CSU's enrollment projection.

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.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$97,500	\$195,000	\$195,000	\$195,000	\$195,000
a. # FTE	1	2	2	2	2
b. Total Salary	\$75,000	\$150,000	\$150,000	\$150,000	\$150,000
c. Total Benefits	\$22,500	\$45,000	\$45,000	\$45,000	\$45,000
2. Total Administrative Staff Expenses (b + c below)	\$37,800	\$37,800	\$37,800	\$37,800	\$37,800
a. # FTE	1	1	1	1	1
b. Total Salary	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
c. Total Benefits	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
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	\$125	\$125	\$0	\$0	\$0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
TOTAL (Add 1 - 7)	\$185,425	\$282,925	\$282,800	\$282,800	\$282,800

Narrative Rationale: Initial funds have been utilized to hire a content expert and faculty to further guide the design and development of the program. As enrollment grows, one additional full-time data science faculty will be hired for Year 2-Year 5. Existing management information systems and computer science faculty will teach the courses that are not covered by the data science faculty. One administrative staff will be hired over the 5 years to support program faculty and students. Other expenses include expenditures on marketing, software licenses, and professional development activities for students and faculty.

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.

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 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, and oral presentation. Faculty 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.

More specifically within the College of Business, 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 since the ACBSP accreditation in 2015. 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 eight 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 Business Assessment Committee oversees the process.

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.

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 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:

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 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)

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

The program will not be offered via 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.

Not applicable



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

TOPIC: Coppin State University: Master of Science in Health Information Management

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

SUMMARY: The aim of the proposed Master of Science in Health Information Management (MSHIM) program is to provide advanced academic preparation and experience for professionals in areas such as health informatics, health services administration, quality improvement and risk management. This program will be offered year-round and in hybrid format to accommodate the working professional. The MSHIM program is structured to facilitate the career advancement of practicing health information management professionals; however, it also facilitates the growth of those in clinical practice, laboratory science, or those committed to joining the health information discipline as new healthcare professionals such as nursing, health and health education, information technology, and business management.

The MSHIM program incorporates the disciplines of healthcare administration, quality improvement and risk management, informatics, research, finance, information technology and systems, and law into one curriculum. Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments. As the world moves from a paper based to an electronic society, so does the health care field. The health care community is working to develop an electronic health patient record. The HIM profession is at the forefront of this movement. This requires the need to enhance the depth and breadth of knowledge in information management capabilities through academic preparation at the master's degree level.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Health Information Management.

COMMITTEE RECOMMENDATION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

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

jboughman@usmd.edu



OFFICE OF THE PRESIDENT

April 5, 2021

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

Dear Chancellor Perman:

I am seeking your approval to offer a new Master of Science in Health Information Management at Coppin State University (CSU). The proposed program codes for the new program are CIP 51.0706 and HEGIS code 1201.01. The program will contribute to workforce and 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 health information management skills beyond our existing bachelor's degree.

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. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Anthony L. Jenkins, Ph.D.", written over a horizontal line.

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Leontye Lewis, 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

Master of Science in Health Information Management

Title of Proposed Program

Master of Science

Award to be Offered

Fall 2021

Projected Implementation Date

1201.01

Proposed HEGIS Code

51.0706

Proposed CIP Code

**College of Health Professions/School of Allied
Health/Health Information Management**

Department in which program will be located

**Mona Calhoun, M.S., M.Ed., RHIA,
FAHIMA**

Department Contact

410-951-2622

Contact Phone Number

mcalhoun@coppin.edu

Contact E-Mail Address



Signature of President or Designee

4/5/2021

Date

A Proposal for a Master of Science in Health Information Management

A. Centrality to Institutional Mission and Planning Priorities:

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

The aim of the MSHIM graduate degree is to provide advanced academic preparation and experience for the professional in areas of responsibility such as health informatics, health services administration, quality improvement and risk management. This program will be offered year-round, hybrid to accommodate the working professional. The MSHIM program is structured to facilitate the career advancement of practicing health information management professionals; however, it also facilitates the growth of those in clinical practice, laboratory science or those committed to joining the health information discipline as new healthcare professionals such as nursing, health and health education, information technology and business management.

The MSHIM program incorporates the disciplines of healthcare administration, quality improvement and risk management, informatics, research, finance, information technology and systems, and law into one curriculum. Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments. As the world moves from a paper based to an electronic society, so does the health care field. The health care community is working to develop an electronic health patient record. The HIM profession is at the forefront of this movement. Advances in medical science, legislative reforms, demands for broader information systems, computerization, and the need to manage health care delivery systems and health care costs have enhanced the roles of the health information professional. This requires the need to enhance the depth and breadth of knowledge in information management capabilities through academic preparation at the master's degree level.

The MSHIM program at Coppin State University is set up based on standards established by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). CAHIIM recognizes degree-granting programs in Health Informatics and Information Management that have undergone a rigorous process of voluntary peer review and have met or exceeded the minimum accreditation Standards as set by the professional association. CAHIIM advances the value of health informatics and health information management practice through quality education by assessing learning outcomes and encouraging educational innovation and diversity. Once accreditation is established students that select the RHIA track may be eligible to seek certification as a Registered Health Information Administrator (RHIA) or upon completion of the MSHIM be eligible to see certification as a Certified Health Data Analyst (CHDA).

Following successful completion of the core courses, students can select a track of interest. These tracks would provide the student with an academic foundation to be eligible for added certification in that area. In addition to earning a MSHIM degree, students may be eligible to sit for the Registered Health Information Administrator (RHIA) national certification exam offered by the American Health Information Management Association (AHIMA) and the Certified Health Data Analysts (CHDA). Individuals who earn the CHDA designation will achieve recognition for their expertise in health data analysis and

validation of their mastery of this domain. This prestigious certification provides practitioners with the knowledge to acquire, manage, analyze, interpret, and transform data into accurate, consistent, and timely information, while balancing the "big picture" strategic vision with day-to-day details. CHDA-credentialed professionals demonstrate broad organizational knowledge and the ability to communicate with individuals and groups at multiple levels, both internal and external. For the individual, certification leads to career enhancement, increased competency, salary and job mobility, and greater success in the profession. For the employer it improves the quality of information and care, minimizes errors, reduces the potential for fraud and abuse charges, increases efficiency, and reduces costs.

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

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships. As a constituent institution of USM, Coppin will continue to adopt and support USM's strategic goals.

The MSHIM degree is part of a larger grouping of degree programs the institution is proposing to implement to help achieve its strategic goals and the strategic goals of the USM. This proposal directly aligns with CSU Goal 1 to increase enrollment and Goal 3 Student Experience - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom. In alignment with CSU's Goal 6: Information Technology - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence, the Master of Science in Health Information Management (MSHIM) program at Coppin State University is specifically designed to prepare professionals to thrive in a technology-supported and information-driven health care environment.

The proposal is in alignment with the University's goals and outcomes to recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement, economic gain, prepared for service to the community, to serve in healthcare leadership roles, and to improve healthcare outcomes.

Through interprofessional collaboration, the School of Allied Health fosters the University's mission of increasing the number of healthcare professionals and scientist focused on the development of leaders, the promotion of healthy communities and strengthening

relationships with local, national and global partners. The University's strategic plan is to improve its image as an educational institution invested in producing well prepared and well-trained professionals for leadership roles well into the 21st century and beyond. The University sees retention and recruitment as paramount toward this effort. The Master of Science in Health Information degree will increase diversity by enabling more students to enroll because of the job growth potential and the tremendous salary projections, for healthcare professionals both now and in the future.

College of Health Professions Vision and Mission

This proposal supports the Coppin State University College of Health Professions' vision to be nationally and internationally recognized for educating healthcare professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and interprofessional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

The mission of the College of Health Professions is an integral part of Coppin State University mission to serve a multi-generational student population and provide education opportunities while promoting lifelong learning. The MSHIM is in direct alignment with the university's mission to foster leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. CHP prepares analytical, socially responsible health care professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and interprofessional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

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).

CSU received USM Workforce Development funds of \$525,000 for the proposed program. The program is developed based on the existing business curriculum with additions of ten new courses. A newly hired data science faculty and the existing faculty members from the business, management information systems, and computer science programs will be teaching the relevant business and data science courses. With the initial committed funding support, existing resources, and active recruitment throughout the first five years, the proposed program will be adequately funded.

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

i. 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, library resources, and a new building under renovation.

ii. 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.

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

B. 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:

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

a) The need for the advancement and evolution of knowledge

Maryland is a national leader in the exploration, development, and implementation of creative and diverse educational and training opportunities that will increase student engagement and improve learning outcomes and completion rates. Furthermore, the CSU MSHIM degree aligns with USM Goal 1 for USM academic programs to respond to meeting the changing educational and leadership needs of the State of Maryland, the nation, and a growing and increasingly diverse undergraduate and graduate student population. On the national and international level, the U.S. Department of Health and Human Services (HHS) which includes the Centers for Disease Control, the Centers for Medicare and Medicaid, the National Institutes of Health, the Substance Abuse and Mental Health Services Administration (SAMSHA), the Administration for Children and Families, and the Administration for Community Living that includes the Administration on Aging, the Office on Disability, and the Administration on Intellectual and Developmental Disabilities, is the largest employer of health professionals in the world. Also, on the national and international level, the U.S. Armed Forces which includes the Army, Navy, Air Force, Marines, Coast Guard, and Merchant Marines and the U.S. Veteran's Administration employs thousands of health professionals worldwide. Each of the agencies provide for expanded educational opportunities in addition to professional employment opportunities.

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

A MSHIM graduate degree is essential as the U.S. health care delivery system gravitates towards a complete electronic system. Furthermore, the healthcare system has become a complex health information environment requiring all healthcare professionals to need greater skills in managing patient information through the continuum of care. Skills for data management and data integrity are imperative to improving quality and reducing medical errors and costs.

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

The program is consistent with the 2017-2021 Maryland Plan for Postsecondary Education to increase student success with less debt and ensure equitable access to affordable, innovative and quality postsecondary education for all Maryland residents. Thereby extending opportunities to potential students outside our normal service area. Furthermore, it aligns with the University System of Maryland (USM) Strategic Plan by leading and responding to Maryland's changing academic needs. It also aligns with the new 2020 goals to increase the number of underrepresented minority students in USM institutions and increase focus on supporting Historically Black Institutions, particularly in Baltimore through collaboration such as B-Power.

The BLS projects 477,600 Managers in Health Services will be needed by 2028. With the current and projected enrollment numbers the profession will not meet this demand without expanding to a master's level degrees and beyond (doctoral degrees) in HIM. The BLS lists over 4,000 employment opportunities in Maryland and the DC, Maryland, and Virginia (DMV) is amongst the top ten areas with the highest employment level in this occupation.

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.

The CSU MSHIM degree program, as well as the focus areas, directly responds to the employment and vacancy needs of in-patient and outpatient healthcare delivery systems, requiring health information management professionals. The demand is high for Professional health services jobs include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistic coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists; health and wellness facility directors, spa directors; and cruise ship health and wellness directors.

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

The CSU MSHIM degree program, as well as the concentrations, directly responds to the employment and vacancy needs of in-patient and outpatient healthcare delivery systems, requiring health information management professionals. The degree will prepare students for the professions with the greatest growth potential for the 21st century. The existing vacancy rate and need for HIM professionals will only increase as 77 million baby boomers approach retirement years. Although America is adjusting to an older work force, if left unabated this shift will ultimately lose a significant number of well-educated employees from the work force without adequate replacement. According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook; BLS medical-and-health-services-managers employment in the need for health managers are expected to increase by 18% much faster than average through 2028; job prospects should be very good; with widespread adoption of health IT and digital information professionals with a strong understanding of technology and computer software will be in particularly high demand. The BLS states that “as the large baby boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in demand.”

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 degree will prepare students for the professions with the greatest growth potential for the 21st century. The BLS lists Maryland as the state with the highest concentration of health jobs in the U.S. and it lists the Mid-Atlantic region as having four of the top five states offering the best pay for this occupation. Those states include Washington, DC, as number one, New York as number three, Delaware as number four, and New Jersey as number five. Current enrollments cannot meet this projected market demand. According to the 2019 Annual Report of the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) [CAHIIM 2019 Annual Report](#) there are only seven (7) accredited HIM master’s program in the nation (none in the DMV). Programs reported only 5,888 graduates for 2016-2017 academic year.

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

The BLS projects 477,600 Managers in Health Services will be needed by 2028. With the current and projected enrollment numbers the profession will not meet this demand without expanding to a master’s level degrees and beyond (doctoral degrees) in HIM. The BLS lists over 4,000 employment opportunities in Maryland and the DC, Maryland, and Virginia (DMV) is amongst the top ten areas with the highest employment level in this occupation. In 2009 the American Recovery and Reinvestment Act was signed into law. Additional monies were allocated to promote the electronic exchange and use of health information for each individual through the Health Information Technology for Economics and Clinical Health Act (HITECH).

Billions of dollars were included as an incentive for physicians and hospitals to transition to electronic health records (EHR) and become meaningful users of the information. With HITECH there is a need to better understand and explain how data are defined, analyzed, and interpreted. That includes a body of standards, vocabularies and terminologies and the transition from paper to electronics.

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.

Locally there are four universities that offer programs that are similar but have different emphasis. The University of Maryland Baltimore City offers a Master of Science in Professional Studies: Health Information Technology designed to prepare professionals in computer science and information systems. The University of Maryland University College offers a Master of Science in Health Informatics with an emphasis on health care administration and informatics. The University of Maryland offers a Master of Science in Health Services Administration preparing graduates to manage various health related organizations. Finally, the University at Shady Grove offers a Master of Science in Health Systems Management preparing students to be healthcare managers or program directors.

Health Information Technology, Health Informatics, Health Services Administration and Health Systems Management are altogether different things. UMUC's and University of Maryland's degrees comes closer to the Coppin State University (CSU) master's in Health Information Management degree than the others, these programs are specialized and focused on either administration or computer science. The CSU health master's program is much broader giving CSU graduates much more latitude in career choices because of the tracks offered in the second year of the program. The MSHIM program at CSU is specifically designed to prepare professionals to thrive in a technology-supported and information-driven health care environment.

2. Provide justification for the proposed program.

The MSHIM program incorporates the disciplines of quality improvement and risk management, healthcare administration, research, finance, information technology and systems and law into one curriculum. Additionally, the student can choose to receive training in areas that would make them eligible to test for the American Health Information Management Association (AHIMA) credential, Registered Health Information Administrator (RHIA) and Certified Health Data Analyst (CHDA). Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments.

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 MSHIM degree is aligned with the University by educating the urban population in sciences, liberal arts, and professional careers. Based on a review of the documentation, none of the Historically Black Institutions in Maryland offer programs in the Health Information Management field.

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.

There are no programs among the HBIs comparable to CSU's proposed M.S. Degree in Health Information Management. University of Maryland University College offers a related degree in Health Informatics Management. This means an enormous increase in educational and employment opportunities in terms of the employment outlook for aspiring health information management professionals at HBIs and on a more localized level, i.e. Baltimore, the State of Maryland, and the region.

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 program was established in 2017 when faculty began to take note of the advancements in the health information management industry. Faculty also noted growth in the bachelor's program that already exist within the University. Through assessment practices and data review, faculty with appropriate credentials began to design a program that would meet the demand from current undergraduate students. Faculty within the program are also working professionals in the field. The department includes a balance of core faculty and university affiliates who provide students with the latest in cutting edge technology and innovation required with the discipline.

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

Program educational objectives and intended student learning outcomes.

Upon completion of the requirements for the proposed MSHIM degree, the graduate will have obtained:

1. Advanced knowledge and skills in track areas such as health services administration, project management, quality and risk management and health informatics.
2. Knowledge in strategic decision making to move an organization's mission and goals toward stated objectives.

3. Skills to evaluate, select, and implement advanced principles and approaches to electronic health record (EHR) technology and work processes.
4. Qualifications to be positioned to take on administrative positions in a multitude of provider organizations and related entities in the healthcare arena.
5. Knowledge to plan, organize and manage a project involving a multidisciplinary team of professionals from inception to completion.
6. Knowledge and skills to establish quality management programs using an interdisciplinary prospective.
7. Communication skills and strategies to interact with multidisciplinary and multi-facility professionals.

3. Explain how the institution will:

1. provide for assessment of student achievement of learning outcomes in the program

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidence and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

2. document student achievement of learning outcomes in the program

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements to the curriculum will be provided to ensure student success. The Assessment schedule of the university will drive routine and systematic assessment of learning.

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

List of courses with title, semester credit hours and course descriptions

HIM 500 Issues and Trends in Health Care (3 credits): Overview of current issues and concepts regarding health care within the U.S. system. Includes an analysis to prepare the learner with the

essential thought process of the impact of socioeconomic, political, ethical, and legal challenges facing the delivery of health care.

HIM 501 Introduction to Health Informatics (3 credits): Introduces the foundation of health informatics that includes definitions, theory, practice, technologies, workflow, personalized medicine models and expectations in the informatics field, tools, and professional organizations.

HIM 502 Legal Issues of Health Information & Informatics Management (3 credits): Create regulatory policies based on health laws through an expanded review and analysis of legal issues related to operations and electronic-based health information. The growth of computer and communication technologies, including designing a privacy and security infrastructure, fraud surveillance, electronic data interchange and compliance related issues; policy, regulatory and related concerns; interpretation and implementation of enterprise information policy.

HIM 503 Electronic Health Record Design & Planning (3 credits): Advanced principles and approaches to electronic health record (EHR) technology. Examine required documentation and record structures. Theoretical and pragmatic issues related to EHR technology, such as design and development, planning, standards and clinical terminologies, model EHR systems, evaluation of EHR software systems, and outcomes research using the EHR. In addition, such requirements of accrediting and licensing agencies of EHR technology as well as the strategic initiatives of the Office of the National Center for Health Information Technology (ONCHIT) discussed.

HIM 504 Human Resource Management in Health Care (3 credits): Presents concepts in human resources management as applied to health care organizations. Explores relationships between human resources management and general management, nature of work and human resources, compensations and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, organized labor issues, employment and labor law.

HIM 505 Financial Management for Health Care Organizations (3 credits): An in-depth study of health care economics and the financial management of health care organizations. The economic principles underlying the American health care market and the financial management of health services organizations within that market are examined. Analysis covers free market and mixed market economies, developing enterprise-wide strategic and operational planning models for revenue cycle management, forecasting, prescriptive and predictive analytics and health care industry regulation. Topics also include oversight of revenue cycle, reimbursement mechanisms and their effect on health care provider organizations, managed care, capitation and per case or per diagnosis payment, as well as how these financial strategies are utilized by third-party payers. Focus is on financial challenges such as uncompensated care, cost increases, increased competition, and increased regulation and how health care providers should respond to them.

HIM 506 Health Care Organization & Delivery (3 credits): Provides a body of knowledge and skills needed to successfully manage and lead health care organizations. Development of healthcare policies which could directly or indirectly impact the national or global healthcare delivery system. Other topics examined are information governance, contingency planning and strategic planning.

HIM 507 Health Information Clinical Classification Systems (3 credits): Interpret and construct examples of mapping standard clinical terminologies, vocabularies and classification systems

including SNOMED, Clinical Terms Version 3 (Read Codes), Metadata, UMLS, ICD-10-CM, and ICD-10-PCS, CPT/HCPCS, medical linguistics, medical vocabulary standards, natural language processing, computer assisted coding systems and the role of healthcare vocabularies and clinical terminologies in the electronic health record.

HIM 508 Research Methodology of Health Information (3 credits): Analyze principles of research and clinical literature evaluation with emphasis on epidemiology, research methods and design, grant proposals, literature search and evaluation, and knowledge-based research techniques. Advanced statistical techniques (interpretation) building on existing knowledge of descriptive statistics and fundamental inferential statistics, probability and hypothesis-testing and confidence interval estimation for normally distributed data as applied in the field of health information and informatics and biostatistics. Create statistical business models to leverage enterprise wide information assets. Compliance with research administrative processes and policies will also be demonstrated. Preparation and evaluation of data collection instruments, statistical analysis of data including use of statistical packages and scientific writing.

HIM 509 Data Warehouse and Mining (3 credits): Provides a solid introduction to the topic of data warehousing and the foundations of understanding the issues involved in building a successful data warehouse. Data warehouse development method and issues surrounding the planning of the data warehouse. Data quality and metadata in the data warehouse. Analysis, transformation and loading of data into a data warehouse. Development of the data architecture and physical design. Implementation and administration of the data warehouse. Introduction to data mining. Prerequisite: Admission to a HIM graduate program or permission of the department.

HIM 510 Advanced Concepts In Clinical Information Systems (3 credits): A survey of fundamental concepts of information technology applied to health care from the perspectives of providers, payers, consumers. Major topics include the electronic health record, health information systems, repositories and data bases, enterprise-wide systems, laboratory, radiology (PACs) systems, voice recognition, physician order entry, telemedicine, decision support systems. Overview of historical, current, and emerging health information systems; concepts and knowledge involved in making informed management decisions and strategic use of information technology (IT) in clinical information systems and linkages to business for policy evaluation, information governance, clinical research and overview of multiple systems, health information exchanges, vendors, processes and organizations; and methodology for evaluation of health information systems.

HIM 511 QI in Health Care (3 credits): This course will provide a survey and synthesis of quality management in health care including assessing and writing policy related to protecting data integrity, clinical documentation improvement and conducting quality assessment studies. Quality management will be presented using an interdisciplinary perspective, considering a number of disciplines, including operations management, organizational behavior and health services research.

HIM 600 Strategic Management in Health Care (3 credits): Explores strategic decision making in health care organizations. Considers the concepts and alternative models of strategic management, the strategic management process, and the evaluation of strategic decisions.

HIM 601 Introduction to Health Care Risk Management (3 credits): Historical introduction on the development of health care risk management. The role of the health care risk manager and development of an organization's risk management plan will be discussed. The principles of health care risk management and the connection between risk management and quality improvement in various health care settings will be examined.

HIM 602 Health Care Risk Planning, Strategy, and Compliance (3 credits): Introduces the structured analytical process of enterprise risk management (ERM). This module explores the ERM and health-care concepts that support the framework necessary for enterprise-wide solutions and strategies for dealing with mitigating access and disclosure of organizational risks. Furthermore, this course will examine corporate compliance standards and procedures, including standards of conduct, laws, regulations, and government agencies.

HIM 603 Quality Metrics and Data Management in Health Care (3 credits): Examine numeric measures and indicators that quantifies input, output, and performance dimensions of process, products, services and overall outcomes. Examine the selection, management, and use of information and data to support key health care organization processes and action plans. Examine the collection, management and reporting of organizational-wide & departmental performance, employee and customer satisfaction. Included in the course are various tools for gathering customer data including focus groups, questionnaires, interviews and on-site visits.

HIM 604 Healthcare Data Analytics (3 credits): Covers the techniques, strategies and the need and use of Information Technology (IT) tools for data collection, data analysis, and reporting and knowledge management. Offers learners the foundational terminology, concepts, models, processes and tools associated with decision support and knowledge management systems to leverage data into information and knowledge enhance care processes, data quality, cost effectiveness and decision-making, ultimately increasing the strategic acumen of the organization.

HIM 605 Methods of Health Information Exchange (3 credits): Explores the concept of health information exchange across diverse systems and networks within the U.S. health care industry. The development, role and future of the National Health Information Network (NHIN). The impact of information exchange on seamless delivery of patient care is explored. Case studies and alignment with the current and future initiatives and efforts of local, state, and national entities to analyze methods of data and information exchange.

HIM 606 Monitoring and Evaluating Health Programs (3 credits): Explores methods and processes used to systematically collect and measure information for the purpose of program evaluation. The course integrates several knowledge and skill areas including research methods, statistics, proposal writing, budget planning, project management, and program evaluation.

HIM 780 Capstone Project (3 credits): Designed to assist students in the transition from theory to practice. Emphasis on sharpening analytical and intuitive leadership practices through the use of interactive case studies and team building exercises and field projects. Prerequisite: completion of all required courses excluding the optional Internship.

HIM 781 Internship (S or NS): An optional course where students perform lab work, field work, and/or in-depth descriptive studies regarding topics related to HIM or a combination of HIM and

one of the track areas. Prerequisite: completion of all required courses excluding the Capstone Project.

HIM 782 RHIA Prep (2 credits): AHIMA certification in HIM leads to career enhancement and advancement, increased earning potential and greater success in your chosen profession. AHIMA credentials are earned through a challenging plan of study at an accredited program and certification exam and maintained through continuous review and education. This course is designed to prepare students for the RHIA Certification Exam. The RHIA is an expert in managing patient health information and medical records, administering computer information systems, collecting and analyzing patient data, and using classification systems and medical terminologies, in addition to influencing the financial viability of the organization. There is a review of the five key learning domains and competencies that employers have identified as the minimum expectations for an entry level graduate. There are assignments, quizzes and exams that will assess the students' readiness to sit for the exam. Students will take a final exam that mirrors the actual certification exam. It will consist of 180 questions and the student will have 4 hours to take the exam. In addition, students will have the opportunity to prepare their resume, develop interviewing skills and their capstone will be to complete a Personal Portfolio that reflects the student's academic accomplishments. Pre-requisites: All prior HIM courses in the RHIA track.

Master of Science in Health Information Management Plan of Study

Prerequisites: To be successful applicants must demonstrate prior knowledge in or students may be asked to take and pass a challenge examination or enroll in relative courses in these areas prior to acceptance into the master's program:

- Health Statistics
- Research
- Accounting
- Advanced Computers

Semester	Course	Course Title	Credit Hours
Year One Fall	HIM 500	Issues and Trends in Health Care	3
	HIM 501	Introduction to Health Informatics	3
	HIM 502	Legal Issues of Health Information & Informatics Management	3
Total credits			9
Year Two Spring	HIM 505	Financial Management for Health Care Organizations	3
	HIM 506	Health Care Organization & Delivery	3
	HIM 507	Health Information Clinical Classification Systems	3
Total credits			9
Year One Summer	HIM 503	Electronic Health Record Design & Planning	3
	HIM 504	Human Resource Management in Health Care	3
Total credits			6
Year Two Fall	HIM 508	Research Methodology of Health Information	3
	HIM 509	Data Warehouse and Mining	

	HIM 510	Advanced Concepts In Clinical Information Systems	
Total credits			9
Year Two Spring	HIM 511	QI in Health Care	3
	HIM 780	Capstone Project	3
	HIM 781	<i>*Internship (Optional)</i>	S or NS
	HIM 782	<i>RHIA Prep</i>	2
Total credits			8
*Total Credits minus track courses			32
Year Two Summer	HIM XXX	Track Course #1	3
	HIM XXX	Track Course #2	3
Total credits			6
Year Three Fall	HIM XXX	Track Course #3	3
	HIM XXX	Track Course #4	3
	HIM XXX	Track Course #5	3
Total credits			9
Total Program Credits			47

***Students will complete the core courses and all but 3 credits towards a track in Health Services Administration**

MSHIM Tracks to be completed starting in Year Two Fall

1. Health Informatics (HI)

- Introduction to Health Informatics 3
- Healthcare Data Analytics 3
- Methods of Health Information Exchange 3
- Monitoring and Evaluating Health Programs 3
- Advanced Concepts in Clinical Information Systems 3

2. Quality Improvement & Risk Management (QI/RM)

- QI in Health Care 3
- Introduction to Health Care Risk Management 3
- Health Care Risk Planning, Strategy and Compliance 3
- Quality Metrics and Data Management in Health Care 3

*3. Health Services Administration (HSA)

- Health Care Organization & Delivery 3
- Strategic Management in Health Care 3
- Financial Management for Health Care Organizations 3
- Human Resource Management in Health Care 3
- Issues & Trends in Health Care 3

Please Note: Students interested in applying to sit for the RHIA exam will also be responsible for completing or demonstrating proficiency in the following courses or subjects, if not previously met:

- HSC 190, Medical Terminology 3
- HIM 300 Fundamentals of HIM 3
- HSC 312, Pathophysiology 3
- HSC 313, Pharmacology 3
- HIM 307, Medical Classifications I 3
- HIM 408, Medical Classifications II 3

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

This program will be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is recognized by the Council for Higher Education Accreditation. Once accredited, they charge an annual institutional fee of \$2500.

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 proposed program, as in the case of the existing Bachelor of Science of Health Information Management will adhere to the standards by (CAHIIM).

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

The university is not contracting with another institution or non-collegiate organization to administer this program.

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

The Undergraduate Catalog and program brochure will provide students with clear, complete, and timely information on the curriculum, course, and degree requirements. Course syllabi will provide clear information on nature of faculty/student interaction, specific course requirements, modes of instruction, assumptions about technology competence and skills, technical equipment, or software requirements, learning management system (i.e., Blackboard), and academic accommodations. The CSU website and the Blackboard site for each course will list all the academic support services available for students on campus

and online. Information on financial aid resources and costs and payment policies will be clearly communicated to students through the corresponding offices on campus, the CSU website, and College of Business advisement center.

The program description, curriculum requirements and services will also be provided on the department’s website, as well as the college level page location. It will be noted that the program provides ample opportunities for students to engage in career development and other professional activities on and off campus.

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.

Once approved, the program will be advertised through brochures, flyers, CSU website, social media and in the Student Handbook, along with the appropriate student supports. The recruitment materials/portals will clearly and accurately promote the program and inform students about academic advising, disability support, counseling, and other services available at CSU.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the discipline.

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

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.

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

Faculty Name	Rank	Tenure	Teaching Expertise
*Mona Calhoun, MS., M.Ed., RHIA, FAHIMA	Associate Professor/Chairman	Tenured	Health Information Management, Healthcare Delivery Systems and Administration, Quality Management, Leadership development, Healthcare Reimbursement, Certified online course developer and educator, Psychometrics

I. Smith, PhD	Assistant Professor	Tenured	Health Sciences & Community Health Education
C. Wood, Ph.D., MBA, RN	Full Professor	Tenured	Master Reviewer in Online Evaluation, Quality Management, Risk Management, Leadership, Healthcare Administration, Finance, Research & Statistics and Patient Safety
*D. Watties-Daniels, DNP (c), MSN, RN	Full Professor	Tenured	Healthcare Informatics Nursing
I Ezebuihe, DNP., RN	Assistant Professor	Tenured	Global Health Nursing
V. Robinson, Ph.D., RN	Associate Professor	Tenured	Community Health, Health Care Administration (Health Services Administration), Patient Safety
Aerian Tatum, MS, RHIA, CCS	Assistant Professor	Tenure Track	Clinical Classification Systems, Documentation Improvement Health Information Management, Certified online learning instructor
*Patience Ebuwei, RHIA, MPH, CEP	Assistant Professor	Tenure Track	Public Health Health Information Management Applied Research, certified online learning instructor
Cataria Davis, PhD, MPH, MS, CHES	Assistant Professor	Tenure Track	Public Health Qualitative and Quantitative research Data Analytics
Crystal Day-Black, Ed. D. (c), MSN, RN, CNE, CNEcl, CDE, PMHCNS-BC	Associate Professor	Tenured	Quality Management Patient Safety Nursing
Yolanda Savoy, Ed.D.	Assistant Professor	Tenure Track	Public Health Curriculum Development: Program Development Leadership Non-profit and for-profit organizations management Institutional and programmatic accreditation processes
TBH		Part-time	
*Enrolled in doctoral program			

a) Pedagogy

The faculty identified in this section have expertise in their specialty area and in the courses they teach. The faculty are expected to have teaching excellence, engage in scholarship and service. The faculty members are involved in significant local, regional, national, and international scholarship and service. The number of full-time faculty shall support consistency and continuity in all aspects of the curriculum. Full-time faculty shall coordinate and teach in the identified courses in the program. Adjunct faculty will be utilized based on their expertise.

Professor Mona Calhoun, M.S. M.Ed., RHIA, FAHIMA was hired in November 2006 and has been serving in the role of Chair of the Bachelor of Science in Health Information Management program since the start of the program. Areas of expertise are Healthcare Delivery Systems, Leadership, Data Analytics and Health Information Management. She is pursuing a PhD in Psychometrics.

b) The learning management system

CSU employs Blackboard as the learning management system. Currently all faculty are required to use Blackboard whether teaching a face-to-face, hybrid, or completely online class. The IDEA team under the Information Technology Division provides faculty with individual or group-based trainings all year long on all aspects of Blackboard to better engage and communicate with students, assess students' knowledge and learning outcomes, and so on. Best practices and new ideas are shared across the campus through these ongoing training workshops and activities.

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

Not applicable

A. 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.

Coppin State University has a library on-campus with adequate resources to support the proposed program. The Parlett L. Moore Library's facilities and resources provide excellent support for scholarship, inquiry, and research for the students and faculty of the College of Business. The library has a diverse collection of print, non-print, and electronic items. Currently, the library collection includes 95,015 books and over 40,000 electronic books. The library subscribes to 363 print serials titles.

The Library is a member of the University System of Maryland and Affiliated

Institutions (USMAI), a collaborative effort that permits 13 state higher education institutions to share resources. USMAI provides global circulations functions; a major advantage because of the students' accessibility to information resources including over 1,400,000 titles. Global circulations functions permit registered patrons to borrow from the members of USMAI. If a student cannot locate the book in the Moore Library and it is available at another institution, the student can either pick the book up from that institution or have the book sent to the Moore Library. The document delivery service, having the book sent and returned from a member library, is available to students at no cost.

Parlett L. Moore Library is equipped to support increasing use of web-based collections/electronic resources and web-based services. The use of technology by students and faculty has been successful; the library offers 40 electronic databases, providing full text and indexing and abstracts for more than 35,000 journals. There is extensive indexing for books, monographs, conference papers and other sources. The library uses the SFX and MetaLib software to integrate and improve access to full-text articles. If the source is not available in Parlett L. Moore Library, the software automatically directs the students to Interlibrary Loan to request the article.

Materials, including books, copies of periodical articles, dissertations, etc., which are not in the USMAI catalog or cannot be accessed in our full-text online databases are obtained from other libraries through the Interlibrary Loan (ILL) process. Monographs are usually borrowed in returnable hard copy. Newspaper and periodical requests are received as PDF whenever possible and accessed online through an ILL Express Account. Coppin uses ILL Express, which is the electronic service, students request the item(s) through their account, and when the material arrives, it is sent via e-mail to the student. There is no fee for interlibrary loan services. The library's online catalog, e-books and databases are accessible 24 hours.

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

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

Academic support services are outstanding and include the University of Maryland Health Sciences Library located in Baltimore. This library has one of the most extensive holdings of current and archived resources in the U.S. As part of the University System of Maryland, CSU students have full use of this facility. Since the University is a member of the System, students have access to the libraries of the USM as well as access to public and academic libraries with the State of Maryland. In 1990, libraries in the USM established a Library Information Management System (LIMS), a collaborative effort that permits state higher education institutions to share resources. LIMS is supported by the CARL network which provides for online public access, global circulation functions, information retrieval databases, and technical processing. Examples of the databases available are: OVID Medline, CINAHL, Health Source Consumer Edition, MEDLINE and Gale Science in context.

Resource sharing does not negate the need for providing a strong core collection. The Parlett L. Moore Library on the CSU campus is a five-story 85,521-square foot structure designed to house the library's collections and services. The library has a seating capacity for 750 students.

Most of the seats are individual study carrels. The library is open 80.5 hours per week during the regular academic sessions. The operating schedule of the library is Monday - Thursday: 8:00 a.m. - 9:00 p.m., Friday: 8:00 a.m. - 5:00 p.m., Saturday and Sunday closed. 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.

MSHIM program-related instructional resources will include but not limited to the following:

- AHIMA Body of Knowledge
- HIMSS Journal
- Project Management Journal
- The Risk Management Journal
- Journal of Quality Management
- Health Informatics Journal
- Journal of AHIMA
- The Joint Commission Hospital Accreditation Manual
- CMS Standards and Conditions of Participation
- And other health care related journals

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.
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

CHP classrooms, located in the Health and Human Services building, are "smart" classrooms with the state-of-the-art technology making the use of Blackboard and Tegrity possible. Tegrity allows students to have access to course lectures at any time. Although not all students' own computers, all students have access to computing facilities in the Grace Hill Jacobs Classroom Building on the Mezzanine and Lower levels as well as an auxiliary

laboratory in the Parlett Moore Library. There is a total of 336 computers campus-wide. Refer to Table 2-B-1 for Computer Technology resources.

Students and faculty have easy access on campus and via the CSU website to major resources such as Registration, Admission, Counseling, Financial Aid, and Human Resources. In addition, the CHP has a separate Office of Student Affairs and Retention (“STAR”) to recruit and retain students who have the potential and motivation to be successful in nursing. The Office of STAR and the Office of Development coordinate the CHP website development. The CHP utilizes new modalities of communication to become more accessible and efficient, such as FACEBOOK, with a focus on best practices and customer satisfaction.

Tutorial centers, whose services are free to Coppin students, are open daily. The Center for Advisement and Academic Engagement is located in the Grace Jacobs Classroom Building. The Center offers services to students who need individualized testing or study skills advice or who have disabilities or handicaps requiring specialized materials, equipment, or instructional style accommodation.

The Office of Instructional Technology and Training (OITT) offers training sessions and/or workshops are available on campus, free of charge and are open to faculty, staff, and department upon request. Some of the hands-on workshops on popular computer applications include: Windows, Outlook, Access, Excel, PowerPoint, Word, and Web-Page Design. The OITT Development Center is located in the basement of the Tawes Center. The primary goal of the OITT Development Center is to provide university-wide training and support services to faculty and staff through workshops, demonstrations, individual assistance, and self-instructional media-based materials. There are also customized training and demonstration seminars available for faculty, staff, and departments upon request. The university has integrated the use of Lync. Microsoft® Lync® is a communications platform in which users can keep track of contacts’ availability; send an IM; start or join an audio, video, or web conference; make phone calls through an interface. Student OITT Help Desk information is found at <http://www.coppin.edu/itssc>.

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.
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.

Tables 1 and 2 represent the Master of Science in Health Information Management proposed resources and expenditures.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$93,635	\$144,601	\$199,558	\$271,089	\$342,935
a. #F.T Students	10	15 (14 +1)	20 (18 +2)	27 (25 + 2)	34 (30 +4)
b. Annual Tuition/Fee Rate	\$7,368 (In-State) \$13,512 (Out-of-State)	\$7,368 (In-State) \$13,512 (Out-of-State)	\$7,368 (In-State) \$13,512 (Out-of-State)	\$7,368 (In-State) \$13,512 (Out-of-State)	\$7,368 (In-State) \$13,512 (Out-of-State)
c. Annual Full Time Revenue (a x b)	\$73,680 (in) \$0 (out)	\$103,152 (in) \$13,512 (out)	\$132,624 (in) \$27,024 (out)	\$184,200 (in) \$27,024 (out)	\$221,040 (in) \$54,048 (out)
d. # Part Time Students	5	7	10	15	17
e. Credit Hour Rate	\$307 (in) \$563 (out)	\$307 (in) \$563 (out)	\$307 (in) \$563 (out)	\$307 (in) \$563 (out)	\$307 (in) \$563 (out)
f. Annual Credit Hours	24 (13)	24 (13)	24 (13)	24 (13)	24 (13)
g. Total Part Time Revenue (d x e x f)	\$19,955	\$27,937	\$39,910	\$59,865	\$67,847
3. Grants, Contracts & Other External Sources ³					
4. Other Sources					
TOTAL (Add 1 - 4)	\$93,635	\$144,601	\$199,558	\$271,089	\$342,935

¹ Reallocated funds, None

³ Grants and Contracts. None.

⁴ Other sources. Not Applicable

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$48,600	\$48,600	\$130,000	\$130,000	\$130,000
a. # FTE	0.5	0.5	1.0	1.0	1.0
b. Total Salary ¹	\$45,000	\$45,000	100,000	\$100,000	\$100,000
c. Total Benefits	\$3,600	\$3,600	30,000 ²	\$30,000	\$30,000
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$24,300	\$24,300	\$24,300
a. # FTE	0	0	0.5	0.5	0.5
b. Total Salary ¹	\$0	\$0	\$22,500	\$22,500	\$22,500
c. Total Benefits ³	\$0	\$0	\$1,800	\$1,800	\$1,800
3. Total Support Staff/Adjunct Expenses (b + c below)	\$19,440	\$19,440	\$29,160	\$38,880	\$48,600
a. # Adjunct contracts	6	6	9	12	15
b. Total Salary ¹	\$18,000	\$18,000	\$27,000	\$36,000	\$45,000
c. Total Benefits	\$1,440	\$1,440	\$2,160	\$2,880	\$3,600
4. Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
5. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1 - 7)	\$88,040	\$88,040	\$203,460	\$203,460	\$203,460

¹Projecting 3 years out based on COLA possible 3% increase for staff and faculty make that change.

² Full-time at 30% of salary for fringe

³.08% of salary for fringe

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.
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 College of Health Professions' Health Information Management Program Evaluation Plan contains the established benchmarks as it relates to MSHIM courses, faculty and student learning outcomes. Benchmarks are organized by mission and governance, institutional commitment and resources, curriculum, faculty, students, graduates, program effectiveness and community engagement. This plan is also aligned with the standards of the organization that accredits Master's in Health information Management, Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Data received shall be shared as appropriate by the departmental Chairperson and Health Information Management for further review and analysis. The Master's in Health Information Management Evaluation Committee shall be tasked with reviewing the program evaluation plan. The Evaluation Committee shall provide feedback to the faculty quarterly based on program assessment using the systematic program evaluation plan for evaluation of the program. The results of the aggregate courses, faculty and student performance shall be used to determine program effectiveness.

Faculty also use data evaluations, student classroom evaluations, graduate employment rates and external standardized exams to facilitate the achievement of individual student learning outcomes, and to evaluate, revise and develop the curriculum. Identified internal and external communities of interest that have direct and indirect influence on the curriculum have been identified. Curriculum and program evaluation data shall be reviewed on an ongoing basis. The findings associated with the data shall be documented in the Program Improvement Plan and brought forward to the School of Allied Health Faculty Organization for approval before being sent to the applicable academic/governance area of the University for approval.

At the end of each semester, the end of course reports including the final grades; satisfaction of graduates with their respective programs; scholarly activity by faculty and students; and the number of graduates employed within one-year post-graduation shall be tracked. Aggregate data shall be compared to prior year trended data, established benchmarks, and, when available, state and national standards and norms. Before the end of each semester, students shall receive an email notification from the Office of Assessment to complete a course evaluation questionnaire (CEQ) which includes an overall faculty evaluation of teaching effectiveness. Upon program completion, graduating students are asked to complete a Health Information Management End of Program survey which addresses program satisfaction. Alumni shall be surveyed annually through telephone and social media.

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.

The CSU institutional commitment to diversity is evidenced in the Strategic Plan Goal 3, to address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom. The proposal addresses minority student access and success through the CHP Academic Success Center which is strategically located within the College of Health Professions (CHP) again utilizing "best practices" to recruit and retain regional, national, and international candidates for all educational programs that are offered through the College of Health Professions, particularly those candidates from groups underrepresented in the health professions and candidates from disadvantaged backgrounds. This office serves students in the health professions, the Helene Fuld School of Nursing, and the School of Allied Health. The main objective of this organizational structure is to systematically assess and evaluate admission and retention efforts. The CHP Academic Success Center recruits' students who have the potential to become experts and professionals in their chosen fields of study; increases student/customer service satisfaction; and assists with student persistence to graduation.

The office is responsible for the academic advisement of students in the health professions, including nursing and allied health; assisting current students with registration issues; facilitation of the entrance examination for the undergraduate nursing program; hosting regional and national employers to the annual CSU Spring Career Fair to meet and hire CSU students into various careers; and assisting with the marketing and advertising of CHP programs. Working directly with the CHP Academic Success Center, the Master of Science in Health Information Management degree program expects to attract the majority of students who are interested in the non-clinical aspects of the healthcare profession. CSU CHP offers the only accredited Bachelor of Science degree in Health Information Management. Each year 20% - 25% of our graduates enroll in master's degree programs. This program will facilitate a smooth transition into graduate studies upon completion of the bachelor's in HIM. The program also promotes life-long learning, increased enrollment and will appeal to the second-degree seeking student, graduates of the Helene Fuld School of Nursing and Health Sciences degree.

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 new program is not directly related to any identified low productivity programs.

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

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

The program will not be offered via 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.**

Not applicable



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Doctor of Philosophy in Palliative Care

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

SUMMARY: The University of Maryland Graduate School is proposing to offer a Doctor of Philosophy (Ph.D.) in Palliative Care. This online program will build on our successful Master of Science (M.S.) degree in Palliative Care. Palliative care attends to the physical, psychosocial and spiritual problems of patients and families living with serious illness. The PhD program will consist of 36 academic credits in addition to the 30 credits in the M.S. degree in Palliative Care, or build on a master's degree or higher in a relevant field with substantial and current experience in palliative care. This program aims to develop outstanding researchers in palliative care, while concurrently honing skills in leadership, education and engagement in the profession, and the palliative care community. It is anticipated that graduates of this program will assume positions in academia, lead tertiary care palliative care centers, lead granting/funding institutions and foundations associated with palliative care, and work with accountable care organizations to identify patients who would benefit from palliative care.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Doctor of Philosophy in Palliative Care.

COMMITTEE RECOMMENDATION:	DATE: May 4, 2021
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu



DR. ROGER J. WARD, JD, MSL, MPA
Interim Provost and Executive Vice President
Academic Affairs/Graduate School
220 Arch Street, 14th Floor
Baltimore, MD 21201
410 706 2477
rward@umaryland.edu
www.umaryland.edu

March 22, 2021

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

Dear Chancellor Perman:

The University of Maryland, Baltimore is seeking authorization to offer a Doctor of Philosophy (PhD) degree in Palliative Care.

This online program will build on our successful Master of Science (M.S.) degree in Palliative Care. Palliative care attends to the physical, psychosocial and spiritual problems of patients and families living with serious illness. The PhD program will consist of 36 academic credits in addition to the 30 credits in the M.S. degree in Palliative Care, or build on a master's degree or higher in a relevant field with substantial and current experience in palliative care. We are very hopeful for a Fall 2021 roll out.

This program aims to develop outstanding researchers in palliative care, while concurrently honing skills in leadership, education and engagement in the profession, and the palliative care community. It is anticipated that graduates of this program will assume positions in academia, lead tertiary care palliative care centers, lead granting/funding institutions and foundations associated with palliative care, and work with accountable care organizations to identify patients who would benefit from palliative care. This program will be of benefit to the State of Maryland as we are experiencing a dearth of skilled palliative care researchers, educators and practitioners, as is the rest of the United States and world. Similar to our M.S. in palliative care, this PhD program will be interprofessional accepting physicians, pharmacists, nurses, advance practice nurses, physician assistants, social workers and others.

Thank you for your time and consideration of this request. Please contact me if you need additional information.

Regards,

A handwritten signature in black ink, appearing to read "Roger J. Ward".

Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

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, Baltimore

Institution Submitting Proposal

Doctor of Philosophy in Palliative Care

Title of Proposed Program

Doctor of Philosophy (PhD)

Award to be Offered

Fall 2021

Projected Implementation Date

Proposed HEGIS Code

51.1512

Proposed CIP Code

University of Maryland Graduate School

Department in which program will be located

**Mary Lynn McPherson, PharmD, MA,
MDE, BCPS**

Department Contact

410-706-3682

Contact Phone Number

mmcpfers@rx.umaryland.edu

Contact E-Mail Address



Dr. Roger J. Ward, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School

March 22, 2021

Date

**A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF
MARYLAND, BALTIMORE FOR A DOCTOR OF PHILOSOPHY (PHD) IN
PALLIATIVE CARE**

Table of Contents

A. Centrality to Institutional Mission and Planning Priorities:	5
B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:	8
C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:	9
D. Reasonableness of Program Duplication.....	11
E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)	11
F. Relevance to the identity of Historically Black Institutions (HBIs)	11
G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.	12
H. Adequacy of Articulation	20
I. Adequacy of Faculty Resources	21
J. Adequacy of Library Resources	22
K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment.....	22
L. Adequacy of Financial Resources with Documentation.....	23
M. Adequacy of Provisions for Evaluation of Program.....	23
N. Consistency with the State’s Minority Student Achievement Goals	23
O. Relationship to Low Productivity Programs Identified by the Commission	23
P. Adequacy of Distance Education Programs	23
Appendix A	29
Appendix B	36
Appendix C	41
Appendix D	42
References	44

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.

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

The University of Maryland Graduate School is proud to submit this proposal for a new **Doctor of Philosophy degree in Palliative Care**, joining our extremely successful Master of Science and Graduate Certificate Program in Palliative Care.

Palliative care is defined by the World Health Organization as “an approach that improves the quality of life of patients and their families facing the problems associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, physical, psychosocial, and spiritual.”¹

We find ourselves in an unfortunate situation in the United States – a rapidly expanding demand for palliative care services, a crushing need to advance the research agenda of palliative care, and an inability to adequately supply trained practitioners. For example, palliative care programs have exploded in growth in recent years. In 2000 less than 20% of hospitals with more than 50 beds had a palliative care program; as of 2016 that number increased to 75%.² The National Hospice and Palliative Care Organization (NHPCO) notes that as baby boomers reach “old age” this further increases the demand for end of life health care, particularly in the face of increased longevity and advanced treatment options. Additionally, palliative care is expanding well beyond the traditional inpatient hospital model; community-based palliative care is growing at an astonishing rate, and COVID has shed light on how palliative care has led the way in providing telehealth consults. Research has shown that up to 76% of patients in the US died from diseases that indicated palliative care needs at the end of life.³

Unfortunately, the training and development of palliative care practitioners has not kept pace with the burgeoning demand for hospice and palliative care services. For example, it

is anticipated that our need for palliative care physicians will increase two-and-a-half fold by the year 2040.⁴ This holds true for other disciplines including nurses, advanced practice nurses, social workers, chaplains and pharmacists as well.

In the palliative care world, there is a recognized hierarchical structure of skills. For example, primary palliative care skills are those entrustable professional activities that all health providers should possess such as basic physical and psychosocial/spiritual assessments, and how to have a goal-setting conversation. Secondary palliative care refers to the specialist clinicians and organizations that provide consultation and specialty care.⁵

The palliative care programs now in place in approximately 75% of hospitals are staffed by secondary palliative care experts. The UMB Master of Science and Graduate Certificate Program trains practitioners to serve in the capacity of a secondary palliative care provider. Tertiary palliative care refers to academic medical centers where specialist knowledge for the most complex cases is **practiced, researched and taught**. The proposed Doctor of Philosophy in Palliative Care degree aims to prepare health care professionals to serve as tertiary care providers, heading up palliative care research and practice centers, discovering new information to continuing advancing the field, implementing and expanding palliative care initiatives, and leading educational programs to help meet the shortfall in palliative care practitioners. The “Palliative Care and Hospice Education and Training Act” was passed again in the Senate this past year, proposing to fund a variety of palliative care training initiatives.⁶

The most pressing directive for PhD-prepared individuals in palliative care is the research agenda; research that continues to move this medical specialty forward. This includes both qualitative and quantitative research, informing a wide variety of clinical, economic and humanistic outcomes. While a PhD program primarily prepares individuals for a career in research, there are additional opportunities for graduates of this program. A career in academia is an obvious choice, conducting research in palliative care, and educating undergraduate and graduate health professional students in palliative care. Graduates of this program will also gain employment in tertiary care palliative care centers – large academic centers known for conducting and implementing research, and providing education for the entire system in palliative care. Another career opportunity is granting/funding institutions and foundations associated with palliative care, and accountable care organizations who need expert assistance identifying patients at high risk, and who would benefit from palliative care services. Graduates could also find employment working for palliative care membership organizations, and policy-making initiatives. Many of the learners who apply to this program will likely be professionals currently working in the field who want to hone their skills and take it to the next level. Some may certainly be post-master’s degree, but all learners will be tuition-paying individuals, not serving as graduate assistants.

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

UMB has a long history of developing a strong researchers, educators, and visionaries. The PhD in Palliative Care program directly aligns with the University’s strategic theme of “**Research and Scholarship**.” Graduates of this program will be able to “harness the power of research and scholarship to deepen understanding of systems, institutions, and basic and translational sciences in the search for solutions to complex problems impacting individuals, families, and communities.”⁷ Graduates will also be well prepared to assure “**Student Success**” (“design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society”).⁷ Last, graduates of this program will be well-placed to operationalize the University’s strategic plan on “**Partnership and Collaboration**” described as the ability to “collaborate internally and externally to provide impactful education, services, and expertise to benefit Maryland and society at-large.” There can be no more noble purpose than to ease pain and suffering with serious illness, and PhD-prepared researchers, educators and visionaries will be well-placed to accomplish this task.

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

The proposed program will be well-resourced as there are already existing faculty on our campus, and additional experts who have been identified and are eager to collaborate in this program. There is a total of 36 credits required to complete the degree (beyond the master’s degree). Six courses need to be developed, and three courses can be adopted from other curricula. In other words, the UMB Graduate School has the capacity to offer the proposed degree program within existing resources and to ensure continued funding to support the program into the foreseeable future even if enrollment should not meet our expectations, which we do not anticipate.

4. Provide a description of the institution’s a commitment to ongoing administrative, financial, and technical support of the proposed program and continuation of the program for a period sufficient to allow enrolled students to complete the program:

The UMB Graduate School has an ongoing commitment to sustaining new degree programs it has developed. The Graduate School has committed significant resources in the realm of administrative support including a senior associate dean and assistant dean. The Program Director for this proposed PhD is a Professor and Associate faculty at the UMB Graduate School, and currently serves as the Program Director for the UMB Master of Science in Palliative Care. UMB plans sufficiently to ensure the financial viability of all new degree programs including the provision of faculty instruction and advisement at a level to ensure a high touch learning experience for students. We have also invested in technical assistance through our centralized Center for Information Technology Services and the Faculty Center for Teaching and Learning, which both assist our faculty and students in their success as teachers and learners, respectively. If for some unforeseeable reason UMB discontinues the PhD in Palliative Care, then we are

committed to a teach-out plan for all enrolled students so they may complete the program and earn their degree.

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

Secretary of Education, Dr. James Fielder in his opening letter in the 2017-2021 Maryland State Plan explains that Maryland's students are "entering an economy that is challenging, innovative, global, and diverse." The call to arms to continue the rapid development of palliative care is an international phenomenon. We have many international graduates and students currently enrolled in our Master of Science in Palliative Care. The skills earned by Maryland students in this PhD program will undoubtedly benefit the state, the country and even the international landscape. More American students are entering undergraduate, graduate, professional school, particularly in health care.

The 2017-2021 Maryland State Plan articulates three primary goals for postsecondary education: access (ensure equitable access to affordable and quality postsecondary education all Maryland residents); success (promote and implement practices and policies that will ensure student success); and innovation (foster innovation in all aspects of Maryland higher education to improve access and student success). The proposed PhD in Palliative Care aligns well with the State Plan.

The proposed degree is highly innovative as it focuses on preparing high-level professionals to advance the research agenda in Palliative Care, and to serve in academia and in large academic medical centers, developing practitioners to meet our current deficit situation. Globally it is estimated that 40 million people need palliative care per year, but only 14% receive such care.⁸ This is in part due to a dearth of practitioners trained in palliative care. It is further clear that the need for palliative care will continue to escalate in coming years secondary to changing demographics, longer disease trajectories, mounting co-morbidities and the development of life-sustaining treatments. Palliative care is recognized in global policy as a basic human right, yet the evidence base in palliative care is considerably under-developed. This PhD program will provide an opportunity for professionals to hone their skill set to advance the palliative care evidence base, and to train and guide the burgeoning need for palliative practitioners.

Relative to "Access," placing this program online offers non-traditional students a pathway to earning their PhD in Palliative Care in a format that allows them to balance their educational objectives with competing demands of family and work. Finally, regarding "Success," programs such as UMB's PhD in Palliative Care are expected to attract students from diverse backgrounds originating both locally and internationally. UMB has a full-service student support model to ensure early identification of students who may be struggling academically and to intervene to improve the likelihood of graduate school completion.

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

Palliative care was introduced to the world in the late 1990's by Dr. Balfour Mount in Canada. The idea of providing this extra layer of support to patients with an advanced or serious illness spread to the US in approximately the year 2000. When aspiring health care providers are asked why they are choosing to embark on a career in healthcare, the answer is routinely "Because I want to help people." That's what palliative care is all about – helping patients and families with their physical, social, psychological and spiritual needs. Palliative care IS all about caring and helping others, and there is a huge demand for trained professionals in this field, and an enormous cry for training in palliative care from today's practitioners. Understandably, the demand for skilled hospice and palliative care providers is staggering, yet our academic institutions are ill-prepared to meet this need. This proposed PhD in Palliative Care will prepare academicians of tomorrow to help meet this need, by educating health care providers in our professional schools. Graduates of this PhD program will also be tapped thanks to their vision in the field, and asked to lead large academic centers in palliative care. Last, the field of palliative medicine is relatively young (twenty years versus 3,000 years old for internal medicine), and while evidence has been exploding at an astonishing rate, there is a pressing need for more. Graduates of this program will be well positioned to perform qualitative and quantitative research that aims to assess clinical, economic and humanistic outcomes.

We conducted a national and regional market assessment of the number of jobs available in hospice or palliative care. According to indeed.com (data collected November 4, 2020) there were 12,968 vacancies for hospice providers in the US, and 25,867 vacancies for palliative care providers in the US. A search on monster.com yielded similar results.

The Center to Advance Palliative Care (CAPC) provides a state-by-state report card on the uptake of palliative care. Maryland has received a grade of "A," compared with a "B" for the region and nationally. There is a palliative care team in 66.7% of hospitals < 50 beds in Maryland, over 90% in hospitals with 50-299 beds, and 100% of those hospital with 300 or more beds.⁹ As you can imagine, given the dearth of qualified palliative care providers, competition is fierce to hire those who are eligible.

The UMB Graduate School petitioned for, and was approved, to develop and offer a Master of Science in Palliative Care several years ago. The program accepted its first students in Spring of 2017. Since that time, we have had almost 100 candidates successfully complete the program, and we have about 175 students in the program at present. This program has been enormously popular and very well received. Students and graduates comment consistently how beneficial this program has been. One graduate from August 2020 wrote the following:

"I have no idea how I managed to complete this program. When I started, I was just going to try a course or two. But I absolutely loved it and was hooked! So despite all the late hours and all the reading and writing and fumbling through notes, this has been a

fabulous experience. I have learned so much, not only the material but also about myself. I know that I am headed in the right direction in my professional life. I feel called to palliative care. This program has helped me head in the right direction. I'm confident that I can find a job working within a palliative care team and do a great job helping patients and families. Thank you for this opportunity. Also, can't wait for the PhD program! That would be incredible!"

As an initial investigation into level of interest in a PhD in Palliative Care, we surveyed the students and graduates of the Master of Science in Palliative Care. There were about 140 respondents (23% graduates, 73% current students; 4% on leave of absence). There was a wide and representative range of health care disciplines who responded. In answer to the question "If UMB were to develop and offer an online PhD in Palliative Care what would be your level of interest in participating?" Responses were as follows:

- 38% - Sign me up – I would seriously entertain applying for this PhD program
- 47% - There's a definite possibility I might be interested in an online PhD in Palliative Care
- 9% - While this is a great idea, I don't see this in my immediate future
- 6% - A great idea, but definitely not for me!

We also conducted a national survey of key opinion leaders in palliative care; there were 69 respondents. Four questions were asked, and free text responses were solicited. A summary of responses are as follows:

1. What is your level of agreement that there is a need for a PhD in Palliative Care that will produce well-trained individuals suited for a career in academia/research/leadership?

- Strongly agree – 43 (62.32%)
- Agree – 21(30.43%)
- Disagree – 4 (5/80%)
- Strongly disagree – 1 (1.45%)

2. What is your level of agreement that a PhD in Palliative Care specifically is preferred to advance our field as compared to a more general PhD such as Health Services Research or Epidemiology?

- Strongly agree – 41 (60.29%)
- Agree – 16 (23.53%)
- Disagree – 11 (16.18%)
- Strong disagree – 0 (0%)

3. What is your level of agreement that there will be sufficient enrollment in the program (e.g., 10 learners per year)? This will be an interprofessional program – nurses, physicians, pharmacists, social workers, chaplains, non-clinical academic researchers, other biomedical professionals, etc.

- Strongly agree – 30 (43.48%)
- Agree – 30 (43.48%)
- Disagree – 8 (11.59%)
- Strongly disagree – 1 (1.45%)

4. What is your level of agreement that graduates in Palliative Care will be able to secure a position (e.g., academia/research, with a large palliative care program, with a research foundation, etc.)?

- Strongly agree – 28 (40.58%)
- Agree – 30 (43.48%)
- Disagree – 11 (15.94%)
- Strongly disagree – 0 (0%)

A summary of all responses and comments is shown in Appendix A.

D. Reasonableness of Program Duplication

There are no PhD programs in Palliative Care in Maryland, or the United States. There are actually only three PhD programs in Palliative Care in the world, and all three are in London. They are as follows:

- King's College – offered as a face-to-face program, this program takes 3-4 years to complete.
- Lancaster University – offered as a hybrid program (face-to-face and online), this PhD program takes 4-7 years to complete.
- University of Liverpool – offered only face-to-face, this PhD program takes 2-4 years to complete

The UMB PhD in Palliative Care would be the first in the United States, and the only completely online program in the world.

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

The proposed PhD in Palliative Care does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

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

The proposed PhD in Palliative Care does not have relevance to the identity of HBIs in Maryland. Any student who has attended a regionally accredited institution and

completed a master's degree or higher, including those from HBIs, and meets the admissions requirements is eligible to apply to the program. Graduates of HBIs could improve their competitiveness in the marketplace and reach their professional goals by enrolling in and completing this degree program.

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

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

The PhD in Palliative Care was proposed by the UMB faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for specific education and training in palliative care. The University of Maryland is a recognized leader throughout the United States and abroad in the field of palliative care research, education and service.

The PhD in Palliative Care will build on the highly successful Master of Science in Palliative Care (30 credits, see Appendix B). Additional courses introduced in the PhD program will need to be adapted (three courses) for the palliative care program or designed (six courses). The faculty realized that the bulk of the coursework required to offer a PhD in Palliative Care already exists at UMB and that there was considerable expertise to create a world-class educational experience for students.

The faculty overseeing the program are listed with their credentials in Section I, subsection 1: Adequacy of Faculty Resources.

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

By the completion of the proposed PhD in Palliative Care, the graduate will be able to:

1. Advance an evidence-based approach that integrates the origin and evolution of palliative care into future growth trends in the field.
2. Utilize strategic leadership skills to promote a palliative vision, mission, values, beliefs and goals from both a personal and organizational perspective.
3. Integrate educational techniques and initiatives to improve and demonstrate sustainable educational programs and institutional effectiveness in palliative care.
4. Advocate for professional and community engagement to expand equitable access and uptake of quality palliative care.
5. Design, execute and disseminate qualitative and/or quantitative research findings that advance the field of knowledge in palliative care.

6. Create an environment that fosters the development, adoption, and growth of interprofessional practice in palliative care.

Faculty will assess student achievement and mastery of learning outcomes in their courses using a variety of assessments including meaningful and substantive contributions to online course discussions, satisfactory completion of assignments and reflections, scores on quizzes and examinations, scores on team collaboration, scores on written essays and term papers, a two-step comprehensive exam, and a rigorous dissertation proposal and defense.

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

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

Students must either complete the Master of Science in Palliative Care at UMB (curriculum and course descriptions shown in Appendix B, or meet alternate admissions criteria to the PhD in Palliative Care.)

Students must complete all the following core courses (36-credits, online [post-master's degree]). The proposed plan of study is shown in Appendix C.

Doctor of Philosophy Courses		
Course #	Course Name (credits)	Course Description
PALC 7xx	Understanding the Foundation of Palliative Care: Building Blocks for the Future (3)	Participants will explore the history of 20 th century health care and how a rejection of the prevailing paradigms of that era led to the hospice movement. They will trace the early growth of hospice care in the United States culminating in the Medicare Hospice Benefit. They will learn about the early concepts of palliative care and the movement to transform it into a subspecialty for physicians, nurses, social workers, chaplains, and pharmacists. Leadership with clear vision to motivate and inspire others to achieve quality care, build healthy work environments, has led to new models of

		<p>palliative care. Finally, participants will explore the strengths and weaknesses of the current environment of hospice and palliative care, and based on lessons learned during this evolution they will propose a more effective system of care for those near the end-of-life.</p> <p>At the conclusion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe the prevailing medical and sociologic paradigms in early to mid-20th century medicine leading to the concept of hospice care. 2. Reconstruct the political/medical/social environment in which hospice care evolved in the US ending with the adoption of the Medicare Hospice Benefit. 3. Chronical the origins of Palliative Medicine/Care and its eventual designation as a subspecialty. 4. Analyze the strengths, weaknesses, and future challenges of Hospice and Palliative Medicine as it is practiced today in the US. 5. Propose alternative systems of care to better meet the needs of those near the end of life.
<p>PALC 7xx</p>	<p>Statistics (3)</p>	<p>Qualitative and quantitative research in palliative care involves applying many statistical principles. This introductory level statistics course will cover both descriptive and inferential statistics. The students will be able understand the hypothesis testing concepts used in design and analysis of clinical trials. They will also be introduced to regression methodologies for continuous and categorical outcomes which form the basis for palliative care research. GraphPad Prism software would be used to demonstrate the application of statistical aspects. Simulated and real data from experiments and clinical trials will be employed for practice and homework.</p> <p>At the conclusion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the role of statistics in palliative care and biomedical research. 2. Apply basic concepts of probability, random variation and commonly used statistical probability distributions. 3. Generate and interpret graphs and summary statistics to gain insights into distributions of scientific interest. 4. Identify the appropriate statistical hypothesis testing methodology for the research variable of interest to formally quantify evidence.

		5. Describe the purpose of, and assumptions behind several commonly used multivariable statistical models and properly interpret results based on these models.
PALC 7xx	Critical Appraisal of Evidence (3)	<p>Participants in this course will develop proficiency in engaging in critical appraisal of research in the field of palliative care. This course addresses foundational competencies for generating pertinent research questions and conducting academic reviews to facilitate participants contribution to the body of knowledge within palliative care.</p> <p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply critical appraisal skills in the analysis of palliative care literature as related to the clinical, economic and humanistic outcomes of palliative care. 2. Generate a palliative care research question and evaluate the research question through critical appraisal of literature. 3. Author an original narrative literature review on a palliative care topic. 4. Create a dissemination plan for publishing the authored narrative literature review. 5. Provide appropriate peer feedback on materials prepared for generation of a scholarly product.
PALC 7xx	Quantitative Research (3)	<p>This course will inform learners about essential measurement and design aspects of quantitative research, including challenges of designing rigorous studies within the context of palliative care. Using the principles of measurement theory, students will be able to operationalize variables and quantify them into different levels of measure. Students will further demonstrate knowledge on how to evaluate measurement quality, including strategies for assessing instrument reliability and validity. With a conceptual backdrop of probability theory and the causal model, students will learn and apply information about cross-sectional, longitudinal, and group study designs, and critically examine the strengths and weaknesses of a variety of sampling approaches. Student will also be able to identify potential design limitations, such as common sources of error, and threats to internal and external validity. Ethical considerations and attention to issues of health disparities will be infused throughout the course and within student assignments.</p>

		<p>At the conclusion of this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise and apply a variety of probability and non-probability sampling strategies. 2. Describe and implement pre-experimental, quasi-experimental, and experimental group research designs . 3. Weigh the merits of and execute observational study designs. 4. Articulate threats to internal and external validity for study designs. 5. Describe and critically appraise the causal model . 6. Ethical considerations and methodological challenges associated with palliative care populations. 7. Demonstrate an ability to connect basic analytic methods to a given research design.
PALC 7xx	Qualitative Research (3)	<p>This course emphasizes a constructivist approach to the generation of new knowledge in the field of palliative care. Qualitative approaches such as phenomenology, grounded theory, ethnography, focus groups, narrative research, and others are highlighted. The ontological and epistemological underpinnings of each method will be reviewed as well as pragmatic approaches to recruitment, data collection, data analysis, and interpretation of results. Ethical considerations of qualitative research, particularly in relation to vulnerable populations are stressed.</p> <p>At the conclusion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Apply principles of qualitative research to the advancement of palliative care . 2. Differentiate among types of qualitative research approaches. 3. Develop a proposal for a qualitative research study. 4. Synthesize qualitative research findings into a coherent report. 5. Analyze the ethical issues related to the conduct of qualitative research in palliative care.
PALC 7xx	Person-Centered Outcomes Research (3)	<p>Person-centered outcomes research seeks to integrate the perspective of patients, their care partners and family, and other stakeholders in the design and conduct of palliative care research. In this course, students will gain the knowledge and skills to design and conduct palliative care research this is meaningful and important to people experiencing serious</p>

		<p>illness. Emphasis will be placed on current recommendations for the best practices in person-centered outcomes research including the strengths and limitations of common study designs; unique study participant issues; the selection of relevant outcome measures; and implementation and dissemination.</p> <p>At the end of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe person centered outcomes research methods 2. Identify relevant person-centered outcomes and available data sources 3. Appraise and summarize pertinent literature 4. Illustrate the steps necessary to design and conduct person centered outcome research 5. Design an appropriate person-centered outcome research study to match a clinical setting
<p>PALC 7xx</p>	<p>Leading Change in Palliative Care (3)</p>	<p>This course in Leading Change requires intellectual curiosity and commitment to learning theoretical foundations of leadership in palliative care. Palliative care leadership includes leadership in various domains: administration of new programs, initiatives related to serious illness, promotion of excellence and evidence-based practice, research to grow and mature the evidence, policy and advocacy in regulatory issues, health care delivery, and education. This class will examine leadership theory and principles, differences between management and leadership, followership, influence, and power. A case study based approach will be used to examine leadership approaches in palliative care settings in the community and acute care settings. The goal of the course is to empower learners to strategically leading palliative care into the future.</p> <p>At the conclusion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Articulate theoretical foundations of leadership from various perspectives such as business, health care, politics and science. 2. Compare and contrast domains of leadership including administration of new programs, initiatives related to serious illness, promotion of excellence and evidence-based practice, research, policy and advocacy in regulatory issues, health care delivery and education.

		<ol style="list-style-type: none"> 3. Compare and contrast leadership theory and principles (such as democratic, autocratic, consensus, servant, etc.). 4. Describe commonalities and differences between management, leadership, followership, influence and power. 5. Analyze effective and ineffective leadership approaches in palliative care settings including community-based and academic settings. 6. Perform a leadership self-assessment and create a plan for development in areas of improvement. 7. Develop a leadership plan for an actual or hypothetical palliative care program or initiative.
PALC 7xx	Teaching Methodology in Palliative Care (3)	<p>Participants will be required to demonstrate advanced instructional design skills in the areas of analysis, course design, implementation and evaluation. Participant will be required to prepare and present a minimum of four course designs based on four discrete teaching methodologies. Each course will include advanced approaches for four different populations and content.</p> <p>Given required readings, discussions, external materials and group interaction, the learner will be able to:</p> <ul style="list-style-type: none"> • Perform population, root cause and other analytic tasks. • Prepare a Design Plan for a specific content area. • Design a Lesson Plan for a specific course design implementation. • Prepare evaluation instruments for a course design at both level one and level two. <p>Design and prepare implementation strategies in four discrete scenarios.</p>
PALC 899	Doctoral Dissertation Research (12 credits)	<p>This course is designed to provide guidance, support and mentoring to the PhD degree candidate throughout the dissertation process. Learners will make an original contribution to the scholarship of palliative care demonstrating the doctoral student's ability to research an important question in the field and capacity to present and interpret research findings in a clear and logical written form. Learners in this course will complete institutional requirements for engaging in academic research to include at minimum submission of a completed IRB application to the</p>

		University Institutional Review Board for Human Subjects research (IRB). The dissertation is completed under the supervision of a faculty chair and is formally presented in an oral presentation to the dissertation committee.
--	--	--

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

Not Applicable.

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

There are no specialized accreditation or graduate certification requirements for the proposed PhD in Palliative Care.

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

Not Applicable.

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

The Graduate School maintains up-to-date information of its degree programs on the program explorer web site (<https://www.graduate.umaryland.edu/Program-Explorer/>). The web site has information on the curriculum, course descriptions, degree requirements, and cost of education. The website has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed PhD in Palliative Care.

7. 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 Graduate School at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the PhD in Palliative Care, as do all materials produced by UMB's Graduate School for programs it offers.

H. Adequacy of Articulation

Not applicable

I. Adequacy of Faculty Resources

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.

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework in the M.S. in Global Health program:

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
Mathangi Gopalakrishnan	MS, PhD Statistics	Research Assistant Professor, FT	Statistics
Arif Kamal	MD, MBA, MHS, FACP, FAAHPM, FASCO; Medicine, Hem/Onc, Palliative Care, Research at Duke University	Associate Professor, PT	Statistics
Karen Gordes	PhD, PT, DScPT Public Policy	Associate Professor, FT	Critical Appraisal of Evidence
John Cagle	PhD, Social Work	Associate Professor, FT	Quantitative Research
Patricia Moyle Wright	PhD, CRNP, ACNS-BC, CNE, CHPN, CPH Nursing, Palliative Care	Professor, PT	Qualitative Research
Mary Lynn McPherson	PharmD, MA, MDE, BCPS Pharmacy, Education	Professor, FT	Dissertation Research
Jay Vanston	MD Medicine	Associate Professor, PT	Understanding the Foundation of Palliative Care: Building Blocks for the Future, and Leading Change in Palliative Care
Connie Dahlin	ANP-BC, ACHPN®, FPCN, FAAN Nursing, Palliative Care	Associate Professor, PT	
Joan Carpenter	PhD, CRNP, ACHPN, FPCN Nursing	Assistant Professor, FT	Patient-Centered Outcomes Research
Chuck Hodell	PhD Instructional Systems Development	Professor, PT	Teaching Methodology in Palliative Care

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

UMB has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and presentation face-to-face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Media Specialists, uses of a video camera to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the national Library of Medicines National network of Libraries of medicine. In addition to the library services and collections, the building also houses the computing services. Faculty librarians are dedicated to providing direct service to students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the Program Manager Specialist and instructional technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of the PhD Program.

Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L. Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed PhD which will be coordinated and administered fully through the Graduate School. A budget is included in Appendix D.

M. Adequacy of Provisions for Evaluation of Program

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

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

UMB is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Recruitment efforts for the PhD in Palliative Care will include specific outreach to Historically Black Institutions to make students aware of the program and related opportunities designed to improve their competitiveness in the job market and reach their professional goals if they are admitted and successfully complete the program.

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed PhD is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

UMB is committed to complying with guidelines for the evaluation of distance education set forth by the Council of Regional Accrediting Commissions (C-RAC). Per C-RAC's guidelines and as evidenced below, online learning at UMB is appropriate to the university's mission, is well-resourced, is incorporated into our systems of governance and oversight, is comparable in rigor to traditional instructional formats, and is evaluated regularly. In addition, students and faculty are provided with effective support to ensure student learning outcomes are met.

Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010).

1. **Education Pipeline.** The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.
2. **Changing Demographics.** Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old ($SD= 9.66$). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.
3. **Technology Shift.** Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009). Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008,

25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

4. Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.
5. Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g. course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g. provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment, and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning

methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Master of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MA | Instructional and Curriculum Designer

Mr. Belt holds a M.A., Distance Education & E-Learning from UMUC and a B.S., Business Administration from Towson University. Prior to joining UMB, Eric was the Director of Learning Technology at the College of Southern Maryland and, formerly, the Assistant Director of

eLearning at Howard Community College. Eric has served as an Instructional Designer both virtually and on-campus for various community colleges across the U.S. and is active in the Maryland Online community. Eric brings a skills and interest in advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development. Mr. Belt is currently an Educational Technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most of effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answers session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

The courses for the PhD in Palliative Care will be online, and others will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.

- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our “course evaluation’ rubric”
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate

Appendix A

Complete Summary – Survey of Key Opinion Leaders in Palliative Care

Q1. What is your level of agreement that there is a need for a PhD in Palliative Care that will produce well-trained individuals suited for a career in academia/research/leadership?			
Strongly Agree	Agree	Disagree	Strongly Disagree
43 (62.32%)	21 (30.43%)	4 (5.80%)	1 (1.45%)
Selected Comments on Q1:			
<ul style="list-style-type: none"> • The United States is facing a growing number of individuals with chronic, progressive and ultimately fatal disease. These individuals need excellent palliative care. With this growing need comes an equally pressing need for providers from all disciplines (medicine, nursing, social, work, pastoral care, etc.). And yet, there are currently no PhD level individuals equipped to meet the education and research needs of these disciplines. Such individuals are essential to assuring a competent and vibrant workforce. • I work closely with several PhDs on my leadership team to plan/implement health services research as well as develop analytics around payer partnerships and outcomes related to program development. Although they all bring high levels of expertise, each time I collaborate with a new PhD there is a steep learning curve to fill the deficit around the unique methods around palliative care research. I rely heavily on the collaboration of PCRC (PC research collaborative) to learn and provide resources for our PhD to align traditional research methods with PC methodology. Elements such as missing data due to high death rates, challenges around modeling around propensity matching and other control group considerations with treating outlier populations and measuring impact on quality of life (an important outcome for PC) despite worsening disease over time impacting QOL. Palliative care research is a specialty field with distinct and developing methodologies requiring expertise to continue to define our field. • Many getting PhD's are focusing on Palliative Care for their dissertations – I get requests to be on committees from students in various disciplines – mental health counseling, social work, public health. 			
Q2. What is your level of agreement that a PhD in Palliative Care specifically is preferred to advance our field as compared to a more general PhD such as Health Services Research or Epidemiology?			
Strongly Agree	Agree	Disagree	Strongly Disagree
41 (60.29%)	16 (23.53%)	11 (16.18%)	0 (0%)
Selected Comments on Q2:			
<ul style="list-style-type: none"> • Palliative Care is a unique subspecialty attending to the complex needs of a growing population of individuals. The skills required to meet those needs requires skills specific to Palliative Care (e.g. pain and symptom management, disease trajectories at 			

the end-of-life, spiritual needs of the dying). These and many more topics critical to the care of individuals near the end-of-life would not be addressed in more general PhD programs such as Health Services Research or Epidemiology.

- See comment above. Cannot emphasize enough that the time lost in orienting existing PhDs in the methods of palliative care is costing our field time in developing our quickly growing field. I am currently working with a PhD in implementation science, health economics and health services research and neither of the 3 have been able to apply their methods from prior experience to help develop our research without assistance from palliative care trained researchers (i.e., researchers that have developed specialized skills over time in our field, part of PCRC).
- Palliative care is an interdisciplinary field. If we continue to educate students in their disciplinary silos, we cannot truly expect them to be able to function as a team to improve patient care.
- This is an area of study that cuts across payment and financing (redistribution of resources), clinical and population health qualitative and quantitative analytics, the science and psychology of relationships (between family members, relationships between treating clinicians and palliative care professions, etc. A structured and specialized research and academic program for palliative care allows for the development of deeper and more comprehensive insights specific to this population. Palliative care cuts across many research disciplines.
- I think there are advantages to a PhD in palliative care because the student can take principles of epidemiology or biostatistics and apply them directly to understanding all the aspects of serious illness care.

Q3. What is your level of agreement that there will be sufficient enrollment in the program (e.g., 10 learners per year)? This will be an interprofessional program – nurses, physicians, pharmacists, social workers, chaplains, non-clinical academic researchers, other biomedical professionals, etc.

Strongly Agree	Agree	Disagree	Strongly Disagree
30 (43.48%)	30 (43.48%)	8 (11.59%)	1 (1.45%)

Selected Comments on Q3:

- I strongly suspect that the demand for this program will exceed 10 learners per year. There is a critical need for individuals with doctorate level expertise in Palliative Care in academic institutions across the country and within numerous disciplines.
- The Institute of Medicine has been calling for an interdisciplinary approach to patient care for nearly 2 decades. Yet, we continue to educate students in tiny disciplines and expect them to somehow integrate with other professionals upon completion of the program. The beauty of the PhD in Palliative Care program is that students will work together with those from other disciplines and ultimately build ongoing collaborative relationships. I envision not only strong enrollment in the program, but a need for U of Maryland to open a department of palliative care staffed by professors from various health fields who can work together to develop research and courses and serve as a model for a well-functioning interdisciplinary team.
- I believe that several students per year from the strong master’s program enrollment plus at least one from the disciplines above would want to pursue this degree leading to

<p>an average enrollment of 12-15 per year. I have a nurse in my health system applying to the master's program now with the hopes of pursuing a PhD - she asked for guidance on what type of PhD would best prepare her for a career in palliative care. In our one single health system there is one person that I know of (without advertising or awareness) looking for this program, so I estimate we are not unique and there are many people interested in this advanced degree in this field.</p> <ul style="list-style-type: none"> • I think there would be significant interest in the program. To my knowledge it would be the first program in the United States and given the professional and academic interest in understanding the needs, health care utilization, and outcomes of seriously ill individuals and their families, I suspect interest in the program would be sizable. • I might have taken that path myself. • On-line interprofessional programs offer a unique collaborative perspective that is especially rare in advanced degrees - the unique nature of this proposed program makes it highly likely that there will be large numbers of qualified applicants. The palliative care workforce in the US is large and growing - and the unmet needs are expected to only increase - giving me confidence that the program will be very attractive to many learners. • I think this is achievable if the program is offered in a hybrid manner and if some of the courses that are online are elective options for students outside of this university. • Given the success of the Master's in Palliative Care program, I see this as a strong possibility. 			
<p>Q4. What is your level of agreement that graduates in Palliative Care will be able to secure a position (e.g., academia/research, with a large palliative care program, with a research foundation, etc.)?</p>			
Strongly Agree	Agree	Disagree	Strongly Disagree
28 (40.58%)	30 (43.48%)	11 (15.94%)	0 (0%)
<p>Selected Comments on Q4:</p> <ul style="list-style-type: none"> • I have no doubt that academic programs in nursing, pharmacy, medicine, social work and pastoral care will readily offer positions for those individuals with expertise in Palliative Care. As noted above, the need for individuals with expertise in Palliative Care education and research will only continue to grow. • Our health system is not an academic-based health system but a learning health system and I believe fairly representative of mid-sized health systems. We have several PhD in our department and many in our research institute. In the last month I have been asked to interview two PhD candidates for two different existing positions that looking to hire a PhD in palliative care to lead development of PC research. With growing emphasis and funding directed toward PC, this is becoming an attractive field for research development and investment. • Nearly every medical facility in the United States offers palliative care services and is in need to well-educated professionals who can expertly collaborate with other members of team. In terms of academic opportunities, I honestly believe that an interdisciplinary PhD in Palliative Care will provide far more opportunities for graduates than a degree in a specific discipline. 			

- Payers, health systems part of accountable care organizations, and others are increasingly looking for individuals with advanced skills and knowledge in identifying high-need patients, evaluating policy changes to support medical, psychosocial, and social determinant changes, etc. The jobs and roles could be funded via grants but also in operations given the growing practical need for these skills and expert knowledge of this population.
- Our institution has been discussing the hiring of someone with this particular skill set for several years. Prior to COVID, conversations were trending towards beginning to interview candidates.
- Many clinical palliative care departments hire clinical research coordinators but not necessarily PhD prepared experts... they would not have trouble obtaining positions in academia or foundations.
- I have every confidence that graduates will be prepared to competitively compete for positions of leadership and scholarship - successfully securing grants, developing programs, and leading organizations in the re-imagining of healthcare so desperately needed in the US.
- There is a deficient number in the field and present training slots are not enough. Most training fellowships are 1 year and are meant to focus on clinical competence. Mature PhD palliative specialists are needed to guide the field.

Q5. What is your discipline?

Nurse	31 (46.27%)	
Physician	13 (19.40%)	
Pharmacist	1 (1.49%)	
Social work	12 (17.91%)	
Chaplain	2 (2.99%)	
Administrator	6 (8.96%)	
Non-clinician academician researcher	1 (1.49%)	
Other	9	

Q6. Do you have any other general thoughts or suggestions?

- Selected Comments on Q6:
- I applaud the University of Maryland for being a trailblazer in the area of Palliative Care. I hope to see this program launch very soon and I hope to see a Center for Palliative Care Studies on your campus in the near future with faculty from various disciplines leading excellent patient care into the 21st Century!
 - There is something appealing about being the first program to offer a PhD in palliative care.
 - Would the program be available online or would people be expected to relocate to MD (pandemic online education considerations aside).

<ul style="list-style-type: none"> I would be very excited to collaborate on this endeavor and contribute in any way possible. Very exciting. I'm sure you've seen this program: https://www.lancaster.ac.uk/study/postgraduate/postgraduate-courses/palliative-care-phd/ - I almost considered moving out of country to attend given there were no options in the U.S. - it is time for a PhD in Pal Care. Thank you! I believe that based upon your history of success with your innovative program thus far, you are perfectly positioned to bring doctoral education in palliative care to the US.
Survey Respondents: (where identified)
<ul style="list-style-type: none"> Betty Ferrell, PhD, FAAN, FPCN, CHPN; Director and Professor, Nursing Research, Associate Director, City of Hope Comprehensive Cancer Center
<ul style="list-style-type: none"> Arif Kamal MD, MBA, MHS, FAAHPM, FASCO; Associate Professor of Medicine, Division of Medical Oncology and Duke Palliative Care, Duke University School of Medicine
<ul style="list-style-type: none"> Donna Stevens, MHA, Program Director OACIS/Palliative Medicine at Lehigh Valley Health Network
<ul style="list-style-type: none"> Patrick J. Coyne MSN, ACHPN, ACNS-BC, FAAN, FPCN; Director of Palliative Care, Medical College of South Carolina
<ul style="list-style-type: none"> Bonnie Morgan, MEd, RN-BC, CHPN, FPCN; Advance Practice Nurse Clinical and Educator
<ul style="list-style-type: none"> Marie Bakitas, DNSc, CRNP, Associate Dean for Research and Scholarship, University of Alabama
<ul style="list-style-type: none"> Mellar P Davis MD FCCP FAAHPM, Director of Research within Palliative Care, Geisinger Health System
<ul style="list-style-type: none"> Dana M. Hansen Ph.D., APRN, ACHPN, Associate Professor, Kent State University
<ul style="list-style-type: none"> Barbara A Head PhD, CHPN, ACSW, FPCN, APHSW-C; Professor, Department of Medicine, University of Louisville
<ul style="list-style-type: none"> Shirley Otis-Green, MSW, MA, ACSW, LCSW, OSW-CE, FNAP, FAOSW Founder and Consultant Collaborative Caring
<ul style="list-style-type: none"> Roger Strong ACHPN, PhD, FPNC; San Diego Hospice & The Institute for Palliative Medicine
<ul style="list-style-type: none"> Jody Chrastek, DNP; Pediatric advanced Complex Care Coordinator, Fairview home care and Hospice
<ul style="list-style-type: none"> Juli McGowan Boit, RN, MSN, FNP, FAAN; International Director, Living Room International
<ul style="list-style-type: none"> Marian Grant, DNP, MSN, BSN, BS; Hospice and Palliative Care Policy and Marketing Consultant
<ul style="list-style-type: none"> Thomas J. Smith MD, Director of Palliative Medicine, Johns Hopkins School of Medicine and Medical Institutions
<ul style="list-style-type: none"> Billy Rosa, PhD, MBE, ACHPN, FAANP, FAAN, Postdoctoral Research Fellow in Psycho-Oncology, Dept of Psychiatry and Behavioral Sciences, Memorial Sloan Kettering Cancer Center, New York, NY
<ul style="list-style-type: none"> Amy Petrinec, MSN, PhD, Kent State University
<ul style="list-style-type: none"> Andrea Davis, PhD, MN, RN; Associate Professor University of Portland; previously Washington State U

<ul style="list-style-type: none"> • Allison Kestenbaum, BCC, ACPE - Supervisor of Spiritual Care Services & PC Chaplain - UCSDH
<ul style="list-style-type: none"> • Judy Lentz, RN, MSN, FPCN, retired CEO of Hospice and Palliative Nurses Association
<ul style="list-style-type: none"> • Elyse Salend MSW; Program Officer, Cambia Health Foundation
<ul style="list-style-type: none"> • J. Nicholas Dionne-Odom, PhD, RN, ACHPN, FPCN, FAAN, Asst. Professor, School of Nursing, University of Alabama at Birmingham
<ul style="list-style-type: none"> • Justin Kullgren, PharmD, Society of Pain and Palliative Care Pharmacists President, The Ohio State University Wexner Medical Center
<ul style="list-style-type: none"> • Tammie E. Quest, MD; Director of the Woodruff Health Sciences Emory Palliative Care Center and Professor in the Department of Emergency Medicine
<ul style="list-style-type: none"> • Vanessa Battista, RN, MS, CPNP-PC, CHPPN; The Children's Hospital of Philadelphia
<ul style="list-style-type: none"> • Karen Kayser, PhD, MSW; Emerita Professor and Dr. Renato LaRocca Endowed Chair in Oncology Social Work
<ul style="list-style-type: none"> • Gina Santucci, MSN FNP APRN-BC; Advance Practice Nurse, Texas' Children's Hospital
<ul style="list-style-type: none"> • Turner West, MPH, MTS, AVP Health Policy; Director Palliative Care Leadership Center at Bluegrass Care Navigators
<ul style="list-style-type: none"> • Lores Vlaminck, MA, BSN, RN, CHPN; Founder Lores Consulting (Palliative Care)
<ul style="list-style-type: none"> • Dr. Abigail Nathanson, LCSW, APHSW-C, ACS. Faculty New York University. Owner, Navigating Illness, Caregiving and Loss.
<ul style="list-style-type: none"> • Jon P. Furuno, PhD (Epidemiology), Associate Professor and Interim Chair, Department of Pharmacy Practice, Oregon State University College of Pharmacy
<ul style="list-style-type: none"> • Tom Gualtieri-Reed, MBA. Partner, Spragens & Gualtieri-Reed. Health care consultant with over 30 years' experience across health systems, providers and payers.
<ul style="list-style-type: none"> • Diane Deese, MCLSS-GB, CACPFI, EMT - Vice President of Community Affairs, VITAS Healthcare
<ul style="list-style-type: none"> • Susan Meskis, RN, MSN. Assistant Professor, University of Alaska, Anchorage
<ul style="list-style-type: none"> • Patricia Wright, PhD, CRNP, ACNS-BC, CHPN, CNE, CPH; Professor University of Scranton (Palliative Care)
<ul style="list-style-type: none"> • Denice Sheehan, PhD, RN, FPCN Interim Dean, College of Nursing, Kent State University
<ul style="list-style-type: none"> • Deborah Grassman RN, MSN, NP; Opus Peace Executive Director
<ul style="list-style-type: none"> • Carol O Long, PhD, RN, FPCN, FAAN; Principal and Founder Palliative Care Essentials
<ul style="list-style-type: none"> • Valerie T Cotter, DrNP, AGPCNP-BC, FAANP, FAAN Associate Professor, Johns Hopkins School of Nursing and Medicine
<ul style="list-style-type: none"> • Raya Elfadel Kheirbek, MD, MPH Professor of Medicine Chief, Geriatrics and Palliative Medicine Division Department of Medicine, University of Maryland School of Medicine 110 S. Paca Street, PP5-N-157 Baltimore, MD 21201 Tele: 410 328 4615 rkheirbek@som.umaryland.edu

<ul style="list-style-type: none"> • Kathryn Walker, PharmD, BCPS, CPE; Assistant Vice President of Palliative Care for MedStar Health
<ul style="list-style-type: none"> • Carolyn Messner, DSW, OSW-C, FAPOS, FAOSW - Director of Education & Training, CancerCare
<ul style="list-style-type: none"> • Tara Schapmire, PhD, University of Louisville School of Medicine
<ul style="list-style-type: none"> • Lynne S. Padgett, PhD FAPOS , Licensed Rehabilitation Psychologist, Washington DC VAMC
<ul style="list-style-type: none"> • Cathy Berkman, PhD, MSW, Fordham University Graduate School of Social Service.
<ul style="list-style-type: none"> • Karen Bullock, PhD, LCSW; Professor and head of the School of Social Work at North Carolina State University
<ul style="list-style-type: none"> • Vincent Jay Vanston, MD FAAHPM HMDCB; Associate Professor of Medicine, Palliative Care Program, University of Pennsylvania Health System
<ul style="list-style-type: none"> • Constance Dahlin, MSN, ANP-BC, ACHPN, FPCN, FAAN; Palliative Care Specialist
<ul style="list-style-type: none"> • Eduardo Bruera, MD, FAAHPM; Department Chair, Department of Palliative, Rehabilitation and Integrative Medicine, Division of Cancer Medicine, The University of Texas MD Anderson Cancer Center, Houston, TX

Appendix B

Courses in the Master of Science in Palliative Care

Course #	Course Name (all 3 cr)	Course Description
Master of Science in Palliative Care		
Required Courses (12 credits)		
PALC 601	Principles of Hospice and Palliative Care	An introductory course, participants will learn about the patient/family centric model of palliative care, the interdisciplinary team concept, models of care in hospice and palliative care and regulatory aspects of these practice models. Participants will also learn about education and self-care for practitioners, operational aspects of hospice and palliative care, the application of analytic inquiry and evidence-based discovery, and implications for community outreach.
PALC 602	Communication and Healthcare Decision Making	A key element of this course is determining patient and family goals, preferences and choices during advanced illness, and developing a plan of care to support these decisions. A significant portion of this course will also be devoted to communication techniques including delivering bad news, counseling techniques and introductory content on ethical decision-making.
PALC 603	Psychosocial, Cultural and Spiritual Care	Participants in this course will learn how to assess and address psychological, psychiatric, cultural and spiritual aspects of care in advanced illness, including management of grief and bereavement. Implementation of care plan tactics will be addressed as well including targeted communication, interventions and referrals as needed.
PALC 604	Symptom Management in Advanced Illness	Pain management is the most prevalent symptom in advanced illness. Participants will learn how to perform a uni- and multi-dimensional pain assessment, and the assessment of the most common non-pain symptoms associated with advanced illness. Management strategies including non-pharmacologic and pharmacologic will be examined. A case-based learning model will be used in

Course #	Course Name (all 3 cr)	Course Description
		this course to master content, including demonstration of information literacy and quantitative fluency.
Electives in Clinical Track (students must select four electives)		
PALC 605	Advanced Pain Management and Opioid Dosing	Participants will learn to perform an advanced assessment of a pain complaint (history, physical exam, diagnostics/imaging as necessary) and demonstrate advanced and in-depth knowledge of the pathogenesis of pain. Participants will also acquire in-depth knowledge of evidence-based non-pharmacologic management of pain, and evidence-based advanced pharmacology (including drug therapy selection, dosing, monitoring, and titration), designed to meet patient-centric therapeutic goals. (Pre-requisite: PALC 604 – Symptom Management in Advanced Illness).
PALC 606	Advanced Non-Pain Symptom Management	This course prepares participants to perform advanced assessment of patients with complex non-pain symptoms, developing advanced skills to identify pathogenesis of the complaint, and advanced non-pharmacologic and pharmacologic management of symptoms. Participants will develop advanced skills in managing these symptoms through the interdisciplinary team. (Pre-requisite: PALC 604 – Symptom Management in Advanced Illness).
PALC 607	Advanced Disease State Management	Using a disease-based approach, participants will perform advanced assessment of common advanced illness disease states (e.g., COPD, cancer, neurodegenerative disorders, heart disease, etc.), sophisticated identification of pathogenesis and disease progression, selection of beneficial evidence-based treatments, and skills to discontinue medically futile treatments as disease progresses. (Pre-requisite: PALC 604 – Symptom Management in Advanced Illness).
PALC 608	Clinical Management of Special Patient Populations	Participants in this course will develop advanced skills used to manage special populations with advanced illness including pediatrics, geriatrics, palliative care emergencies, advanced assessment and management skills to facilitate withdrawal of life-sustaining treatments, and

Course #	Course Name (all 3 cr)	Course Description
		manage the days before death. (Pre-requisite: PALC 604 – Symptom Management in Advanced Illness).
Electives in Administrative Track (students must select four electives)		
PALC 609	Hospice Leadership and Administration	This course addresses the development of hospice leadership skills including developing a supportive culture, mission and values, promoting team building, quality improvement initiatives, service and performance excellence, assuring appropriate staffing, operational aspects, financial management, human resources management, quality management, organizational integrity and compliance. Participants will be intimately knowledgeable about the standards and regulations for hospice eligibility and compensation models. (Pre-requisite: PALC 604 - Principles of Hospice and Palliative Care).
PALC 610	Palliative Care Leadership and Administration	This course addresses the development of palliative care leadership skills including developing a supportive culture, mission and values, promoting team building, quality improvement initiatives, service and performance excellence, assuring appropriate staffing, operational aspects, financial management, human resources management, quality management, organizational integrity and compliance. Participants will be intimately knowledgeable about the standards and regulations for palliative care practice and compensation models. (Pre-requisite: PALC 604 - Principles of Hospice and Palliative Care).
PALC 611	Practice Development and Strategic Planning	Participants in this course will learn to assess the need for a hospice and/or palliative care program, and develop, implement and maintain an ongoing data driven process that reflects the complexity of the organization and focuses on clinical, economic and humanistic outcomes. Learners will assure strategic alignment of program operationalization with established organizational mission and vision with consideration for growth. (Pre-requisite: PALC 604 - Principles of Hospice and Palliative Care).

Course #	Course Name (all 3 cr)	Course Description
PALC 612	Principles and Practice of Palliative Care Education	This course provides participants with a solid grounding in the principles of adult learning, how to assess knowledge and learning differences, principles of instructional design, and barriers to teaching and learning. Participants will be prepared to perform an audience analysis, prepare and deliver learning materials to patients, families, caregivers, other health care providers, and other stakeholders. (Pre-requisite: PALC 604 - Principles of Hospice and Palliative Care).
Electives in Psychosocial/Spiritual Track (students must select four electives)		
PALC 613	Advanced Decision-Making and Communication Skills	This course provides participants with advanced skills and information necessary to elicit patient and/or family values and delineate goals of care regarding pain and symptom management, advanced life-sustaining therapies, and advanced communication techniques for delivering bad news, establishing goals of care, suspending therapies, and death notification. (Pre-requisite: PALC 602 - Communication and Healthcare Decision Making)
PALC 614	Advanced Spirituality and Psychosocial Skills	Participants will develop advanced skills in the assessing patients and families to determine psychosocial needs, spiritual and cultural concerns, and address patient and family suffering, coping and healing within the emotional, psychological and social domains with focused developmentally appropriate assessment followed by targeted communication, interventions and referrals. (Pre-requisite: PALC 603 - Psychosocial, Cultural and Spiritual Care).
PALC 615	Self-Care	Hospice and palliative care professionals are at high risk for burnout. Participants in this course will learn about common sources of stress in this field, what self-care is, and why healthcare professionals should practice self-care. Participants will learn several techniques to practice daily self-care.
PALC 612	Principles and Practice of Palliative Care Education	This course provides participants with a solid grounding in the principles of adult learning, how to assess knowledge and learning differences, principles of instructional design, and barriers to teaching and learning. Participants will be

Course #	Course Name (all 3 cr)	Course Description
		prepared to perform an audience analysis, prepare and deliver learning materials to patients, families, caregivers, other health care providers, and other stakeholders. (Prerequisite: PALC 604 - Principles of Hospice and Palliative Care).
Required Core Courses (6 credits)		
PALC 616	Research and Outcomes Assessment in Hospice and Palliative Care	Participants in this course envision and plan a pilot project designed to assess clinical, economic or humanistic outcomes in hospice or palliative care. Students will learn how to establish a research question, establishing appropriate methods, and select outcomes to assess. Deliverable will be a proposal that is suitable for submission to an institutional review board.
PALC 617	Advanced Team-Based Palliative Care	This course is entirely case-based, and uses the interprofessional/interdisciplinary approach to the resolution of complex cases of patients with advanced illnesses. Participants will have to rely on team members to achieve optimal patient outcomes. (Must be taken in last semester).
Upon completion of these 30 credits, Master of Science awarded		

Appendix C

Proposed Plan of Study Doctor of Philosophy in Palliative Care

Semester	Course Name	Mapping TPO	Credits
Master of Science Palliative Care (or alternate credentials per admissions committee)		NA	NA
Year One			
Fall A	Understanding the Foundation of Palliative Care: Building Blockers for the Future	1, 4, 6	3
Fall B	Statistics	5	3
Spring A	Critical Appraisal of Evidence	5	3
Spring B	Quantitative Research	5	3
Summer	Qualitative Research	5	3
Summer	Step 1 Comprehensive		
Year Two			
Fall A	Dissertation Research	1 - 6	3
Fall B	Person-Centered Outcomes Research	5	3
Spring A	Leading Change in Palliative Care	2, 6	3
Spring B	Dissertation Research	1 - 6	3
Summer	Teaching Methodology in Palliative Care	3, 4	3
Year 3 (and 4 if necessary)			
Fall/Spring	Dissertation Research	1 – 6	6

Terminal Performance Objectives

1. Advance an evidence-based approach that integrates the origin and evolution of palliative care into future growth trends in the field.
2. Utilize strategic leadership skills to promote a palliative vision, mission, values, beliefs and goals from both a personal and organizational perspective.
3. Integrate educational techniques and initiatives to improve and demonstrate sustainable educational programs and institutional effectiveness in palliative care.
4. Advocate for professional and community engagement to expand equitable access and uptake of quality palliative care.
5. Design, execute and disseminate qualitative and/or quantitative research findings that advance the field of knowledge in palliative care.

6. Create an environment that fosters the development, adoption, and growth of interprofessional practice in palliative care.

Appendix D

Budget

Table 1: Program Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$137,112	\$62,112	\$62,112	\$62,112	\$62,112
2. Tuition/Fee Revenue					
(c + g below)					
a. Number of F/T Students	15	30	30	30	15
b. Annual Tuition/Fee Rate	\$8,468	\$8,468	\$8,468	\$8,468	\$8,468
c. Total F/T Revenue (a x b)	\$127,026	\$254,052	\$254,052	\$254,052	\$127,026
d. Number of P/T Students		15	30	30	15
e. Credit Hour Rate	\$705.70	\$705.70	\$705.70	\$705.70	\$705.70
f. Annual credit hours per P/T student	4	4	4	4	4
g. Total P/T Revenue	\$0	\$42,342	\$84,684	\$84,684	\$42,342
(d x e x f)					
3. Grants, Contracts & Other					
External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources					
TOTAL (ADD 1 - 4)	\$264,138	\$358,506	\$400,848	\$400,848	\$231,480

*Assumes 50% Resident & 50%
Non Resident*

Table 2: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b +c below)	\$146,742	\$172,782	\$114,192	\$114,192	\$91,244
Faculty Program Director	\$0	\$0	\$0	\$0	\$0
Instructors-Course Development	\$54,000	\$54,000			
Faculty Internal	\$22,262	\$22,262	\$22,262	\$22,262	\$22,262
Faculty Internal	\$26,994	\$26,994	\$26,994	\$26,994	\$26,994
Adjunct/External Faculty	\$24,000	\$48,000	\$48,000	\$48,000	\$26,850
b. Total Faculty Salaries	\$127,256	\$151,256	\$97,256	\$97,256	\$76,106
c. Total Benefits	\$19,486	\$21,526	\$16,936	\$16,936	\$15,138
2. Administrative (b + c below)	\$39,088	\$73,290	\$73,290	\$73,290	\$48,860
a. # FTE	0.4	0.75	0.75	0.75	0.5
b. Total Salary	\$28,000	\$52,500	\$52,500	\$52,500	\$35,000
c. Total Benefits	\$11,088	\$20,790	\$20,790	\$20,790	\$13,860
3. Support Staff (b + c below)	\$48,860	\$48,860	\$48,860	\$48,860	\$29,316
a. # FTE	0.5	0.5	0.5	0.5	0.3
b. Total Salary	\$35,000	\$35,000	\$35,000	\$35,000	\$21,000
c. Total Benefits	\$13,860	\$13,860	\$13,860	\$13,860	\$8,316
4. Equipment (AV replc.)			\$74,000	\$74,000	
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$29,448	\$63,574	\$90,506	\$90,506	\$62,060
8. Contingency Funding	\$0	\$0	\$0	\$0	\$0
TOTAL (ADD 1 - 8)	\$264,138	\$358,506	\$400,848	\$400,848	\$231,480

Profit (loss) \$0 \$0 \$0 \$0 **(\$0)**

References

1. World Health Organization. <https://www.who.int/cancer/palliative/definition/en/>
2. Center to Advanced Palliative Care. www.capc.org
3. Morin L, et al. Palliative Medicine 2017;31(6):526-536.
4. Lupu D, et al. J Pain Symptom Manage 2018;55(4):1216-1223.
5. Von Gunter C. JAMA 2002;287(7):875881.
6. Congress.gov. <https://www.congress.gov/bill/116th-congress/house-bill/647/text>
7. University of Maryland, Baltimore, <https://www.umaryland.edu/about-umb/strategic-plan/>
8. Hasson F, et al. International palliative care research priorities: A systematic review. BMC Palliative Care 2020;19:16.
9. Center to Advanced Palliative Care State Reports, <https://reportcard.capc.org/state/maryland/>

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

TOPIC: University of Maryland, College Park: Bachelor of Science in Social Data Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Bachelor of Science in Social Data Science. This program will prepare students to effectively, ethically and efficiently create high quality information products, such as datasets, visualizations, and models, about human activity and behavior. This critical suite of knowledge and skills is essential in many domains, including government, healthcare, sustainability, economics, entertainment, human rights, equity, and others. Students take a set of core courses in information studies, statistics, and survey data science. Students then select a focused area of study that applies data science techniques along with relevant theory and methods to specific core social science disciplines, including African-American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology, as well as areas relevant to current societal demands such as Medical Anthropology and Public Health.

The program requires 57-59 credits. The core courses include foundational courses in programming, statistics, mathematics, and data science, as well as upper-level courses in database design, data privacy and security, ethics, data sources and manipulation, data visualization, survey fundamentals, and questionnaire design. Students also take a set of cognate courses in a behavioral or social science discipline that allows them to deepen their knowledge of the discipline and apply data science principles to social science research and practice. Students finish the program by taking a required capstone course.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Science in Social Data Science.

COMMITTEE RECOMMENDATION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

March 30, 2021

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Science program in Social Data Science. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in cursive script, appearing to read "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Ann Wylie, Senior Vice President and Provost
Gregory Ball, Dean, College of Behavioral and Social Sciences
Keith Marzullo, Dean, College of Information Studies

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, College Park
Institution Submitting Proposal

Social Data Science
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2022
Projected Implementation Date

079901
Proposed HEGIS Code

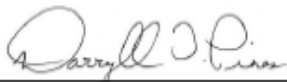
11.0401
Proposed CIP Code

College of Behavioral and Social Sciences and
College of Information Studies
Department in which program will be located

Kate Izsak
Department Contact

301-405-1246
Contact Phone Number

kworboys@umd.edu
Contact E-Mail Address


Signature of President or Designee

03-30-2021
Date

A. Centrality to the University's Mission and Planning Priorities

Description. Creating information products that accurately and ethically capture aspects of human behavior requires an increasingly complex set of skills and knowledge. The proposed Bachelor of Science in Social Data Science combines the expertise of faculty members from the University of Maryland's College of Information Studies (iSchool) and College of Behavioral and Social Sciences (BSOS) to prepare students to create high quality information products effectively, ethically, and efficiently. These include as data sets, visualizations, and models, about human activity, and behavior. This critical suite of knowledge and skills is essential in many domains, including government, healthcare, sustainability, economics, entertainment, human rights, equity, and others. Students take a set of core courses housed primarily in the iSchool and BSOS's Joint Program in Survey Methodology (JPSM). They then select a focused area of study that applies data science techniques along with relevant theory and methods to specific core social science disciplines, including African American Studies, Anthropology, Economics, Government and Politics/International Relations, Geography/Geospatial Information Science, Psychology, or Sociology, as well as areas particularly relevant to current societal demands such as Medical Anthropology and Public Health.

Relation to Strategic Goals. The University's mission statement includes an intent to create a climate of intellectual growth and mutual respect, that addresses policy issues critical to the state, nation, and world, that sits at the forefront of multi-disciplinary knowledge, and that improves student learning and success through expanded use of innovative teaching methods and opportunities for collaboration and engagement. More specifically, the 2016 UMD Strategic Plan Update highlights the importance of accomplishing these goals within "areas of national or global need." Data analytics, especially the process of creating and analyzing large data sets or big data, is an area of "almost desperate national need." The proposed Social Data Science program therefore falls squarely within UMD strategic priorities. As the Strategic Plan Update notes, skills in the creation of high-quality data sets, visualizations and models that capture important aspects of human behavior are required for positions across a variety of industries, including government, healthcare, sustainability, economics, entertainment, human rights, equity and diversity, and many others. With the chance to focus not solely on data science, but also on well-established social and behavioral science disciplines, the Social Data Science program will provide the basis for asking and answering sound questions of big data on human activity and behavior and using the information products they create to influence policy and industry in profound ways.

Funding. Resources for the new program will be drawn from a variety of sources, including reallocation of instructional resources from within the two colleges, support from the central university, as well as targeted funding from the state to support data science and health related areas of study. Details of the budget are presented in section L below. No new tuition revenue to support the program is assumed; it is expected that the major will draw from existing academic majors, some of which have enrollments well beyond their capacity.

Institutional Commitment. The program will be delivered by a collaboration between UMD's iSchool, which has significant expertise in the required information science, and the College of Behavioral and Social Science, which provides the disciplinary strength in the upper-level areas of focus. The Provost and President fully support the development of this program.

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

Need. In 2018, the National Academies of Sciences, Engineering, and Medicine released the report, "Envisioning the Data Science Discipline: The Undergraduate Perspective."¹ The National Academies indicated that the report was motivated by clear indications of a pervasive need to manage, analyze, and extract information from data across many industries and career sectors. The report defined data science as a complicated amalgam of disciplines and skill sets, requiring expertise in programming, statistics, ethics, and domain-specific knowledge. The report also noted that an explosion of data science careers requires a workforce with focused expertise.

State Plan. The proposed program aligns with the *Maryland State Plan for Postsecondary Education* in several ways. First, the program aligns with the state's emphasis on career training and applied research. Strategy 7 of the *Maryland State Plan* is "Enhance career advising and planning services and integrate them explicitly into academic advising and planning."² Career advising will not only be integrated with student advising but will also be incorporated in the program coursework. All core courses for the program will help students achieve this outcome.

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

The USBS Occupational Outlook Handbook shows a projected rate of growth of 33% for individuals working in the field of Mathematics and Statistics, far higher than the average over all industries. In addition, jobs within the category of Computer and Information Technology Occupations (CITO) are projected to grow by 12%, also faster than the average. Within CITO, there is a 16% projected increase in the sub-category of Computer and Information Research Scientists, and USBS notes that such scientists "are likely to enjoy excellent job prospects, because many companies report difficulties finding these highly skilled workers." Within Business and Financial Occupations, the career of Management Analysts (also known as Business Analysts or Process Consultants) is a potentially apt fit and projected to increase 14%. USBS notes that "demand for the services of these workers should grow as organizations continue to seek ways to improve efficiency and control costs." Social science positions--many of which require graduate degrees--are largely holding steady or expecting a small increase (perhaps 5%), but we believe that the data science portion of this social science degree will give our graduates an edge in the job market. In addition to USBS data, a search of "data science" in LinkedIn.com jobs generated approximately 3,500 returns in the Washington, DC, metropolitan area alone. The same search on jobs.com returned 4,000 open positions in DC and over 40,000 across the nation. These results support the National Academies recommendation to build data science undergraduate programs to prepare students for the workforce of the present and near future.

Currently, there are no similar programs in the state (see below), and consequently we expect the fast increase in demand to continue exceeding the existing supply of skilled workers, making this degree program

¹ The National Academies of Sciences, Engineering and Medicine. (2018). *Envisioning the Data Science Discipline: The Undergraduate Perspective*. National Academies Press. Retrieved from: <https://www.nap.edu/read/24886/chapter/1>.

² Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education*. (p. 60). Retrieved October 29, 2018 from: <http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>.

a crucial contributor to industry and society. We anticipate 400 students graduating per year at steady state, beginning three years after implementation of this degree.

D. Reasonableness of Program Duplication

Data Science is a rapidly developing area of study and, as such, has essentially become a “core discipline”, not unlike statistics or computer science. There are several undergraduate majors in the state of Maryland, with new proposals either under way or recently approved at USM institutions. Most have a similar core content that allows students to develop the basic skills and principles of data science, but the upper-level curricula typically diverge. Below we discuss five programs, all of which share some similarities with the program proposed here but none with the disciplinary focus of the social sciences beyond economics.

Salisbury University offers a B.S. in Data Science. The program’s core courses have content overlap with the core courses for Social Data Science, and there is a similarity in structure, in that Salisbury students select a concentration linked to a more traditional discipline. Salisbury’s program is focused on the relationship between data science and the natural sciences, with concentrations available in astrostatistics, bioinformatics, chemometrics, computational data science, geoanalytics, and mathematical data science. Mount Saint Mary’s University also offers a B.S. in Data Science, with an organizational structure similar to Salisbury’s program and with specializations in computational science, data engineering, operations research, and analytics for business. Although there are opportunities to take courses outside of the primary program they do not focus on the social sciences. Loyola University of Maryland offers a B.S. in Data Science, again with content overlap in core courses but with a focus on computer science, information systems, and mathematics. Capitol Technology University also offers a B.S. in Data Science based primarily in the field of business, with a two-pronged set of core courses, one from computer science and the other in business analytics. Finally, Goucher College offers a B.S. in Integrative Data Analytics, and it is perhaps the closest match to the proposed social data science program. Their program description draws on language similar to that in this proposal--a focus on using “scientific and mathematical principles to find nuanced, complex patterns of physical and human behavior.” However, the program allows only two concentrations: data science or economics, and the economics track is primarily at the introductory level.

We are also aware of proposals in process for new undergraduate programs in data science at the University of Maryland Global Campus (UMGC) and at Bowie State University. From the letter of intent submitted to the University System of Maryland, it appears that Bowie State University’s program will be focused on applications in the natural sciences and business. UMGC’s online, open-admission program is also broadly focused on business, computer science, ethics, and machine learning and is intended to target a completely different audience.

E. Relevance to Historically Black Institutions (HBIs)

While Bowie State University’s program, assuming it will move forward to approval, will be the first data science program at one of the state’s four HBIs, the exceptionally high workforce demand for training in this area, and the rapid evolution of data science as a core competency for many disciplines, speaks to the need for as wide an avenue of opportunities for students to pursue this type of curriculum.

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

We do not anticipate any impact on the identities of the State's HBIs.

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

Curricular Development. The core data science courses, beyond the university's General Education requirements, mostly exist and are delivered by faculty in the iSchool or from BSOS's Joint Program in Survey Methodology (JPSM). JPSM (joint with the University of Michigan) has a longstanding tradition of graduate-level education and research in applied statistics, survey methodology, and most recently in data science as it applies to social science disciplines. After completion of 9 core data science courses, and 2-3 courses of introductory material in one of eight areas of discipline focus, students will move to upper-level coursework in their disciplinary area for an additional 4-5 courses (12-15 credits), one of which is a capstone experience that requires them to apply their data science skill to their area of focus. (See Appendix B for a general layout of the proposed major and available areas of focus.)

The proposed program integrates four primary principles from the National Academies report on data science education:

- Ethics should be a key focus in data science and education.
- Data science programs should demonstrate flexibility in the concepts, skills, tools, and methods taught to provide a "full data science experience" to students.
- Data science curricula depend upon the integration of faculty from different disciplines, the utilization of varied pedagogies, and the leveraging of existing educational programs.
- Inclusion of students and faculty/staff who have historically been underrepresented in STEM careers, including data science.

As noted above, data science is a rapidly developing area of study and, as such, has essentially become a "core discipline", not unlike statistics or computer science. UMD has made data science a core educational priority for students across the campus, regardless of major. As we have seen with other core disciplines, students understand more and are able to do more when these abstract skills are learned and applied in real world contexts, such as in the social science cognate disciplines.

Faculty Oversight. As an interdisciplinary program that spans across UMD colleges, the program will be managed by one Undergraduate Program Director from the iSchool and one Undergraduate Program Director from BSOS. Directors will have faculty appointments in their respective colleges (iSchool or BSOS). The Faculty Directors will co-chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the major. They will also serve as the department-level PCC Committee for the major. Each department offering a cognate field will have a representative on the curricular committee, who will each serve as the primary point of contact for their respective cognate areas. One student will also participate as a voting member. Ex-officio members will include a representative from the Deans' offices and at least one advisor or student services representative from each College.

Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the data science courses in the curriculum, although many other faculty members will be engaged in the

major as a result of its design to connect with existing disciplinary areas of focus. The College of Behavior and Social Sciences have over 280 instructional faculty in the seven BSOS disciplines connected to the program, for example.

Educational Objectives and Learning Outcomes. The educational objectives of the program are as shown below:

Students will be able to:

- Design, execute, document, and disseminate research that applies tools and methods from data science to address a social science research question;
- Develop expertise in specific contemporary social science theories and data science approaches to tackling research questions related to these theories;
- Apply findings from social data science research to analyze the policy and design of socio-technical systems; and
- Identify and analyze social, legal, and ethical and equity issues in social data science work and in the profession.

The iSchool will lead the assessment process for the program, in collaboration with the BSOS cognate departments. The result will be an annual learning outcomes assessment that is consistent with the expectations of the Provost's Commission on Learning Outcomes Assessment.

The iSchool will work with the cognate departments to develop a set of rubrics that individual faculty members will apply to work completed in their courses. There will be a rubric for each learning outcome, and all faculty members teaching in core courses will select an individual assignment to assess using the appropriate rubric(s). The items assessed will be direct measures of student learning and may include sections of exams, homework assignments, laboratory assignments, and final projects.

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a "best practices" guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Student Learning Outcomes are evaluated through course-specific performance indicators. The program will establish rubrics for each performance indicator and develop a course-related assessment as part of this evaluation. Faculty members will then be asked to evaluate the students through these course assessments. Assessment of learning outcomes will take place each year.

Course requirements. The Social Data Science program includes 57-59 credits of required courses (including courses that also count for General Education).

Course Requirements		
Core Courses		
Course Code	Title	Credits
INST126 Or GEOG276	Introduction to Programming for Information Science Principles of Python Programming and Geocomputing	3
STAT100	Elementary Statistics and Probability	3
MATH115 Or MATH120	Precalculus Elementary Calculus I	3
BSOS233	Data Science for Social Sciences	3
INST326 Or BSOS326 Or GEOG376	Object-Oriented Programming for Information Science Python Programming for the Social Sciences Introduction to Computer Programming for GIS	3
INST327	Database Design and Modeling	3
INST366	Privacy, Security and Ethics for Big Data	3
INST414	Data Science Techniques	3
INST447	Data Sources and Manipulation	3
INST462	Introduction to Data Visualization	3
SURV400	Fundamentals of Survey and Data Science	3
SURV430	Fundamentals of Questionnaire Design	3
INST492	Integrated Capstone for Social Data Science	3
Cognate (Students Choose One Cognate and Take Courses Specific to that Discipline)		
	African American Studies Cognate	18
	Anthropology Cognate	18
	Economics Cognate	18
	Geographical Sciences Cognate	18
	Government and Politics Cognate	18
	Psychology Cognate	19
	Sociology Cognate	20
	Health Analytics	20

See Appendix C for course descriptions for those courses offered by the two departments that will deliver the major. All other course descriptions are available in the University's Undergraduate Catalog (<https://courseleaf.umd.edu/undergraduate/>).

General Education. Students will complete some of their general education requirements by way of fulfilling major requirements, with space in the curriculum for all other General Education requirements. Students who transfer to UMD with an associate degree from a Maryland community college are deemed to have completed their General Education requirements except for Professional Writing, which is typically taken in their third year of study. See Appendix D for a sample plan for how students would complete the program and fulfill their General Education Requirements.

Accreditation or Certification Requirements.

N/A

Other Institutions or Organizations. The department does not currently intend to contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in this program will have access to all the resources necessary to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major. Existing administrative and advising resources will be used. However, one new undergraduate advisor in the iSchool and one new undergraduate advisor in the BSOS College will support the social data science major. This is important so that the two colleges can work closely together to ensure that advising is closely aligned and that students are fully supported, even as they spread across two colleges and multiple departments.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

Montgomery College is typically the largest feeder of transfer students to the university on the College Park campus. As the program develops, outreach will continue with other local community colleges in, for example, Frederick and Prince Georges County. Students who complete the associate degree at a Maryland Community College and transfer to the University of Maryland are deemed to have completed their general education requirements, except for Professional Writing. The University does not, typically, create specific articulation agreements with community colleges for programs based in the liberal arts & sciences such as this one.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the data science courses in the curriculum, although many other faculty members will be engaged in the major because of its design to connect with existing disciplinary areas of focus. The College of Behavior and Social Sciences have over 280 instructional faculty in the seven BSOS disciplines connected to the program, for example.

Faculty training. Faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has assessed library resources required for this program. The assessment concluded that the University Libraries can meet, with its current resources, the curricular and research needs of the program.

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

No additional facilities are needed to deliver the program: most courses will be taught in any of the University's 334 general purpose classrooms.

L. Adequacy of Financial Resources

Resources for the program will come primarily from multiple sources as the program develops. For the health-related tracks, specific budget restoration funding has been provided in the FY22 Governor's budget. Other portions of the program will be funded through a mix of reallocation of college resources and the University's tuition revenue. No new tuition revenue is assumed. The design of the program is such that new cognate areas can be launched as resources become identified. Priority areas at initial startup will be within those units that have capacity to add students, as well as those related to aspects of health. These include Anthropology, African American Studies, Sociology, and Health Analytics. Other cognates will be added as the program develops.

Resources:

1. Reallocated Funds: The University anticipates that some additional startup costs will be incurred until a full cohort of students is enrolled in the program. Reallocated resources will come from a redirection of effort from within the Colleges and general university funds.
2. Tuition revenue: The University does not anticipate an overall increase in enrollment, and thus no new additional tuition revenue is projected for those students.
3. Grants, Contracts and External Sources: none
4. Other Sources: The governor's FY22 supplemental budget allocated \$1.5M to increase support for this program. In FY22 these funds will be used for curriculum development and planning, and in subsequent years to execute delivery.

Expenditures:

1. Most courses are already available faculty across the engaged colleges. Additional instructional FTE will be required to staff new sections of courses beginning in FY23, which is year 1 of program delivery.
2. Approximately 3.0 FTE of administrative support will be assigned to assist with program management, student advising, and class coordination once the program is in full operation.
3. Approximately 1.0 FTE of staff support will be technical support for system software administration and data management.
4. Teaching assistants will be allocated for the program each semester to assist with classroom instruction/discussion.
5. Equipment funding includes computing needs and hourly undergraduate student employees.
6. No new library resources are required for the program, but expenses include software licenses and annual cloud storage fees.
7. Renovations to or reallocation of space is not required.
8. Operational expenses include tuition remission for graduate teaching assistants.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The student populations in the colleges engaged in this new major are among the most diverse at the university, with percentages of URM students five to 10 percentage points above that of the overall undergraduate student population. More generally, diversity, equity, and inclusion (DEI) sit at the core of the values of the engaged colleges. Educators and scholars in these units serve as powerful thought leaders in anti-racism scholarship, health disparities, and racial inequities in access to technology and information. The program is grounded in the importance of applying DEI principles across the curriculum.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Tables 1 and 2: Resources and Expenditures

Tuition revenue is based on AY2020-21 rates for the University. It does not include mandatory fees or laboratory fees. The University is not anticipating overall enrollment growth on the College Park campus because of this new major, so no new tuition revenue is included for the on-campus delivery. Note that “year 1” of the budget tables corresponds to fiscal year 2023 (Fall 2022). FY22 will be used to continue with curriculum development and initiate staffing for program delivery.

TABLE 1: RESOURCES	FY23	FY24	FY25	FY26	FY27
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$50,000	\$200,000	\$500,000	\$500,000	\$500,000
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	50	100	400	800	1,200
b. Annual Tuition/Fee Rate	\$14,046	\$14,468	\$14,902	\$15,349	\$15,809
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	\$475.90	\$490.18	\$504.88	\$520.03	\$535.63
f. Annual Credit Hours	14	14	14	14	14
g. Total Part Time 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	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
TOTAL (Add 1 - 4)	\$1,550,000	\$1,700,000	\$2,000,000	\$2,000,000	\$2,000,000

TABLE 2: EXPENDITURES

	FY23	FY24	FY25	FY26	FY27
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. TTK Faculty (b+c below)	\$410,970	\$423,299	\$435,998	\$449,078	\$449,078
a. #FTE	2.0	2.0	2.0	2.00	2.00
b. Total Salary	\$309,000	\$318,270	\$327,818	\$337,653	\$337,653
c. Total Benefits	\$101,970	\$105,029	\$108,180	\$111,425	\$111,425
1. PTK Faculty (b+c below)	\$532,000	\$547,960	\$846,598	\$871,996	\$871,996
a. #FTE	4.0	4.0	6.0	6.0	6.0
b. Total Salary	\$400,000	\$412,000	\$636,540	\$655,636	\$655,636
c. Total Benefits	\$132,000	\$135,960	\$210,058	\$216,360	\$216,360
2. Graduate Teaching Assistants (b+c below)	\$95,760	\$98,633	\$203,184	\$209,279	\$209,279
a. #FTE	4.0	4.0	8.0	8.0	8.0
b. Total Salary	\$72,000	\$74,160	\$152,770	\$157,353	\$157,353
c. Total Benefits	\$23,760	\$24,473	\$50,414	\$51,926	\$51,926
3. Admin. Staff (b+c below)	\$279,300	\$287,679	\$296,309	\$305,199	\$305,199
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Total Salary	\$210,000	\$216,300	\$222,789	\$229,473	\$229,473
c. Total Benefits	\$69,300	\$71,379	\$73,520	\$75,726	\$75,726
4. Total Support Staff (b+c below)	\$99,750	\$102,743	\$105,825	\$109,000	\$109,000
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$75,000	\$77,250	\$79,568	\$81,955	\$81,955
c. Total Benefits	\$24,750	\$25,493	\$26,257	\$27,045	\$27,045
5. Equipment	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
6. AWS, Software, Licenses & Library	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
7. New or Renovated Space	\$0	\$100,000	\$0	\$0	\$0
8. Other Expenses: Operational	\$103,536	\$103,536	\$207,072	\$310,608	\$310,608
TOTAL (Add 1 - 7)	\$1,596,316	\$1,738,849	\$2,169,986	\$2,330,159	\$2,330,159

Notes: Graduate assistants are included in the budget to support instruction, and other expenses include tuition remission for graduate teaching assistants. "Equipment" includes hourly wages for undergraduate student employees.

Appendix A: Faculty who will support the Social Data Science Program

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests for all faculty can be found on the department web sites of the engaged colleges (Behavioral and Social Sciences: <https://bsos.umd.edu/faculty-staff/faculty-profiles> ; iSchool: <https://www.ischool.umd.edu/about> ; Public Health: <https://sph.umd.edu/faculty>). All faculty listed below are full-time. Specific course assignments have not yet been made but will be made in time to schedule the courses for the target start term of the program. Additional hires are anticipated to support the program as it develops.

Faculty Name	Highest Degree Earned - Field and Institution	Rank
Dr. Brian Kim	PhD in Statistics, University of California Los Angeles	Assistant Research Professor, JPSM
Dr. Frauke Kreuter	PhD in Sociology, University of Konstanz, Germany	Professor, JPSM; Director of Social Data Science Center (SODA)
Dr. Partha Lahiri	PhD in Statistics, University of Florida	Professor, Mathematics and JPSM, Director of JPSM
Dr. Taylor Oshan	PhD in Geography, Arizona State University	Assistant Professor, Geographical Sciences
Dr. Wei Ai	PhD in Information, University of Michigan	Assistant Professor, iSchool
Dr. Chris Antoun	PhD in Survey Methodology, University of Michigan	Assistant Research Professor, iSchool and JPSM
Dr. Vedat Diker	PhD in Information Science, SUNY Albany	Principal Lecturer, iSchool
Dr. Niklas Elmqvist	PhD in Computer Science, Chalmers University of Technology	Professor, iSchool
Dr. Babak Fotouhi	PhD in Electrical Engineering, McGill University	Assistant Professor, iSchool
Dr. Vanessa Frias-Martinez	PhD in Computer Science, Columbia University	Associate Professor, iSchool
Dr. Jen Golbeck	PhD in Computer Science, University of Maryland	Professor, iSchool; Affiliate Faculty, Journalism and Computer Science
Dr. Naeemul Hassan	PhD in Computer Science, University of Texas, Arlington	Assistant Professor, iSchool and Journalism; Director, Computational Journalism Lab
Dr. Jessica Vitak	PhD in Media and Information, Michigan State University	Associate Professor, iSchool; Affiliate Faculty, Communications

Appendix B: Diagrammatic Structure of the Social Data Science Major

Social Science Cognate Area (pick one)	African American Studies	Anthropology	Economics*	Geographical Sciences & GIS	Government & Politics & Intl. Rel.*	Psychology	Sociology	Public Health Science
Benchmark I Minimum MATH & STAT (6 cr)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH115 (3)	STAT100 (3) & MATH120 (3)	STAT100 (3) & MATH115(3)	STAT100 (3) & MATH120 (3)
Benchmark I (3 cr)	INST126 (3) or GEOG276 (3)							
Benchmark II (6-9 cr)	AASP101 (3)	ANTH210 (3) or 222 (4) or 240 (3)*	ECON200 (3)	GEOG202 (3)	GVPT170 (3)	PSYC100 (3)	SOCY100 (3)	SPHL100 (3)
	AASP210 (3)	INST314 (3)	ECON201 (3)	GEOG306 (3)	GVPT200 (3)	PSYC200 (3)	SOCY201 (3)	EPIB301
			ECON230 (3)		GVPT201 (3)			EPIB315
Core Courses (27 cr)	BSOS233 (3) INST326 (3) or BSOS326(3) or GEOG376 (3) INST327 (3) and INST366 (3) INST414 (3) and INST447 (3) INST462 (3) SURV400 (3) and SURV430 (3)							
Capstone (3 cr)	INST492 (3)							
Cognate I Courses (3 cr)	<i>Required 3 cr</i> AASP395 (3)	<i>Required 3 cr</i> ANTH310 or 322 or 340*	<i>Required 3 cr</i> ECON305 or 306	<i>Required 3 cr</i> GEOG373	<i>Required 3 cr</i> GVPT320	<i>Required 3 cr</i> PSYC300	<i>Required 3 cr</i> SOCY202	<i>Required 3 cr</i> HLTH200
Cognate II Courses (6-9 cr)	<i>choose 9 cr. from list</i>	<i>choose 9 cr. from list</i>	<i>choose 6 cr. from list</i>	<i>choose 9 cr. from list</i>	<i>choose 6 cr. from list</i>	<i>choose 9 cr. from list</i>	<i>choose 9 cr. from list</i>	<i>choose 9 cr. from list</i>

*It is possible that not all tracks will be started at the same time. The ECON and GVPT tracks may be delayed until after the major is up and running.

Appendix C: Course Descriptions for the core courses of the Social Data Science major

Courses in this list represent the core curriculum required of all students, beyond their Fundamental Studies general education requirements. Most courses are already approved and have been offered. A very large number of offerings are available among the cognates. All approved course descriptions can also be found in the University's Undergraduate Catalog (<https://courseleaf.umd.edu/undergraduate/approved-courses/>).

INST126 Introduction to Programming for Information Science (3 Credits)

An introduction to computer programming for students with very limited or no previous programming experience. Topics include fundamental programming concepts such as variables, data types, assignments, arrays, conditionals, loops, functions, and I/O operations.

Prerequisite: Minimum grade of C- in **MATH115**; or must have math eligibility of **MATH140** or higher; or permission of instructor.

Restriction: Must not have completed **INST326**; and must be in Information Science program.

INST326 Object-Oriented Programming for Information Science (3 Credits)

An introduction to programming, emphasizing understanding and implementation of applications using object-oriented techniques. Topics to be covered include program design and testing as well as implementation of programs.

Prerequisite: Minimum grade of C- in **INST126**.

INST327 Database Design and Modeling (3 Credits)

Introduction to databases, the relational model, entity-relationship diagrams, user-oriented database design and normalization, and Structured Query Language (SQL). Through labs, tests, and a project, students develop both theoretical and practical knowledge of relational database systems.

Prerequisite: Minimum grade of C- in **INST126**.

Credit Only Granted for: **INST327** or **BMGT402**.

INST366 Privacy, Security and Ethics for Big Data (3 Credits)

Evaluates major privacy and security questions raised by big data, Internet of things (IoT), wearables, ubiquitous sensing, social sharing platforms, and other AI-driven systems. Covers history of research ethics and considers how ethical frameworks can and should be applied to digital data.

Prerequisite: **INST201** or **INST301**; or permission of instructor.

INST414 Data Science Techniques (3 Credits)

An exploration of how to extract insights from large-scale datasets. The course will cover the complete analytical funnel from data extraction and cleaning to data analysis and insights interpretation and visualization. The data analysis component will focus on techniques in both supervised and unsupervised learning to extract information from datasets. Topics will include clustering, classification, and regression techniques. Through homework assignments, a project, exams and in-class activities, students will practice working with these techniques and tools to extract relevant information from structured and unstructured data.

Prerequisite: 1 course with a minimum grade of C- from (**INST201**, **INST301**); and minimum grade of C- in **INST126**, **INST314**, **STAT100**, **MATH115**, and **PSYC100**.

INST447 Data Sources and Manipulation (3 Credits)

Examines approaches to locating, acquiring, manipulating, and disseminating data. Imperfection, biases, and other problems in data are examined, and methods for identifying and correcting such problems are introduced. The course covers other topics such as automated collection of large data sets, and extracting, transforming, and reformatting a variety of data and file types.

Prerequisite: 1 course with a minimum grade of C- from (INST201, INST301); and minimum grade of C- in INST126, INST327, STAT100, MATH115, and PSYC100; and 1 course with a minimum grade of C- from (INST326, CMSC131).

INST462 Introduction to Data Visualization (3 Credits)

Exploration of the theories, methods, and techniques of visualization of information, including the effects of human perception, the aesthetics of information design, the mechanics of visual display, and the semiotics of iconography.

Prerequisite: 1 course with a minimum grade of C- from (INST201, INST301); and minimum grade of C- in INST126, INST314, MATH115, PSYC100, and STAT100.

INST492 Integrated Capstone for Social Data Science (3 Credits)

The capstone provides a platform for Social Data Science students where they can apply a subset of the concepts, methods, and tools they learn as part of the Social Data Science program to addressing an information problem or fulfilling an information need. (NEW)

Prerequisite: A minimum grade of C- in BSOS233, INST366, INST414, INST447, INST462, SURV400, SURV430; a minimum grade of C- from (INST326, BSOS326, GEOG276)

SURV400 Fundamentals of Survey and Data Science (3 Credits)

The course introduces the student to a set of principles of survey and data science that are the basis of standard practices in these fields. The course exposes the student to key terminology and concepts of collecting and analyzing data from surveys and other data sources to gain insights and to test hypotheses about the nature of human and social behavior and interaction. It will also present a framework that will allow the student to evaluate the influence of different error sources on the quality of data.

Prerequisite: STAT100; or permission of BSOS-Joint Program in Survey Methodology department.

Restriction: Course open to SURV certificate students, SURV Advanced Special Students, and SURV undergraduate minors. Graduate students from other departments may enroll with permission from the department.

Credit Only Granted for: SURV699M or SURV400.

SURV430 Fundamentals of Questionnaire Design (3 Credits)

Introduction to the scientific literature on the design, testing and evaluation of survey questionnaires, together with hands-on application of the methods discussed in class.

Restriction: Permission of BSOS-Joint Program in Survey Methodology department.

Credit Only Granted for: SURV430 or SURV630.

BSOS233 Data Science for Social Sciences (3 Credits)

An introduction to modern methods of data analysis for social scientists. This course emphasizes teaching students who have no previous coding experience how to analyze data and extract meaning in a social

science context. Students will gain critical programming skills and learn inferential thinking through examples and projects with real-world relevance. (NEW)

BSOS326: Python Programming for the Social Sciences (3 Credits)

Python has become the most powerful programming language in advanced statistics and data analytics. It includes expansive packages for data handling and processing, including the latest developments in machine learning, and offers Integrated Development Environments (IDE) for code development, testing, debugging, and graphical representation. In addition, python is deployed on virtually all high-performance computing clusters, taking advantage of multi-processing, large memory, and GPU enhanced computing environments. This course offers a thorough introduction to python and those packages that are fundamental to data processing and analysis, image processing, natural language processing, machine learning. (NEW)

GEOG376 Programming for Geographic Analysis (3 Credits)

Covers conceptual and practical aspects of geospatial data modeling and analysis techniques using the Python programming language. The main focus is on developing a solid understanding of the programmatic conventions needed to create, manipulate, and process geospatial data types, such as point, line, & polygon vectors, networks, trajectories, and space-time extensions. In addition, students will develop a proficiency in applying these data structures to perform automated geospatial analysis, such as GIS operations, agent-based models, Markov models, and spatial statistics.

Prerequisite: Must have completed or be concurrently enrolled in [MATH120](#), [MATH130](#), or [MATH140](#); or must have completed MATH220. And [GEOG373](#); or permission of BSOS-Geography department.

Appendix D: Sample Four Year Plan for Social Data Science Major

Fall			Spring		
Year 1					
ENGL101 (FSAW)	Academic Writing	3	STAT100 (FSAR)	Elementary Statistics and Probability	3
MATH115 (FSMA) Or MATH130	Pre-Calculus or Calculus I	3	INST126 (Core)	Introduction to Programming for Information Science	3
Cognate Course (DSHS) (Cognate)	Cognate Introductory Course	3	Gen Ed (DSHS) (SCIS)		3
Gen Ed (DSHU)		3	Gen Ed (FSOC)	Oral Communication	3
Elective		3	Gen Ed (DVUP)		3
	Total credits	15		Total Credits	15
Year 2					
BSOS233 (Core)	Data Science for Social Sciences	3	INST326 (Core)	Object-Oriented Programming for Information Science	3
Cognate Course	(Cognate)	3	Cognate Course	(Cognate)	3
Gen Ed (DSNL)		4	Gen Ed (DVCC)		3
Gen Ed (SCIS)		3	Elective		3
Gen Ed (DSHU)		3	Elective		3
	Total Credits	16		Total Credits	15
Year 3					
Cognate Course	(Cognate)	3	Cognate Course	(Cognate)	3
INST327 (Core)	Database Design and Modeling	3	INST447 (Core)	Data Sources and Manipulation	3
INST414 (Core)	Data Science Techniques	3	INST462 (Core)	Introduction to Data Visualization	3
Gen Ed (DSNS)		3	ENGL39X (FSPW)	Professional Writing	3
Elective		3	Gen Ed (DSSP)		3
	Total Credits	15		Total Credits	15
Year 4					
Cognate Course	(Cognate)	3	INST492 (Core) (DSSP)	Integrated Capstone for Social Data Science	3
INST366 (Core)	Privacy, Security and Ethics for Big Data	3	SURV430 (Core)	Questionnaire Design	3
SURV400 (Core)	Fundamentals of Survey and Data Science	3	Electives		8
Electives		6			
	Total Credits	15		Total Credits	14
Total Credits: 120					

Category	Credits	Code
Major Requirements: 30 Credits		
Major Core Courses	39	Core
Major Cognate Courses	18-20	Cognate
Major courses may double-count to fulfill General Education requirements (see below).		
General Education Requirements: 40 Credits Minimum		
Fundamental Studies: 15 Credits		
Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning ²	3	FSAR
² If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).		
Distributive Studies: 25 Credits		
Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course ³	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice ⁴	6	DSSP
³ A second DSNL course can fulfill the DSNS course requirement.		
⁴ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.		
I-Series Courses: 6 Credits⁵		
The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.		
I-Series Course	6	SCIS
⁵ I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits⁶		
Diversity Understanding Plural Societies ⁷		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	DVUP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	DVCC
⁶ These credits may be double-counted with courses taken for the Distributive Studies requirement.		
⁷ Students may take either two DVUP courses or one DVUP course and one DVCC course.		

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

TOPIC: University of Maryland, College Park: Bachelor of Science in Fermentation Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Bachelor of Science (B.S.) in Fermentation Science. Research has shown that the State of Maryland's fermentation-related industries increased dramatically in the last decade. The proposed program will prepare students for the workforce in a variety of fermentation industries that include beverages (beer, wine, distilled spirits, and kombucha), vegetable foods (kimchi, tempeh, and miso), dairy foods (cheese and yogurt) and biotechnology industries (biofuels and pharmaceuticals). Students will have a solid understanding of the microbiology of fermentation and will be able to critically evaluate the scientific literature related to their use in fermentation production and management.

This program is designed for offerings on the College Park campus and at the Universities at Shady Grove.

The program requires 87-90 credits, with foundational courses in biological sciences, chemistry, nutrition and food science, plant sciences, and mathematics. Upper-level courses will be required in nutrition and food science, technical writing, and biochemistry. Specialized coursework will be required in fermented food, feed and pharmaceuticals, viticulture and enology, brewing and distilling, and cheese and fermented dairy products.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Science in Fermentation Science.

COMMITTEE RECOMMENDATION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

March 29, 2021

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

Dear Chancellor Perman:

I am writing to request approval for a new Bachelor of Science program in Fermentation Science. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees and was recommended for approval by the University Senate at its meeting on March 3, 2021. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in cursive script that reads "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Ann Wylie, Senior Vice President and Provost
Craig Beyroudy, Dean, College of Agriculture and Natural Resources

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, College Park
Institution Submitting Proposal

Fermentation Science
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2021
Projected Implementation Date

011200
Proposed HEGIS Code

01.1005
Proposed CIP Code

Nutrition and Food Science
Department in which program will be located

Cheng-i Wei
Department Contact

301-405-1530
Contact Phone Number

wei@umd.edu
Contact E-Mail Address



Signature of President or Designee

03-29-2021
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The proposed Bachelor of Science in Fermentation Science is concerned with the application of the fundamental principles of the physical, biological, and behavioral sciences and processing to understand the complex materials recognized as the raw precursors or/and final food products and beverages of fermentation. The science-based curriculum includes foundational courses in chemistry, biology, and food and plant science, with tracks in viticulture, brewing, cheese and dairy products, and pharmaceuticals along with fundamentals of business. Through this program, the University of Maryland (UMD) seeks to support Maryland's agricultural workforce through providing graduates who have a solid foundation in the broadly defined fermentation industries that include beverages (beer, wine, distilled spirits and kombucha), vegetable foods (kimchi, tempeh, and miso), dairy foods (cheese and yogurt) and biotechnology industries (biofuels and pharmaceuticals). The program will be offered through a partnership between UMD's department of Nutrition and Food Science and the department of Plant Sciences and Landscape Architecture, both of which are within the College of Agriculture and Natural Resources. Students will learn not only the fermentation process, but also the agricultural production of grain, fruit, and flavor-enhancing crops that support fermentation-based industries. Graduates will be well prepared for career options in a variety of industries that use fermented products as their base. They will also be well-versed in the societal issues related to fermentation science such that they contribute to debates regarding the future of farming, the use of microbes & phages in fermentation, sustainability of our fermentation industry, the worker needs, and scaling fermentation enterprises up and down to meet our growing population's fermented product needs.

This program is being designed for offerings on the College Park campus and at the Universities at Shady Grove.

Relation to Strategic Goals. The University's mission statement highlights the institution's role as the flagship campus and one of the country's first land-grant universities. As such, *UMD strives to use its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland.* In alignment with the University's land-grant responsibilities, the College of Agriculture and Natural Resources has developed five strategic goals¹, one of which is to *"advance innovative, profitable, and sustainable agricultural production systems."* The proposed program speaks directly to this goal through the education and training of students for future careers in the agricultural economy and promotion of economic development in an area of growth in Maryland.

Funding. Resources for the new program will be drawn from within the College of Agriculture and Natural Resources, which currently has the instructional capacity to grow its undergraduate student body. In addition to the on-campus delivery of the program, an offering of the upper years of the program is being proposed for delivery at the Universities at Shady Grove (USG), as a transfer pathway for community college students who seek to pursue a bachelor's degree, taking advantage of the strong partnership between Montgomery College and USG. The USG option will be supported by Governor Hogan's Workforce Development Initiative that was approved by the State Legislature beginning in FY19. Funds were specifically directed to increasing the number of undergraduate degree offerings in

¹ <https://agnr.umd.edu/about/strategic-initiatives>

STEM areas in Montgomery County. USG's mission is "to support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement." This program contributes directly to the goals of access and affordability, to high quality programming, and to regional and state capacity building, as articulated in USG mission statement.

Institutional Commitment. The program will be delivered by a collaboration between two academic units within the College of Agriculture and Natural Resources. UMD's Provost and President fully support this development.

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

Need. To assess the need for trained graduates in fermentation science, the College of Agriculture and Natural Resources contracted with Towson University's Regional Economic Studies Institute (RESI) to carry out a workforce study, which is attached as Appendix D. RESI determined that the state of Maryland has had a large increase in fermentation-related businesses, with breweries and distilleries growing by 218% and 375%, respectively, between 2014 and 2018. As of 2018, fermentation-related industries employed 21,918 Maryland residents, and they are still projected to grow by 7% by 2026. As noted below, there are no fermentation programs within the state of Maryland at present; thus, the program proposed here would contribute to meeting a current workforce need.

State Plan. The proposed program aligns with the *Maryland State Plan for Postsecondary Education* in several ways. First, the program aligns with the state's emphasis on career training and applied research. Strategy 7 of the *Maryland State Plan* is "Enhance career advising and planning services and integrate them explicitly into academic advising and planning."² Career advising will not only be integrated with student advising but will also be incorporated in the program coursework. All core courses for the program will help students achieve this outcome.

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

As noted above, the University of Maryland contracted with Towson University's Regional Economic Studies Institute (RESI) to identify regional workforce demand, as well as an assessment of related programs nearby. RESI used the North American Industrial Classification System (NAICS), which identified a large increase in fermentation-related establishments in Maryland. Consumer demand for all fermentation products, not just alcoholic beverages but also foods such as kimchi, tempeh, and miso as well as use in pharmaceuticals, has grown significantly. Section 6.2 of RESI's report goes beyond the agricultural sector to identify market needs in all areas in which fermentation is a core element.³ These include positions in the life sciences, biotechnology, and biochemistry. Recommendation for

² Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education*. (p. 60). Retrieved October 29, 2018 from:

<http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>.

³ RESI's report (p. 15) includes reference to data at O*NET online (<https://www.onetonline.org/search/t2/?s=fermentation&g=Go>) and Maryland occupational projections (<https://www.dlir.state.md.us/lmi/iandoproj/maryland.shtml>) as data sources.

development of the program also came from the Brewers Association of America, the Maryland Wineries Associate, and the Maryland Department of Commerce.

Regarding supply, no colleges in the state of Maryland offer fermentation science program. Within the 500-mile region of College Park, only four institutions offer bachelor's fermentation science programs to a total of 213 students. These four regional institutions are the Appalachian State University (B. S. in Fermentation Sciences), Edinboro University (B.S. in Fermentation Science), SUNY Cobleskill (B.T. in Applied Fermentation) and Virginia Polytechnic Institute and State University (B.S. in Food and Beverage Fermentation).

RESI's report also highlights the results of a 2016 survey showing that *"56.2% of students attending a public four-year college remained within 50 miles of home, with an additional 12.7% within 100 miles of home. Maryland students are far less likely to attend comparable fermentation science programs that are not within the state. The proximity effect continues after students graduate from college, with 40% of graduates from state universities remaining within 50 miles of campus."*

D. Reasonableness of Program Duplication

The lack of programs within the state of Maryland negates any issues of program duplication.

E. Relevance to Historically Black Institutions (HBIs)

Many members of the UMD faculty within the College of Agriculture and Natural Resources also serve as educators within the University of Maryland Extension (UME). Similarly, many of the Agriculture faculty at the University of Maryland Eastern Shore have this dual role, and the two institutions collaborate on the execution of UME's statewide outreach and education programs. These efforts promote agricultural production and profitability, improvements in human, animal and environmental health, and the sustainability of natural resources through innovative approaches, as well as undergraduate instruction and graduate research programs. These collaborative efforts will provide natural opportunities for UMES students and faculty to participate in projects related to this new program.

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

Given the lack of a program anywhere in Maryland we do not anticipate any impact on the identities of the State's HBIs.

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

Curricular Development. The curriculum was developed jointly by faculty in the department of Nutrition and Food Science and the department of Plant Sciences and Landscape Architecture with support of the dean's office. NFSC faculty consists of five professors, six associate professors, one assistant professor and three instructors. The unit anticipates hiring additional faculty as the program develops. The Plant Science and Landscape Architecture (PSLA) Department will collaborate with the NFSC Department to deliver two new courses and to redesign three existing courses as requirements for the major.

As noted above, during the planning stage the College in collaboration with the Maryland Department of Commerce sought assistance from the Regional Economic Studies Institute (RESI) at Towson University to conduct a workforce study that resulted in a very positive report about the potential of such a program on the UMD campus. Meanwhile, the Universities at Shady Grove and the PSLA Department have agreed to use the funded workforce development grant by the Maryland legislature to support a parallel effort on the Shady Grove campus. After the program is established, efforts will be made to establish additional collaborative relationships with the Maryland Department of Agriculture, Department of Commerce, the US Department of Agriculture (USDA), the Food and Drug Administration, the fermentation and cheese industries, the Maryland Wineries Association, and the Brewers Association of Maryland. Industry partners have the potential to provide hands-on learning opportunities for students in the program.

Faculty Oversight. Initially, the dean of the college (Dr. Craig Beyrouthy), the associate dean for academic programs (Dr. Joseph Sullivan), the acting assistant dean (Dr. Frank Coale) and the chairs of NFSC, PSLA and Animal and Avian Sciences (ANSC) departments will coordinate to provide academic direction and oversight for the program. Once the program is established, an oversight committee consisted of the core faculty, student representatives and industrial advisory members will be formed to play the role in providing guidance and suggestions on program development, oversight, and management.

Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the curriculum.

Educational Objectives and Learning Outcomes. The educational objectives of the program are as shown below:

1. Careers and opportunities - Graduates will be well prepared for at least four career options [in beverage (beer, wine, distilled spirits and kombucha), vegetable foods (kimchi, tempeh and miso), dairy foods (cheese and yogurt) and biotechnology industries (biofuels, pharmaceuticals and nutraceuticals)] based upon their UMD fermentation science training, experience and interests.
2. Fermentation science - Graduates will be able to apply fermentation science knowledge and research to enhance fermentation process, propagation and modification of fermentation microbes, fermenter design and downstream processing including effluent treatment. Students will demonstrate mastery of the manufacturing steps involved in various fermented products and gain hands-on experience in making these products at pilot scale and evaluate their quality and safety.
3. Fermented food, feed and pharmaceuticals - Graduates will be able to correctly apply their knowledge in the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. Students will be able to describe fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.
4. Fermentation science literacy - Graduates will be able to select, understand, and critically evaluate scientific studies in fermentation science disciplines such that they employ research that is applicable, timely, accurate, and useful for their fermentation production and management needs.
5. Knowledge of major issues - Graduates will be well-versed in the issues related to fermentation science such that they contribute to societal debates around the future of farming, the use of microbes & phages in fermentation, sustainability of our fermentation industry, the worker needs, and scaling fermentation enterprises up and down to meet our growing population's fermented product needs.

Individual course-level learning outcomes are established in alignment with the program level objectives.

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a “best practices” guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Student Learning Outcomes are evaluated through course-specific performance indicators. The department will establish rubrics for each performance indicator and develop a course-related assessment as part of this evaluation. Faculty members will then be asked to evaluate the students through these course assessments. Assessment of learning outcomes will take place each year. Draft rubrics for the assessment of target courses is attached as Appendix C.

Course requirements. The Fermentation Science program is based on a strong background in biology and chemistry, along courses specific to the development of fermented products. The program includes 87-90 credits of required courses (including Fundamental Studies general education), along with an additional 30-33 credits of general education and electives related to the discipline. Elective courses will be drawn from the departments of Agricultural and Resource Economics, Business, Communication, the Institute for Applied Agriculture, Nutrition and Food Science, Animal Science and Agricultural Science and Technology.

Course List		
Course	Title	Credits
BSCI170	Principles of Molecular & Cellular Biology	3
BSCI171	Principles of Molecular & Cellular Biology Laboratory	1
BSCI223	General Microbiology	4
CHEM131	Chemistry I - Fundamentals of General Chemistry	3
CHEM132	General Chemistry I Laboratory	1
CHEM231	Organic Chemistry I	3
CHEM232	Organic Chemistry Laboratory I	1
CHEM241	Organic Chemistry II	3
CHEM242	Organic Chemistry Laboratory II	1
CHEM271	General Chemistry and Energetics	2
CHEM272	General Bioanalytical Chemistry Laboratory	2
ENGL101	Academic Writing	3

Course List		
Course	Title	Credits
ENGL393	Technical Writing ¹	3
MATH120	Elementary Calculus I	3
NFSC112	Food: Science and Technology	3
BCHM463	Biochemistry of Physiology	3
NFSC398	Seminar	1
NFSC421	Food Chemistry	3
NFSC423	Food Chemistry Laboratory	3
NFSC430	Food Microbiology	3
NFSC431	Food Quality Control	4
PLSC110	Introduction to Horticulture	3
or PLSC112	Introductory Crop Science	
PLSC130	Did Yeast Create Civilization?	3
AGST3XX	Viticulture and Enology	4
AGST3XX	Brewing and Distilling	4
NFSC412	Food Processing Technology	4
NFSC2XX	Fermented Food, Feed, and Pharmaceuticals	3
NFSC4XX	Fermentation Science Laboratory	4
NFSC4XX	Cheese and Fermented Dairy Products	3
NFSC386	Experiential Learning	3-6
NFSC4XX	Sensory Analysis Lab	3
Total Credits		87-90

Course numbers boxed and with “XX” are new to the program, all other courses already exist. Below is a representative course of study for a new freshman at UMD; specific articulation agreements will be established with each of the local community colleges for the offering at Shady Grove as well as for students transferring to College Park.

Year 1

Course	Title	Cr
	FALL	
MATH 120	Elementary Calculus I	3
PLSC 130	Did Yeast Create Civilization?	3
CHEM 131/132	General Chemistry (plus lab)	4
ENGL 101	Academic Writing	3
INAG 110	Oral Communication	3
	SPRING	
PLSC 110 OR 112	Introduction to Horticulture OR Introduction to Crop Science	3
	General Education requirement	3
CHEM 231/232	Organic Chemistry (plus lab)	4
BSCI 170/171	Principles of Molecular and Cell Biology (plus lab)	4
	Total Year 1 Credits	30

Year 2

Course	Title	Cr
	FALL	
NFSC 112	Food Science & Technology	3
CHEM 241/242	Organic Chemistry (plus lab)	4
BSCI 223	General Microbiology	4
	General Education requirement	3
	SPRING	
CHEM 271/272	General Chemistry & Energetics (plus Bioanalytical lab)	4
	General Education requirement	3
	General Education requirement	3
	elective	3
NFSC 2XX	Fermented Food, Feed, and Pharmaceuticals	3
	Total Year 2 Credits	30

Year 3

Course	Title	Cr
	FALL	
BCHM 463	Biochemistry of Physiology	3
ENGL 393	Professional Writing	3
AGST 3XX	Viticulture and Enology	4
NFSC 430	Food Microbiology	3
	Elective	3
	SPRING	

NFSC 431	Food Quality Control	4
AGST 3XX	Brewing and Distilling	4
NFSC 4XX	Cheese and Fermented Dairy Products	3
	Two electives	3-5
	Total Year 3 Credits	32

Year 4

Course	Title	Cr
FALL		
NFSC 4XX	Fermentation Science Lab	4
NFSC 4XX	Sensory Analysis Lab	3
NFSC 421	Food Chemistry	3
NFSC 423	Food Chemistry Lab	3
SPRING		
NFSC 412	Food Processing Technology	4
NFSC 386	Experiential Learning	3-6
NFSC 398	Seminar on selected topics	1
	Two electives	6
	Total Year 4 Credits	28

TOTAL DEGREE CREDITS	120
-----------------------------	------------

See Appendix B for course descriptions for those courses offered by the two departments that will deliver the major. All other course descriptions are available in the University's Undergraduate Catalog (<https://courseleaf.umd.edu/undergraduate/>).

General Education. Students will complete their science and mathematics general education requirements by way of fulfilling major requirements, with space in the curriculum for all other General Education requirements. Students who transfer to UMD with an associate degree from a Maryland community college are deemed to have completed their General Education requirements except for Professional Writing, which is typically taken in their third year of study.

Accreditation or Certification Requirements.

N/A

Other Institutions or Organizations. The department does not currently intend to contract with another institution or non-collegiate organization for this program.

Student Support. Faculty in the two departments will be responsible for student counseling, internship management, research functions and extension services to the industry. Initially, a 0.5 FTE staff support will be assigned to assist the management of the fermentation science program. Two teaching assistants will be allocated for the program each semester to assist with classroom instruction/discussion and laboratory operations. Shady Grove students will receive academic advising and support from a full-time academic advisor at Shady Grove who will report up to the NSFC unit. This advising includes the usual scheduling of classes, evaluation of progress towards the degrees, and identification of resources.

Marketing and Admissions Information. The NFSC department has developed a plan for recruiting students at area high schools, through AGNR's Ag Discovery summer program offered jointly with the USDA, and via other outlets in which the College is already engaged with community stakeholders across the state. The College has close working relationships with the Maryland Department of Agriculture, the Maryland Agricultural Education Foundation, and Farm Bureau offices across the state and regularly hosts or participates in county activities as well as the Maryland State Fair. Local industry stakeholders will be encouraged to promote the program and provide scholarships and internship opportunities.

Undergraduate admission to the University of Maryland is managed centrally through a holistic review process. The Office of Undergraduate Admissions works closely with academic units across the university to recruit and admit students into programs at both the College Park and Shady Grove locations. On the College Park campus, many students enter the University without a declared major, so the College has continued opportunities to recruit students to the major once the students are already on campus. Students at Shady Grove, all of whom come as transfer students, are admitted directly to the major.

H. Adequacy of Articulation

Montgomery College is typically the largest feeder of transfer students to the university at both the College Park and Shady Grove locations. Prior to program launch at Shady Grove, the AGNR faculty will work with counterparts at Montgomery College to outline specific curriculum requirements for the transfer pathway into years 3 and 4 of the program. As the program develops, outreach will continue with other local community colleges in, for example, Frederick and Prince Georges County.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a full list of Nutrition and Food Science faculty as well as those faculty within Plant Sciences and Landscape Architecture who are expected to teach courses required for the program.

Faculty training. Faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has assessed library resources required for this program. The assessment concluded that the University Libraries can meet, with its current resources, the curricular and research needs of the program.

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

Dedicated and shared laboratory and classroom facilities, as well as office space, have been identified for the program. The NFSC Department is renovating a pilot plant facility in the Animal Sciences Building that can be used to house pilot-scale fermenters and equipment for teaching demonstration, student laboratory practices and research functions. The departmental laboratories and walk-in cold rooms in Marie Mount Hall and Skinner Building, after remodeling, can also be used for teaching and laboratory practice of fermentation science courses. The Shady Grove offering will be in the new Biomedical Sciences and Engineering (BSE) Education building, which will have dedicated laboratory space for the program, along with shared classrooms.

L. Adequacy of Financial Resources

Resources for the program will come primarily from the College of Agriculture and Natural Resources. For the Shady Grove option, resources will come from tuition revenue and from the Governor's Workforce Development Initiative funds that were specifically directed towards implementation of STEM degree programs at the Universities at Shady Grove. See Tables 1 and 2 for anticipated resources and expenditures. A brief description of expenses and revenue is included here as well.

Resources:

1. **Reallocated Funds:** The University anticipates that some additional startup costs will be incurred until a full cohort of students is enrolled in the program. Reallocated resources will come from a redirection of effort from within the College and academic units.
2. **Tuition revenue:** For the on-campus delivery of the program, the University does not anticipate an overall increase in enrollment, and thus no new additional tuition revenue is projected for those students. Students enrolling in the Shady Grove offering are expected to be new to the University, and student counts and tuition revenue only for those students is included.
3. **Grants, Contracts and External Sources:** The Shady Grove offering will be supported by the Governor's Workforce Development initiative, most specifically for increasing opportunities in STEM disciplines on the Shady Grove campus.

Expenditures:

1. Most courses are already available and being taught by NFSC and PSLA faculty. Four additional of faculty time will be required to teach the seven new courses, spread over both campuses.
2. Approximately 0.5 FTE of administrative support will be assigned to assist with program management.
3. Approximately 1.0 FTE of additional support will be assigned for student advising, class coordination, and communication.
4. Two teaching assistants will be allocated for the program each semester to assist with classroom instruction/discussion and laboratory operations.

5. Equipment funding will go towards laboratory facilities. The NFSC Department is renovating a pilot plant facility in the Animal Sciences Building that can be used to house pilot-scale fermenters and equipment for teaching demonstration, student laboratory practices and research functions. The departmental laboratories and walk-in cold rooms in Marie Mount Hall and Skinner Building, after remodeling, can also be used for teaching and laboratory practice of fermentation science courses.
6. No new library resources are required for the program.
7. Renovations to or reallocation of space will be managed by the College.
8. Operational expenses include classroom rental at USG, travel to/from Shady Grove for instruction and field work, and materials and supplies for the laboratories.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

An important aspect of this program is to draw upon students in the community colleges, which have traditionally larger numbers of African and Latin Americans than does UMD, and thereby improving the numbers of underrepresented minorities in STEM education. This will be a factor in student recruitment.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Tables 1 and 2: Resources and Expenditures

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$100,000	\$100,000	\$100,000	\$50,000	\$50,000
2. Tuition/Fee Revenue (c+g below)	\$35,280	\$90,854	\$159,110	\$212,094	\$273,071
a. #FT Students	3	8	15	20	25
b. Annual Tuition/Fee Rate	\$8,824	\$9,089	\$9,361	\$9,642	\$9,931
c. Annual FT Revenue (a x b)	\$26,472	\$72,710	\$140,421	\$192,844	\$248,287
d. # PT Students	2	4	4	4	5
e. Credit Hour Rate	\$367	\$378	\$389	\$401	\$413
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$8,808	\$18,144	\$18,689	\$19,249	\$24,784
3. Other External Sources	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$635,280	\$690,854	\$759,110	\$762,094	\$823,071

Tuition revenue is based on AY2020-21 rates for the University. It does not include mandatory fees or laboratory fees. The University is not anticipating overall enrollment growth on the College Park campus because of this new major, so no new tuition revenue is included for the on-campus delivery. Students at the Universities at Shady Grove are likely to be new to the University and only those students are included in computing the tuition revenue. Reallocated funds assume support from the State's Workforce Development Initiative targeted towards programs to be delivered at the Universities at Shady Grove. For the purposes of budgeting, all students are assumed to be residents of Maryland.

Projected student enrollment					
#FT UMCP students	5	10	20	25	30
#PT UMCP student	2	4	8	8	8
#FT USG students	3	8	15	20	25
#PT USG students	2	4	4	4	5
TOTAL student enrollment	12	23	46	52	58

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$478,800	\$493,164	\$507,959	\$523,198	\$538,894
a. #FTE	4.0	4.0	4.0	4.0	4.0
b. Total Salary	\$360,000	\$370,800	\$381,924	\$393,382	\$405,183
c. Total Benefits	\$118,800	\$122,364	\$126,035	\$129,816	\$133,710
2. Admin. Staff (b+c below)	\$39,900	\$41,097	\$42,330	\$50,866	\$52,392
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$30,000	\$30,900	\$31,827	\$38,245	\$39,393
c. Total Benefits	\$9,900	\$10,197	\$10,503	\$12,621	\$13,000
3. Total Support Staff (b+c below)	\$79,800	\$82,194	\$84,660	\$87,200	\$89,816
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
c. Total Benefits	\$19,800	\$20,394	\$21,006	\$21,636	\$22,285
4. Graduate Assistants (b+c)	\$0	\$88,949	\$91,617	\$94,366	\$97,197
a. #FTE	0.0	2.0	2.0	2.0	2.0
b. Stipend	\$0	\$49,440	\$50,923	\$52,451	\$54,024
c. Tuition Remission	\$0	\$39,509	\$40,694	\$41,915	\$43,172
5. Equipment	\$40,000	\$20,000	\$20,000	\$15,000	\$15,000
6. Library	\$0	\$0	\$0	\$0	\$0
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Operational Expenses	\$12,321	\$12,198	\$13,990	\$12,574	\$13,693
TOTAL (Add 1 - 8)	\$650,821	\$737,602	\$760,556	\$783,203	\$806,991

Notes: Graduate assistants are included in the budget to support instruction. Other expenses include lab equipment and software maintenance, materials and supplies, program outreach, and travel related to the program.

Appendix A: Faculty who will support the Fermentation Science Program

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests can be found on the department web sites (<https://nfsc.umd.edu/people/faculty>, <https://psla.umd.edu/people/faculty>). All faculty listed below are full-time. Specific course assignments have not yet been made but will be made in time to schedule the courses for the target start term of the program. Additional hires are anticipated to support the program as it develops.

Faculty Name	Highest Degree Earned - Field and Institution	Rank
Cheng-I Wei	Ph.D., Microbiology, University of California at Davis	Professor and Interim Chair, NFSC
Jianghong Meng	Ph.D., D.V.M., Preventive Medicine and Food Safety, University of California at Davis	Professor, NFSC, Director of the Center for Food Safety & Security Systems (CFS3), and Director of the Joint Institute for Food Safety & Applied Nutrition (JIFSAN)
Rohan V. Tikekar	Ph.D., Food Science, Pennsylvania State University	Associate Professor, NFSC & CFS3
Abani K. Pradham	Ph.D., Biological Engineering, University of Arkansas	Associate Professor, NFSC
John Erwin	Ph.D., Horticulture, Michigan State University	Professor and Chair, PSLA
Angus Murphy	Ph.D., Biology, University of California at Santa Cruz	Professor, PSLA
William Phillips	Ph.D., Weed/Crop Ecophysiology, University of Maryland	Clinical Assistant Professor, PSLA
Diana Cochran	Ph.D., Agricultural Science, Mississippi State University	Clinical Assistant Professor, PSLA

Appendix B: Course Descriptions for NFSC and PLSC courses in the Fermentation Science major

All approved course descriptions can also be found in the University's Undergraduate Catalog

(<https://courseleaf.umd.edu/undergraduate/approved-courses/>). Courses with an XX numbering are new to the program and will undergo the normal campus approval process in parallel with program development.

NFSC 112 - Food: Science and Technology

Introduction to the realm of food science, food technology and food processing. An overview of the largest industry in the U.S. with emphasis on the science of food and the technology of food preservation from harvest through processing and packaging to distribution and consumer utilization.

NFSC 398 – Seminar

Presentation and discussion of current literature and research in food science.

NFSC421 - Food Chemistry

Basic chemical and physical concepts are applied to the composition and properties of foods. Emphasis on the relationship of processing technology to the keeping quality, nutritional value, and acceptability of foods.

NFSC423 - Food Chemistry Laboratory

Analysis of the major and minor constituents of food using chemical, physical and instrumental methods in concordance with current food industry and regulatory practices. Laboratory exercises coincide with lecture subjects in NFSC421.

NFSC430 - Food Microbiology

A study of microorganisms of major importance to the food industry with emphasis on food-borne outbreaks, public health significance, bioprocessing of foods, disease control, and the microbial spoilage of foods.

NFSC431 - Food Quality Control

Definition and organization of the quality control function in the food industry; preparation of specifications; statistical methods for acceptance sampling; in-plant and processed product inspection. Instrumental and sensory methods for evaluating sensory quality, identity and wholesomeness and their integration into grades and standards of quality. Statistical Process Control (SPC).

PLSC110 - Introduction to Horticulture

An overview to the art and science of horticulture. Relationships between plant science and plant production, the use of horticultural plants and plant stress as influenced by cultural practices.

PLSC112 - Introductory Crop Science

Major crop plants including anatomy, physiology, morphology, history, use, adaptation, culture, improvement and economic importance.

PLSC130/AGST130 - Did Yeast Create Civilization?

Fermented foods have played a major role in the transition from nomadic to settled agrarian societies, the establishment of social and religious customs, the expansion of empires, and modern economies. To what extent are our past and current attitudes towards fermented foods rooted in historical and cultural imprints? Explore the central role of fermentation in human history and culture, the basic microbiological processes underlying fermentation processes, and the processes used to produce and distribute fermented foods. Find out how the fruits, grains, and dairy products used to produce fermented foods are grown and selected. Students will learn about the development and modern use of fermented dairy products, pickles, bread, tea, chocolate, wine, beer, distilled liquors, and pharmaceutical/manufactured products.

NFSC412 - Food Processing Technology

Provides in-depth study of the major industrial modes of food preservation. It integrates aspects of the biology, microbiology, biochemistry, and engineering disciplines as they relate to food processing technology and food science.

NFSC386 - Experiential Learning

Opportunities for internships and fieldwork, with permission of the department. Requires junior standing or higher.

AGST3XX - Viticulture and Enology

A scientific introduction to viticulture (grape-growing) and enology (winemaking). Topics include grape biology, species and cultivars, vineyard establishment and maintenance, fermentation and aging, wine classification, production, evaluation, storage and service, regulations, wine as food.

AGST3XX - Brewing and Distilling

A scientific introduction to beer production and distillation of spirits, societal influence, the science of fermentation, brewery and distillery operations, and economics of scale. Students will be able to analyze and demonstrate the steps in the brewing process like grain handling, wort production, starch conversions, boiling, filtration, pumping, fermentation, and distillation.

NFSC2XX - Fermented Food, Feed, and Pharmaceuticals

This course provides an introduction to the microbiology and biotechnology involved in the production of fermented food, feed, and pharmaceuticals. Students will gain important knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students will learn about the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.

NFSC4XX - Fermentation Science Laboratory

This course provides an introduction to the microbiology and biotechnology involved in the production of fermented food, feed, and pharmaceuticals. Students will gain important knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students will learn about the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.

NFSC4XX - Cheese and Fermented Dairy Products

A scientific introduction to production of cheese and other fermented dairy products. Students will be able to analyze and demonstrate the steps in their manufacturing process, determine quality control parameters, identify food safety risks and how to mitigate them.

NFSC4XX - Sensory Analysis Lab

This course provides an in-depth introduction to building students' sensory evaluation skills and developing a greater understanding of the science behind food sensory perception. Students will be introduced to the various aspects of sensory evaluation, from human taste and flavor perception to sample preparation, the various sensory testing methods, and analyzing data obtained from sensory analyses using a combination of hands-on demonstration and experiential learning.

APPENDIX C: RUBRICS for DETERMINING PROFICIENCY in FERMENTATION SCIENCE LEARNING OUTCOMES

1. **Careers and opportunities in Fermentation Science** - Graduates of the fermentation science program will be able to describe many career paths available to them with the knowledge, skills, and experience they receive as undergraduates in the program. Graduates will be able to devise useful, feasible plans for courses, experiential learning, networking, and skill development leading to careers or advanced education programs that match their abilities, experience, and interests.

Target assessment:

NFSC112 Food: Science and Technology

Career nights run by the NFSC department.

200-level Critical Thinking and Speaking (COMM200)

NFSC386 Experiential Learning (Internship Experience in fermentation science) Advanced FS electives with relevant content

- **No evidence:** Student demonstrates minimal to no competency in this area.
- **Beginning:** Student struggles to define the fermentation science discipline and the types of careers it includes. Student may be able to name one or a few jobs outside of food industry related to fermentation science.
- **Developing:** Student can name several careers or areas of further study and connect those opportunities to the knowledge, skills, and experience they receive as an undergraduate.
- **Approaching proficiency:** Student is able to describe several career options available to them and makes deep connections between the knowledge, skills, and experience they receive as an undergraduate and specific job or educational opportunities.
- **Proficient:** Student can describe many career paths available to them with the knowledge, skills, and experience they receive as an undergraduate in the fermentation science program. Student is able to devise plans for courses, experiential learning, networking, and skill development leading to careers or advanced education programs aligned with their unique abilities, experience, and interests.
- **Advanced:** Student is successful in obtaining a job in a fermentation science-related discipline that requires a minimum of a bachelor's of science degree, or in earning admission to a program of advanced study.

Scoring: Optimal score aimed to be attained within 4 years after the establishment of the fermentation science program (Optimal score attained by food science major in NFSC112 Food: Science and Technology & NFSC386 Experiential Learning (Internship Experience in fermentation science)).

2. Fermentation Science

Graduates of the undergraduate program will be able to apply fermentation science knowledge and research to enhance fermentation process, propagation and modification of fermentation microbes, fermenter design and downstream processing including effluent treatment. Students will learn the manufacturing steps involved in various fermented products and gain hands-on experience in making these products at pilot scale and evaluate their quality and safety.

Targeted assessment:

NFSC112 Food: Science and Technology (3)
 NFSC421 Food Chemistry (3)
 NFSC423 Food Chemistry Lab (3) NFSC412
 Food Processing Technology (4) NFSC430 Food
 Microbiology (3) NFSC434 Food Microbiology
 Lab (3)

NFSCxxx Fermentation Science Laboratory (4)

- **No evidence:** Student demonstrates minimal to no knowledge, skills or abilities in this area
- **Beginning:** Student can list the principle of fermentation process, propagation and modification of fermentation microbes, fermenter design and downstream processing including effluent treatment.
- **Developing:** Student can describe, in more detail, the general fermentation process, propagation and modification of fermentation microbes, fermenter design and downstream processing including effluent treatment.
- **Approaching proficiency:** Student combines knowledge of manufacturing steps involved in various fermented products and attains limited hands-on experience in making these products at pilot scale and evaluating their quality and safety.
- **Proficient:** Student can provide a detailed description of manufacturing steps involved in various fermented products and attains entry-level hands-on ability in making these products at pilot scale and evaluating their quality and safety.
- **Advanced:** In addition to proficiently describing the very detailed steps in manufacturing involved in various fermented products, the student demonstrates advanced proficiency in hands-on ability in making these products at pilot scale and evaluating their quality and safety.

Scoring: All target courses listed above, except NFSCxxx Fermentation Science Laboratory (4), have attained optimal scoring for the Food Science program in NFSC. Optimal score for NFSCxxx Fermentation Science Laboratory (4) in the program is aimed to be attained within 4 years after the establishment of the fermentation science program.

3. **Fermented Food, Feed and Pharmaceuticals** - Graduates of the fermentation science undergraduate program will be able to correctly apply their knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students will learn about the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.

Targeted assessment:

NFSC421 Food Chemistry (3) NFSC423
Food Chemistry Lab (3) NFSC430 Food
Microbiology (3) NFSC434 Food
Microbiology Lab (3) 200-level
management courses
300 advanced electives and internships (NFSC386)

NFSCxxx Fermented Food, Feed & Pharmaceuticals (3)

- **No evidence:** Student demonstrates minimal to no knowledge, skills or abilities in this area.
- **Beginning:** Students can list knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students will learn about the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.
- **Developing:** Students can briefly describe knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students will start to develop knowledge about the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations
- **Approaching proficiency:** Students can describe knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students' knowledge is approaching proficient in the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.
- **Proficient:** Students can describe accurately knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students can describe in depth the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.
- **Advanced:** Student can expertly describe knowledge on the use of prokaryotic and eukaryotic microorganisms in the fermentation of dairy, vegetables and fruits, meat, and grains (food), feed, and pharmaceuticals. The students can expertly describe their knowledge in the science of fermentation, fermenter design and scale-up, fermentation byproducts and downstream processing, and different types of fermentations.

Scoring: All target courses listed above, except NFSCxxx Fermented Food, Feed & Pharmaceuticals (3), have attained optimal scoring for the Food Science program in NFSC. Optimal score for NFSCxxx Fermented Food, Feed & Pharmaceuticals (3), is aimed to be attained within 4 years after the establishment of the Fermentation Science program.

4. **Fermentation Science literacy**- Knowledge of major issues in fermentation science. Graduates of this program will be well-versed in the issues related to fermentation science such that they contribute to societal debates around the future of farming, the use of microbes & phages in fermentation, sustainability of our fermentation science industry, worker needs of the industry, and scaling fermentation science enterprises up and down to meet our growing population's needs for fermented products. Graduates of this undergraduate program will also be able to select, understand, and critically evaluate scientific studies in fermentation science disciplines such that they employ research that is applicable, timely, accurate, and useful for their fermentation science and management needs.

Targeted assessment:

NFSC112 Food: Science & Technology (3)
 NFSC412 Food Processing Technology (4)
 NFSC421 Food Chemistry (3)
 NFSC423 Food Chemistry Lab (3)
 NFSC431 Food Quality Control (4)
 NFSC430 Food Microbiology (3) NFSC434
 Food Microbiology Lab (3)
 NFSCxxx Fermented Food, Feed & Pharmaceuticals (3)
 AGST3xx Viticulture and Enology (4)
 AGST3xx Brewing and Distilling (4)
 NFSCxxx Cheese and Fermented Dairy Products (3)
 NFSCxxx Fermentation Science Laboratory (4) NFSCxxx
 Sensory Analysis Laboratory (3)

- **No evidence:** Student demonstrates minimal to no knowledge, skills or abilities in this area.
- **Beginning:** Student can correctly name and order the steps of the scientific method and explain the value of critical source evaluation.
- **Developing:** Student can describe the principle strengths and weaknesses of several types of scientific study designs. Student can describe the role of different types of bias in our interpretation of research findings. Student can explain the scientific method and the process of scientific discovery.
- **Approaching proficiency:** Student can evaluate the 2-3 principal strengths and weaknesses of a study design and identify sources of bias in the study's methodology and data analysis. Student can document a laboratory experiment or exercise using standard scientific formatting, basic data presentation methods, and scientific language and relate this process to the reporting of research in scientific journals.
- **Proficient:** Student is able to select, understand, and critically evaluate scientific studies in fermentation sciences disciplines such that they employ research that provides the highest quality of evidence available for their information needs. Student is able to write about scientific research in using evidenced based research.
- **Advanced:** Student can create scientific grant proposals, professional presentations, review papers, or other professional analyses of scientific evidenced based research

Scoring: All target courses listed above, except those with NFSCxxx and AGST3xx labeled courses, have attained optimal scoring for the Food Science program in NFSC. Optimal scores for those with NFSCxxx and AGST3xx

labelled courses are aimed to be attained within 4 years after the establishment of the Fermentation Science program.

5. **Knowledge of major issues in Fermentation Science** - Graduates of the fermentation science program will be well-versed in the issues related to fermentation science such that they contribute to societal debates around them. Student will be able to describes, analyze, and critically evaluate the scientific, ethical, legal, and social dimensions of these issues.

Targeted assessment:

NFSC112 Food: Science & Technology (3) NFSC412 Food Processing Technology (4)
 NFSC421 Food Chemistry (3)
 NFSC423 Food Chemistry Lab (3) NFSC431 Food Quality Control (4)
 NFSC430 Food Microbiology (3) NFSC434 Food Microbiology Lab (3)
 NFSCxxx Fermented Food, Feed & Pharmaceuticals (3) AGST3xx Viticulture and Enology (4)
 AGST3xx Brewing and Distilling (4)
 NFSCxxx Cheese and Fermented Dairy Products (3) NFSCxxx Fermentation Science Laboratory (4) NFSCxxx Sensory Analysis Laboratory (3)

- **No evidence:** Student demonstrates minimal to no knowledge, skills or abilities in this area.
- **Beginning:** Student can name a few major controversies related to fermentation science.
- **Developing:** The student can describe several key controversies related to fermentation science, including the history of the issue, the major stakeholders' positions, and the arguments they have in support of their point of view.
- **Approaching proficiency:** The student can describe several core controversies related to fermentation science and identify key stakeholders and their positions in those debates. Students start to apply scientific, ethical, legal, and social analysis to their evaluation of the issues in class lectures and assignments.
- **Proficient:** The student can describes, analyzes, and critically evaluates the scientific, ethical, legal, and social dimensions of the controversial issues surrounding fermentation science in class lectures and assignments.
- **Advanced:** Student can lead others in respectful, accurate, and relevant debates regarding controversial issues in animal science in class lectures. The student can propose feasible, useful avenues for addressing these issues.

Scoring: All target courses listed above, except those with NFSCxxx and AGST3xx labeled courses, have attained optimal scoring for the Food Science program in NFSC. Optimal scores for those with NFSCxxx and AGST3xx labelled courses, are aimed to be attained within 4 years after the establishment of the Fermentation Science program.

Appendix D

Potential for a Fermentation Science BS at University of Maryland College Park

Prepared for

University of Maryland College Park's College of Agriculture and Natural Resources and MD
Department of Commerce

Regional Economic Studies Institute

Darius Irani, Ph.D., Chief Economist
Erin Nueslein, Associate Vice President, Strategic Partnerships and Applied Research
Ellen Bast, Senior Research Associate
Matthew Lee, Graduate Assistant
Jacob Leh, Research Associate
Nick Wetzler, Economist

May 28, 2020



Towson, Maryland 21252 | 410-704-3326 | www.towson.edu/resi

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

Table of Contents

Table of Contents	2
Table of Figures	3
1.0 Executive Summary	4
2.0 Report Overview	5
3.0 Proposed Program Overview	5
4.0 Existing Fermentation Science Program Components	6
4.1 Virginia Tech: BS in Food Science and Technology, Food and Beverage Fermentation Option ...	6
4.2 Appalachian State University (North Carolina): BS in Fermentation Science	6
4.3 Colorado State University: BS in Fermentation Science and Technology	7
4.4 Metropolitan State University of Denver: BS in Brewery Operations, BS in Craft Brewing and Pub Operations	7
4.5 Oregon State University: BS in Food Science and Technology, Fermentation Science Option	7
4.6 Southern Illinois University: BS in Fermentation Science	8
4.7 University of California Davis: BS in Food Science, Brewing Option	8
5.0 Methodology	8
5.1 Demand Analysis	8
5.2 Supply Analysis	9
6.0 Demand Analysis	9
6.1 Fermentation Product Demand	10
6.2 Employment in the Fermentation Industry	11
7.0 Supply Analysis	16
7.1 Geographic Location of Comparable Programs	16
7.2 Level of Degree Offered by Comparable Programs	19
7.3 Scope of Industries Supported by Comparable Programs	19
7.4 Regional Enrollment at Comparable Programs	21
8.0 Conclusion	21
9.0 References	23

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

Appendix A—Detailed Methodology26

Appendix B—Detailed Results.....27

 B.1 Additional Demand Analysis Results27

 B.2 Additional Supply Analysis Results27

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

Table of Figures

Figure 1: Percent Change in Consumer Expenditures between 2014 and 2018.....10

Figure 2: Percent Change in Google Trends Interest for Select Fermentation Products.....11

Figure 3: Employment by Fermentation Science Industry12

Figure 4: Percent Change by Industry between 2014 and 2018 for Maryland12

Figure 5: Shift-Share Analysis for Select Fermentation Industries13

Figure 6: Fermentation Science Occupation Growth Through 202615

Figure 7: Comparable Programs Within Regional Proximity of College Park.....17

Figure 8: Map of Program Locations within Regional Proximity of College Park.....18

Figure 9: Maryland Annual Employment Level Changes by Industry27

Figure 10: Maryland Annual Number of Establishments by Industry27

Figure 11: Maryland Annual Location Quotient Level by Industry27

Figure 12: Full List of Comparable Programs within the Continental United States28

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

1.0 Executive Summary

The growth in fermentation science occupations in the Mid-Atlantic region has prompted University of Maryland College Park's (UMCP) College of Agriculture and Natural Resources to consider developing a fermentation science program at UMCP. The Bachelor of Science (BS) in Fermentation Science would provide students with a solid foundation in this growing occupational field.

Prior to establishing this degree, UMCP, in conjunction with the Maryland Department of Commerce (Commerce; collectively these two entities are the Client), seeks a workforce study that examines the potential need for fermentation science at UMCP. Towson University's Regional Economic Studies Institute (RESI) has completed this analysis on behalf of the Client.

To determine the potential for a bachelor's program in fermentation science at UMCP, RESI considered the demand for and the supply of workers with a background in fermentation science in the state's economy. These analyses are contextualized with industry and employment data at the state and regional level. In addition, the supply analysis examines existing programs to identify key traits or characteristics of successful educational programs.

RESI's analysis yielded these key findings:

- Consumer demand for fermented products—such as alcoholic beverages, kombucha, kimchi, tempeh, and miso—has grown significantly in recent years.
- As of 2018, industries related to fermentation science employ 21,918 Marylanders.
- Maryland has seen a particularly large increase in establishments related to fermentation science, with breweries and distilleries growing by 218 percent and 375 percent, respectively, from 2014-2018.
- Despite historically not having a competitive advantage, Maryland is increasing its specialization in the fermentation science industry, adding 194 more jobs than expected in 2018.
- Fermentation science occupations in Maryland are projected to experience a robust growth rate of almost 7 percent (14,736 jobs) by 2026.
- Despite multiple programs being within a day's drive of Maryland, there are currently no fermentation programs at colleges within the state.
- In total, only four comparable programs within 500 miles of College Park offer a bachelor's degree in fermentation science.
- UMCP should consider that the BS in Fermentation Science could fill a gap in the state's

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

educational system, which could benefit businesses in the state's economy and incentivize students to study—and likely remain—within the state's borders.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

2.0 Report Overview

The growth in fermentation science occupations in the Mid-Atlantic region has prompted University of Maryland College Park's (UMCP) College of Agriculture and Natural Resources to consider developing a fermentation science program at UMCP. The Bachelor of Science (BS) in Fermentation Science would provide students with a solid foundation in this growing occupational field.

Prior to establishing this degree, UMCP, in conjunction with the Maryland Department of Commerce (Commerce; collectively these two entities are the Client), seeks a workforce study that examines the potential need for fermentation science at UMCP. Towson University's Regional Economic Studies Institute (RESI) has completed this analysis on behalf of the Client.

To determine the potential for a bachelor's program in fermentation science at UMCP, RESI considered the demand for and the supply of workers with a background in fermentation science in the state's economy. These analyses are contextualized with industry and employment data at the state and regional level. In addition, the supply analysis examines existing programs to identify key traits or characteristics of successful educational programs.

The report continues as follows:

- Section 3.0 presents an overview of the proposed degree program at UMCP,
- Section 4.0 presents the methods used for the analyses,
- Section 5.0 presents the demand analysis,
- Section 6.0 presents the supply analysis, and
- Section 7.0 presents the conclusion and recommendations.

The report also contains additional analysis and more detailed results in the appendices.

3.0 Proposed Program Overview

UMCP's proposed BS program in fermentation science would be housed within the College of Agriculture and Natural Resources and, more specifically, in the Department of Nutrition and Food Science. This four-year degree would allow UMCP to expand its educational offerings for Maryland residents and increase its community outreach activities and extension programming, further fulfilling its mission as the land-grant institution in the state.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

The program can draw upon existing faculty at UMCP, supplementing with additional hires as needed. In addition, the program would allow for industry collaboration to both ensure that the needs of future employers are met and that students are well prepared for the workforce after they graduate.

UMCP intends to have a dedicated research facility for the fermentation science program and has identified space on campus that could be converted for this purpose. Additional specialized teaching laboratory space will strengthen educational opportunities for students. These

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

planned dedicated facilities provide the opportunity for the university to apply for and/or obtain additional research and program-support funding.

4.0 Existing Fermentation Science Program Components

This section will provide an overview of existing fermentation science bachelor's-level programs that are recognized by the Master Brewers Association of America.¹ While not an exhaustive list of all programs available nationally, the seven highlighted below are models of successful programs to help inform program development at UMCP.

4.1 Virginia Tech: BS in Food Science and Technology, Food and Beverage Fermentation Option

The BS in Food Science and Technology, Food and Beverage Fermentation Option degree at Virginia Tech combines core courses in basic sciences (biology, chemistry, organic chemistry, biochemistry, and microbiology), food sciences (food chemistry, quality assurance, product development, and packaging), and fermentation science in the context of food preservation and the human microbiome.² Additional educational opportunities for students include study abroad experiences within the major and the university-wide Cooperative Education and Internship Program.^{3,4}

4.2 Appalachian State University (North Carolina): BS in Fermentation Science

At Appalachian State University, the BS in Fermentation Science is an interdisciplinary program within the Department of Chemistry in the College of Arts and Sciences.⁵ Students in this major take classes in biology and chemistry, as well as marketing, business, and entrepreneurship.

While there is significant focus on fermentation as it relates to beer and wine production, students also have the opportunity to take courses related to biotechnology, agriculture, and sustainable development.⁶

¹ "Diploma and Certificate Options," Master Brewers Association of America, accessed May 1, 2020, <https://www.mbaa.com/education/Pages/HEC.aspx>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

² "Program Options," Virginia Tech Department of Food Science and Technology, accessed May 1, 2020, https://www.fst.vt.edu/programs/undergraduate/Program_Options.html.

³ "Freising, Germany: Practical and Theoretical Brewing and Culture at TUM Weihenstephan," Virginia Tech Department of Food Science and Technology, <https://www.fst.vt.edu/programs/study-abroad/study-abroad-Germany.html>.

⁴ "Cooperative Education and Internship Program," Virginia Tech, accessed May 1, 2020, <https://career.vt.edu/experience/ceip.html>.

⁵ "Fermentation Sciences," Appalachian State University, accessed May 1, 2020, <https://fermentation.appstate.edu/>.

⁶ "Fermentation Sciences, BS," Appalachian State University, accessed May 1, 2020, http://bulletin.appstate.edu/preview_program.php?catoid=16&poid=6209&returnto=857.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

4.3 Colorado State University: BS in Fermentation Science and Technology

Housed within the Department of Human Science and Nutrition of Colorado State University's College of Health and Human Sciences, the BS in Fermentation Science and Technology focuses on food and beverage fermentation.⁷ The program prioritizes industry connections and input, requiring students to complete a capstone research project under the supervision of an industry mentor.⁸ The program also has dedicated lab space that is open to both students and local industry.⁹

4.4 Metropolitan State University of Denver: BS in Brewery Operations, BS in Craft Brewing and Pub Operations

The Metropolitan State University of Denver offers two separate BS degrees: the major in Brewery Operations and the major in Craft Brewing and Pub Operations.¹⁰ These programs are focused specifically on beer and include courses in biology, chemistry, economics, marketing, business, management, law, and engineering.¹¹ Students have the opportunity to interact with Denver's beer industry through the on-campus Tivoli Brewery, as well as the Quality Analysis & Quality Control (QA/QC) and Brewing Production Labs.¹²

4.5 Oregon State University: BS in Food Science and Technology, Fermentation Science Option

At Oregon State University, students pursuing a BS in Food Science and Technology can choose to study fermentation science within their major.¹³ This applied science program focuses on food and beverage fermentation, though it is not solely focused on beer production. Students take courses in basic sciences (biology, chemistry, physics, mathematics), food sciences, and fermentation science. In addition to coursework, students have access to a variety of specialized facilities, including a brew house/malt house, a winery, a creamery, a baking lab, and a sensory science laboratory.¹⁴

⁷ "BS in Fermentation Science and Technology," Colorado State University College of Health and Human Sciences, accessed May 1, 2020, <https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/>.

⁸ "Experiential Learning—Research Opportunities," Colorado State University College of Health and Human Sciences, accessed May 1, 2020, <https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/experiential-learning/>.

⁹ "FST Custom Service Laboratory," Colorado State University College of Health and Human Sciences, accessed May 1, 2020, <https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/fst-custom-service-laboratory/>.

¹⁰ "Beer Industry Program," Metropolitan State University of Denver, accessed May 1, 2020, <https://www.msudenver.edu/beer/>.

¹¹ "Beer Industry Program—BS Degrees," Metropolitan State University of Denver, accessed May 1, 2020, <https://www.msudenver.edu/beer/beerindustryprogramdegrees/>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

¹² “Beer Industry Program—Facilities and Partnerships,” Metropolitan State University of Denver, accessed May 1, 2020, <https://www.msudenver.edu/beer/facilitiesandpartnerships/>.

¹³ “Fermentation Science Option,” Oregon State University College of Agricultural Sciences,” accessed May 1, 2020, <https://agsci.oregonstate.edu/foodsci/fermentation-science-option>.

¹⁴ “Facilities and Equipment—Fermentation Science Option,” Oregon State University College of Agricultural Sciences, accessed May 1, 2020, <https://agsci.oregonstate.edu/foodsci/facilities-and-equipment-fermentation-science-option>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

4.6 Southern Illinois University: BS in Fermentation Science

The BS in Fermentation Science at Southern Illinois University focuses on beverage and food fermentation.¹⁵ Students are required to take core courses in fermentation science, basic sciences (biology, chemistry, physics, mathematics), and electives related to hospitality, economics, or management.¹⁶ In addition to lecture and laboratory classwork, students can gain experience in the Fermentation Science Institute's Service Lab, which provides technical assistance and analytical testing for products made by local fermentation businesses.¹⁷

4.7 University of California Davis: BS in Food Science, Brewing Option

The University of California Davis offers a BS in Food Science, with the opportunity to focus on brewing.¹⁸ Students in this major study basic sciences (chemistry, physics, and biology) before focusing on food science coursework. To pursue the brewing option, students are required to take courses in brewing/malting and enzymology, in addition to a variety of electives on topics such as fermented foods, viticulture, new product development, brewing and beer, or quality assurance.¹⁹ Opportunities such as internships, a semester in Washington, DC, and independent/small group study supplement the academic curriculum.²⁰ The university also houses a brewery laboratory on campus and offers certificates/outreach activities focused on beer and wine through their extension programs.^{21,22}

5.0 Methodology

Separate methodologies were utilized to analyze the demand for fermentation science graduates, as well as the supply of fermentation science graduates, in the state's economy.

5.1 Demand Analysis

To begin the demand analysis, RESI first defined the fermentation science industry based on existing North American Industrial Classification System (NAICS) codes. NAICS codes utilized in the analysis include those related to alcoholic beverage and fermented food production, pharmaceutical and medicine manufacturing, and research and development in the sciences.

¹⁵ "Fermentation," Southern Illinois University, accessed May 1, 2020, <https://fermentation.siu.edu/degree-program/>.

¹⁶ "Bachelor of Science Degree in Fermentation Science," Southern Illinois University, accessed May 1, 2020, catalog.siu.edu/programs/ferm/index.pdf.

¹⁷ "Service Lab," Southern Illinois University, accessed May 1, 2020, <https://fermentation.siu.edu/services/>.

¹⁸ "Brewing Option—BS in Food Science," University of California Davis, accessed May 4, 2020, <https://foodscience.ucdavis.edu/academic-programs/undergraduate/bs-major-requirements>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

¹⁹ Ibid.; “Food Science Courses,” University of California Davis, accessed May 4, 2020, <https://foodscience.ucdavis.edu/academic-programs/undergraduate/courses>.

²⁰ “Special Study Courses,” University of California Davis, accessed May 4, 2020, <https://foodscience.ucdavis.edu/academic-programs/undergraduate/special-study-courses>.

²¹ “Brewing,” UC Davis Continuing and Professional Education, accessed May 4, 2020, <https://extension.ucdavis.edu/areas-study/brewing>.

²² “About,” UC Davis Robert Mondavi Institute for Food and Wine Science, accessed May 4, 2020, <https://rmi.ucdavis.edu/about>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Once the industry was defined, RESI analyzed a variety of publicly available and government data sources to study trends of the fermentation science industry. Data of interest related to consumer demand for final goods purchased by consumers, consumer interest in fermented goods, employment trends, and potential for future growth.

5.2 Supply Analysis

A scan of existing programs was conducted to identify institutions that offer educational opportunities related to fermentation science. From this scan, programs were categorized based on various characteristics, including:

- Proximity to College Park, MD;
- Degree level (bachelor's degree, certificate, etc.); and
- Scope of coursework.

In addition, the supply analysis identified elements from other programs that UMCP should consider integrating into its potential bachelor's degree offering, as well as any characteristics that could differentiate UMCP as a leader in academic fermentation science programs.

6.0 Demand Analysis

To understand the demand for a fermentation science degree, it is important to examine the industry structure and how that structure is changing over time. Because fermentation science is not typically defined within one industry, RESI identified primary industries associated with fermentation science.

Primary industries include:

1. Breweries
2. Wineries
3. Distilleries
4. Cheese Manufacturing

In addition to these four primary industries, secondary industries are also identified for context. While fermentation science may be utilized in these industries, they are likely to only form a small percentage.

Secondary industries include:

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

1. All Other Miscellaneous Food Manufacturing
2. Pharmaceutical and Medicine Manufacturing
3. Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Graduates in these secondary industries, for example, may find themselves serving as a Fermentation Lead for vaccine development or using microbial fermentation to develop anticancer drugs.²³ Those in “All Other Miscellaneous Food Manufacturing” may find themselves working at the numerous small and medium-sized companies producing fermented food products like kimchi, tempeh, and krauts.

To assess the market demand for fermentation science graduates, a three-step approach was used. First, drivers of demand for the fermentation industry were examined, which included looking at commodities of the fermentation science industry. Next, the structure of the fermentation industry was analyzed in terms of employment, establishments, and location quotients. This was done both statically and over time to show industry trends. Finally, occupational projections within the fermentation science industry were examined to understand future growth in employment.

6.1 Fermentation Product Demand

One of the most in-demand fermented products in the United States is alcoholic beverages. Over five years from 2014 to 2018, consumer expenditures on alcohol have increased faster than overall expenditures. As seen in Figure 1, this is true for all regions of the U.S. except for the West. Maryland, categorized in the South region by the U.S. Census Bureau, has seen a drastic increase in alcohol expenditures over those five years. While alcohol expenditures in the South have risen by 19 percent, overall expenditures have only risen by 9 percent. This implies that alcohol purchases continue to form a larger share of residents’ total expenditures in this region.

Figure 1: Percent Change in Consumer Expenditures between 2014 and 2018

Region	Alcoholic Beverages	All Expenditures
Northeast	24%	11%
South	19%	9%
Midwest	16%	6%
West	4%	11%

Sources: US Census Bureau, RESI

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

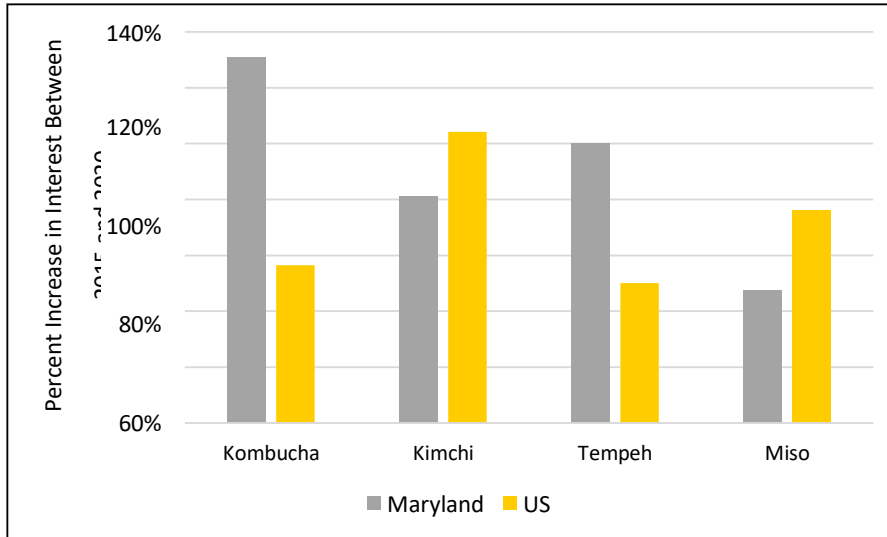
²³ Production of pharmaceutical compounds through microbial fermentation, Manufacturing Chemist, accessed April 28, 2020, https://www.manufacturingchemist.com/news/article_page/Production_of_pharmaceutical_compounds_through_microbial_fermentation/61614.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Alcohol is not the only commodity driving demand in the fermentation science industry. Other non-alcoholic food and beverages—such as kombucha, kimchi, tempeh, and miso—have witnessed significant growth over the past five years.^{24,25} As seen in Figure 2, there has been a sharp uptick in interest since 2015, with kombucha and tempeh trending particularly well in Maryland compared to the United States.

Figure 2: Percent Change in Google Trends Interest for Select Fermentation Products



Sources: Google Trends, RESI

6.2 Employment in the Fermentation Industry

In Maryland and across the U.S., this increased demand has led to a significant rise in both the number of establishments and employment within the industries related to fermentation science. As of 2018, almost 1,300 workers were employed in breweries, wineries, or distilleries across the state. In addition, graduates of fermentation science may find themselves in other industries, such as “All Other Misc. Food Manufacturing,” “Pharmaceutical and Medicine Manufacturing,” and “Research and Development,” all of which have relatively high employment levels not just in Maryland, but across the region.

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

²⁴ “Kombucha Market Size & Share: Industry Analysis Report,” Grand View Research, Inc, February 2020, <https://www.grandviewresearch.com/industry-analysis/kombucha-market>.

²⁵ Amelia Nielson-Stowell, “Global Fermented Food & Ingredients Market, Analysis and Forecast (2017-2023),” The Fermentation Association, December 12, 2017, <https://fermentationassociation.org/global-fermented-food-ingredients-market-analysis-and-forecast-2017-2023/>.

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

Figure 3: Employment by Fermentation Science Industry

Industry NAICS	Maryland Annual Employment Level	Region Annual Employment Level	US Annual Employment Level
31212 – Breweries	745	7,582	77,911
31213 – Wineries	324	4,773	67,832
31214 – Distilleries	213	721	15,839
311513 – Cheese Manufacturing	*	1,569	50,267
311999 – All Other Misc. Food Manufacturing	317	1,386	33,575
32541 – Pharmaceutical and Medicine Manufacturing	2,471	6,633	35,551
541715 - Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	17,848	61,342	413,853
Total	21,918	84,006	694,828

Sources: BLS, RESI

(*) Indicates data suppressed by BLS

Not only do the fermentation science industries employ thousands of people across Maryland, these industries continue to grow. Between 2014 and 2018, “Breweries” and “All Other Misc. Food Manufacturing” grew the most at 216 percent and 166 percent, respectively. Maryland has also seen significant growth in “Wineries,” “Distilleries,” and “Research and Development in the Physical, Engineering, and Life Sciences.”

Figure 4: Percent Change by Industry between 2014 and 2018 for Maryland²⁶

Industry	Number of Establishments	Employment	Location Quotient
Breweries	218%	216%	68%
Wineries	43%	33%	13%
Distilleries	375%	39%	-1%
Cheese Manufacturing	33%	-32%	-29%

Potential for a Fermentation Science BS at University of Maryland College Park			
RESI of Towson University			
All Other Misc. Food Manufacturing	75%	166%	132%
Pharmaceutical and Medicine Manufacturing	54%	-6%	-11%
Scientific Research and Development	8%	66%	58%

Sources: BLS, RESI

²⁶The change was between 2014 and 2018. However, a number of data points were suppressed by BLS due to confidentiality concerns. For these cases, the suppressed values were assumed the same as the nearest value in the percent change calculation.

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

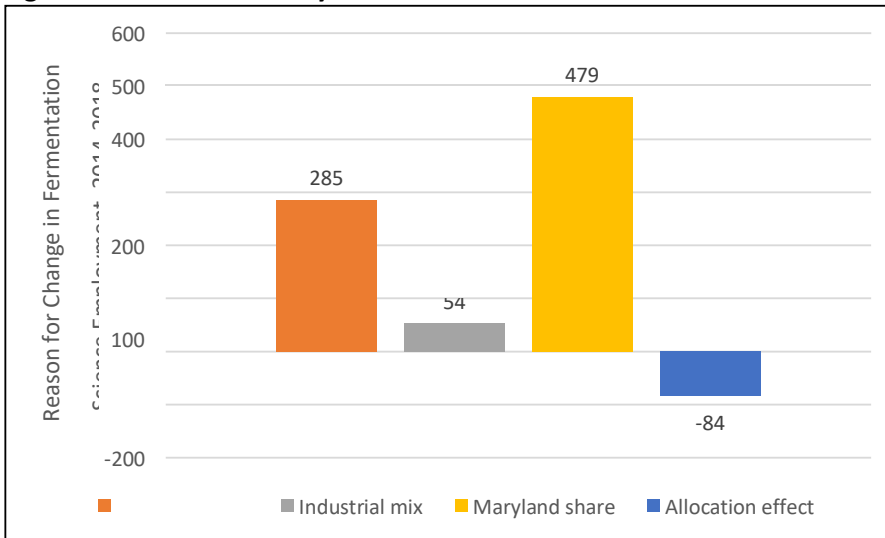
In terms of the number of establishments, Maryland has seen a particularly large increase in “Breweries” and “Distilleries,” growing by 218 percent and 375 percent, respectively.

Furthermore, all industries have shown growth in the number of establishments over the time period.

The location quotient is one way of assessing the competitive advantage or disadvantage a state or region may have in an industry. Maryland has seen particularly large increases in its competitive advantage in both “Breweries” and “All Other Misc. Food Manufacturing.” In absolute numbers—as seen in Figure 11 in Appendix B—Maryland still does not possess a competitive advantage in these industries. However, the state’s disadvantage is lessening.²⁷

Another way of assessing the economic performance of industries is through a shift-share analysis, which examines how employment growth in the fermentation science industry in Maryland relates to the national economy and broader industry trends. This allows RESI to comment on whether Maryland holds an advantage in a particular industry and whether the state is experiencing growth in that particular industry. For more details regarding the shift-share analysis, see Appendix A.

Figure 5: Shift-Share Analysis for Select Fermentation Industries²⁸



Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Source: BLS, RESI

Figure 5 presents the results for the fermentation science industry in Maryland. If employment in Maryland kept pace with employment nationwide, the industry would be expected to have added 285 jobs (represented by the orange bar). In other words, 235 of the 735 total jobs

²⁷A location quotient that is less than one indicates that the industry is less concentrated compared to national levels. On the other hand, a location quotient greater than one means that the state or region has a competitive advantage since industry concentration is higher than national levels.

²⁸Only industries that had complete data from 2015 to 2018 were used. These include Breweries, Wineries, Distilleries, and All Other Misc. Food Manufacturing.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

added in Maryland are due to conditions at the national level. The industrial mix (represented by the grey bar) shows that 54 jobs (of the total 735 jobs added) are due to differences in the fermentation science industry composition between Maryland and the national level.

Most notably, local conditions are responsible for 479 jobs (represented by the gold bar). This indicates that Maryland is increasing its specialization in the fermentation science industry, adding 194 more jobs than expected. The allocation effect (represented by the blue bar) shows that Maryland is specializing in an industry where it does not historically hold a competitive advantage—that is, at least an additional 83 jobs would have been added if the state held a competitive advantage in the fermentation science industry.

These favorable local conditions are likely due to not only increased demand for fermentation products, but also to changes in state policy that previously held the industry back. For example, in 2017 Maryland increased the limit on brewery taproom sales from 500 barrels per year to 3,000, coinciding with a 35 percent increase in brewery employment between 2017 and 2018 (as shown in Figure 9 in Appendix B).²⁹

In addition to whether national or local conditions are responsible for the growth, two other effects are noted in the shift-share analysis. The small industrial mix share shows that very little of the shift is due to changes occurring within the industry structure itself. The negative allocation effect indicates that Maryland still lacks a competitive advantage in the industries.

Coupled with the high Maryland share, this infers that Maryland is experiencing significant growth in industries where it is at a competitive disadvantage. This means that while Maryland currently does not have a competitive advantage in these industries, its advantage is growing relative to other states.

Further strengthening this potential for growth in the state are data that show the industry's resilience in light of unanticipated emergencies. As the economic impacts of COVID-19 loom over almost every industry, fermented products are currently enjoying stable growth. In fact, the Fermentation Association reports that kombucha sales increased 10 percent during March 2020.³⁰ The rationale for this growth is that consumers are seeking healthy foods that boost immunity with a longer shelf-life, making fermented foods a natural choice during the pandemic.³¹

In addition to industries, it is important to look at the relevant occupations in the fermentation science. To find relevant occupations, RESI used the O*NET technology skills and tools search to

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

²⁹ Chris Tomlinson, "Say 'Cheers' to Craft Beer Industry in Carroll County and Maryland," Baltimore Sun, August 18, 2019, <https://www.baltimoresun.com/maryland/carroll/opinion/cc-op-tomlinson-081919-20190819-42jamovjfzbx5dtkbcdwq5wf3u-story.html>.

³⁰ Amelia Nielson-Stowell, "Fermentation Booms During Pandemic," The Fermentation Association, April 1, 2020, <https://fermentationassociation.org/fermentation-brands-experience-sales-boom-during-coronavirus/>.

³¹ Ibid

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

filter occupations by those that used fermentation technologies.³² These occupations were then mapped to the Maryland Department of Labor’s occupational projections data.³³ As seen in Figure 6, fermentation science occupations are projected to experience a robust growth rate of almost 7 percent (14,736 jobs) by 2026. This is compared to a 7.7 percent growth rate for all occupations in Maryland.

Figure 6: Fermentation Science Occupation Growth Through 2026

Occupation	Growth Through 2026	Jobs in 2026
Medical Scientists, Except Epidemiologists	9.6%	5,090
Biochemists and Biophysicists	8.6%	1,814
Bakers	5.6%	3,759
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	5.3%	474
Microbiologists	5.1%	2,059
Environmental Engineering Technicians	4.8%	374
Chemical Equipment Operators and Tenders	1.5%	1,018
Food Scientists and Technologists	1.4%	148
Total	6.9%	14,736

Sources: Maryland Department of Labor, RESI

The top growing occupations tend to be in the Life Sciences, with “Medical Scientists” and “Biochemists and Biophysicists” growing the fastest at 9.6 and 8.6 percent, respectively. Fermentation science graduates may find themselves in this burgeoning field helping to develop biofuels—this is particularly important as Maryland continues its aggressive push to reduce greenhouse gas emissions. Brewers, winemakers, and distillers (reflected in the “Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders” occupation) are also projected to grow at a healthy pace of 5.3 percent through 2026.

Through this analysis, it can be seen that while the fermentation industry is relatively small in Maryland, growth has been robust through 2018. Graduates in fermentation science will enjoy a healthy market not just in traditional industries, such as breweries, wineries, and distilleries, but also through growing niche industries, such as kombucha, kefir, tempeh, and kimchi.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

As consumer preferences change to opt for higher-quality, locally sourced products, the knowledge and skills cultivated in a fermentation science program may help the industry adapt

³² “Technology Skills & Tools Search for: Fermentation,” O*NET OnLine, accessed April 28, 2020, <https://www.onetonline.org/search/t2/?s=fermentation&g=Go>).

³³ “Maryland Occupational Projections - 2016-2026 - Workforce Information and Performance,” Maryland Occupational Projections - Office of Workforce Information and Performance (OWIP), accessed April 28, 2020, <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>).

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

to meet those needs.³⁴ In addition, Maryland's thriving biotechnology and pharmaceutical manufacturing industries could be attractive employers for any fermentation science graduates.

7.0 Supply Analysis

In order to understand the existing supply of fermentation science or related degrees and programs, RESI looked at the existing programs offered at colleges and universities across the United States. For this analysis, RESI included any programs that offered an advanced degree or formal post-baccalaureate certificate. As an example, this includes an 18-credit Brewing Science Certificate offered by the University of the Sciences, but excludes the Business of Craft Beer Certificate offered by the University of Vermont, which requires the completion of three eight-week online courses.^{35,36}

There are four significant factors to consider when comparing a potential fermentation science degree at UMCP with existing programs in the United States:

1. Proximity to College Park, MD;
2. Degree level;
3. Scope of program; and
4. Enrollment / Size of program.

This section will examine each of the above factors to determine the current supply of comparable programs, as well as how these factors may inform the parameters of the program being proposed by UMCP.

7.1 Geographic Location of Comparable Programs

Distance from home is one of many factors that potentially affects where students enroll. The results of a 2016 survey showed that 56.2 percent of students attending a public four-year college remained within 50 miles of home, with an additional 12.7 percent within 100 miles of home.³⁷ Because of this, Maryland students are far less likely to attend comparable fermentation science programs that are not within the state. The proximity effect continues after students graduate from college, with 40 percent of graduates from state universities remaining within 50 miles of campus.³⁸ This limits the ability of Maryland industries to benefit from programs located outside of the state.

³⁴ Jill McCluskey, "Changing Food Demand and Consumer Preferences," Federal Reserve Bank of Kansas City, July 2015, [https://www.kansascityfed.org/~media/files/publicat/rscp/2015/mccluskey-paper.pdf?la=en](https://www.kansascityfed.org/~/media/files/publicat/rscp/2015/mccluskey-paper.pdf?la=en).

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

³⁵ “Brewing Science Certificate,” University of the Sciences, accessed April 23, 2020, <https://www.usciences.edu/misher-college-of-arts-and-sciences/biological-sciences/brewing-science-certificate/index.html>.

³⁶ “Business of Craft Beer Certificate,” University of Vermont, accessed April 23, 2020, <https://learn.uvm.edu/program/business-of-craft-beer/business-of-craft-beer-certificate/courses/>.

³⁷ Abigail Wozniak, “Going Away to College? School Distance as a Barrier to Higher Education,” EconoFact, March 22, 2018, <https://econofact.org/going-away-to-college-school-distance-as-a-barrier-to-higher-education>.

³⁸ Rob Sentz et al., “How Your School Affects Where You Live,” Emsi, accessed April 23, 2020, <https://www.economicmodeling.com/how-your-school-affects-where-you-live/>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

None of the current programs in Fermentation Science are offered within Maryland, and very few could be considered to be within close proximity of the state. Figure 7 shows all programs offered by schools within regional proximity of College Park, defined as a driving distance of 500 miles or less.

Figure 7: Comparable Programs Within Regional Proximity of College Park³⁹

School	City	State	Degree Name	Degree Level
University of the Sciences	Philadelphia	PA	Brewing Science	Post-Bac Certificate
Virginia Tech	Blacksburg	VA	Food and Beverage Fermentation	B.S.
Edinboro University	Edinboro	PA	Fermentation Science	B.S.
SUNY Cobleskill	Cobleskill	NY	Applied Fermentation	B.T.
Appalachian State University	Boone	NC	Fermentation Sciences	B.S.
A-B Tech Community College	Asheville	NC	Brewing, Distillation, and Fermentation	A.A.S.

Sources: RESI, Program Websites

Of all the programs within Maryland's region, most are still on the edge of the defined distance, with four of the above programs being located 350 miles or further from College Park. Figure 8 visualizes the location of each program in relation to the main UMCP campus.

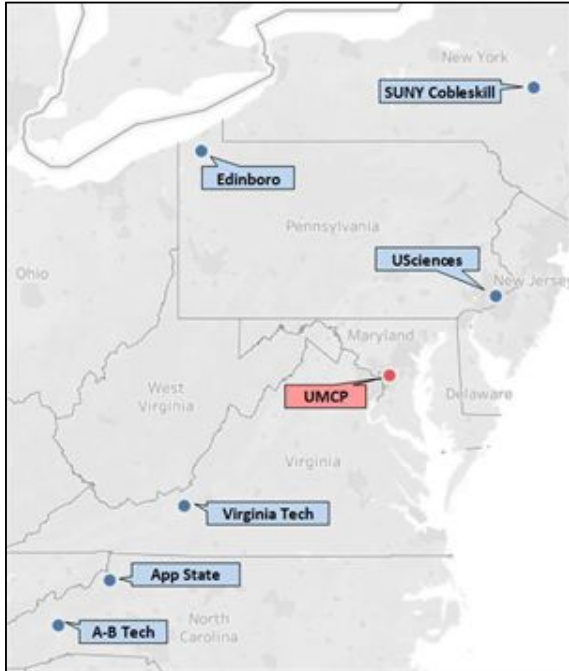
Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

³⁹ An additional A.A.S. program in Brewing and Fermentation Science is currently being offered at the Pennsylvania College of Technology, located in Williamsport, PA. However, this program is being converted into a one-year certificate program beginning in Fall 2021. As the outline of this new program is currently unclear, it was dropped from the analysis.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Figure 8: Map of Program Locations within Regional Proximity of College Park



Sources: RESI, Tableau

When considering the location of existing programs, it is also important to consider the effect of tuition costs on the enrollment decisions of a prospective student. Most importantly, there is a significant difference between in-state and out-of-state tuition at many schools, creating a major barrier to entry for prospective students outside of the state.

The size of this barrier depends on the tuition premium charged by each school. For example, Virginia Tech more than doubles the cost of tuition for out-of-state students, while Edinboro University charges a premium of approximately 43 percent.^{40,41} Notably, the University of the Sciences provides no in-state discount to PA residents.⁴²

Despite multiple programs being within a day's drive of Maryland, there are currently no fermentation science programs within the state, preventing Maryland residents from taking

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

⁴⁰ “Expenses and Financial Aid,” Virginia Tech, accessed April 28, 2020.
<https://vt.edu/admissions/undergraduate/cost.html>.

⁴¹ “Tuition and Fees,” Edinboro University, accessed April 28, 2020, <https://www.edinboro.edu/directory/offices-services/bursar/tuition-and-fees/>.

⁴² “Cost and Financial Aid – Students in Certificate Programs,” University of the Sciences, accessed April 28, 2020, <https://www.usciences.edu/admission/cost-financial-aid/information-for-students-certificate-programs.html>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

advantage of in-state tuition rates.^{43,44} Given the tendency for graduates to enter the workforce either close to home or close to their school, this creates a disadvantage for Maryland industries that require workers with skills and knowledge related to fermentation.

7.2 Level of Degree Offered by Comparable Programs

Even for those programs in closer proximity to Maryland, it is important to consider that not all programs in the region offer the same degree, with one program geared towards a two-year Associate of Applied Science (A.A.S.) degree, and another offering an 18-credit post-baccalaureate certificate. In contrast, the proposed UMCP degree program would award graduates a four-year bachelor's degree. These differences are important in determining the career prospects of graduates and potential workforce benefits of the specific program.

Bachelor's degree programs, such as the one proposed by UMCP, use the additional two years of education to provide knowledge in a wider variety of topics related to their discipline. These degrees are considered more valuable in a competitive job market, and allow graduates to continue their education in a master's or doctorate program. Associate degree programs use the shorter timeframe to focus more specifically on skills in a particular career field.⁴⁵

These differences are important when considering how much each regional program overlaps with the proposed UMCP degree. Each of the non-bachelor's programs previously listed in Figure 7 address a more narrow selection of industries than the bachelor's-level programs. At A-B Tech, the program limits its focus to the beverage industries of breweries, wineries, and distilleries. At the University of the Sciences, students are prepared for multiple careers specifically within the brewing industry.

In total, only four comparable degree programs within 500 miles of College Park offer a bachelor's degree to graduates. When reconsidering proximity with this in mind, the closest fermentation science program is offered at Virginia Tech, located over four hours of driving time from College Park.

7.3 Scope of Industries Supported by Comparable Programs

As noted above, programs may provide a different scope as to the industry applications of fermentation science. Still, these differences in scope are not limited to those programs with differences in degree level.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

⁴³ While Maryland does participate in the Academic Common Market, a program that offers some in-state reciprocity for students enrolled at out-of-state universities in programs that are not offered in their state of residence, none of the universities included in this section participate in the program.

⁴⁴ "Search and View Program Information," Southern Regional Education Board, accessed April 28, 2020, <https://home.sreb.org/acm/choosestate.aspx>.

⁴⁵ "Associate vs. Bachelor's: Which is the Right Degree For You?," Ashford University, accessed April 24, 2020, <https://www.ashford.edu/online-degrees/online-learning/associate-vs-bachelors-which-is-the-right-degree-for-you>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Edinboro University in Pennsylvania provides an example of a wider scope, highlighting both dairy and pharmaceutical fermentation, as well as the craft beer and alcohol industries.⁴⁶ In concert with the scope, the Fermentation Science program is established under the Chemistry Department in the College of Science and Health Professions. At Virginia Tech, the Food and Beverage Fermentation program limits its emphasis to “fermented foods and beverages,” such as beer, wine, and healthy foods.⁴⁷

Notably, each of these programs offers a wider scope than non-bachelor’s programs, such as the one offered by USciences. Coursework in this certificate program focuses entirely on beer, though the program may prepare students for a wider variety of careers within that specific industry.⁴⁸

Given that Maryland has a varied economy with many different industries, it would likely benefit the state for UMCP to approach their own program with the widest possible scope in mind. As seen in the demand analysis, statewide employment in “Pharmaceutical and Medicine Manufacturing” is currently higher than employment in all combined fermentation-related food and beverage industries. In order for any new program to have the largest possible impact on Maryland’s workforce, it is important that graduates have the skills and knowledge to fill jobs in all industries that utilize fermentation.

Designing a degree program to have a broad scope nevertheless means that UMCP should continue to pursue excellence in more specific areas. For example, the Master Brewers Association of America (MBAA) provides recognition to programs that prepare students for careers in both large and craft-scale brewing operations.

In four-year degree programs, recognition is based on achieving learning outcomes that cover multiple aspects of the brewing industry, including the science of brewing, operating a brewhouse, understanding flavor, and quality assurance.⁴⁹ There are also guidelines to the facilities and equipment that are made available to students, the expertise of faculty, and the completion of internships within the industry.⁵⁰

Prospective students with a specific interest in breweries may be more likely to attend a program with this recognition, as it indicates that graduates will be qualified for jobs within the industry. Of those programs included in Figure 7, this recognition has been granted to the

⁴⁶ “Fermentation Science,” Edinboro University, accessed April 23, 2020, <https://www.edinboro.edu/academics/majors-and-programs/programs/fermentation-science/index.html>.

⁴⁷ “Program Options,” Virginia Tech, accessed April 24, 2020, https://www.fst.vt.edu/programs/undergraduate/Program_Options.html.

⁴⁸ “Brewing Science Certificate,” University of the Sciences.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

⁴⁹ “Summary of Essential Learning Outcomes for a Four-Year B.A. Degree in Brewing,” Master Brewers Association of the Americas, accessed April 28, 2020, https://www.mbaa.com/education/Documents/4-year_BachelorDegree_LearningOutcomes.pdf.

⁵⁰ “Pathway to Recognition Program Guidelines for a Four-Year Degree in Brewing or Fermentation Science,” Master Brewers Association of the Americas, accessed April 28, 2020, https://www.mbaa.com/education/Documents/4-year_BachelorDegree_Guidelines.pdf.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

degrees offered at Virginia Tech and Appalachian State University.⁵¹ UMCP should consider the guidelines set by MBAA when building their program, in order to maximize both the appeal to prospective students and the value of the program to the brewing industry in Maryland.

7.4 Regional Enrollment at Comparable Programs

Even if every existing program offered the same degree level and scope as the one proposed by UMCP, there is still demand for an additional program, as long as the number of graduates is

lower than what will be required by Maryland's industries. Current enrollment figures at regional programs suggest there is still significant room for growth in this educational space.

According to enrollment data from each institution, the four programs listed in Figure 7 that offer a bachelor's degree had less than 213 total students enrolled in fermentation science programs as of Fall 2018. The highest enrollment was seen at Appalachian State, with 102 enrolled students, while SUNY Cobleskill reported only a single enrolled student in their program at that time.^{52,53} Virginia Tech reported 91 students across the Food Science & Technology department, which offers four undergraduate degree options.⁵⁴ They do not report numbers for each specific option, including Food and Beverage Fermentation. The program at Edinboro University was started in 2018, and has no enrollment data available. However, Edinboro enrolls less than 4,000 undergraduates total and is therefore likely to have relatively low enrollment in their Fermentation Science program. In addition to the four-year programs, A-B Tech Community College reported enrollment of 38 students for their related associate degree.⁵⁵

When considering the size of these enrollment figures, it is important to note that these are not annual graduates but rather total enrollment across a two-year or four-year program. Given the state-wide job growth figures provided previously in Figure 5, current enrollment in these

programs is unlikely to fulfill the workforce demand in Maryland's fermentation-related industries. This is even less likely when considering that these programs are all located in neighboring states with their own workforce needs.

8.0 Conclusion

UMCP's BS in Fermentation Science would be a unique addition to Maryland's educational offerings. Currently, no such program exists within the state. While a few programs exist within

⁵¹ "Diploma and Certificate Programs," Master Brewers Association of the Americas, accessed April 23, 2020, <https://www.mbaa.com/education/Pages/HEC.aspx>.

⁵² "Enrollment Profiles – Public," Appalachian State University, accessed April 29, 2020, https://irap.appstate.edu/enrollment_profiles_public.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

⁵³ "SUNY Cobleskill Program Enrollments," SUNY Cobleskill, accessed April 29, 2020, https://www.cobleskill.edu/about/institutional-research/pdfs/Enrollment_Program_2014-19.pdf.

⁵⁴ "Headcounts by Major," Virginia Tech, accessed April 19, 2020, <https://www.ir.vt.edu/data/student/headcountsByMajor.html>.

⁵⁵ "Curriculum Annual Program Headcounts, 2014-15 to 2018-19," A-B Tech Community College, accessed April 29, 2020, <https://www.abtech.edu/sites/default/files/users/valerieddaniels/CU%20Headcount%20Annual%2018-19.pdf>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

a day's drive, most are more limited in scope and/or do not prepare students at the bachelor's degree level. The UMCP program would benefit both students and the community at large through academic and extension programming, and could also allow the university to apply for and/or obtain additional external research funding for which it is currently less competitive.

Educating students in fermentation science in Maryland can also benefit the state's economy. Maryland's fermentation science industry is growing and encompasses a variety of activity in the region, including brewing and distilling, but also biofuels and vaccine or medicine production. Furthermore, occupations that require knowledge of fermentation science are expected to continue growing.

Based on existing successful programs, UMCP should consider the following recommendations as it develops its own fermentation science program:

- Establish an academic curriculum that focuses both on the basic sciences underlying fermentation and more specialized coursework on food science and fermentation;
- Engage with the MBAA to ensure that the BS in Fermentation Science is well aligned to the organization's criteria;
- Determine if the scope of the fermentation science program will focus on food and beverage fermentation or will also incorporate biotechnology and pharmaceutical applications;
- Consider allowing students to cross-register in courses/colleges across UMCP—for example, in entrepreneurship, marketing, chemistry, or engineering;
- Provide students with the initiative to customize their studies through a variety of electives, internships, and/or independent study options;
- Foster relationships with state fermentation industry leaders to augment students' learning through experiential opportunities;
- Collaborate with industry/employers in the development of facilities and laboratories for the program; and
- Engage with relevant federal agencies (the United States Department of Agriculture, the Food and Drug Administration, et cetera) to further develop opportunities for students.

With this context in mind, UMCP should consider that the BS in Fermentation Science could fill a gap in the state's educational system, which could benefit businesses in the state's economy and incentivize students to study—and likely remain—within the state's borders. Pending funding and resource availability, a dedicated program in fermentation science could be a sound investment for UMCP.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

9.0 References

“About.” UC Davis Robert Mondavi Institute for Food and Wine Science. Accessed May 4, 2020, <https://rmi.ucdavis.edu/about>.

“Bachelor of Science Degree in Fermentation Science.” Southern Illinois University. Accessed May 1, 2020. catalog.siu.edu/programs/ferm/index.pdf.

“Beer Industry Program.” Metropolitan State University of Denver. Accessed May 1, 2020. <https://www.msudenver.edu/beer/>.

“Beer Industry Program—BS Degrees.” Metropolitan State University of Denver. Accessed May 1, 2020. <https://www.msudenver.edu/beer/beerindustryprogramdegrees/>.

“Beer Industry Program—Facilities and Partnerships.” Metropolitan State University of Denver. Accessed May 1, 2020. <https://www.msudenver.edu/beer/facilitiesandpartnerships/>.

“Brewing.” UC Davis Continuing and Professional Education. Accessed May 4, 2020. <https://extension.ucdavis.edu/areas-study/brewing>.

“Brewing Option—BS in Food Science.” University of California Davis. Accessed May 4, 2020. <https://foodscience.ucdavis.edu/academic-programs/undergraduate/bs-major-requirements>.

“BS in Fermentation Science and Technology.” Colorado State University College of Health and Human Sciences. Accessed May 1, 2020. <https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/>.

“Cooperative Education and Internship Program.” Virginia Tech. Accessed May 1, 2020. <https://career.vt.edu/experience/ceip.html>.

“Diploma and Certificate Options.” Master Brewers Association of America. Accessed May 1, 2020. <https://www.mbaa.com/education/Pages/HEC.aspx>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

“Experiential Learning—Research Opportunities.” Colorado State University College of Health and Human Sciences. Accessed May 1, 2020.
<https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/experiential-learning/>.

“Facilities and Equipment—Fermentation Science Option.” Oregon State University College of Agricultural Sciences. Accessed May 1, 2020.
<https://agsci.oregonstate.edu/foodsci/facilities-and-equipment-fermentation-science-option>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

“Fermentation.” Southern Illinois University. Accessed May 1, 2020.
<https://fermentation.siu.edu/degree-program/>.

“Fermentation Science Option.” Oregon State University College of Agricultural Sciences.
Accessed May 1, 2020. <https://agsci.oregonstate.edu/foodsci/fermentation-science-option>.

“Fermentation Sciences.” Appalachian State University. Accessed May 1, 2020. <https://fermentation.appstate.edu/>.

“Fermentation Sciences, BS.” Appalachian State University. Accessed May 1, 2020.
http://bulletin.appstate.edu/preview_program.php?catoid=16&poid=6209&returnto=857.

“Food Science Courses.” University of California Davis. Accessed May 4, 2020.
<https://foodscience.ucdavis.edu/academic-programs/undergraduate/courses>.

“Freising, Germany: Practical and Theoretical Brewing and Culture at TUMWeihenstephan.”
Virginia Tech Department of Food Science and Technology.
<https://www.fst.vt.edu/programs/study-abroad/study-abroad-Germany.html>.

“FST Custom Service Laboratory.” Colorado State University College of Health and Human Sciences. Accessed May 1, 2020. <https://www.chhs.colostate.edu/fshn/programs-and-degrees/b-s-in-fermentation-science-and-technology/fst-custom-service-laboratory/>.

Google Trends. Search Term Comparison: Kombucha, Kimchi, Tempeh, and Miso. <https://trends.google.com/trends/explore?date=today%205-y&geo=US&q=kombucha,kimchi,tempeh,miso>.

“Kombucha Market Size & Share: Industry Analysis Report.” Grand View Research, Inc, February 2020. <https://www.grandviewresearch.com/industry-analysis/kombucha-market>.

“Maryland Occupational Projections - 2016-2026 - Workforce Information and Performance.” Maryland Occupational Projections - Office of Workforce Information and Performance (OWIP). Accessed April 28, 2020.
<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

McCluskey, Jill. "Changing Food Demand and Consumer Preferences." Federal Reserve Bank of Kansas City, July 2015.

<https://www.kansascityfed.org/~media/files/publicat/rscp/2015/mccluskey-paper.pdf?la=en>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Nielson-Stowell, Amelia. "Fermentation Booms During Pandemic." The Fermentation Association, April 1, 2020. <https://fermentationassociation.org/fermentation-brands-experience-sales-boom-during-coronavirus/>.

Nielson-Stowell, Amelia. "Global Fermented Food & Ingredients Market, Analysis and Forecast (2017-2023)" The Fermentation Association, December 12, 2017. <https://fermentationassociation.org/global-fermented-food-ingredients-market-analysis-and-forecast-2017-2023/>.

Production of pharmaceutical compounds through microbial fermentation. Manufacturing Chemist. https://www.manufacturingchemist.com/news/article_page/Production_of_pharmaceutical_compounds_through_microbial_fermentation/61614.

"Program Options." Virginia Tech Department of Food Science and Technology. Accessed May 1, 2020. https://www.fst.vt.edu/programs/undergraduate/Program_Options.html.

"Service Lab." Southern Illinois University. Accessed May 1, 2020. <https://fermentation.siu.edu/services/>.

"Special Study Courses." University of California Davis. Accessed May 4, 2020. <https://foodscience.ucdavis.edu/academic-programs/undergraduate/special-study-courses>.

"Technology Skills & Tools Search for: Fermentation." O*NET OnLine. Accessed April 28, 2020. <https://www.onetonline.org/search/t2/?s=fermentation&g=Go>.

Tomlinson, Chris. "Say 'Cheers' to Craft Beer Industry in Carroll County and Maryland." Baltimore Sun, August 18, 2019. <https://www.baltimoresun.com/maryland/carroll/opinion/cc-op-tomlinson-081919-20190819-42jamovjfbx5dtkbcdwq5wf3u-story.html>.

U.S. Bureau of Labor Statistics. Expenditures by Region: Alcoholic Beverages, 2008-2018 Consumer Expenditure Survey. <https://data.bls.gov/PDQWeb/cx>.

U.S. Bureau of Labor Statistics. Employment, Establishments, and Location Quotients by area, 2014 – 2018, Quarterly Census of Employment and Wages.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Appendix A—Detailed Methodology

The shift-share analysis is a tool used by regional economists to assess specialization and competitive advantages in particular industries.⁵⁶ The basic premise of a shift-share is that changes in industry employment are due to a number of different factors, including how well the national economy is doing, regional conditions that are impacting growth, and patterns of change within the industry itself. The structure for this analysis follows the Esteban-Marquillas model⁵⁷:

$$\Delta e = N + I + R + A$$

The change in employment for Maryland's fermentation industry between 2014 and 2018 (Δe), is the sum of the national share of employment growth (N), the share due to industrial mix (I), the regional share of employment growth (R), and the allocation (or interaction) effect (A).

The national share represents the employment growth for the region if the industries would have grown at the same level as the national economy. The industrial mix number represents the employment change due to differences in industry make-up of Maryland compared to the U.S. For example, this shows the growth for the brewery industry versus the national average.

The next variable—the regional share component—is often the main focal point in any shift-share analysis. This variable shows how the region or state is growing relative to the national levels, and thus represents a measure of growth in the state's competitive advantage. Finally, the allocation effect reflects the remaining contribution to the change in employment. This effect measures the job growth due to a region's competitive advantage. A positive number implies that the state or region is growing (declining) in an industry where they have a competitive advantage (disadvantage). On the other hand, a negative value indicates that a state or region is growing (declining) in an industry where the state has a competitive disadvantage (advantage).

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

⁵⁶ Implementation of this shift-share analysis was completed using the REAT R package: <https://cran.r-project.org/web/packages/REAT/REAT.pdf>.

⁵⁷ J.m. Esteban-Marquillas, "A Reinterpretation of Shift-Share Analysis," *Regional and Urban Economics* 2, no. 3 (1972): pp. 249-255, <https://www.sciencedirect.com/science/article/abs/pii/0034333172900334>.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Appendix B—Detailed Results

This appendix contains additional results from the demand and supply analyses.

B.1 Additional Demand Analysis Results

In this section, any data that are suppressed by BLS are presented with a * in the figures.

Figure 9: Maryland Annual Employment Level Changes by Industry

Year	31212	31213	31214	311513	311999	325414	541715
2014	236	*	*	60	119	*	*
2015	352	243	153	16	116	*	*
2016	450	368	90	41	305	*	*
2017	553	305	127	*	288	2,616	10,740
2018	745	324	213	*	317	2,471	17,848
Change	216%	33%	39%	-32%	166%	-6%	66%

Sources: BLS, RESI

Figure 10: Maryland Annual Number of Establishments by Industry

Year	31212	31213	31214	311513	311999	325414	541715
2014	22	28	4	3	8	13	*
2015	31	25	6	3	9	13	*
2016	43	30	8	4	11	15	*
2017	52	34	14	4	13	17	546
2018	70	40	19	4	14	20	589
Change	218%	43%	375%	33%	75%	54%	8%

Sources: BLS, RESI

Figure 11: Maryland Annual Location Quotient Level by Industry

Year	31212	31213	31214	311513	311999	325414	541715
------	-------	-------	-------	--------	--------	--------	--------

Potential for a Fermentation Science BS at University of Maryland College Park							
RESI of Towson University							
2014	0.31	*	*	0.07	0.22	*	*
2015	0.39	0.23	0.74	0.02	0.21	*	*
2016	0.41	0.33	0.40	0.05	0.52	*	*
2017	0.44	0.26	0.50	*	0.47	4.25	1.49
2018	0.52	0.26	0.73	*	0.51	3.79	2.35
Change	68%	13%	-1%	-29%	132%	-11%	58%

Sources: BLS, RESI

B.2 Additional Supply Analysis Results

Prior to introducing regional proximity as a limiting factor, RESI compiled a national list of programs identified as comparable to the Fermentation Science program proposed by UMCP.

Potential for a Fermentation Science BS at University of Maryland College Park

RESI of Towson University

Figure 12: Full List of Comparable Programs within the Continental United States

School	City	State	Degree Name	Degree Level
U.C. Davis	Davis	CA	Food Science and Technology, with Brewing Option	B.S.
Colorado State University	Fort Collins	CO	Fermentation Science and Technology	B.S.
University of Idaho	Moscow	ID	Fermentation Science	B.S.
Southern Illinois University	Carbondale	IL	Fermentation Science	B.S.
Western Michigan University	Kalamazoo	MI	Sustainable Brewing	B.S.
A-B Tech Community College	Asheville	NC	Brewing, Distillation, and Fermentation	A.A.S.
Appalachian State University	Boone	NC	Fermentation Sciences	B.S.
Wayne State College	Wayne	NE	Fermentation Science	B.A. or B.S.
SUNY Cobleskill	Cobleskill	NY	Applied Fermentation	B.T.
Oregon State University	Corvallis	OR	Food Science Technology, Fermentation Option	B.S.
Edinboro University	Edinboro	PA	Fermentation Science	B.S.
University of the Sciences	Philadelphia	PA	Brewing Science	Post-Bac Certificate
Pennsylvania College of Technology	Williamsport	PA	Brewing and Fermentation Science	A.A.S.
Middle Tennessee State University	Murfreesboro	TN	Fermentation Science	B.S.

Potential for a Fermentation Science BS at University of Maryland College Park
RESI of Towson University

Virginia Tech	Blacksburg	VA	Food and Beverage Fermentation	B.S.
Washington State University	Pullman	WA	Food Science, Specialization Track in Fermentation Science	B.S.

Source: RESI, Program Websites

END OF DOCUMENT



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

TOPIC: 2021 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

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, 2021. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 17, 2021 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 2021 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2021**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland 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
Tuesday, May 4, 2021**

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2021

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity and inclusion. Moreover, we have assessed, and will continue to assess, our role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist actions and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advancing social justice in our own communities using the following framework to move **Toward Racial Equity and Justice** by examining:

Equity and Climate in the USM

The USM will evaluate whether we treat our own people right, fairly, with equitable opportunity. Among the issues we'll examine are college access and success among Black students; college affordability; diversity among faculty, staff, and leadership; promotion, tenure, and compensation among faculty and employees; implicit bias and cultural competency training; hate crime and hate bias protocols; and training for campus police and safety officers.

Education and Research at the USM

The USM will examine how our universities are teaching issues of race, racism, and social justice; how our curricula in these areas compare to national exemplars and best practices; and what opportunities exist for novel research to advance our understanding of diversity, equity, inclusion, and bias.

Service Mission at the USM

The USM will examine how we apply our knowledge to eliminate racial disparities and social injustice, and how we involve students in this work. We will collaborate with partners in education, anti-poverty, workforce development, criminal justice, health care, and policy research to develop productive and sustainable experiential learning and engagement programs.

<https://www.usmd.edu/usm/workgroups/diversity/>

~~~~~

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. In 2020, in light of the COVID public health emergency, MHEC extended the due date for the cultural diversity reports. The 2020 reports were received by Education Policy and Student Life and approved by the Board of Regents in September 2020. Since one full year has not passed since the last iteration of this report was due, MHEC streamlined the requirements for this year's Cultural Diversity Report. Guidance notes:

“This year's report is designed to minimize the reporting burden on institutions while ensuring that each institution continues to make progress with the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than three pages), consisting of the sections outlined below. Please ensure all submissions adhere to these guidelines. Additional supplemental information such as data analysis or more comprehensive programmatic information may be provided as an appendix, but the core narrative should not exceed this three-page limit.”

The sections of the narrative pertain to:

- (1) how the institution defines diversity;
- (2) successful ongoing and new institutional DEI initiatives; and
- (3) COVID-19's effects on efforts to enhance diversity.

In addition, institutions must provide, as an appendix, their current *Institutional Plan for Cultural Diversity*. The plans are required by §11-406 of the Education Article, which states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Finally, USM's Office of Academic and Student Affairs requested an addendum in which institutions described their top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or dismantling structural racism.

The following report includes examples and themes found across USM's 12 institutions for each narrative section. Although the themes help us understand the USM as a whole, institutions' responses are illuminating. To experience the full scope of their work, please refer to institutions' complete reports.

## **Section I**

### **How does the institution define diversity; how did the institution develop that definition?**

The original intent of this state-mandated report was to address racial diversity. However, each USM institution's definition of diversity extends beyond race to gender, sexual orientation, gender identity, ethnicity, religion, ability, socioeconomic status, and beyond. They also factor in diversity of thought and opinion. All acknowledge striving for greater diversity among those demographics and share ways they are working towards that goal. Moreover, although the prompt was narrowly worded, many USM institutions described the extent to which their definition of diversity includes a welcoming and inclusive community and campus climate. This focus on inclusion is aligned with what has been described in diversity reports from the last several years and with the Equity and Climate element of the USM framework. It is important to note that numerical diversity was very rarely mentioned in institutions' descriptions. One notable exception is the University of Maryland Center for Environmental Science where underrepresented minority students are less present in the environmental and marine sciences than in many other STEM disciplines. Subsequently, the institution focuses on those metrics in addition to inclusion and climate.

Highlights from institutions' descriptions of diversity include:

#### **Bowie State University**

The University community believes 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 University is committed 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.

### **Frostburg State University**

The University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of the institution.

### **Salisbury University**

Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. Salisbury strives to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of the community is harnessed to create value for the institution, today and in the future.

### **Towson University**

Towson continues to strive to be the most diverse institution in the USM. It recognizes that it must also include in this goal the mission to become equitable and inclusive so that all members of the community can thrive.

### **University of Baltimore**

Diversity is a situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace... (There is) an emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another. UBalt strives for diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community.

### **University of Maryland, Baltimore**

The University is committed to a culture enriched by diversity and inclusion, in the broadest sense, in thoughts, actions, and leadership. UMB pledges to embrace cultural competence, which responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all).” The university community commits to self-assessing and strengthening its cultural competence by creating a climate that celebrates diversity and inclusion.

### **University of Maryland, Baltimore County**

Diversity is defined in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation, gender identity, ability, nationality, non-traditional student status, as well as other important characteristics. UMBC will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

### **University of Maryland, College Park**

Diversity is the full spectrum of human identities, backgrounds, experiences, and their intersections. UMD’s work advocates a strategic balance of these factors as understood through the lens of institutional and societal power.

### **University of Maryland Center for Environmental Science**

Diversity means more than just acknowledging and/or tolerating difference. It is a set of conscious practices that seek to understand, appreciate, and value the interdependence of humanity, cultures, and the natural environment.

### **University of Maryland Eastern Shore**

Diversity is marked by an inclusive community that reflects the world beyond the Eastern Shore that challenges and encourages the broadening of perspectives and worldviews, and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

### **University of Maryland Global Campus**

Diversity is considered to be valuing individual differences through action and ensuring that all are doing the right thing for the UMGC Community. UMGC Inclusion efforts focus on all the ways UMGC respects and welcomes people who are different into the UMGC Community through the removal of systemic barriers and through promoting equity and fairness for all.

## Section 2

### **A brief highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

Although not structured this way in the institutions' reports, this portion of the USM report will identify the institutions' most successful ongoing and new initiatives by their placement in the aforementioned Toward Racial Equity and Justice Framework of **Equity and Climate in the USM, Education and Research at the USM, and Service Mission at the USM**. Across the USM, 75 initiatives were described. The number of programs described by schools ranged from three to thirteen and were described within a one-page maximum. In all cases, the work described represents only a small fraction of the initiatives undertaken at each institution. Of the 75 programs, 69% can be classified as having a focus on Equity and Climate, 16% - Education and Research, and 12% - Service Mission. Several initiatives have elements of more than one category, but the vast majority are programs that center on how members of the schools' communities are treated, access and opportunities are given, support is offered, barriers are removed, knowledge is imparted, and climates are established and maintained to create a campus that is as supportive as possible.

#### **Equity and Climate in the USM**

##### **Coppin State University**

Professional Development for Faculty & Staff

- Trainings given for University Search Committees on the Dos and Don'ts of the interview process which included inclusiveness and unbiased criteria for candidate selection.
- Office of Human Resources services provide counseling, support, and a safe space to help employees manage problems which may include microaggressions, discrimination, and finding their voice.
- The Office of Human Resources works collaboratively with Humanim, a non-profit organization which 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 easily accessible for training such as *Your Role in Workplace Diversity* and *Understanding Unconscious Bias*.

##### **Frostburg State University**

Create a Campus Environment that Promotes the Valuing of Cultural Diversity: Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion*, Frostburg's *Center for Student Diversity, Equity, and Inclusion*, and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain its goals.

##### **Salisbury University**

The Provost's Office has worked with a variety of stakeholders on a draft plan to recruit and retain diverse faculty in tenure-track positions. The plan extends from initial position justification, to recruitment, selection and hiring, onboarding, professional development and mentoring, preparing for tenure and promotion, and post-tenure growth and success. This project has benefitted from the expertise available through Maryland's [AGEP Promise Academy Alliance](#), which is a 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. Salisbury University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; and University of Maryland, College Park are currently members of that partnership.

##### **University of Maryland, Baltimore County**

Office of Academic Opportunity Programs (AOP): Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County) and Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair's Scholars Program, the Louis Stokes Alliances for

Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D. programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).

#### **University of Maryland Center for Environmental Science**

National Oceanic and Atmospheric Administration (NOAA) Living Marine Resources Cooperative Science Center (LMRCSC): UMCES's Institute of Marine and Environmental Technology (IMET) supports 3-4 graduate fellows per year, for up to three years each, using funds from the NOAA-supported LMRCSC. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET and the Chesapeake Biological Laboratory.

#### **University of Maryland Global Campus**

The Diversity and Equity Office launched the Inclusion Networks program, which is UMGC's version of an Employee Resource or Affinity Group that is based on race, gender, and gender identity and orientation with a mission to create and cultivate a culture where everyone feels welcome to bring their full selves. These networks throughout the university are grassroots groups led by staff and supported by the Diversity and Equity Office with resources and guidance. The networks allow staff across the university to take ownership of diversity programs that are geared towards their constituent members. The Networks have become a valuable resource for providing feedback to leadership and building community.

#### **Education and Research at the USM**

##### **Towson University**

Towson launched a series of directed discussion groups linked with some of the many useful books, podcasts, and other readings tied to critically examining whiteness, systemic racism, and engaging with anti-racism.

##### **University of Baltimore**

Academically-centered activities include the addition of a new history course, *Black Europe*, that will meet one of UBalt's Global and Diverse Perspectives graduation requirements. This course recontextualizes European history to include the stories of persons of color, who have largely been ignored in historical narratives.

##### **University of Maryland, College Park**

UMD has joined the national organization of Universities Studying Slavery, housed at the University of Virginia. UMD's chapter is titled *The 1856 Project* to coincide with the founding year of the institution. While still in formation, 1856 is poised to become an important contributor to the full understanding of the ways in which slavery, segregation, and activism have impacted UMD since its very beginnings. A diversity of initiatives such as a digital historical database of the campus and community as well as courses in history and archeology have been proposed.

#### **Service Mission at the USM**

##### **Bowie State University**

Due to the social injustice and social unrest from the murder of George Floyd in May 2020, the Office of Multicultural Programs and Services successfully launched the *Breathing While Black Series: Know Your Rights* for the BSU community. The series provides legal rights and best practices when interacting with the police. Between July 2020 and October 2020, 54 students, faculty, and staff have attended the *Breathing While Black Series: Know Your Rights* informational sessions.

##### **University of Maryland, Baltimore**

UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars, launched in fall 2015, is a comprehensive science pipeline initiative that excites students from three middle schools in the underserved neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. UMB CURE differs from the National Cancer Institute's CURE Program, from which it was modeled and originally funded, by engaging students early in their academic careers (beginning in 6<sup>th</sup> grade) through college. UMB CURE has an annual student retention rate of over 92%, a weekly after-school attendance rate over 85%, and a Saturday attendance rate of 78%. The program improved standardized math scores for 80% of the participants.



### **University of Maryland Eastern Shore**

Men of Color in Education started in early 2020 and focuses on the development of Black male teachers in K-12 Education. Through three components: the *Man the Shore Network*, the *University Cohort*, and the *High School Teacher University*, this program is committed to using UMES as a powerful vehicle for increasing cultural diversity in the Delmarva and greater Maryland teaching labor force. Efficacy is measured by student participation numbers, completers, and by community school engagement numbers.

### **Section 3**

#### **Discuss the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus.**

USM institutions, and all colleges and universities across the nation and world, have been changed by COVID in a number of ways. While most consequences have affected all students, faculty, and staff, MHEC inquired about the effects of COVID on institutions' efforts to enhance diversity. Several USM institutions mentioned the two topics that have probably gotten the most attention by the Board of Regents – enrollment and economic impact. Some, not all, USM institutions experienced enrollment declines that can be traced to changes in plans for high school graduates and would-be community college transfers as well as students needing to stop out due to increased familial demands and/or the need to work (for the first time) or work more hours. The latter, of course, ties back to the economic impact of COVID. These issues and those that follow have disproportionately affected underrepresented minority faculty, staff, and students and students from rural areas and low-income homes. Other effects, or anticipated effects, include:

- Differing levels of academic and social readiness of students coming into the universities.
- Mental health concerns for students, faculty, and staff who are feeling depressed, isolated, anxious, stressed, and lonely.
- Mental health concerns compounded by emotional distress that has been amplified for Black, multiracial, Asian, and Asian American community members due to the murders and attacks of countless members of those communities and subsequent racial/social unrest.
- Lack of devices on which to engage virtually.
- Nonexistent or inadequate access to reliable broadband, which made remote education extremely complicated, if not impossible.
- Challenges with disabled students receiving accommodations especially if they had never been identified or registered with disability support services before being forced into remote learning.
- Cancellation of summer bridge programs and some recruitment efforts geared toward underrepresented minority students.

USM institutions were thoughtful and creative when trying to deal with these issues. From tapping into and creating partnerships with the Kirwan Center for Academic Innovation and Comcast; using CARES funding to purchase devices and provide emergency funds to students; increasing tele-counseling and group therapy opportunities within the counseling centers; establishing new, virtual DEI initiatives (with many focusing on the aftermath social and racial justice activism); and more, faculty, staff, and students did the best they could to adjust and to be able to extend and utilize schools' offerings.

Despite the challenges noted above and, certainly, more that exist, there have been some highlights. There has been attention to "Zoom fatigue", and while it is real, being in a virtual environment has significantly opened access to a number of programs. For most USM schools, there has been a noticeable increase in student, faculty, and staff participation in diversity-related programs and trainings – notably among many who had not previously been engaged in these efforts. Also, whereas cancelled recruitment programs caused problems for some, a few schools were able to extend virtual interviews to students who normally would have been challenged to travel for in-person interviews. They also established new recruitment connections with institutions (including many HBCUs). This greatly benefited students of color and students from low-income families. Ultimately, virtual events (admissions, interviews, speaker series, class sessions, etc.) allowed for more participation (fewer barriers and scheduling conflicts; ability to reach

to community members abroad and in distant states) and more access to diverse speakers (international folks in many cases).

The online environment also pushed many faculty members to improve the extent to which they provided culturally competent advising and teaching due to their heightened awareness of students' life circumstances. Being online helped faculty better understand how socioeconomic status can affect a student's ability to be successful and how the faculty member can assist or otherwise provide consideration to students in challenging circumstances. So, while online learning has been difficult for many, improved professor-student connections and professors taking the time to upskill have been highlights.

Some COVID-related accommodations will be unnecessary one day. However, institutions note that being pushed to think quickly and creatively to address many of these problems has led to unique solutions, which can and should remain in place even after the public health emergency ceases to exist.

#### **Section 4**

**See institutions' reports for appendix containing the most recent cultural diversity plan.**

#### **Section 5**

**USM Addendum: Describe your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.**

In order to continue informing the environmental scan being conducted by USMO staff, we used this opportunity to ask institutions to share two or three areas of growth or challenge as it pertains to their DEI/anti-racism/dismantling structural racism efforts. Understanding the institutions' focuses, challenges, and how they are overcoming challenges can inform the recommendations and goals identified by the USM.

#### **Bowie State University**

**Growth:** One focus and area of growth is building out and supporting the Social Justice Alliance which is dedicated to using evidence-based social justice models to eradicate the ideology of intolerance, while confronting individuals and combating systems that normalize indifference, justify injustice, perpetuate hate, and inflict violence. The Social Justice Alliance provides learning opportunities for BSU and UMD students coupled with the local community by infusing social justice education in the curriculum and experiential activities. The Alliance is committed to inspiring, educating and empowering individuals toward ensuring social justice and equity for all. Through this Alliance, the legacy, light and spirit of Lt. Richard Collins, III will forever guide the mission of social justice.

#### **Coppin State University**

**Challenge:** Enrollment declines are attributable to two overarching factors - a lack of residential housing and the financial status of many students. For five years, housing demands have exceeded space capacity within the two residence halls. Annually, approximately 175 students, especially freshmen and transfers, many of whom are also out-of-state and desire to live on campus, are impacted negatively, as housing is not available. Regarding finances, over 89% of CSU students are recipients of Federal Student Aid, 58% are Pell recipients, and 70% of the first-time, full-time freshmen are recipients of Pell awards. Often, aid packages are limited due to parents' inability to provide financial information to supplement aid with Parent Plus loans. Together, these housing and financial status concerns impact the number of potential graduates and wage earners who may complete at Coppin and remain in the area to serve the City of Baltimore and surrounding region, filling critical employment needs of Maryland.

#### **Frostburg State University**

**Challenge:** Increasing the diversity of faculty and staff to more closely reflect the student body continues to be a challenge for Frostburg State University. The isolated, geographic, and rural location of the University has always presented a challenge. The University Council on Diversity, Equity, and Inclusion will work in collaboration with the Offices of Human Resources and the Provost to continue to identify strategies to address this challenge.

**Growth:** The new Assistant Vice President (AVP) for Student Affairs, also serving as the Diversity, Equity and Inclusion Officer (DEIO), is the senior diversity and inclusion advisor to university leadership. The DEIO provides strategic and programmatic leadership with measurable success metrics as part of meaningful and ongoing institutional effectiveness, for diversity and inclusion initiatives. These initiatives will advance diversity as a critical component of social, academic, and intellectual life. The DEIO works across the academy, but with a particular emphasis on people of color related to recruitment, retention, and institutional equity.

### **Salisbury University**

**Growth:** SU is seeing growth around working more cohesively to address the recruitment and retention of underrepresented minority employees. All divisions are actively working with the Chief Diversity Officer to embed promising diversity practices regarding this effort.

**Growth:** SU is seeing growth in efforts to increase awareness around topics of diversity, equity, and inclusion. Academic departments have created diversity committees to address increasing education and awareness through various efforts. The Psychology departments at Salisbury University and India's Pandit Deendayal Petroleum University collaborated on a course centered on discussion of the book *Caste: The Origin of our Discontents* (Wilkerson). The opening and closing sessions were open to the public. Additionally, successful anti-racism summits and challenges as well as book studies have also taken place.

**Challenge:** Student engagement in voluntary diversity education and programming.

### **Towson University**

**Growth:** In the past year, TU has implemented a plan to increase diverse hires, starting with the education of every faculty search committee to address bias and equity. The collaboration of the Provost Office and Office of Inclusion & Institutional Equity (OIIE) has led to over 500 faculty receiving training on equitable searches. Additionally, the Provost Office and OIIE began the Inclusive Advocates (IAs) projects. IAs are tenured faculty and permanent status librarians who are trained as search and selection process advisors and are consistently on the cutting edge of effective advocacy of de-biasing the search process. A designated Inclusion Advocate sits on tenured, tenure track faculty, and permanent librarian search committees.

**Challenge:** During a time of crisis, the university provided programs, lectures, and interactive spaces for students, faculty, and staff to process the issues of anti-racism, anti-blackness, white fragility, and bias. TU provided trainings, book groups, and counseling spaces and requested trainings to all members and identities in the community. The demand required a quick response and campus-wide support to address the needs of the community.

**Growth:** The continued work around the Total Tiger Program provides education and training that supports the mission of TU, to become a more inclusive and equitable institution, with an emphasis on anti-racism, social justice, and inclusive excellence. Also, TU received the NCAA and Minority Opportunities Athletic Association (MOAA) Award for Diversity and Inclusion Award Committee (NCAA/MOAA). The award signified the universities work and partnerships to honor diversity and inclusion in intercollegiate athletics and the broader campus community.

### **University of Baltimore**

**Growth:** All University of Baltimore schools have curricular and co-curricular initiatives that support cultural diversity, including efforts aimed at addressing the needs and interests of minorities traditionally underrepresented in higher education. The academic units offer co-curricular programming and encourage classroom discussion on topics relevant to structural racism. Examples include: UBalt Law in Focus Series topics *The School-to-Prison Pipeline: Understanding its Impact and the Need for Change* and *Structural Racism and Transportation Policy: The Road Ahead*; The College of Public Affairs was approved to offer a full bachelor's degree at the Jessup Correctional Institution; and the Yale Gordon College of Arts and Sciences and the School of Law's new courses that address structural racism (*Black Europe* and *Critical Race Theory*).

Challenge: Students have concerns about a broad range of DEI-related topics. Student Government-led initiatives often appeal to meeting the social justice and advocacy desires of the student body. Other student needs range from individual case-by-case concerns about microaggressions to concerns about conduct. Student relations matters and concerns of the Student Government Association continue to be handled directly by the Office of Student Support. When necessary, important trends or urgent matters of DEI concern to students are also shared with the University's leadership.

### **University of Maryland, Baltimore**

Challenge: 1) Creating inclusive environments where students, faculty, and staff can be successful and 2) increasing the cultural knowledge, awareness, and skills of students, faculty, and staff to positively influence the campus climate and improve the human condition and public good. This includes increasing the awareness of current social justice issues. The opening of the inaugural Intercultural Center provides an environment for students to feel valued and recognized and also co-curricular experiences, trainings, and programs that advance diversity, equity, and inclusion learning outcomes of students, faculty, and staff.

Growth: To be true to its mission, UMB has to address issues of structural racism and inequality directly through educational programs, community engagement work, and academic pursuits. The basis of UMB's strategy is to encourage all campus voices to be heard and valued to improve DEI outcomes. On the path to being an anti-racist organization, the inaugural chief diversity, equity, and inclusion officer and vice president will play a key role in creating transformative positive change at UMB through the advancement of strategic priorities, establishment of new initiatives, and facilitating meaningful collaboration and synergy across the University.

### **University of Maryland, Baltimore County**

Challenge: Maintaining dedication to cultural and ethnic diversity, social responsibility, and lifelong learning while also being committed to disrupting structural racism in order to create an equitable learning environment for all. UMBC recognizes the following areas that are opportunities to combat systemic barriers:

- Talking about racial justice: UMBC has worked to institutionalize efforts to discuss and address racial injustice via town halls and new work on *Retriever Rise*, a campaign to increase the visibility of the racial justice work being led by the Office of Equity and Inclusion and the Inclusion Council.
- Enacting antiracist policies and providing resources: an effort is underway to create comprehensive antiracist policies and resources including generating scholarly research, educational tools, and policy analysis geared towards dismantling racism.
- Engaging the community in restorative practices: UMBC is working to elevate the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Inclusion. Campus stakeholders are working to incorporate restorative practices into curriculum, policy, and procedures across campus.

### **University of Maryland, College Park**

Challenge: Although UMD is fortunate to have seen increased growth in the diverse student body, the expectations and needs of those diverse students challenge some of the traditional and accepted approaches to higher education. The University is working hard to meet those needs by ensuring that the campus environment is one of inclusion as demonstrated through all aspects of campus life, particularly the curriculum.

Challenge: As the university implements new general education diversity requirements, there is a need for more courses as well as instructors who are capable of offering them. Those instructors will need training to address complex issues, support as they become sought-after on the topics at hand, and rewards for their knowledge and abilities in a high-demand area. This also applies to staff who offer workshops and advise student activists who seek to move theory to practice. To address this, UMD is discussing a "Facilitation Academy" connected to the TerrapinSTRONG initiative that would provide opportunities for instructors to develop and hone classroom skills.

Growth: FAMILIE is a diversity initiative aimed at increasing the number of underrepresented tenured or tenure-track faculty at the university. The goal is to add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives. The initiative has already begun to contribute to faculty diversity and the ongoing success of FAMILIE and related work will help UMD see additional increases in that area.

### **University of Maryland Center for Environmental Science**

Challenge: The majority of the racial diversity at UMCES is currently in staff positions. UMCES is actively discussing faculty diversity and recruitment of students from underrepresented groups in the geosciences and strives to bring faculty and student diversity up to the level of the diversity of the staff.

Challenge: UMCES is actively making progress toward increased inclusion and equity for everyone, regardless of their position at the institution. Staff, in particular, have sometimes been left out of previous discussions, but have been some of the most enthusiastic participants in recent UMCES DEI efforts. UMCES is consciously and vigorously enhancing efforts to improve the lived experience of all UMCES employees, especially staff, and actively working to reveal and reduce the microaggressions found in so many institutions of higher education.

Growth: UMCES now has both centralized and dispersed active DEI-related committees and collaboratives to allow all voices to have a platform to be heard. They have also ensured that shared governance groups continue to discuss diversity and inclusion as a line-item agenda topic at all meetings. Additionally, UMCES is developing both outward and inward-facing DEI mission, goals, and conduct and policy statements to better reflect the school's values.

### **University of Maryland Eastern Shore**

Growth: UMES is engaging in a comprehensive institutional self-study focused on institutional diversity and inclusion in developing students who will go on to become STEM professors and researchers. UMES is examining the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture.

Challenge: Building institutional infrastructure for students with disabilities - UMES continues to work across units to create the necessary educational infrastructures for serving students with disabilities. These efforts are continuous and include: expanding the services of the Office of Institutional Equity (tutoring, learning accommodations, counseling); creating more faculty development opportunities in order to help instructors learn their obligations to students with disabilities and important pedagogical strategies to help all students learn, whether or not they are identified as disabled; creating awareness discussions and campaigns about various pedagogical and research developments; and working with student clubs and athletics to make and sustain opportunities for all students' participation and development.

### **University of Maryland Global Campus**

Growth: As the social and racial justice movements were taking place across the globe, UMGC's Diversity and Equity Office developed the *Diversity Dialogue Series* aimed at providing a safe place for people to share what was in their hearts and to lean on one another. These conversations are ongoing and will continue to be a part of the fabric of UMGC's people, culture, and diversity efforts. The launch of UMGC's Inclusion Networks further strengthened the ability to ensure that staff and faculty were actively engaged in the development, delivery, and execution of programs designed to meet the needs of the cultural identity groups that are part of the university.

Challenge: UMGC is constantly looking to ensure that the complexity of online systems do not leave students with disabilities behind and that their experiences are considered. The University is looking to expand disability support services that come from the Accessibility Services Unit to address this and related challenges.

Challenge: It is more important than ever that UMGC faculty have the skills and tools to interact effectively with the diverse UMGC student body. The goal is to not only ensure that the UMGC curriculum is culturally appropriate, but to also develop curriculum for faculty that is focused on anti-racist pedagogy and gives them the resources to create a classroom environment that is open, inviting, and inclusive.

### Conclusion

This year's report consists of information gathered from prompts that are relevant for the time in which we are operating as opposed to the sections and categories that have been central to the report from its inception. The reports include campuses' definitions of diversity; select institutional DEI initiatives; explanations of COVID-19's effects on efforts to enhance diversity; and USM's request for areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism. The efforts and initiatives described in this report highlight work that is being done at the campus level, which depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments, as well as community members. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising. We have learned that institutions:

- define diversity broadly, going beyond race and quantitative measures;
- are intently focused on inclusion and climate issues;
- recognize that preexisting challenges were made more evident by COVID;
- have been addressing new concerns that have arisen due to COVID, and while many affect the entire campus, the negative effects often disproportionately affect underrepresented minorities and students from low-income families; and
- are challenged by the need to increase the diversity of faculty and staff on campus, improve the climate, dismantle barriers, and enhance DEI discussions and engagement.

Since the 2020 release of the [Toward Racial Equity and Social Justice](#) framework, USMO has been assessing work at the institutions and the USM Office to understand USM's role in perpetuating structural racism and how we can begin or enhance work to establish and promote anti-racist policies and actions and dismantle structural racism. Presently, an environmental scan is underway to obtain a clear understanding of where there are gaps and opportunities for growth and focus as it pertains to student success; college affordability and financial literacy; diversity, compensation, mentoring, and training among faculty, staff, and leadership; curricular and co-curricular foci on DEI and dismantling structural racism; and beyond. This began last summer, is still underway, and, now, is being carefully considered alongside the DEI findings that emerged from stakeholder focus groups conducted for the USM strategic planning process. Chancellor Jay Perman recently shared with the USM Office staff that diversity, equity, inclusion, and racial and social justice are efforts that nearly all stakeholders said we need to strengthen as we enter a new strategic plan cycle. Indeed, these are areas that should be integrated and prioritized throughout the strategic plan, and those ideals must be essential to who we are and what we do. The Committee on Education Policy and Student Life will be kept apprised as findings and recommendations emerge.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. USM colleges and universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. All have identified a number of areas for continuous improvement and/or programs they are continuing to support, as it often takes years for the outcomes of these activities and strategies to be realized. The USM staff will continue to work with the institutions on their compliance with the statute guiding this report, with determining the best ways to bring this information to the Board of Regents, and, most importantly, with conducting the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Enclosures: USM Institutional Cultural Diversity Progress Reports

## **USM ADDENDUM**

**Spring 2021**  
**Institutional Programs of Cultural Diversity Annual Progress Report**  
**USM Addendum on Areas of Growth and Challenges to Combat Structural Racism**

Bowie State University has a long-standing commitment to challenging and combating structural racism. On May 20, 2017, Lt. Richard W. Collins III was murdered on the University of Maryland campus by a white UMD student. As an African American leader, scholar, and senior at Bowie State University poised to graduate, Lt. Collins was dedicated to his country through family generations of military service. His death by the hands of another student violates assumptions that young people are immune to racism and bigotry, particularly the pervasive white supremacy that informs cultural norms within the USA. This tragedy brought together sister institutions of higher education committed to preserving the legacy of Lt. Collins.

In fall 2017, Bowie State University and the University of Maryland established the Social Justice Alliance which is dedicated to using evidence-based social justice models to eradicating the ideology of intolerance, while confronting individuals and combatting systems that normalize indifference, justify injustice, perpetuate hate and inflict violence. The Alliance is committed to inspiring, educating and empowering individuals toward ensuring social justice and equity for all. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging our students and communities to bring about the social justice change we want to see. Through this Alliance, the legacy, light and spirit of Lt. Richard Collins, III will forever guide the mission of social justice.

The Social Justice Alliance hosts public programming, including symposiums and a national conference, to stimulate conversations and direct action for change. The Social Justice Alliance provides learning opportunities for BSU and UMD students coupled with the local community by infusing social justice education in the curriculum and experiential activities. On April 23, 2021, the Alliance and the 2<sup>nd</sup> Lieutenant Richard W. Collins III Foundation is hosting the *Forward with Hope – Never Shall We Forget* virtual spring symposium bringing together social justice scholars and leaders to address the dual progressions of anti-racism and simultaneously, anti-Blackness and white supremacy both in U.S. society at large and on college campuses specifically.

Beyond the Social Justice Alliance, all faculty, staff, and students during the academic year provide ongoing programs focused on structural racism. Examples of these programs were highlighted earlier in this report.



## **VI. USM Addendum: Challenges Impacting Diversity or Related to Structural Racism**

Prior to the COVID-19 pandemic, the University was experiencing enrollment declines, while simultaneously increasing retention and graduation rates. Enrollment declines are attributable to two overarching factors, which include a lack of residential housing and the financial status of many of the diverse and multigenerational students attending the University. Together, these factors impact the number of potential graduates and wage earners that may complete at Coppin and remain in the area to serve the City of Baltimore and surrounding region, filling critical employment needs of Maryland.

### Housing Demands

Housing demands for the past five years continue to exceed space capacity within the two residence halls on an annual basis. Collectively, the two housing units have a total capacity of 624 beds. However, over 800 requests annually, for on-campus housing are typically received, impacting enrollment growth. Annually, approximately 175 students, especially freshmen and transfers, many of whom are also out-of-state and desire to live on campus, are impacted negatively as housing is not available. Also, student housing options surrounding the University remain restricted, although new housing structures are being constructed. The structures are predominantly reserved for local citizens who require housing assistance and therefore, will not accommodate the needs of freshmen, transfer, nor any other student type. The deficiency of available housing on campus and in neighboring communities has impacted Coppin's ability to increase enrollment for Maryland residents who desire to be in an environment more convenient and conducive to academic endeavors.

### Student Financial Status

Many of CSU's students derive from Baltimore City where the average income is \$36,000 annually. Academic endeavors are severely impacted by students' financial status, which include financial aid awards, Pell and other grants, and parent loans. Over 89% of our student population are recipients of Federal Student Aid, 58% of students are Pell recipients and 70% of our first-time, full-time freshmen are recipients of Pell awards. Often aid packages are limited due to parent's inability to provide financial information to supplement aid with Parent Plus loans. As a result, students carry over balances into concurrent semester.

## **USM Addendum:**

Frostburg State University's Top Two Areas of Growth and/or Challenge as it Pertains to Diversity, Equity, Inclusion

1. Increasing the diversity of our faculty and staff to reflect our student body more closely continues to be a challenge for Frostburg State University, which has been reflected in the responses to Campus Climate Survey and campus conversations/focus groups. The University Council on Diversity, Equity and Inclusion (UCDEI) has been researching steps that the University can take to address this issue. The isolated, geographic, and rural location of the University has always presented a challenge. Moving forward, the UCDEI will work in collaboration with the Offices of Human Resources and the Provost to continue to identify solution strategies to address this challenge.
2. As part of the reorganization and stronger positioning for Frostburg State University's commitment to diversity, equity and inclusion efforts, the position of Assistant Vice President (AVP) for Student Affairs as the Diversity, Equity and Inclusion Officer (DEIO) was elevated to an AVP level. The university believes this is a growth opportunity for our campus. The office serves as a catalyst to leverage best practices and resources across campus to promote a culture of inclusion where individuals from all marginalized populations are able to thrive. The DEIO provides strategic and programmatic leadership with measurable success metrics, as part of meaningful and ongoing institutional effectiveness, for diversity and inclusion initiatives. These initiatives will advance diversity as a critical component of social, academic and intellectual life. The DEIO works across the academy, but with a particular emphasis on people of color related to recruitment, retention, and institutional equity. The DEIO reports directly to the Vice President for Student Affairs and serves as the senior diversity and inclusion advisor to university leadership. To better support the increase in the scope of the office, efforts will continue to advocate for an additional staff member.

**USM Addendum: Description of your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.**

Salisbury is seeing some growth in efforts regarding diversity, equity and inclusion around working more cohesively to address recruitment and retention of employees. All divisions are actively working with the new Chief Diversity Officer to embed promising diversity practices regarding this effort into their area. Several offices are working collaboratively to implement initiatives to increase recruitment and retention of diverse employees and to create a greater sense of belonging. Academic departments have created diversity committees to address this effort.

We are seeing growth in our efforts to increase awareness around topics of diversity, equity and inclusion. Academic Departments have created diversity committees to address increasing education and awareness through various efforts. The SU Diverse Promise Faculty Learning Community led a book discussion group for SU leaders, *Culturally Responsive Leadership in Higher Education* in Summer 2020 and collaborated with the CDO to plan an inaugural Anti-Racism Summit during February 2021, where over 400 attended virtually. The Psychology departments at Salisbury University and India's Pandit Deendayal Petroleum University (PDPU) worked in concert during January 2021 for a course centered on discussion of the book *Caste: The Origin of our Discontents*. The Psychology 490 course, Caste in India and the US, examined the groundbreaking book which looks at U.S.-based race relations and racism as a hierarchical caste system. The opening and closing sessions were open to the public. Over 200 participated in the SU President's 21-Day Anti-Racism Challenge in February 2021. As a follow-up to the SU Inaugural Anti-Racism Summit, the **President's 21-Day Anti-Racism Challenge** was designed to assist SU in continuing the commitment to exploring anti-racism as a means to help one another identify and confront the structural and institutional behavioral norms that perpetuate systemic racial inequality. Several of our departments engaged in reading, *How to Be an Antiracist*, by Ibram X. Kendi.

Challenges continue to exist in getting students engaged in voluntary diversity education and programming.

## V. Addendum

### Hate Crime & Bias Reporting, Response, & Education

To [foster a safe and inclusive campus](#), TU will investigate all incidents motivated by bias. In order to prompt an investigation, the incident must be reported. If you have been a victim, or have witnessed or learned of a hate crime or bias incident, you can file a report using the Hate Crimes and Bias Incident Report Form. The person reporting the incident can expect a confirmation of receipt of their report within two business days. Once the report is made, a review will begin. The reviewing authority will be determined by the status of the persons involved as well as the nature and location of the incident. Investigations might include interviewing all involved parties and reviewing camera footage.

In cases of hate crimes, individuals can be punished with fines and/or imprisonment. Felony offenses demonstrated to be motivated by bias are subject to enhanced penalties. In cases where a student is found responsible of a university policy violation, penalties may include: educational sanctions, probation, and/or suspension/expulsion. No-contact orders can be requested even if there is no finding of a violation of university policy. Please review the Code of Student Conduct for possible sanctions related to prohibited conduct. In cases where a faculty or staff member is found responsible for a hate crime or bias incident, penalties may include transfer, unpaid suspension, or termination.

Any personal information obtained during the course of an investigation of a hate crime and/or bias incident will be handled with discretion and kept confidential to the greatest extent possible. At times, administrators or investigating police officers may need to share information with appropriate parties. For instance, if the behavior or language in question seems to stem from a misunderstanding or dispute between students, information may be shared with the alleged offender in order to address the matter expeditiously. Additionally, the university may respond to the incident with actions including - but not limited to - campus-wide programming, conversations with student leaders, and/or meetings with individuals and communities most impacted separate from and while the investigation is on-going.

### Areas of Growth

Faculty Searches: In the past year our institution has implemented a plan to increase diverse hires, starting with the education of every faculty search committee to address bias and equity. The collaboration of the Provost Office and OIIE has led to over 500 faculty receiving training on equitable searches. The 2 ½ hour training began in person, and has now moved to an on-line format. While it has been a challenge to connect virtually, it has resulted in a better understanding regarding the search process and the potential for more diverse applicants and hires.

Additionally, the Provost Office and OIIE began the Inclusive Advocates (IAs) projects. 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. The Office of the Provost has committed to ensuring that a designated Inclusion Advocate sit on tenured, tenure track faculty and permanent librarian search committees.

During a time of crisis the university provided programs, lectures and interactive spaces for students, faculty and staff to process the issues of anti-racism, anti-blackness, white fragility, and bias. TU provided trainings, book groups, and counseling spaces and requested trainings to all members and identities in our community. The demand required a quick response and the support from all members of the campus to address the needs of our community.

TU received the NCAA and Minority Opportunities Athletic Association (MOAA) Award for Diversity and Inclusion Award Committee (NCAA/MOAA). The award signified the universities work and partnerships to honor diversity and inclusion in intercollegiate athletics and the broader campus community. The intentional work of the TU Athletic department to create a Gender Equity, Diversity and Inclusion Program Review Guide and to update and review the assessment annually, demonstrated a commitment to diversity and inclusion. Developing partnerships with OIIE helped to build a climate of inclusion for our student athletes, coaches and administrators. Additionally, the continued work around the Total Tiger Program that provides education and training that supports the mission of TU, to become a more inclusive and equitable institution, with an emphasis on anti-racism, social justice and inclusive excellence.

**USM ADDENDUM: Describe top 2 or 3 areas of growth or challenge related to DEI or structural racism**

Nationally, the attention to DEI issues in AY 20-21 increased to the highest levels since the 1960's, and the University of Baltimore concomitantly saw a surge of interest in DEI efforts and structural racism issues. To give voice to the DEI concerns and positions expressed by our community, UBalt held thoughtful activities throughout the year, shared campus-wide messages from leadership, and supported key academic initiatives, student activism, and programming. UBalt administrative units and governance groups (University Faculty Senate, Student Government Association, and the Staff Senate) reaffirmed their commitments to a healthy working environment and the exchange of ideas by reigniting UBalt's Diversity, Equity and Inclusion Committee and establishing a forum for sharing for the campus community to share DEI issues of concern.

- Overall, there was a conscious expansion of related programming, administrative, curricular, and co-curricular. As an institution with deep diversity, and one that is a minority-serving institution, there is broad recognition of the need to engage the challenges of structural racism.
- University academic and non-academic units continue to be conscious of working to hire a more diverse faculty and staff. Challenges remain, particularly if there is relatively little hiring happening, but this remains a priority.
- Student activism is very much focused on DEI issues. Among other things, the students organized having Morton Alley painted with the Pride Flag.

All University of Baltimore schools have curricular and co-curricular initiatives that support cultural diversity, including efforts aimed at addressing the needs and interests of minorities traditionally under-represented in higher education. The academic units continued to offer co-curricular programming and encourage classroom discussion on topics relevant to structural racism. To call out a few examples (and more are at the bottom):

- 1. UB Law in Focus Series** – This year we began a UB Law in Focus Discussion Series that connects faculty, staff, students, and alumni to engage in collaborative reflection around important topics and issues facing the legal community. Faculty organized to assure that half of the webinars we offered this year focused on examining structural racism. Topics have included:
  - The School-to-Prison Pipeline: Understanding its Impact and the Need for Change
  - Structural Racism and Transportation Policy: The Road ahead.
  - “Recognizing” the Black Family: Structural Racism’s Obstacles to Kinship, Wealth and Prosperity
  - Civil Disobedience, Democracy and Structural Racism: What’s Federalism Got to Do with It?
  - Redlining Today: How and Why Race Matters for Access to Wealth in Baltimore
  - To Protect and Serve: Changing the Culture of Policing
- 2. The College of Public Affairs was approved to offer a full bachelor’s degree at the Jessup Correctional Institution.** Full-time faculty from all schools that offer undergraduate programs have participated in teaching at Jessup, but only part of a degree had been approved for the site. The University now has Middle States and MHEC approval to offer a full bachelor’s degree. This year was particularly challenging in the pandemic as students there do not have regular Internet access.
- 3. The Merrick School of Business “Pitch for a Million” competition brought student-led and community-engaged investment in Harlem Park.** A plan by a University of Baltimore graduate student to reinvest in the rejuvenation of Baltimore's historic Harlem Park was the winning entry in UB's second annual "Pitch for a Million" real estate development competition, held **Sept. 17** as an online event. The competition, which challenges participants to envision the development of residential, commercial, green space and more, all within the City of Baltimore, features the chance for up to \$1 million in Line of Credit to start the project. It is sponsored by M&T Bank, Howard Bank and the UB Real Estate and Economic Development Program Advisory Board, in partnership with Baltimore Community Lending.

- 4.** Both the **Yale Gordon College of Arts and Sciences** and the School of Law added new courses that address structural racism (e.g., “Black Europe” in the History program, and “Critical Race Theory” in Law). The Counseling Psychology program has a foundation of multicultural and social justice advocacy education, such that these elements appear not only in the mission statement but also are part of the course descriptions and student learning objectives for 28+ of our MS courses, which were updated over the past two years. Students regularly complete course assignments and course-embedded activities that require them to use a diversity lens in their work. **The Hoffberger Center for Professional Ethics** has three lectures this spring on DEI and structural racism topics.

UBalt students, not unlike many other USM students, have concerns about a broad range of DEI-related topics. The Student Government-led initiatives from year to year often appeal to meeting the social justice and advocacy desires of our student body. Other student needs range from individual case-by-case concerns about microaggressions to concerns about conduct. Student relations matters and concerns of the Student Government Association continue to be handled directly by the Office of Student Support. When necessary, important trends or urgent matters of DEI concern to students are also shared with the University’s leadership.

1. **USM Addendum:** *A brief (no more than **one page**) description of your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.*
  - a. To be true to our mission, UMB has to address issues of structural racism and inequality directly through educational programs, community engagement work, and academic pursuits. The basis of UMB's strategy is to encourage all campus voices to be heard and valued to improve DEI outcomes. As we continue on our path to being an anti-racist organization, the inaugural chief diversity, equity, and inclusion officer and vice president (CDEIO/VP) will play a key role in creating transformative positive change at UMB through the advancement of strategic priorities, establishment of new initiatives, and facilitating meaningful collaboration and synergy across the University.
  - b. A challenge not unique to UMB involves, 1) creating inclusive environments where students, faculty, and staff can be successful, 2) increasing the cultural knowledge, awareness, and skills of students, faculty, and staff to positively influence the campus climate and improve the human condition and public good. This includes increasing the awareness of current social justice issues. The opening of the inaugural Intercultural Center provides an environment for students to feel valued and recognized regardless of race, gender, nationality, or other underrepresented identities. The center also provides co-curricular experiences, trainings, and programs that advance diversity, equity, and inclusion learning outcomes of students, faculty, and staff. Specifically, for faculty and staff, the office of Human Resource Services (HRS) began offering online workshops through its Learning Management System on Understanding and Overcoming Unconscious Bias. The learning path includes four (4) online courses (Overcoming Your Own Unconscious Biases, Understanding Unconscious Bias, Overcoming Unconscious Bias in the Workplace, and Guarding against Interviewing Biases). Courses range from 6 minutes to 25 minutes in length. Completion of the curriculum provides 1.3 hours of learning, understanding, and overcoming bias in today's workplace. Presidential initiatives included the President's Panel on Politics and Policy featured Ibram X. Kendi, Ph.D., MA, author of "How to Be an Anti-Racist." Follow-up activities to Dr. Kendi's presentation included an open invitation for campus members to discuss the issues he presented in a structured format. Dr. Kendi's talk and a planned future speaker (Kurt L. Schmoke, JD), address the intersection of race and politics nationally and locally. Initiatives such as these and the activities listed throughout this report will be prioritized in the 2022-2026 UMB Strategic Plan.
  - c. In efforts to improve our standing as an anchor institution in West Baltimore, UMB made it a priority to increase its local purchasing as an initiative out of the President's Office. Many small businesses in the area, particularly local food merchants, have seen increased support from UMB, bringing our total local food purchasing from less than 0.01% to 16% over the past six years. While UMB'S purchasing and procurement efforts have improved, there are still barriers to local purchasing. Purchasing policies make it extremely difficult to work with local vendors, with many small businesses that are predominantly immigrant, women, and minority-owned, surrounding UMB due to our inability to remit payment in a timely manner. To pay a business using a check typically takes 4-6 weeks or longer due to mail disruptions during COVID-19. Paying a vendor using a pro-card requires that they have the right Merchant Category Code (MCC). Local merchants are forced to make changes to their business operations to work with the University, frequently having to add a new credit card processor or change their Merchant Category Codes. The purchasing and procurement rules are confusing for faculty and staff that navigate these situations on a daily basis, and nearly impossible for small businesses to easily understand. UMB has a workgroup exploring these issues. Mayor Brandon Scott recently announced that he would like to re-vamp Baltimore City's Procurement Policies for similar reasons. He stated, "We must ensure that the rules are easier to navigate and that policies already on the books, like the small and local business preference, are followed. This charge is even more important with the impact that COVID-19 continues to have on our business community." Scott plans to find ways to pay vendors on time and increase access for small businesses in Baltimore. To support our small, local vendors and become a genuinely equitable and anti-racist institution, UMB will explore joining the Baltimore City in its effort to make local purchasing and procurement more accessible.



## Section 5

UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning. UMBC is also committed to disrupting structural racism in order to create an equitable learning environment for all. UMBC recognizes the following areas that are opportunities to combat systemic barriers related to race, gender and identity.

- **Talking about racial justice:** the murder of George Floyd in the Summer of 2020 reignited conversations about racial justice at UMBC. The university continues to welcome these conversations and has worked to institutionalize efforts to discuss and address racial injustice. The Office of Equity and Inclusion has hosted a series of “town hall” discussions where experts from a variety of fields discuss issues of equity and inclusion. These events have been incredibly successful and are often attended by hundreds of community members. Additionally, the Inclusion Council has begun work on “Retriever Rise”, which has set out to be a campaign to increase the visibility of the racial justice work that is being led by the Office of Equity and Inclusion and the Inclusion Council. This campaign will be used to increase communication and transparency, and will also highlight existing work, engage constituents across campus in racial equity efforts, and communicate what work still needs to be done.
- **Enacting antiracist policies and providing resources:** an effort is underway to create comprehensive antiracist policy and resources including generating scholarly research, educational tools, and policy analysis geared towards dismantling racism. This effort is held institutionally by the Office of Equity and Inclusion but has existed since before the office’s inception. These efforts include stakeholders from across campus communities and involve immediate and long term efforts including: creating guidance for and enacting antiracist pedagogy within UMBC curriculum, and creating antiracist syllabus language for UMBC educators to provide in their syllabi.
- **Engaging the UMBC community in restorative practices:** our campus community is working to elevate the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Inclusion. Campus stakeholders are working to incorporate restorative practices into curriculum, policy and procedures across campus.

**USM Addendum**  
**CULTURAL DIVERSITY ANNUAL PROGRESS REPORT**  
**UNIVERSITY OF MARYLAND, COLLEGE PARK**

**Institution:** University of Maryland, College Park

**Date Submitted:** April 12, 2021

**Point of Contact:** Georgina Dodge, [gdodge1@umd.edu](mailto:gdodge1@umd.edu)

**5. USM Addendum: A brief (no more than one page) description of your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.**

As noted above, we are fortunate to see increased growth in our diverse student body, and the expectations and needs of those diverse students challenge some of the traditional and accepted approaches to higher education. We are working hard to meet those needs by ensuring that our campus environment is one of inclusion as demonstrated through all aspects of campus life, particularly the curriculum. It is vital that all students have a broader understanding of US populations and histories in order for us to create more inclusive communities.

One of the challenges we face as we implement new general education diversity requirements is the need for more courses as well as instructors who are capable of offering them. We need to ensure that instructors have the appropriate training to address complex issues as well as the backgrounds to relate to and value student experiences. We also need to make sure that instructors who possess these skill sets are not overly taxed and are adequately rewarded for their knowledge and abilities in a high-demand area. This also applies to staff who offer workshops and advise student activists who seek to move theory to practice.

To address this, we are discussing a "Facilitation Academy" connected to the TerrapinSTRONG initiative that would provide opportunities for instructors to develop and hone classroom skills. While this concept is still in the formative stage, it has possibilities to extend to other members of the campus community, including staff, to provide opportunities for professional development that would increase DEI capacity throughout the university.

It has long been a truism within higher ed that true diversity must start with the faculty. Our new FAMILIE program outlined above has already begun to contribute to faculty diversity and the ongoing success of those intertwined initiatives, along with dedicated efforts across campus, will help UMD see increases in that area. In order to retain diverse faculty who are successfully recruited and hired, we need to ensure that our campus climate is one where all faculty can succeed. While we shall certainly hire stellar individuals who are outstanding in their fields, we will also need to consider how we acknowledge and reward the work of diverse faculty that may not neatly fit into traditionally defined categories within higher education. This has to be part of a broader national conversation within disciplines across R1 universities.

**Spring 2021  
Institutional Programs of Cultural Diversity Report Guidance  
USM Addendum**

**DUE:** Monday, April 12, 2021

**Institution:** University of Maryland Center for Environmental Science (UMCES)

**Date Submitted:** April 12, 2021

**Point(s) of Contact (names and email addresses):** Larry Sanford ([lsanford@umces.edu](mailto:lsanford@umces.edu)), Angela Richmond ([arichmond@umces.edu](mailto:arichmond@umces.edu)), and Amy Griffin ([agriffin@umces.edu](mailto:agriffin@umces.edu))

- 5. USM Addendum:** A brief (no more than **one page**) description of your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.

One of the main challenges UMCES faces is that the majority of the racial diversity at UMCES is currently in staff positions. This presents two issues on which UMCES is currently working. UMCES is actively discussing faculty diversity and recruitment of students from underrepresented groups in the geosciences; if we can bring our faculty and student diversity up to the level of our staff diversity, we will have made significant progress. UMCES is also actively making progress toward increased inclusion and equity for everyone, regardless of their position at the Institution. Staff in particular have sometimes been left out of previous discussions, but have been some of the most enthusiastic participants in recent UMCES DEI efforts. We are consciously and vigorously enhancing our efforts to improve the lived experience of all UMCES employees, especially staff, and actively working to reveal and reduce the [hierarchical microaggressions](#) found in so many institutions of higher education.

Another area of growth for UMCES is that the public profiles of issues surrounding diversity, equity, and inclusion have been raised over the past year, thus leading to increasingly open discussions regarding these topics. We have outlined how UMCES now has both centralized and dispersed active DEI-related committees and collaboratives to allow all voices to have a platform to be heard. We also have ensured that each of our shared governance groups continue to discuss diversity and inclusion as a line-item agenda topic at all meetings. Additionally, we are developing both outward and inward-facing DEI mission, goals, conduct and policy statements to better reflect our values.



**DIVISION of ACADEMIC AFFAIRS**  
**Office of the Provost and Vice President**

---

**Spring 2021**  
**Institutional Programs of Cultural Diversity Report Guidance**  
**USM Addendum**  
**Institution: University of Maryland Eastern Shore**  
**Date Submitted: April 12, 2021**

**A brief (no more than one page) description of your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.**

1. Investigating structural racism via the HHMI Driving Change grant development (area of growth)

UMES is delighted to be an HHMI Driving Change finalist. UMES is engaging in a comprehensive institutional self-study, focused on institutional diversity and inclusion in developing students who will go on to become STEM professors and researchers. We know that this work may be at once insightful and deeply painful; UMES, though an UBCU, has not reflected on the ways in which its practices can inadvertently contribute to structural racism, even as the mission of the school is to overcome that very thing. Accustomed to looking more outward than in, UMES is examining the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. While UMES has, in the past four years, engaged in a Middle States Self Study and a Program Prioritization Initiative (PPI), neither of these were conducted through the lenses of diversity and inclusion. The Driving Change Self-study is, by necessity and desire, putting such frameworks and actions at the core of this institutional inquiry.

2. Building institutional infrastructure for students with disabilities

UMES continues to work across institutional units to create the necessary educational infrastructures for serving students with disabilities. These efforts are continuous and include, but are not limited to: expanding the services of the Office of Institutional Equity (tutoring, learning accommodations, counseling); creating more faculty development opportunities in order to help instructors learn both their obligations to students with disabilities, but also new and important pedagogical strategies to help all students learn, whether or not they are identified as disabled; creating awareness discussions and campaigns about various pedagogical and research developments within the fields of Disability research, and working with student clubs and athletics to make and sustain opportunities for all students' participation and development.

The physical infrastructure is also being further developed to support our students whose disabilities manifest themselves physiologically. There is much deferred maintenance on the UMES campus and we are working to identify and address those areas that specifically pertain to students whose learning needs are hampered through physical barriers as well.



Office of Diversity and Equity

**USM Addendum  
University of Maryland Global Campus (UMGC)  
2020-2021**

The past year at the University of Maryland Global Campus (UMGC) has been focused on providing opportunities for staff, faculty, and students to ensure that their voices are heard and reflected in the diversity efforts across the university. As the social and racial justice movements were taking place across the globe, UMGC's Diversity and Equity Office developed the 'Diversity Dialogue Series' aimed at providing a safe place for people to share what was in their hearts and to lean on one another. Individuals arrived ready to share, be heard, and to question what was going on in the world around us and how it was impacting the experience throughout the university. These conversations are ongoing and will continue to be a part of the fabric of our people, culture, and diversity efforts. The launch of UMGC's Inclusion Networks further strengthened the ability to ensure that staff and faculty were actively engaged in the development, delivery, and execution of programs designed to meet the needs of the many cultural identity groups that are part of the university. The initial network was focused on women throughout UMGC and is called 'Women Who Network'. The next group will be the African American Network, followed by many more to come.

As the primary online institution within the University System of Maryland, there are always efforts to innovate and to improve systems. As we continue to move systems forward, we are constantly looking to ensure that the complexity that results does not leave students with disabilities behind and that their experiences are considered. We are making improvements to make sure that their needs and experiences are considered on the front-end, opposed to having to make retroactive changes to courses, systems, or programs. There is more to be done and we are looking to expand disability support services that come from the Accessibility Services Unit. Additionally, we are exploring options for including support within the curriculum development and delivery teams to make sure that any issues can be quickly identified and resolved before the students ever encounter them.

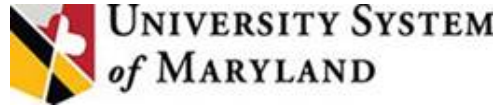
UMGC faculty are the primary face of the university to UMGC students and can have a profound impact on the student experience. It is more important than ever that UMGC faculty have the skills and tools to interact effectively with the diverse UMGC student body. The goal is to not only ensure that the UMGC curriculum is culturally appropriate, but to also develop curriculum for faculty that is focused on anti-racist pedagogy and gives them the resources to create a classroom environment that is open, inviting, and inclusive. This continuing professional education for faculty is seen as an

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

investment in them as professionals and allows the university to ensure that students are receiving an education that is free from discrimination.



## Spring 2021

### INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

---

**Institution:** Bowie State University

**Date Submitted:** April 12, 2021

**Point(s) of Contact (names and email addresses):**

Adonna Green, Director of Equity Compliance, [agreen@bowiestate.edu](mailto:agreen@bowiestate.edu)

Gayle Fink, Assistant Vice President for Institutional Effectiveness, [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)

Keadrick Peters, Coordinator of Multicultural Programs, [kpeters@bowiestate.edu](mailto:kpeters@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 – Institutional Definition of Diversity**

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 provides the framework for diversity and inclusion efforts. The student, faculty, staff, administrators and alumni members of the Strategic Planning Committee, revised the core values and strategic goals after completing a SWOT analysis and reviewing peer institution plans. The committee recommended revising the previous core value of diversity to inclusivity to more accurately reflect the current focus of the institution. The inclusivity core value is below:

Core Value of Inclusivity - 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.

The FY 2019-2024 Strategic Plan provides further direction to enhance this core value. 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.

Objectives:

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).

- 4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).
- 4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.
- 4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

Strategic Plan Key Performance Indicators provide data related to student and staff demographics, countries of origin, and student success by student subgroups to evaluate progress and inform future activities. Even in these ever changing times, Bowie State University remains committed to diversity in all its forms.

### ***Section II – Successful Cultural Diversity Initiatives***

Even during the predominately virtual environment of the past year, Bowie facilitated 15 cultural diversity programs in which over 630 faculty, staff and students attended. Below are examples of successful ongoing and new institutional initiatives designed to address issues related to cultural diversity.

#### ***BSU Safe Space Program-ONGOING***

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 our 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 a result of COVID-19, the Office of Multicultural Programs and Services revised the Safe Space program to deliver the training virtually in spring 2020. In the summer of 2020, the Office of Multicultural Programs and Services collaborated with the Office of Residence Life and the Office of Student Activities to expand the Safe Space program to include student leaders interested in fostering a more welcoming campus for the LGBT community. As of March 10, 2021, 76 faculty, staff, and students are Safe Space certified.

#### ***BSU Inaugural Latino Academic and Leadership End-of-Year Award Luncheon-ONGOING***

The Latino Academic and Leadership End-of-Year Award Luncheon is an opportunity for the BSU community to honor the contributions of students, staff, and faculty making an impact on campus. The event recognizes, celebrates, and affirms students who excel in academics and leadership on campus. All full-time students who self-identify as Latino or Hispanic origin earning a 3.2 GPA or better in the fall semester, as well as those who have been active with leadership roles on campus are invited to participate.

The inaugural event in 2020 recognized the Raices student organization leadership team (Latino affinity student group) and members of the charter sorority of Sigma Lambda Gamma, the first Latina sorority at BSU and one of the first at a Maryland historically black college or university (HBCU). In April 2020, the Office of Multicultural Programs and Services in partnership with the Office of Institutional Advancement recognized 85 self-identified Latino students for academic and leadership on campus during the 2019-2020 academic year. Unfortunately the program was cancelled due to the pandemic restrictions.

On April 29, 2021, the Office of Multicultural Programs and Services in partnership with the Office of Institutional Advancement will host the first Latino Academic Excellence and Leadership ceremony virtually to



recognize self-identified Latino students. Equally important, unlike the inaugural year, this year, all self-identified Latino undergraduate May graduates will be honored at the annual event.

***Breathing While Black Series: Know Your Rights-NEW***

Due to the social injustice and social unrest from the death of George Floyd in May 2020, the Office of Multicultural Programs and Services successfully launched Breathing While Black Series for the BSU community. The Breathing While Black Series: Know Your Rights provides legal rights and best practices when interacting with the police. Between July 2020 and October 2020, 54 students, faculty, and staff have attended the Breathing While Black Series: Know Your Rights informational sessions. The Breathing While Black Series is available upon request on the MPS webpage.

***BSU Inaugural Hispanic Heritage Month Virtual Address-NEW***

In an effort to augment awareness for Hispanic Heritage Month (September 15- October 15), the Office of Multicultural Programs and Services in partnership with Raices (Latino affinity student club) and SLG (student multiracial sorority), successfully hosted the Inaugural Hispanic Heritage Month Virtual Address on September 17, 2020 with 35 students, faculty, and staff in attendance. Maryland State Delegate Averio was the keynote who addressed the importance of Hispanic Heritage Month, diversity celebrations all year, and the value of speaker holding elected officials accountable regarding social injustice. In April 2021, the Office of Multicultural Programs and Services will convene a Hispanic Heritage Month committee that will outline BSU's first Hispanic Heritage Month activities slated for 2021.

***BSU Inaugural Courageous Conversations Book & Movie Discussion Series-NEW***

In observance of CEO Action for Diversity & Inclusion Day of Understanding in April 2021, the Office of Equity Compliance and the Office of Multicultural Programs & Services will host a virtual book and movie discussion on New York Times bestseller Ta-Nehisi Coates's "Between the World and Me." Bowie faculty, staff, and students are encouraged to read the book or watch the HBO Max movie based on the book. The Day of Understanding is an initiative of the CEO Action for Diversity & Inclusion™, the largest CEO-driven business commitment to advance diversity and inclusion within the workplace. Bowie State University joined this collective in 2017.

***About Voices & Viewpoints: Diversity Discussions Through Media- NEW***

The bi-monthly book and movie series, hosted by BSU Office of Equity Compliance and the Office of Multicultural Programs & Services, offers opportunities for the BSU community to discuss books and films representing experiences of various cultures, groups, and identities in entertaining and informative ways. All events will be hosted virtually until further notice.

***Section III – Anticipated Impact of Pandemic on Cultural Diversity***

Although programs and services focused on diversity, equity, and inclusion have been available monthly since March 2020, attendance has decreased significantly among students, faculty, and staff. Although virtual fatigue has negatively affected programs and services, the Office of Multicultural Programs and Services intentionally collaborated with different campus offices and student organizations to capture a larger attendance and boost audience. Equally important, the Office of Multicultural Programs and Services implemented a number of DEI Awareness mobile stations for over 800 residential students on campus. The DEI Awareness mobile station provided residential students with opportunities to stay engaged on different diversity cultural theme months. For example, the Office of Multicultural Programs and Services successfully hosted Academics and Social Identity DEI mobile station in late January 2021. Over 50 residential students participated in the DEI mobile station and noted the in-person platform convinced them to participate in the program.

Appendix A  
Bowie State University  
Cultural Diversity Plan - Update

Bowie State University is currently revising its approach to cultural diversity and inclusion to align with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. Goal 4 of the Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below.

Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement

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

Objectives

- 4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).
- 4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).
- 4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.
- 4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.
- 4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as “intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.” As an HBCU, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

In the past, the University took a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs,

the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began collecting base-line student data on intercultural competency and diversity to inform the work of the Diversity and Inclusion Committee by participating in the Educational Testing Service (ETS) HEIghten pilot study. The ETS HEIghten study defined intercultural competency and diversity (ICD) as a “person’s capability to gather, interpret, and act upon radically different cues and function effectively in multicultural situations. Over 200 academic officers at community colleges and four-year institutions participated in the pilot study. Multiple pilot forms were designed for the ICD assessment. Each ICD form had 80 items and was designed to be less than 40-minutes long. Areas assessed included:

- *Analyze and Act*: The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions.
- *Approach*: The overall positivity with which an individual views and responds to cross-cultural interactions.
- *Positive Cultural Orientation*: The evaluation of cross-cultural situations as favorable.
- *Cultural Self-Efficacy*: The belief that one can successfully engage in cross-cultural situations.
- *Suspending Judgment/Perspective Taking*: Active consideration of others’ potential viewpoints and active refrainment of preconceived cultural schema interfering with informed processing.
- *Social Monitoring*: Awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others’ responses to one’s own actions and signals.

Baseline data from HEIghten indicated that BSU freshmen students were very close to the proficient level in “Analyze and Act” in “Approach”. BSU students were within .5 points or less of their national comparison peers in Positive Cultural Orientation and Cultural Self-Efficacy. Suspending Judgment/Perspective Taking and Social Monitoring were the areas where BSU students and the comparison group had the largest gaps with BSU students scoring lower than those students at comparison institutions. Data from seniors were collected in AY 2020 and were analyzed in summer 2020.

Furthermore, the Office of Equity and Compliance and Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several opportunities for improvement were identified related to parking and elevator availability and reliability. The findings supported a FY 2019 grant proposal for facilities improvements.

Additionally, the core value of Inclusion is measured through the Ruffalo Noel Levitz Student Satisfaction Inventory and the Ruffalo Noel Levitz College Employee Satisfaction Survey. Findings from these and other sources, including a survey conducted by the Office of Multicultural Programs and Services of incoming student’s diversity interests and needs, are used to inform the activity planning for the Diversity and Inclusion unit.

Bowie State University recognizes that cultural diversity in this context is relegated narrowly to religious, ethnic, and racial minorities, with a focus on creating a comfortable and welcoming environment in spaces where that does not already exist. As a Historically Black University, BSU believes the unique culture of our campus, its connection to the broader community, and the heritage of which we are apart is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, we will design a plan that welcomes the working and learning opportunities that a diversity of persons, thought, background, and protected characteristics offer within an environment that celebrates and educates all groups in the context of our rich history.

In consideration of the multi-faceted approach the University intends to take to improve and extend its inclusive work across the campus, BSU has determined that a consultant will be needed to support the institution's efforts in creating a Diversity and Inclusion Strategic Plan. At the time of this reporting the University is completing its vetting and selection process for the consultant. It is anticipated that Phase I of a written plan will take approximately six months from the beginning of the contract to complete and that BSU will be able to share a working draft of the plan during the 2022 phase of reporting.



**Coppin State University's Commitment  
to  
Diversity and Inclusion**

Institutional Programs of Cultural Diversity Report

Submitted to the  
University System of Maryland Board of Regents

April 12, 2021

**CSU Cultural Diversity Report Submission  
April 12, 2021**

**Coppin State University's Commitment to Diversity and Inclusion**

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 differences of culture and circumstances. Such differences, which are 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, as 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 diversity among its students, faculty, and staff. Coppin has always demonstrated a compelling interest in making sure that people from all backgrounds perceive that access to the 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 with each other, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by the process of 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 truly 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, 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 programs activities and strategies it supports in order to ensure that diversity and inclusion education and awareness continuously facilitates the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented and 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 multi-generational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

### **Selected Initiatives Contributing to the Successful Culture of Diversity & Inclusion**

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:

- **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 have capacity to hold 600 students annually who have opportunities for participation.
- **Curricular Requirements - Freshman Seminar.** Each year, through the one-credit course, freshmen students are afforded several opportunities to get the know the University's climate and how they may become contributors on a variety on 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 during in-class lecture sessions.
- **Summer Academic Success Academy (SASA) -** The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. 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.
- **Professional Development for Faculty & Staff** 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:
  - Trainings 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 which may include microaggressions, discrimination, and finding their voice.
  - The Office of Human Resources works collaboratively with Humanim, a non-profit organization which allow 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 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 is used to encourage students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony that is open to the campus and local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual townhalls 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.

### Impacts of COVID-19 on Diversity Initiatives

Several initiatives were not held due to the ongoing COVID-19 Pandemic. Although the University was able to successfully conduct several programs in a virtual format, selected programs that impact enrollment, retention, and graduation, were not held. These programs also impact the diversity of the student body and the diverse faculty who regularly participate in the annual summer academy. Additionally, new issues were cited over the virtual delivery of education to our population of students. Selected programs and examples affected by the pandemic are below:

- The institution managed to support students who indicated through surveys that they needed broadband equipment to support the delivery of virtual courses. Blackboard Collaborate and other platforms were used successfully to deliver education. However, a significant number of students indicated a lack of internet broadband strong enough to continuously support their learning experience.
- Faculty members with the assistance of the USM Kirwan Center for Academic Innovation were able to receive support for delivering courses in a virtual modality, which included course design as well as support for virtual labs, using Labster. While the University was already making use of the some of these platforms, they were new to most faculty who requested training.
- Enrollment for the University declined to 2,046 students who were registered for spring 2021. Students were, and many still are, concerned over their financial welfare as many of them became unemployed and had to take on additional caregiving responsibilities as they and loved ones lost jobs and childcare centers closed. As a result, some students have placed education on hold while others have decided to attend community college.
- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy was not held due to the pandemic. This is a campus-based initiative, which is also a residential cohort program. Typically, the program enrolls 75-100 students, based on institutional resources. Ninety-five percent of participants enroll at Coppin each fall. The pandemic continues to impact this program that provides intervention for some student participants while providing early access towards program completion for others. The program will not be offered again in summer 2021 out of an abundance of safety due to the limitations of the pandemic and infection rate of Baltimore City, where Coppin is centrally located. Not being able to offer the program affects the institution's efforts to provide a diverse, minority group of students with early access to and support for higher education efforts.
- **Safe Space Training** – The program conducted by the Counseling Center was unable to secure the physical space normally used to provide in-person training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues. Plans are in progress to provide programming fall 2021.
- **LatinX Programming** – The University initiated programming to recognize Hispanic Heritage and has recently formed a group to discuss supporting increasing numbers of LatinX students on the campus. Although COVID-19 impacted overall campus life, two events were held, one virtually and another in-person but was socially-distanced.



## Appendix – CSU Diversity Implementation Plan

### I. Implementation Plan and Strategy for Meeting Goals

**Timeline: 2020-2025**

**Draft Under Review**

Coppin State University’s Cultural Diversity and Inclusion Plan is a living document that currently aligns to the institution’s strategic priorities, which include increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the University’s strategic plan, which is projected to undergo revisions beginning summer 2021. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align to the diversity and inclusion goals of the institution. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **CSU Strategic Priority - Increase Enrollment** - Recruit, enroll, and retain, high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.

**Aligned CSU Diversity Plan Goal 1:** Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

- **CSU Strategic Priority - Student Experience** - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom.

**Aligned CSU Diversity Plan Goal 2:** Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.

### Measures and Projected Outcomes for Enrollment

The institution will examine a variety of measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans are in progress to increase all the rates. Success has been realized as Coppin has maintained a strong 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage point. Clearly, the impact of selected programs is having positive impacts on student success.

**Graduation and Retention Rates – 5-Year Trends**

| Success Rates      | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u><br><u>Est.</u> |
|--------------------|-------------|-------------|-------------|-------------|-------------|----------------------------|
| 2nd Yr. Ret. Rates | 66%         | 64%         | 71%         | 66%         | 66%         | 68%                        |
| 6-Yr. Grad Rates   | 20%         | 23%         | 21%         | 25%         | 31%         | 31%                        |

*Office of Planning & Assessment, 4/2021.*

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

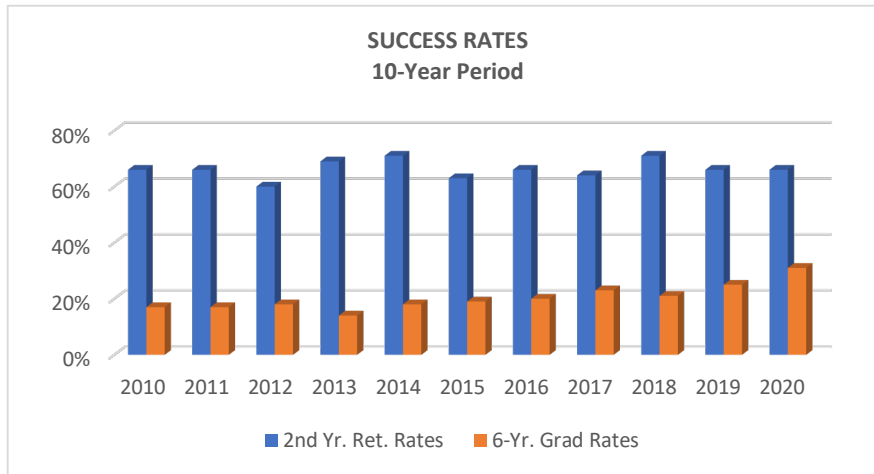
To achieve for 2020-2021 and 2021-2022 retention rates of:

- Second Year Retention Goal = 68%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve 2020-2021 and 2021-2022 graduation rates of:

- Four- Graduation Rate = 13%
- Six-Year Graduation Rate = 31%\*  
*(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)*

**Student Success Rates Over a 10-Year Period**



*Office of Institutional Research, 3/2021*

**Enrollment Projections Current and Projected  
FY 2020-2022 Estimated**

|                   | FY 2020 Actual | FY 2021 Actual | FY 2022 <sup>1</sup> Estimated |
|-------------------|----------------|----------------|--------------------------------|
| <b>Enrollment</b> |                |                |                                |
| Headcount         | 2724           | 2348           | 2531                           |
| FTE               | 2125           | 1918           | 2067                           |

*Office of Planning & Assessment, 3/2021*

### USM 10-Year Enrollment Projections

| FALL SEMESTER           |        |                            |       |       |       |       |       |       |       |       |       |        | Fall 2021 - Fall 2030 |  |
|-------------------------|--------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-----------------------|--|
| Fall Student Data       | Actual | Fall Headcount Projections |       |       |       |       |       |       |       |       |       | Number | Percent               |  |
|                         | 2020   | 2021                       | 2022  | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  |        |                       |  |
| Headcount Total         | 2,348  | 2,531                      | 2,581 | 2,633 | 3,003 | 3,033 | 3,064 | 3,097 | 3,128 | 3,160 | 3,192 | 844    | 35.9%                 |  |
| Undergraduate Total     | 2,108  | 2,266                      | 2,310 | 2,356 | 2,687 | 2,713 | 2,740 | 2,767 | 2,794 | 2,822 | 2,849 | 741    | 35.2%                 |  |
| Full-time               | 1,606  | 1,595                      | 1,627 | 1,659 | 1,892 | 1,911 | 1,930 | 1,949 | 1,968 | 1,988 | 2,007 | 401    | 25.0%                 |  |
| Part-time               | 502    | 671                        | 683   | 697   | 795   | 802   | 810   | 818   | 826   | 834   | 842   | 340    | 67.7%                 |  |
| Grad./First Prof. Total | 240    | 265                        | 271   | 277   | 316   | 320   | 324   | 330   | 334   | 338   | 343   | 103    | 42.9%                 |  |
| Full-time               | 74     | 88                         | 90    | 92    | 105   | 107   | 109   | 112   | 114   | 116   | 118   | 44     | 59.5%                 |  |
| Part-time               | 166    | 177                        | 181   | 185   | 211   | 213   | 215   | 218   | 220   | 222   | 225   | 59     | 35.5%                 |  |
| FTDE or FTNE Students   | N/A    | N/A                        | 1,490 | 1,520 | 1,734 | 1,751 | 1,769 | 1,788 | 1,806 | 1,825 | 1,843 | #NAME? | #NAME?                |  |

N/A - Not Applicable Due to COVID Restrictions

| FISCAL YEAR Full-Time Equivalent (FTE) |       |                             |       |       |       |       |       |       |       |       |       |        | Change From FY 2020 - FY 2030 |  |
|----------------------------------------|-------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------------------------------|--|
|                                        | Est.  | Fiscal Year FTE Projections |       |       |       |       |       |       |       |       |       | Number | Percent                       |  |
|                                        | 2021  | 2022                        | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  |        |                               |  |
| Total University FTE Students          | 1,918 | 2,067                       | 2,108 | 2,151 | 2,453 | 2,478 | 2,503 | 2,530 | 2,555 | 2,581 | 2,607 | 689    | 35.9%                         |  |
| Subtotal FTE University Centers        | 0     | 0                           | 0     | 0     | 0     | 0     |       |       |       |       |       | 0      | #DIV/0!                       |  |
| U at Shady Grove FTE                   |       |                             |       |       |       |       |       |       |       |       |       | 0      | #DIV/0!                       |  |
| Hagerstown FTE                         |       |                             |       |       |       |       |       |       |       |       |       | 0      | #DIV/0!                       |  |
| Southern Maryland FTE                  |       |                             |       |       |       |       |       |       |       |       |       | 0      | #DIV/0!                       |  |
| Northeast Maryland (formally HEAT)     |       |                             |       |       |       |       |       |       |       |       |       | 0      | #DIV/0!                       |  |
| Towson University Northeast (TUNE)     |       |                             |       |       |       |       |       |       |       |       |       | 0      | #DIV/0!                       |  |

| FISCAL YEAR NEW ENROLLMENT TARGETS |      |                                                  |      |       |       |       |       |       |       |       |       |        | Change From FY 2020 - FY 2030 |  |
|------------------------------------|------|--------------------------------------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------------------------------|--|
|                                    | Est. | Fiscal Year New Enrollment Headcount Projections |      |       |       |       |       |       |       |       |       | Number | Percent                       |  |
|                                    | 2021 | 2022                                             | 2023 | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  |        |                               |  |
| Total New Students                 | 902  | 916                                              | 925  | 1,054 | 1,065 | 1,076 | 1,087 | 1,098 | 1,109 | 1,120 | 1,131 | 241    | 26.7%                         |  |
| New Graduate Students              | 150  | 153                                              | 156  | 178   | 182   | 184   | 186   | 188   | 190   | 192   | 194   | 44     | 29.3%                         |  |
| New First-time, Full-time UG       | 402  | 408                                              | 409  | 466   | 471   | 476   | 481   | 486   | 491   | 496   | 501   | 99     | 24.6%                         |  |
| New Transfer Students UG           | 224  | 226                                              | 228  | 260   | 264   | 267   | 270   | 272   | 274   | 277   | 280   | 56     | 25.0%                         |  |
| New Other UG Students              | 126  | 129                                              | 132  | 150   | 152   | 155   | 157   | 160   | 163   | 165   | 168   | 42     | 33.3%                         |  |

Office of Institutional Research, 3/2021

### Measures and Projected Outcomes for a Welcoming Environment

The institution will examine a variety of 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 that 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 |             |            |             | 2018-2019   |             |            |             | 2019-2020   |             |            |             | 2020-2021   |             |            |             |
|------------------------|-----------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|
|                        | #               | %           | Male       | Female      | #           | %           | Male       | Female      | #           | %           | Male       | Female      | #           | %           | Male       | Female      |
| A.A./Black             | 3473            | 85.70%      | 722        | 2751        | 2225        | 81.68%      | 478        | 1747        | 2225        | 81.68%      | 478        | 1747        | 1,899       | 80.88%      | 385        | 1,514       |
| Am. Ind. Alaska Native | 4               | 0.10%       | 2          | 2           | 11          | 0.40%       | 1          | 10          | 11          | 0.40%       | 1          | 10          | 6           | 0.26%       | 1          | 5           |
| Asian                  | 10              | 0.20%       | 0          | 10          | 9           | 0.33%       | 0          | 9           | 9           | 0.33%       | 0          | 9           | 7           | 0.30%       | 1          | 6           |
| Hisp./Lat.             | 17              | 0.40%       | 8          | 9           | 67          | 2.46%       | 19         | 48          | 67          | 2.46%       | 19         | 48          | 75          | 3.19%       | 23         | 52          |
| White                  | 90              | 2.20%       | 25         | 65          | 50          | 1.84%       | 22         | 28          | 50          | 1.84%       | 22         | 28          | 40          | 1.70%       | 21         | 19          |
| Nat. Am. Pac. Islander | 0               | 0.00%       | 0          | 0           | 0           | 0%          | 0          | 0           | 0           | 0%          | 0          | 0           | 1           | 0.04%       | 0          | 1           |
| Two or More Races      | 0               | 0.00%       | 0          | 0           | 75          | 2.75%       | 21         | 54          | 75          | 2.75%       | 21         | 54          | 70          | 2.98%       | 23         | 47          |
| Foreign                | 0               | 0.00%       | 0          | 0           | 244         | 8.96%       | 70         | 174         | 244         | 8.96%       | 70         | 174         | 215         | 9.16%       | 64         | 151         |
| Not Identified         | 457             | 11.30%      | 139        | 318         | 43          | 1.58%       | 10         | 33          | 43          | 1.58%       | 10         | 33          | 35          | 1.49%       | 7          | 28          |
| <b>TOTAL</b>           | <b>4051</b>     | <b>100%</b> | <b>896</b> | <b>3155</b> | <b>2738</b> | <b>100%</b> | <b>587</b> | <b>2151</b> | <b>2724</b> | <b>100%</b> | <b>621</b> | <b>2103</b> | <b>2348</b> | <b>100%</b> | <b>525</b> | <b>1823</b> |

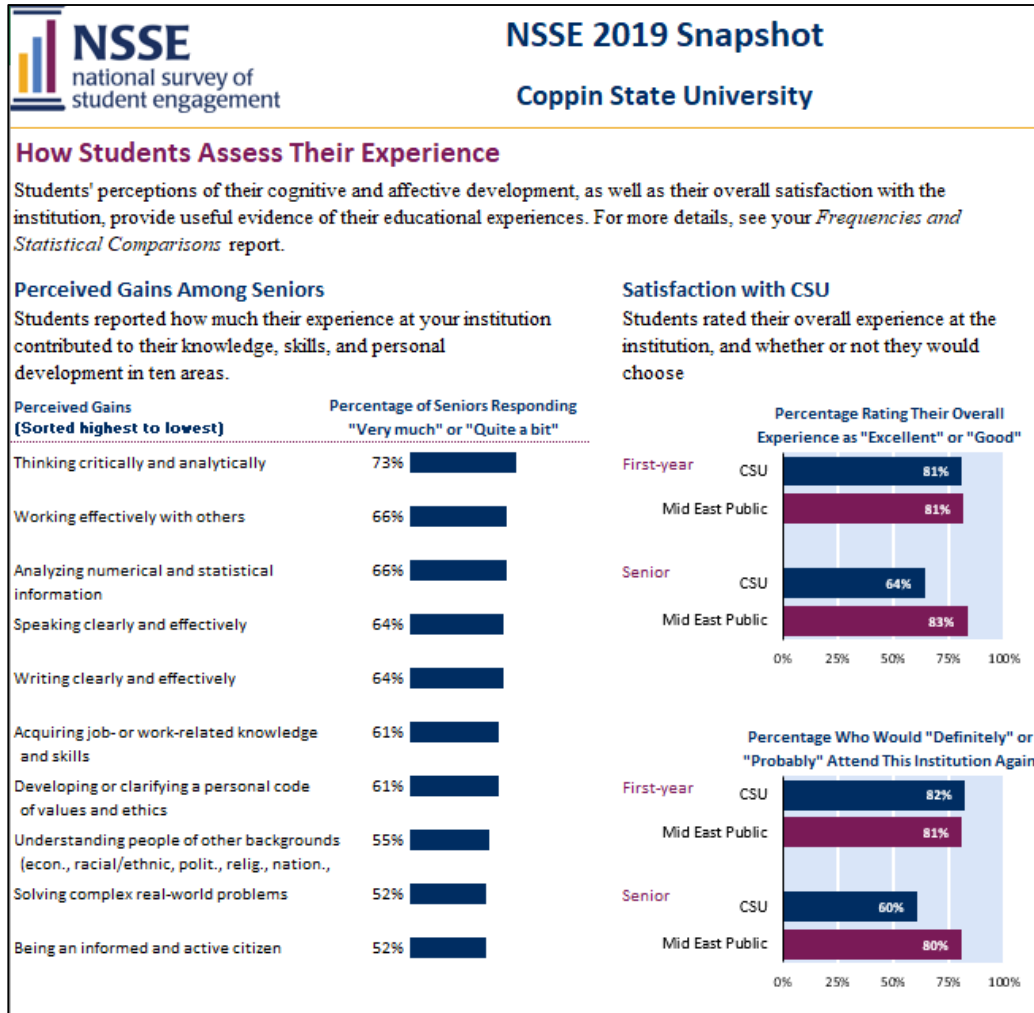
### Faculty Diversity Comparisons – Race / Ethnicity

| Race / Ethnicity       | Base: 2008-2009 |             |            |            | 2018-2019  |             |            |            | 2019-2020  |             |            |            | 2020-2021  |             |            |            |
|------------------------|-----------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
|                        | #               | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     |
| A.A./Black             | 410             | 92%         | 148        | 262        | 188        | 75.20%      | 69         | 119        | 183        | 74.39%      | 61         | 122        | 177        | 72.84%      | 60         | 117        |
| Am. Ind. Alaska Native | 0               | 0%          | 0          | 0          | 1          | 0%          | 0          | 1          | 1          | 0.41%       | 0          | 1          | 1          | 0.41%       | 0          | 1          |
| Asian                  | 13              | 3%          | 9          | 4          | 13         | 5.00%       | 8          | 5          | 17         | 6.91%       | 11         | 6          | 17         | 7.00%       | 10         | 7          |
| Hisp./Lat.             | 2               | 0%          | 1          | 1          | 3          | 1.20%       | 1          | 2          | 3          | 1.22%       | 1          | 2          | 3          | 1.23%       | 2          | 1          |
| White                  | 20              | 4%          | 12         | 8          | 30         | 12%         | 23         | 7          | 30         | 12.20%      | 24         | 6          | 32         | 13.17%      | 25         | 7          |
| Nat. Am. Pac. Islander | 0               | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| Two or More Races      | 0               | 0%          | 0          | 0          | 52         | 13%         | 14         | 38         | 2          | 0.81%       | 1          | 1          | 3          | 1.23%       | 2          | 1          |
| Foreign                | 0               | 0%          | 0          | 0          | 11         | 4.40%       | 7          | 4          | 10         | 4.07%       | 6          | 4          | 10         | 4.12%       | 6          | 4          |
| Not Identified         | 2               | 0%          | 0          | 2          | 1          | 0%          | 1          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| <b>TOTAL</b>           | <b>447</b>      | <b>100%</b> | <b>170</b> | <b>277</b> | <b>250</b> | <b>100%</b> | <b>111</b> | <b>139</b> | <b>246</b> | <b>100%</b> | <b>104</b> | <b>142</b> | <b>243</b> | <b>100%</b> | <b>105</b> | <b>138</b> |

### Staff Diversity Comparisons – Race / Ethnicity

| Race / Ethnicity       | Base: 2008-2009 |           |            |            | 2018-2019  |             |            |            | 2019-2020  |             |            |            | 2020-2021  |             |            |            |
|------------------------|-----------------|-----------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
|                        | #               | %         | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     |
| A.A./Black             | 241             | 80%       | 91         | 150        | 304        | 84.40%      | 108        | 196        | 302        | 84.83%      | 111        | 191        | 262        | 82.39%      | 90         | 172        |
| Am. Ind. Alaska Native | 0               | 0%        | 0          | 0          | 1          | 0%          | 0          | 1          | 1          | 0.28%       | 0          | 1          | 0          | 0.00%       | 0          | 0          |
| Asian                  | 13              | 4%        | 10         | 3          | 10         | 2.80%       | 7          | 3          | 12         | 3.37%       | 8          | 4          | 15         | 4.72%       | 10         | 5          |
| Hisp./Lat.             | 1               | 0%        | 0          | 1          | 4          | 1%          | 2          | 2          | 5          | 1.40%       | 3          | 2          | 6          | 1.89%       | 4          | 2          |
| White                  | 37              | 12%       | 27         | 10         | 30         | 8.30%       | 19         | 11         | 26         | 7.30%       | 18         | 8          | 25         | 7.86%       | 16         | 9          |
| Nat. Am. Pac. Islander | 0               | 0%        | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| Two or More Races      | 0               | 0%        | 0          | 27         | 2          | 0.10%       | 1          | 1          | 2          | 0.56%       | 1          | 1          | 3          | 0.94%       | 1          | 2          |
| Foreign                | 0               | 0%        | 0          | 0          | 8          | 1.20%       | 4          | 4          | 8          | 2.25%       | 5          | 3          | 7          | 2.20%       | 5          | 2          |
| Not Identified         | 0               | 0%        | 4          | 4          | 1          | 0%          | 1          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| <b>TOTAL</b>           | <b>9</b>        | <b>3%</b> | <b>132</b> | <b>132</b> | <b>360</b> | <b>100%</b> | <b>142</b> | <b>218</b> | <b>356</b> | <b>100%</b> | <b>146</b> | <b>210</b> | <b>318</b> | <b>100%</b> | <b>126</b> | <b>192</b> |

## National Survey of Student (NSSE) Survey Results



## II. Description of How the Institution Addresses Cultural Diversity among Students, Faculty, and Staff Populations

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), 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."

### Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the System and State meet their goals of accomplishing greater diversity and inclusion.

Since the 2008-2009 baseline year, the University has experienced a decline in enrollment within all student categories. However, the University has been able to maintain a diverse student population and serve a multigenerational student body.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, as well as Academic Affairs have supported the University's efforts to attract and retain a proportional mix of students that reflect the community. However, there is room for continued improvement. The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students can develop confidence and earn college credit prior to the start of the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. This program strengthens enrollment. Ninety-five percent of participants enroll at Coppin each fall. The program was not held summer 2020 due to the COVID19 pandemic. It will also not be held summer 2021 for the same reason.
- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub and unit that plans and implements co-curricular activities for first-year students. Students receive intrusive advisement and guidance through the completion of the first semester at the University.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by a full-time retention specialist. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.

- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. The staff assists students in crisis, intervene in potentially life threatening situations, provide quality outreach programs, and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increase the understanding of challenges faced by students and promotes psychological well-being.
- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.
- **Center for Adult Learners (CAL)** - The Center was formed with the adult learner in mind, given that the average age of the CSU student is 28 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

#### Cultural Diversity among Staff

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

#### Diversity among Faculty

Faculty Recruitment: Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research, and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that are able to reach remote areas.

The University maintains subscriptions to diverse publications to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline specific. Budget constraints have contributed to the

University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all its disciplines. Also, internally, the institution is reviewing its academic programs, to determine personnel and other resources necessary for successful implementation.

### **III. A Description of the Process to Enhance Cultural Diversity**

A part of the University's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. 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 makes recommendations to the campus administration so that programs with selected metrics are supported so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, which include 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 aimed at producing a greater share of graduates and scholars who are of minority descent. The committee will continue to meet twice a semester or as recommended by administration.

### **IV. Reporting Campus-Based Hate Crimes**

Although hate crimes have been zero or minimal at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University's website (Campus Police site) at [https://www.coppin.edu/downloads/file/1302/complaint\\_procedure](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police will investigate all complaints filed in a timely manner. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report, which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution. The public remains aware of any crimes primarily through this process.

Students can report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, and if necessary, Baltimore City's Police Department.

Faculty and Staff can report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

### **V. Summary of Resources Needed to Recruit and Retain a Culturally Diverse Student Body**

The Diversity and Inclusion Committee is in the process of examining resources and expenditures to determine resources needed to recruit and retain a culturally diverse student



body. Areas to be explored include Athletics, Merit- and Need-Based scholarships, budgets related to the SASA program, marketing of academic programs, and support services to ensure student success. Additional information should be available fall 2021.



*One University. A World of Experiences.*

**CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT  
2020-2021**

**PREPARED BY THE CENTER FOR STUDENT DIVERSITY,  
EQUITY, AND INCLUSION  
April 2021**

**Submitted to:**



**2020-2021**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

---

**Institution: Frostburg State University**

**Date Submitted: April 12, 2021**

**Point(s) of Contact (names and email addresses):**

**Robin Wynder**  
[rwynder@frostburg.edu](mailto:rwynder@frostburg.edu)

This report follows the University System of Maryland guidelines for the 2020-2021 Annual Progress Report on Frostburg State University's Cultural Diversity Program. The report contains the following four sections:

- SECTION I: How Frostburg State University Defines Diversity
- SECTION II: Successful Ongoing and New Institutional DEI Initiatives
- SECTION III: COVID-19's Effects on Efforts to Enhance Diversity
- APPENDIX: Frostburg State University Cultural Diversity Plan

Additionally, an USM Addendum has been forwarded to the University System of Maryland, which describes Frostburg State University's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.

## SECTION I

### HOW FROSTBURG STATE UNIVERSITY DEFINES DIVERSITY

The Frostburg State University policy on Diversity states: “The entire Frostburg State University community -- including the student body, the faculty and staff, the President of the University and its administration -- affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of this institution.”

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University’s *Core Values Statement*: “Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person’s ability to ‘take the perspective of the other.’”

The Office of Diversity, Equity, and Inclusion (DEI) works collaboratively with campus and local communities to foster a sense of inclusion among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. The University Council on Diversity, Equity and Inclusion (UCDEI), which includes students, faculty, and staff who work together to provide oversight of DEI areas of concern, definitions of key terms related to diversity, and successes in an effort to close any gaps. The University provides professional development to employees and students to increase cultural competency through membership in professional organizations such as the Association of American Colleges and Universities (AAC&U); the Student Affairs Administrators in Higher Education (NASPA) and the National Coalition Building Institute (NCBI); utilizing the LinkedIn Learning platform to allow employees to increase learning through an online platform (recently establishing a DEI requirement to be met by all employees by March 2022); and cultivating internal stakeholder expertise in DEI through efforts such as the FSU Professional Development Conference.

## SECTION II

### SUCCESSFUL ONGOING AND NEW INSTITUTIONAL DEI INITIATIVES

1. *Development of Assistant Vice President for Student Affairs, as the Diversity, Equity and Inclusion Officer/Officer and ongoing efforts of the UCDEI*

The UCDEI confirmed its mission and developed goals and for the 2020-2021 academic year the council had made the needed adjustments to make action plan progress. Before being interrupted by COVID-19, focus groups were held in the spring 2020 semester to get input from the greater campus. A campus climate survey was conducted during the fall semester 2020 followed by additional focus groups in spring 2021. Meetings with stakeholder groups have been completed and are ongoing to assess achievements and needs to realize a more cohesive approach in improving equity. Recommendations are currently being compiled by the council to submit to the University Advisory Council (UAC) for a comprehensive plan for the 2021-2022 academic year. Some of the notable progress of the council include:

- Conducted campus conversations and focus groups, “Can We Talk?” to further develop goals and action plans.
- Administered the HEDS Campus Climate and Equity Survey.
- Began developing plans and seeking funding to support the needed building and property renovations, and programming needed for a campus/community multicultural center (projected opening fall, 2021).
- Developed and administered a campus Safe Zone training program.
- Developing a plan to create racial justice on campus (in progress)
- Shifted the responsibility of the Cultural Diversity Plan from the Provost Office to the UCDEI and the

Assistant Vice President (AVP) for Student Affairs, Diversity, Equity and Inclusion Officer (DEIO).

2. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students*

Continuing strategies under this goal include enhancing marketing and recruitment efforts that target members of underrepresented groups as well as expanding college-readiness and bridge programs offered by the University.

3. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*

Strengthening and expanding student support, mentoring, and advising programs are continuing strategies under this goal. Graduation rates amongst African Americans (56%) and all minority students (53%) improved and were greater than the overall graduation rate for the 2014 cohort (52%). However, retention rates, were slightly less (African Americans: 70% and 71% for all minority) as compared to the all first-time/full-time (71%).

4. *Enhance the Cultural Diversity of Faculty and Staff*

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution:

- All searches for faculty and staff positions at Frostburg target as broad and diverse an applicant pool as possible. Advertisements are posted nationally, and the University utilizes the diversity resources offered by various recruitment sites, e.g., the Diversity and Inclusion Package offered by HigherEdJobs.
- All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University.
- All search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. All search committees must submit documentation of minority recruitment efforts to FSU's Office of Human Resources and FSU's Director of ADA/EEO Compliance. Such efforts typically include:
  - Identifying discipline-specific advertising sites visible to minority candidates, e.g., MinorityNurse.com.
  - Contacting colleagues at other institutions to seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
  - Making personal contacts with minorities at professional conferences and inviting them to apply to FSU positions.

5. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity*

Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion*, Frostburg's *Center for Student Diversity, Equity, and Inclusion*, and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain this goal.

6. *Promote the Understanding of International Cultures*

Continuing strategies under this goal are increasing the number of international students on campus, enhancing international programming, increasing international opportunities for students and faculty, and promoting intercultural knowledge at all levels of the campus.

## SECTION III

### COVID-19's EFFECTS ON EFFORTS TO ENHANCE DIVERSITY

1. A hindrance to the admissions' recruitment effort as we were limited in our ability to provide targeted recruitment this year due to the pandemic and staff turnover.
2. Increased difficulty in diversifying the faculty of staff.
  - Decreased hiring due to budgetary cuts.
  - Reluctance or inability of potential candidates to travel to or relocate to the campus.
3. Disproportionate economic impact on marginalized student populations. Applications to the CARES Act funding reflect:
  - An increase in students needing to work, up to full-time status, to provide or support the family's income due to parents losing jobs.
  - Difficulty in students securing reliable devices and/or internet service to complete online coursework.
  - Several students obligated to provide care and support family members infected with the virus.
4. In contrast, the move to increase blended/online education has resulted in:
  - The piloting of an online DEI platform for all first-year students. This program will be required for all first-year students in the 2021-2022 academic year and more effective and convenient for connecting with students whose participation was hindered by time conflicts with athletics, work schedules, and family obligations.
  - Asynchronous online courses providing more flexibility in schedules for students to meet family and work obligations.
  - The move to online and blended courses resulted in more faculty diversifying their curriculum and teaching modality with numerous professional development opportunities provided by the University.
  - Student activities continued to engage students through a robust program of online programming.



**Required APPENDIX:  
Frostburg State University’s Cultural Diversity Plan PREPARED BY THE CENTER FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION**

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

| <b>FSU’s Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Timeline for meeting FSU Goal 1 is fall 2020; FSU’s Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                                                                                                                                                                                                | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                           |
| <p><b>Strategies are numbered followed by their Action Priorities.</b></p> <p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <ul style="list-style-type: none"> <li>a) Continue to send mailings and electronic communications to underrepresented students who meet the University’s admissioncriteria.</li> <li>b) Continue to arrange recruitmenttrips to urban high schools in Maryland.</li> <li>c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruitingefforts that target underrepresented students.</li> </ul> | <p>The purchase of names from minority populations from the poolof students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidatesoffered staff positions at the University.</p> | <p>Due to the pandemic and staff turnover, Admissions hosted virtual events through a vendor, PlatformQ for the 20-21 recruitment cycle. Through the PlatformQ events, 2,005 students participated. Of the 2,005 students, 38.6% of students were minority and 37.11% are unknown.</p> <p>Due to COVID-19 restrictions and public schools being moved to an online format, there were no trips to any schools.</p> | <p>Continue to investigate other avenues of “prospect” and “inquiry names” to ensure that the makeup and size of the first-year class meets the university’s goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</b></p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tourguides.</p>                                                                                                                                                                              | <p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>                                                                                                                                                                                   | <p>Due to COVID-19 restrictions and public schools operating in an online format, there were no bus trips from any schools.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |
| <p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p> | <p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p> | <p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 167 participants, and 18% of these self-identified as minorities.</p> <p>FSU's <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 71% of program participants currently in high school (45 of 63) self-identified as minorities. Of the 161 participants who graduated from high school during the past five years, 105 (65%) were minorities.</p> |                                                                                                                                 |
| <p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p>                                                                                                                                                           | <p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p>                                                                                                                                                                                         | <p>In FY 2020, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p> |



|  |                                                                         |                                                                                                                                                                                                                             |  |
|--|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>The number of dual-admission agreements with community colleges.</p> | <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> |  |
|--|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                    |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>c) Provide additional individualized support services to transfer students.</p> | <p>Services provided to transfer students.</p> | <p>Students who transfer to FSU without a declared major or are non-degree seeking (students who transfer with a GPA less than a 2.0) are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student's academic advisor and provide a welcoming connection to the campus, including training on the campus student information and learning management systems.</p> |  |
|------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students**

**Timeline for meeting FSU Goal 2 is fall 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021**

| <p><b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b></p> <p><b>Strategies are numbered followed by their Action Priorities.</b></p>                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Metrics to measure how progress of each initiative/strategy is being evaluated</b></p>                  | <p><b>Data to demonstrate where progress has been achieved / indicators of success</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Areas where continuous improvement is needed</b></p>                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>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.</b></p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Centers services.</p> <p>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p> | <p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p> | <p>Second-year retention and six-year graduation data generated the following findings: For the fall 2019 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (70%) and minorities (71%) are slightly below the rate for the total student population (74%).</p> <p>The 2019 retention rates for African Americans and minorities only dipped slightly from the fall 2018, which was 72% for African Americans and all minorities.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2013 to cohort year 2014): from 49% to 56% for African American students, from 48% to 53% for all minorities, and from 49% to 52% for all first-time, full-time students, which is an improvement compared no change in overall rate (52%) for all first time full time students.</p> <p>FSU participated in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute.</p> <p>EAA establishes aspirational standards for institutions to evaluate</p> | <p>Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.</p> <p>As a result of the EAA process, FSU is engaged with making a radical makeover of the academic advising model by assigning undergraduates with dual advisors, one a professional and one a faculty member. Many other changes are also underway, such as establishing advising learning goals, formal advisor training, and purchasing a software platform that will enhance the communication among each student's "support" team.</p> |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <b>FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Timeline for meeting FSU Goal 3 is 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b> | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                                                                                                                  |
| <p><b>Strategies are numbered followed by their Action Priorities.</b></p> <p><b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b></p> <p>a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.</p> <p>c) Utilize <b>The REGISTRY</b>, 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 continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2020, the University's workforce consisted of 904 full and part-time employees (341 faculty; 521 staff members; 42 graduate students).</p> <p>Females are employed at a rate of 54.42% (492) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 11.62% and are represented in 28.85% of the University's administrative offices and 75.86% of academic departments. The University's workforce is comprised of Black/African American 5.75% (52), Asian 3.54% (32), Hispanic/Latino 0.66% (6), and Two or more races or unspecified/unknown, NR Alien 1.66 (15). White employees represent 88.38% of the university workforce.</p> <p>Beginning in 2020 all external jobs that qualified as national searches to HigherEdJobs with Diversity and Inclusion packages, which was / has been our best source for diverse candidates back when we looked at our external recruiting sources. HigherEd sends all of our job postings to around 342,000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p> | <p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p> |

|                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.</p> <p>e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p> |  | <p>Frostburg's Office of Human Resources was unable to sponsor the annual Employee Development and Leadership Series this year due to COVID-restrictions. The cohort, normally consisting of 12 FSU faculty and staff members, and would meet monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</p> | <p>Once COVID-19 are lifted, the program will resume, potentially fall 2021.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

Section I - Table 2

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

| <b>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                      |                                                                                    |                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>Timeline for meeting FSU Goal 4 is fall 2020; FSU's Diversity Program will be reviewed and updated and revised in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                              |                                                                                      |                                                                                    |                                                    |
| <p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p> | <p>Metrics to measure how progress of each initiative/strategy is beingevaluated</p> | <p>Data to demonstrate where progress has been achieved / indicators ofsuccess</p> | <p>Areas where continuous improvement isneeded</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>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.</b></p> <p>a) FSU’s Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>During 2020-2021, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), Caribbean Student Association (CSA), NAACP, and the gospel choir (UVUGD).</li> <li>• Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). With the increase in the scope of the office, additional support was provided for these organizations by establishing co-advisor positions filled voluntarily by faculty and staff.</li> <li>• To better reach first-year students during the pandemic, the ODEI launched a pilot online program. The online platform titled, <i>Brave &amp; Bold Dialogues™: Diversity, Equity &amp; Inclusion – College Edition</i> created and by prevent. Zone by AliveTek is a one-hour awareness course designed to educate, inspire, prepare, and empower students to have constructive dialogues around the areas of diversity, equity, and inclusion. This program was launched on the FSU campus October 2021. The FSU Social Justice Summit, normally held in the fall semester, was canceled due to the pandemic and safety requirements. In response to student activism, support and guidance was provided for two protest marches/ rally in the City of Frostburg. Additionally, FSU students and employees participated in two BLM marches/rallies and the “Cumberland Pride” march and rally in Cumberland, MD. Transportation was provided for students to attend/ participate.</li> </ul> | <p>To increase the effectiveness of reaching first year students during the 2020-2021 academic year, all first-year students will be required to complete this online program. In addition, all instructors of the ORIE101, Introduction to Higher course will include a DEI presentation, offered by the ODEI in the course syllabus</p> <p>Planning for future retreats will include a training curriculum, dates and times for the training to take place beginning immediately following the retreat. Interested students will commit at the retreat.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                 |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><i>FSU's Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> |  | <p>Utilize the LinkedIn Learning platform to provide DEI training for faculty and staff. Restore the funding to provide to resource for students.<br/>Seek funding to hold a NCBI Leadership Training (TTT)</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> | <p><i>FSU President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p> | <ul style="list-style-type: none"> <li>In 2020-2021 UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career &amp; Professional Development Center, the Center for International Education, Counseling &amp; Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Programs Advancing Student Success, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, consisted of 30 faculty members, staff, and student representations, with students being 50% of the council membership. UCDEI is comprised of four subcommittee groups that meet monthly and which are dedicated to 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. Some of the achievements of the council during the 2020-2021 academic year were: a) administering a Campus Climate Survey with follow up focus groups. The results of the survey and focus groups are being referenced in creating a plan to transform the campus to one with an anti-racist focus; b) developing and administering a Safe Zone training for employees and students. There were more than 125 participants in the introductory workshop; 56 of those participants elected to complete the training with additional workshops; c) working with University Advancement, funds have been secured to renovate the “Lincoln School” to develop the FSU Multicultural Center, with a target opening date of fall 2021. Additionally, grant applications have been submitted to acquire additional funding. d) The Brownville Monument dedication service was held on August 25, 2020. Continued efforts to acknowledge the legacy of Brownsville are in progress. e) to expand opportunities for dialogue in the face of limited in-person opportunities, the council joined the Office of Civic Engagement in offering weekly “Times Talk” session. Participants were to read a recommended article and engage in dialogue around the topic which alternated around civic engagement and DEI.</li> </ul> | <p>UCDEI will continue to develop plans for the Multicultural Center, including developing a plan for the inside space and a communication plan. UCDEI will also follow-up on plans to improve the first-year experience for students.</p> |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p>c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.</p> | <p><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"> <li>• 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.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2018 shows continued increases in positive responses about students' perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals.</li> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul> | <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <p>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>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). In 2019, G-BHAVE was merged into the Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion. The purpose of restructuring the organization and unifying it under the work of UCDEI was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large. All first-time students were required to complete Sexual Assault Prevention for Undergrads; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. 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 EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p> | <p>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.</p> <p><i>Identity and Difference courses in the General Education Program (GEP):</i> The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.</p> <p><i>The African American Studies Program and the Women's Studies Program,</i> through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.</p> | <p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p> |
| <p>f) 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>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         |

| <b>FSU’s Diversity Goal 5: Promote the Understanding of International Cultures</b>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Timeline for meeting Goal 5 is fall 2020 : FSU’s Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |
| <b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <b>Strategies are numbered followed by their Action Priorities.</b> | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                                                                                       | <b>Data to demonstrate where progress has been achieved /indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Areas where continuous improvement is needed</b> |
| <b>FSU 5.1: Increase the number of international students attending Frostburg State University</b> <ul style="list-style-type: none"> <li>a) Actively recruit international students overseas and throughout the United States.</li> <li>b) Increase the number of exchange partners to increase the diversity of international students.</li> </ul>                                                                                               | <p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p> | <p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters and moved to promoting programs for “degree-seeking” international students. In spring 2020, FSU enrolled 401 international students (up from 285 in spring 2019), including 395 degree- seeking students (up from 275 in spring 2019).</p> <p>The CIE conducted a student survey to determine where FSU want to study abroad. The data from the survey results will assist the CIE with determining which countries and universities to consider for new exchange partnerships. During the current academic year, the CIE is already working with universities in Australia. In the previous year, the CIE had added one additional exchange partner—NEOMA School of Business in Paris, France. Students from the NEOMA School of Business have already been attending FSU as the CIE continues to recruit FSU students to study abroad at the host university.</p> |                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p> <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p> | <p>The number of cooperative-degree programs with overseas partner universities.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs</p> | <p>In 2019/20, FSU continued to build upon two established cooperative-degree programs at the undergraduate and graduate levels with universities in China and:</p> <ul style="list-style-type: none"> <li>· FSU continues to negotiate on a cooperative-degree program with Henan University of Economics and Law in China. The College of Business and the CIE have a formal draft agreement with HUEL and we expect students to begin transfer to FSU within the next academic year. The CIE expects to enroll 25-50 students from this new partner during the 2021/22 academic year.</li> </ul> <p>During the academic year 2019/20, 40 FSU students participated in study abroad programs conducted or sponsored by the university. Originally 47 students were planning to study abroad; however, seven students withdrew due to the pandemic. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.</p> | <p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students and evaluate its impact on sustaining international education at FSU.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>b) Plan and implement recruitment activities for students to study abroad.</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"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> <li>• Provided presentations to multiple Greek organizations</li> <li>• 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.</li> </ul> | <p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</p>                                                                                 |
| <p>c) Design and implement student abroad opportunities for students led by faculty members.</p>                                                                                                                                                                                                                                                              | <p>The presence of faculty led study abroad opportunities for students</p>                                   | <p>As mentioned above, the CIE had recruited four FSU faculty to lead students on faculty-led experiences. Unfortunately, the trips were canceled due to the pandemic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |
| <p>d) Sustain the University President's Leadership Circle<br/>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>Presence of international experience for student members of the President's Leadership Circle.</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 President, Dr. Travis and other special guest. 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> |

**USM Goal 3: Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery.**

**Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).



2020-2021  
Institutional Programs of Cultural Diversity  
Annual Progress Report



Institution: Salisbury University

Date Submitted: April 2021

Point of Contact: Joan Williams,  
Chief Diversity Officer and  
Associate Vice President of Diversity and  
Inclusion; [jjwilliams@salisbury.edu](mailto:jjwilliams@salisbury.edu)

### **Salisbury University (SU) Description of Diversity**

The following is the SU Diversity Statement. “Diversity and inclusion are core values of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all. Diversity encompasses more dimensions than just the legally protected categories. All people have talent and potential that are spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds and perspectives of our community is harnessed to create value for our institution, today and in the future.”

This statement was adopted in 2015 when the SU Shared Governance’s Cultural Diversity and Inclusion Consortium Committee (CD&ICC) was reconstituted. The CD&ICC is comprised of diverse stakeholders from across campus who represent various constituent groups. 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.

The CD&ICC allowed for a collaborative process to be used in creating the diversity statement that provided the opportunity for various campus stakeholders representing constituent groups to have input in the development of a campus statement; the statement was recommended to the President in 2015 for adoption. The committee created a digital working document to develop the key themes that committee members felt captured the comprehensive perspective that represents diversity at SU.

The SU Office of Diversity and Inclusion added the following definition to it’s webpage for further guidance. This definition was developed after research and guidance from the SU Diversity Statement. “Diversity refers to the variety of personal experiences, values and world views that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region and more.”

**Highlight of the *most successful* ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

In 2019, Salisbury University Office of Institutional Equity established a Campus Climate Study Workgroup. The group's work included acquiring an external consulting company, Rankin and Associates to conduct a campus-wide study of the campus climate. The company conducted focus groups and a campus-wide survey in spring 2020. Rankin and Associates presented a report of the findings in October 2020. December 2020 President Wight implemented a Campus Climate Study Implementation Committee comprised of members representing Shared Governance constituent groups. The committee was charged with reviewing the report for recommendations that could be implemented immediately. The committee recommended 18 actions to be considered for immediate implementation in April 2021 that were directly tied to information from the Campus Climate Study Report. Metrics will be developed for the recommendations.

In support of a major objective in the Salisbury University's Strategic Plan, the Provost's Office has worked with a variety of stakeholders on a draft plan to recruit and retain diverse faculty in tenure-track positions. The plan is based on best practices and details planned activities from initial position justification, to recruitment, selection and hiring, onboarding, professional development and mentoring, preparing for tenure and promotion and post-tenure growth and success. This project has benefitted from the expertise available through Maryland's [AGEP Promise Academy Alliance](#). Measures of efficacy will include number of faculty from under-represented groups hired into tenure-track positions, improvement in faculty retention, and, ultimately, increases in enrollment and retention of students from historically minoritized populations.

Multicultural Student Services continues to operate the Powerful Connections pre-orientation and transition program for multicultural students to assist with recruitment, retention and creating a sense of belonging for students participating in the program. The program matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college. Efficacy has been based on first-year retention data along with annual surveys of the program. The program has recently expanded to include collaborations with TRIO and the Disability Resource Center.

May 2020, SU hired a Chief Diversity Officer (CDO) and Associate Vice President to lead strategic diversity efforts. Fall 2020 the CDO implemented campus-wide diversity training for employees and students to establish a baseline of common knowledge to build upon to assist in educating the campus community around topics to create a more inclusive campus environment. All employees took two courses, *Diversity in the Modern Workplace* and *Managing Bias* and Supervisors took an additional course, *Accommodating Disabilities*. 100 percent of employees completed the training. All new students will be required to complete diversity training starting in fall 2021. Efficacy will

be measured through surveys regarding campus climate. Student training is still in progress until April 21, 2021.

**Ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus.**

Part of the preparation for COVID-19 included establishing and COVID-19 Inclusive Excellence Committee. The committee included members from various constituent groups, including students and administrators. The committee identified potential challenges to maintaining inclusive excellence during the pandemic and made recommendations, including establishing an COVID-19 Inclusive Excellence Statement that was included in the training for all employees and students. We believe the pandemic will have a disproportionate negative impact on students of color due to the economic challenges it created. We believe this will result in decreased enrollment from traditionally under-represented populations. We believe that distance education has created greater inequities in various ways that will impact our retention of first year students of color.

Due to Zoom fatigue, it has been more difficult to attract students to attend voluntary diversity programming. Diversity programming has continued to be offered for the community and the campus, especially around the Cultural Heritage Months. The pandemic created restrictions for student organizations to convene, which has impeded engagement during this academic year. This lack of engagement this year is predicted to yield challenges in reconvening student organizations and their operations next academic year. The pandemic will also impact negatively the college-readiness of new students of color, as well as increase their anxiety towards entering college, especially for first generation students.

2020-2021 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 12, 2021

Point of Contact: Dr Leah Cox, Vice President of Inclusion & Institutional Equity. [lcx@towson.edu](mailto:lcx@towson.edu)

## **Institutional Programs of Cultural Diversity Annual Progress Report – Towson University**

### **I. Definition of Diversity**

Towson University (TU) has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status, and socioeconomic background. The institution has also recognized the difference in beliefs; values and ideologies contribute to the greater concept of diversity.

For purposes of moving the institution in a more strategic and inclusive direction, we rely on a common understanding that diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community, or other collective can be diverse. While many may define diversity by race, it is crucial to acknowledge a more complex view of the wide range of variety in our campus community, which should be more inclusive and not limited to any one specific identity.

The [plan for a More Inclusive TU](#) relies on the shared understanding that diversity, equity, and inclusion are related terms, but they are not interchangeable. Equity refers to fairness in access, treatment, and opportunity. Equity is not the same as equality. Equity requires that we regularly examine what supports and resources our diverse communities and populations need to have opportunities to achieve our stated goals and outcomes.

In order for TU to achieve its mission for more inclusion, we must actively address and encourage the participation and contributions of all members of a community. Inclusion is not an automatic result of diversity.

TU continues to strive to be the most diverse institution in the Maryland system. It also recognizes that it must also include in this goal the mission to become equitable and inclusive so that all members of our community can thrive.

### **II. Successful Ongoing & New Institutional Initiatives**

In the past year, TU has responded promptly and intentionally to the wide range of current events that led to heightened attention to diversity, equity, inclusion, antiracism, and social justice. Before the senseless and violent deaths of Ahmaud Arbery, Breonna Taylor, George Floyd, and countless others, TU had already prioritized building our capacity and skills at engaging in necessary and challenging conversations around diversity, equity, and inclusion and systemic and structural inequities, including systemic racism. Since 2020, every new employee receives this information within one month of their start at TU. Last summer we welcomed our inaugural hate and bias coordinator who is proactively meeting with groups and providing education and support where they're most needed.

The [Office of Inclusion and Institutional Equity \(OIIE\)](#) is nearing completion of its preliminary goal to engage with every Division and College across TU on foundational concepts—diversity, equity, inclusion, cultural competency, unconscious bias—as well as highlighting the skills our campus needs to further develop to increase our capacity for necessary and challenging conversations.

TU continues to expand the scope and reach of [Dialogue@TU](#) to engage more of our campus on necessary and uncomfortable conversations about our identities, their intersections, and systems and structures of power. This work is already paying off through several new opportunities:

- College Deans, chairs, and faculty: we are engaging faculty at the department and college level in ongoing dialogues on race, de-centering whiteness, and structural racism.
- Senior leadership: education and training on structural racism and implicit bias.
- Virtual dialogue spaces: in response to the past year of current events of anti-Black and anti-Asian racism, we began offering virtual, race-alike affinity spaces for students, staff, and faculty to come together in support, community, healing, reflection, education, and action.
- We also launched a series of directed discussion groups that will continue into the fall, linked with some of the many useful books, podcasts, and other readings tied to critically examining whiteness, systemic racism, and engaging with anti-racism.
- We have begun to transform the hiring process for faculty and staff by incorporating education on de-biasing the search process and relying on trained inclusion advocates to support each faculty search.
- TRHT: Last summer a team from TU was selected to attend AAC&U's Truth, Racial Healing & Transformation (TRHT) Campus Centers Institute. The TRHT framework relies on racial healing circles, which involve many of the same skills involved in dialogue.
- TU's BTU Presidential Priority continues to strengthen connections with local communities and organizations, further strengthening TU's role as an anchor institution for the Baltimore metropolitan area. Most recently, BTU hosted a discussion on the history of gentrification in Baltimore City.

### III. Effects of COVID-19

When the institution was forced to reconsider our approach to learning and programs due to COVID-19, it became extremely important to pivot how we planned and approached the continuance of DEI work at TU.

While it was important to continue fulfilling the mission of the institution, the transition exposed the inequities among students, faculty, and employees at all levels. We were pushed to recognize and address as many inequities as possible, and to find strategies and solutions. The most prominent reoccurring issues experienced during COVID-19 were:

- Our women, transgender, and gender diverse students, experienced higher levels of stress, anxiety, and need for emotional support. The inability to form a community, to live in a supportive environment, and the ability to access mental health services regularly highlighted the inequities these students experienced. It also suggested the need for additional services and programs on our campus.
- Our Black, multiracial, and Asian students experienced emotional distress during the time of social unrest related to anti-black and anti-Asian violence.
- The financial burdens experienced by our students and their families forced the university to consider how to address food insecurities, student loss of campus employment, and the disparities created because of the socioeconomic status of their families.
- Freshman and transfer students who chose not to live on campus have not gained a sense of community.
- Disabled students struggled in multiple ways to receive accommodations, having never identified or registered with the [Office of Accessibility and Disability Services \(ADS\)](#). Specialists attempted to address student need for support and student success. These students also suffered emotional and mental health issues that required specialized counseling support.
- The difficulties of our students who also were managing families during the pandemic. It reminded all of us that our students are diverse and have different needs. One size does not fit all.

The pandemic also allowed us to reach out to provide [education, training, and dialogue](#) to faculty and staff members of the community that had not taken part in the past.

- Provision of multiple instructional and information videos on ally ship, addressing stereotypes during COVID-19, the development of faculty resources, and policies.
- Attendance of faculty and staff at multiple DEI programs, activities, and trainings that were accessible with zoom.
- Providing training and education to faculty on inclusive online teaching practices that address inequities in technology access, unconscious bias involving camera usage, as well as issues of discrimination, harassment, and microaggressions experienced by our students in virtual learning spaces.
- Our faculty are learning to provide culturally competent advising, heightening their attentiveness and care to the lived experiences of their diverse students. Many of the disparities that existed before are now more visible. Understanding how the structural and socioeconomic status of our students can affect their ability to be successful. Many of the faculty requested and engaged in workshops, trainings, and book groups, to understand beyond their own privilege.

#### **IV. Appendix**

See the attached document containing TU's diversity strategic plan, A More Inclusive TU: Advancing Equity and Diversity (2020–25).



# A MORE INCLUSIVE TU

*Advancing Equity and Diversity*

Diversity Strategic Plan **2020-25**





# Contents

## Introduction

- 02 Our Pledge
- 03 Welcome to TU
- 04 Our Vision
- 06 Our Plan

## Key Terms and Concepts

- 08 Diversity
- 09 Equity
- 10 Inclusion
- 11 Inclusive Excellence
- 12 Equity Toolkit
- 13 Diversity Strategic Plan Objective

## Our Past, Present and Progress

- 15 Where We Are Now
- 15 Demographics
- 16 Six-Year Graduation Rates
- 17 Graduation Rates
- 17 Strategic Diversity and Inclusion Leadership
- 18 Milestones
- 18 Diversity and Inclusion Faculty Fellows

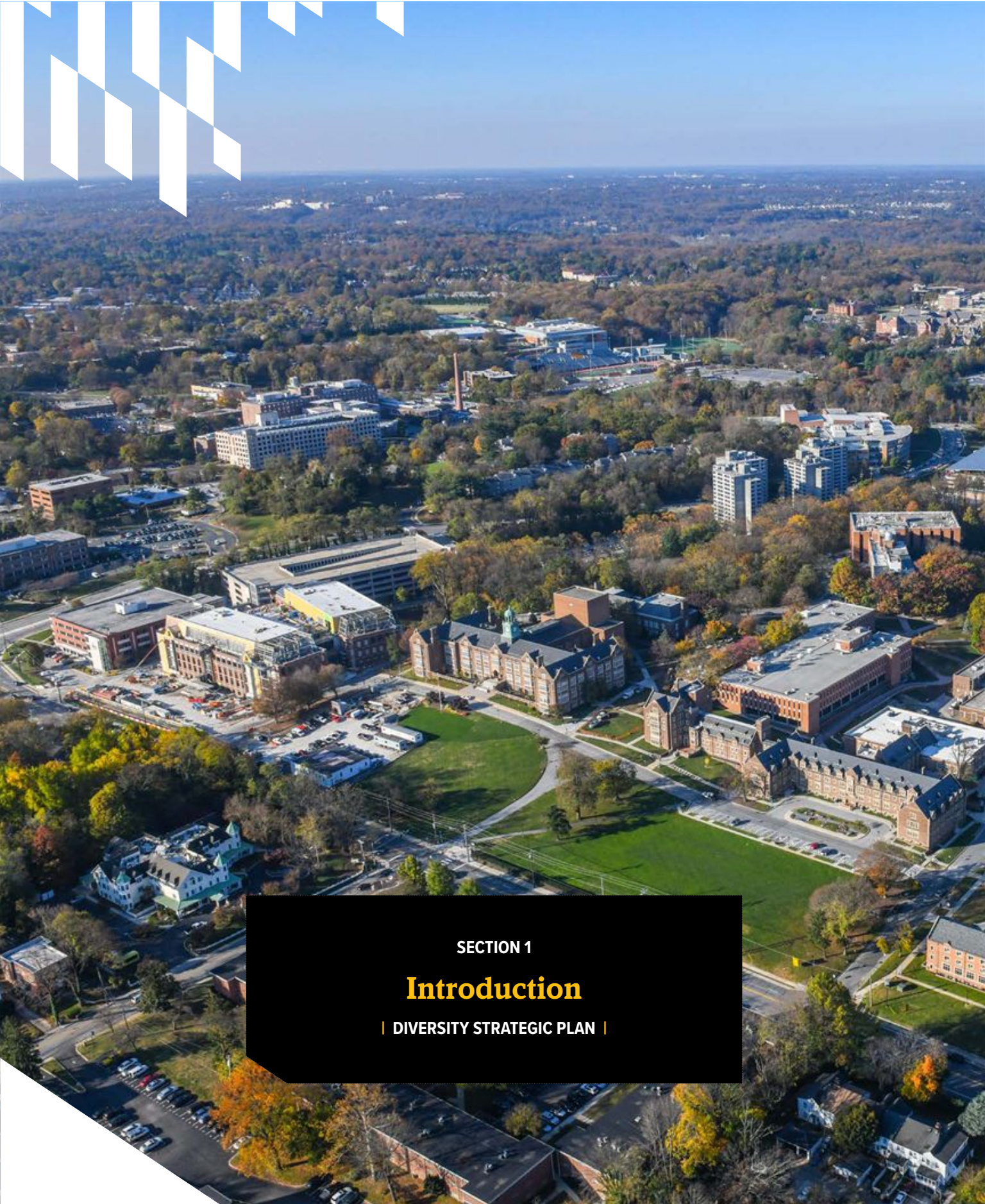
## Strategic Plan Methods

- 20 The Charge
- 21 Data Collection
- 21 Data Analysis and Coding
- 22 Outcomes
- 22 Implementation Guidelines for Equity and Inclusive Excellence
- 24 Working with Urgency and Patience
- 24 Our Approach
- 25 Strategic Measurement and Assessment Questions
- 25 Students
- 25 Workforce
- 26 Peer Benchmarking

## Strategic Plan Action Items

- 28 Four Overarching Goals
- 29 Education and Scholarship
- 32 Recruitment, Retention and Success
- 36 Campus Climate
- 40 Evaluation and Assessment
- 42 Acknowledgements





SECTION 1  
**Introduction**  
| DIVERSITY STRATEGIC PLAN |



## Our Pledge

### To All Members of the Towson University Community:

We are pleased to share the strategic plan for diversity and inclusion. This plan provides a critical piece of the roadmap for the future of Towson University as we enter our 155th year. The completion of this plan has taken place during a time where the nation is addressing and focusing on the issues of institutional and systemic racism, inequality and social justice using an anti-racist lens. This plan is designed to meet TU's aspiration to become a more inclusive and equitable institution of distinction.

We know and are proud of the fact that TU is already one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. Since 2016, diversity, equity and inclusion have been at the forefront of our mission as we strive to become an institution of inclusive excellence.

This plan, *A More Inclusive TU: Advancing Equity and Diversity*, represents the next phase in our pursuit of being recognized as a distinguished public institution that advances equitable access, inclusive learning and engagement in a diverse community. The goals outlined in this document, along with our vision and collective voice for change, will provide a pathway to achieving this goal. This plan is consistent with our university-wide strategic plan, building upon our most important goals.


It should be acknowledged that this plan does not represent the sum total of all that we are and all that we need to do or will do. Conversations with more than 250 members of the campus revealed the numerous programs, activities, initiatives and efforts already underway that are shaping and changing TU. These conversations also revealed the need to continue to address and remove structural inequities. In order to focus our efforts and resource them appropriately, we have limited the number of initiatives, programs and efforts elevated herein. The goal of this plan builds upon the investments and intentions made by many members of the campus to create positive change.

Lastly, as a community we must hold ourselves accountable for the change we seek to realize. We will assess our progress, adjust to the results, listen to new ideas and continue to facilitate frank conversations about issues on our campus.

Thank you for working to create a more inclusive and equitable Towson University.



Leah Cox, Ph.D.  
*Vice President, Inclusion  
and Institutional Equity*



Kim Schatzel, Ph.D.  
*President*

## Welcome to TU

Towson University is one of the most diverse higher education institutions in the nation. TU is staunchly committed to building a campus community that embraces a wide spectrum of human and academic experiences. With that in mind, Towson University is **intentionally engaged** in proactively transforming the culture and climate of the university to reflect the changing society in which we study, live and work.

This strategic plan is grounded firmly in the belief that **TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission** through academic programs and environment, leadership and mentoring, community engagement, day-to-day decision-making, interpersonal relationships, collaborations and organizational culture. This document, *A More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, equity and inclusion within the higher education sector. The success of this plan requires every member of our community to actively contribute in its implementation.

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status and socioeconomic background. We also recognize that differences in beliefs, values and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive

and supportive environment where historically marginalized, underrepresented and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

The Diversity Strategic Plan Task Force ("task force") convened in December 2018 and was charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, equity and inclusion at TU over the next five years. The eight Presidential Priorities<sup>1</sup>, the university's Diversity Initiatives Progress Report<sup>2</sup> and this document build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

<sup>1</sup> <https://www.towson.edu/about/administration/president/priorities/>

<sup>2</sup> <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html>



“

**This work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.**

## Our Vision

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances inclusive excellence while implementing and maintaining a focus on equity. We clarify our working definitions of **inclusive excellence** and TU’s **equity toolkit** along with our other key terms: **diversity, equity** and **inclusion**.

We can’t assume nor expect all members of our community to understand our institution’s history or make sense of it in the same way. In fact, we recognize reconciliation is an ongoing process and must acknowledge a diversity of perspectives on and lived experiences with any singular moment in time. In developing this five-year strategic plan, the Towson University leadership looks to strengthen its commitment to diversity, equity and inclusion across our institution while also acknowledging that this work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.

This report presents information on the current state of Towson University in terms of diversity, equity and inclusion and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.<sup>3</sup> Over a 15-month period the task force engaged hundreds of students, staff, faculty, alumni and community partners.

We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU’s mission and strategic priorities related to diversity, equity and inclusion.

A number of other system and campus initiatives and reports complemented the task force’s work, including TU’s overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU and innovative initiatives such as the one created with a \$1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education<sup>4</sup>, leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

<sup>3</sup> Williams, D. A. (2013). *Strategic Diversity Leadership*. Sterling, VA: Stylus.

<sup>4</sup> We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

**TABLE 1 / KEY EVENTS TIMELINE**

|             |                   |                                                                                                                                                                                                          |
|-------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2018</b> | <b>SEPT.</b>      | <ul style="list-style-type: none"> <li>• Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force</li> <li>• Charge letter and goals provided</li> </ul> |
|             | <b>OCT.</b>       | <ul style="list-style-type: none"> <li>• Planning and readiness launch of task force</li> </ul>                                                                                                          |
|             | <b>DEC.</b>       | <ul style="list-style-type: none"> <li>• First monthly meeting of the task force</li> </ul>                                                                                                              |
| <b>2019</b> | <b>MAR.–SEPT.</b> | <ul style="list-style-type: none"> <li>• Data collection across the community</li> </ul>                                                                                                                 |
|             | <b>SEPT.–OCT.</b> | <ul style="list-style-type: none"> <li>• Data analysis and coding</li> </ul>                                                                                                                             |
|             | <b>DEC.</b>       | <ul style="list-style-type: none"> <li>• Task force working meeting 2020</li> </ul>                                                                                                                      |
| <b>2020</b> | <b>JAN.</b>       | <ul style="list-style-type: none"> <li>• Task force meeting—first draft compiled</li> </ul>                                                                                                              |
|             | <b>FEB.</b>       | <ul style="list-style-type: none"> <li>• Draft presented to the task force, vetted and revised</li> </ul>                                                                                                |
|             | <b>MAR.</b>       | <ul style="list-style-type: none"> <li>• Draft presented to the university president and provost</li> </ul>                                                                                              |
|             | <b>APR.</b>       | <ul style="list-style-type: none"> <li>• Final revisions</li> </ul>                                                                                                                                      |
|             | <b>ONGOING</b>    | <ul style="list-style-type: none"> <li>• Track and assess progress</li> </ul>                                                                                                                            |



**KEEP IN MIND**

Please visit the plan’s companion website, <https://www.towson.edu/inclusionequity/diversity-strategic-plan.html>, for additional resources, appendices, progress reports and other updates and an online feedback form. We also welcome your feedback at [inclusion@towson.edu](mailto:inclusion@towson.edu)



“

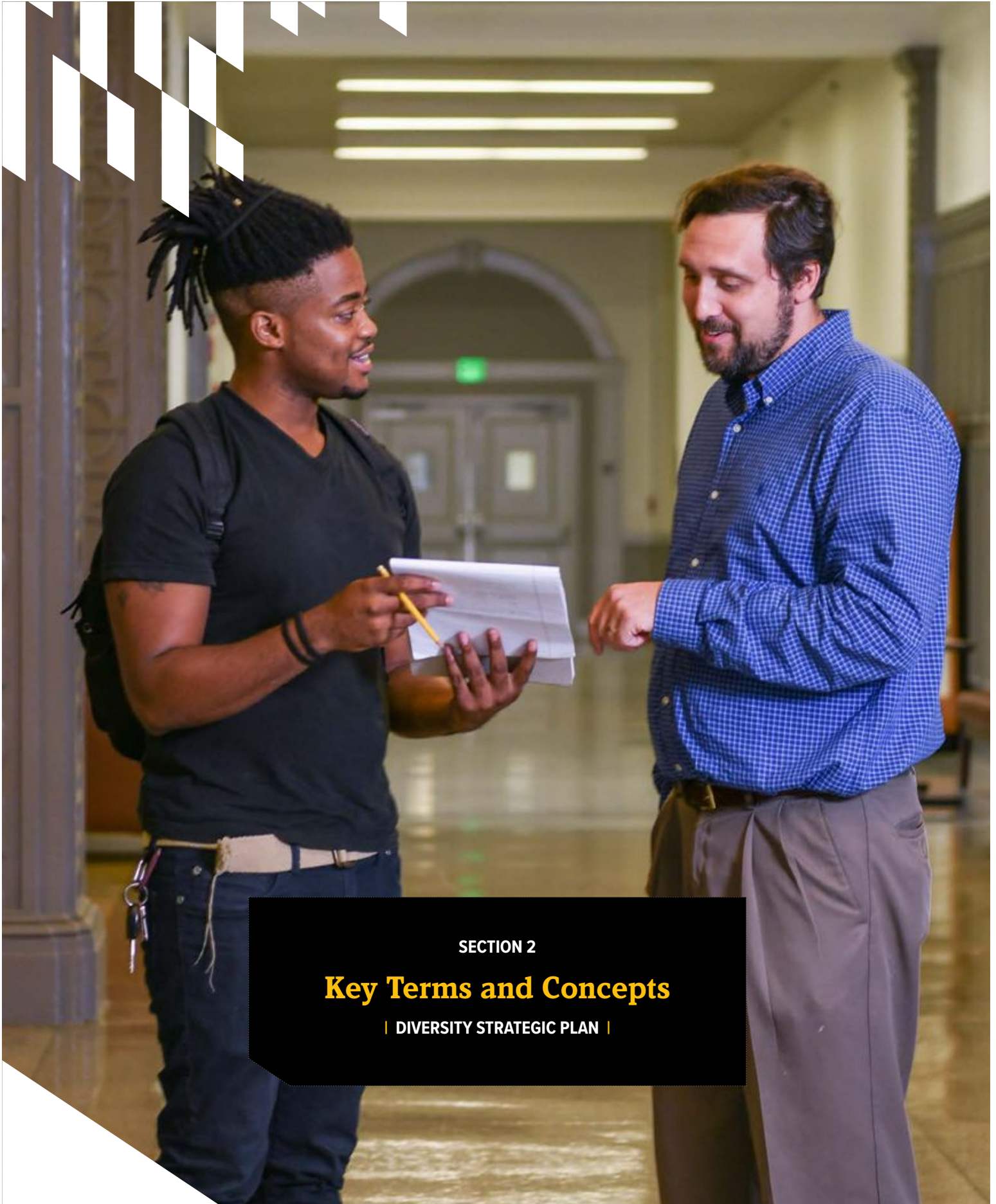
**TU is not stuck and is moving forward. I think the past at Towson University is what is helping to propel us forward.**

ASIAN FACULTY &  
STAFF ASSOCIATION  
FOCUS GROUP

## ***Our Plan***

The publication of this plan marks the end to an envisioning process and begins the incremental implementation of this important work that will assure lasting change. Only by **engaging** at college, department and unit levels can strategies be prioritized, translated or adapted into relevant and consequential activities. The implementation of this plan is dynamic and will continually evolve; data will be reviewed each year to support decision-making and organizational change. The plan provides **actionable timelines**, **responsible parties** and **metrics** to help assess our advancement of diversity, equity and inclusion in the short and long term.





SECTION 2

**Key Terms and Concepts**

| DIVERSITY STRATEGIC PLAN |



## Key Terms

### Diversity

Diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse.

While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

- Ability status
- Age
- Ancestry
- Body size
- Citizenship status
- Economic status
- Educational status
- Employment status
- Ethnicity
- Food security
- Gender identity
- Gender expression
- Housing security
- Incarceration experience
- Language
- Marital/partnership status
- Military/veteran status
- National origin
- Neurodiversity
- Political affiliation
- Pregnancy/reproductive status
- Race/racial identity
- Religious affiliation/spiritual practice
- Sex assigned at birth
- Sexual identity



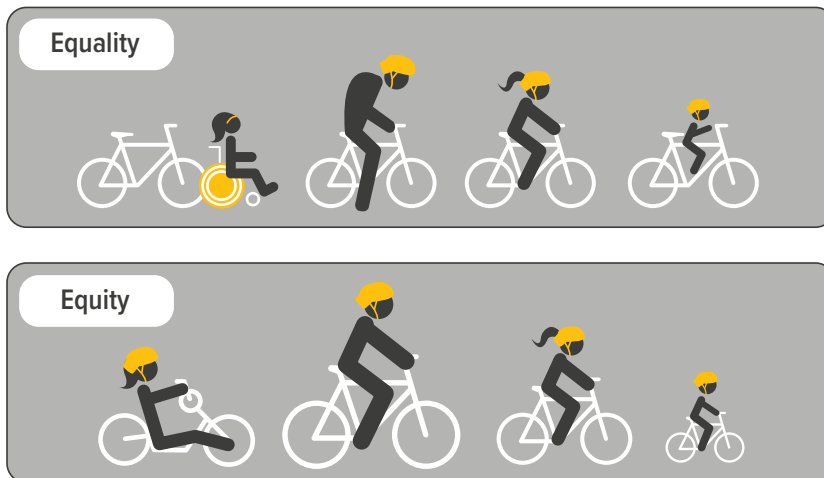
This plan relies on a common understanding that diversity, equity and inclusion are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

## Equity

Equity refers to fairness in access, treatment and opportunity. Equity is NOT the same as equality.

Equality implies sameness, two or more members of a community being identical or having identical identities, cultures and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need to have the opportunity to achieve our stated goals and outcomes (SEE FIGURE 1). Ongoing efforts to strive for equity may, in fact, appear to some as treating people or groups differently. Putting equity into practice requires a shift of perspective from an external focus on individuals and communities (achievement gap) to an internal focus on our institution and its policies, practices and programs (opportunity gap).

FIGURE 1 / DISTINGUISHING BETWEEN EQUALITY AND EQUITY (COURTESY OF THE ROBERT WOOD JOHNSON FOUNDATION)<sup>5</sup>



<sup>5</sup> <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

“

**I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.**

STAFF/FACULTY FOCUS GROUP ON RETENTION

## Inclusion

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity.

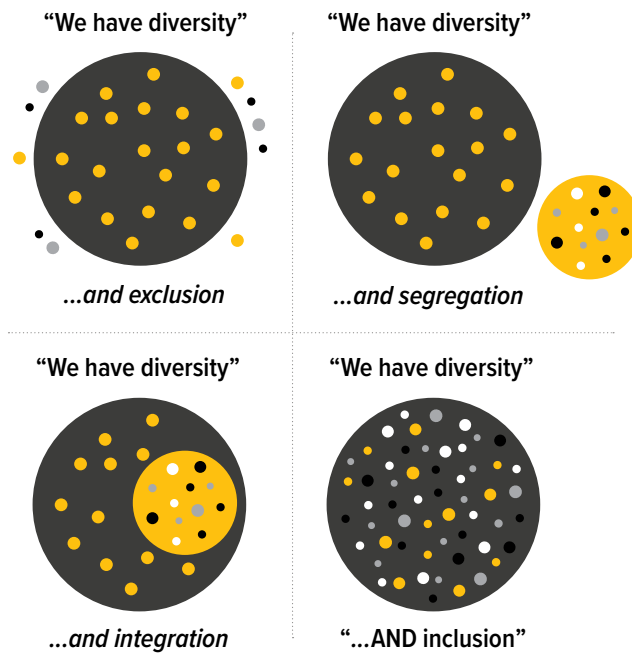
A department, organization, college, team, division or other unit may be diverse while still not necessarily fostering inclusion, as depicted in FIGURE 2 below.

It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (SEE FIGURE 3).



Having diversity does not guarantee also having inclusion.

FIGURE 2 / THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.



## Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

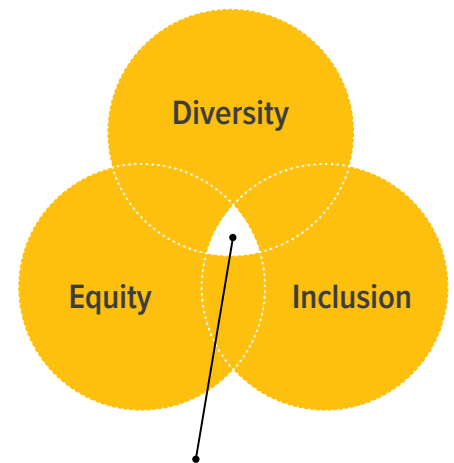
In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence<sup>6</sup> proposes four primary elements:

- **Focus on student intellectual and social development**
- **Purposeful development and utilization of resources to enhance student learning**
- **Attention to cultural difference**
- **Welcoming community**

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) *the what and why* of undergraduate learning and 2) the importance of helping *all* students achieve those. Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.<sup>7</sup>

Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

**FIGURE 3 / STRIVING FOR DIVERSITY, EQUITY AND INCLUSION**



### **Belonging:**

Our community engages each member's full potential, creativity, innovation and resilience thrive and our beliefs and values are integrated.

<sup>6</sup> Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

<sup>7</sup> Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

“

**I enjoy having the opportunity to collaborate across offices to connect students with resources they might need.**

**STAFF/FACULTY FOCUS  
GROUP ON RETENTION**

## Equity Toolkit

TU's equity toolkit is a collection of resources and guides for calling attention to patterns of inequity linked to one or more social identity markers.

Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity. This toolkit should be applied in many ways at the institution:

- **Communities and cultures (groups, networks, traditions)**
- **Climate (classroom, academic department, division/department/unit)**
- **Mission (teaching, research and scholarship, outreach)**
- **Policies, practices, procedures**
- **Collaborations with internal and external constituencies**

TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department or unit can embark upon an ongoing process that identifies new opportunities to support TU's transformation to a campus community where people from diverse backgrounds can participate fully, thrive and contribute at TU. The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division or other area of work within the university. In early stages, consider the following as a guide:

- **What is the current norm, practice or tradition?**
- **Whose interests are being served? Whose interests are being underserved?**
- **Which individuals or groups are currently equipped and empowered to make decisions?**
- **What assumptions need to be critically re-examined?**
- **What mechanisms do we use or can we implement to assess equity and inclusion in our work regularly?**
- **What is the most appropriate next step?**
- **What are the risks if we do nothing? What will the impact be if equity toolkit resources are not implemented in this case?**

The challenge of identifying, educating, motivating and measuring progress in each of these elements has guided our strategies, timelines and action plan. We lay out in a separate section below the specific guidelines that ground this plan in inclusive excellence and equity.

## ***Diversity Strategic Plan Objective***

Our task force goes further to frame inclusive excellence at TU as an **ongoing commitment to build our capacity to embed diversity, equity and inclusion in everything we do; to assess regularly; and to adapt**. This strategic plan calls for a commitment to inclusive excellence and equity. Our ongoing success is dependent on centering equity as a key component of this work, and it will set TU apart nationally.





SECTION 3

**Our Past, Present  
and Progress**

| DIVERSITY STRATEGIC PLAN |

## Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (SEE FIGURE 4). This **growth** has led to the creation of new programs, majors, positions and development of policies and plans that have helped lead TU to achieve important **milestones in diversity and inclusion** that set us apart at the state and national levels.

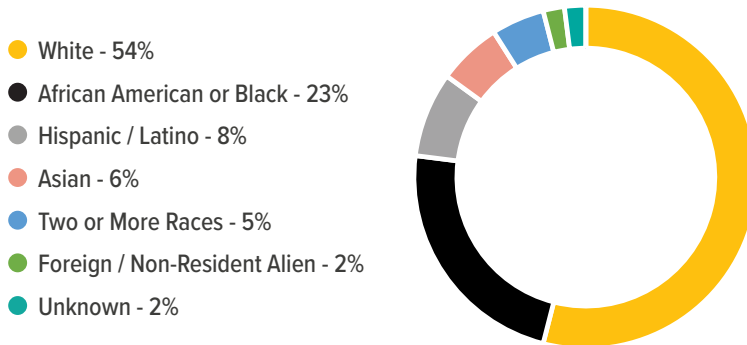
### Demographics

In the 2019 “Chronicle of Higher Education Almanac,” Towson University was among the **top 15 four-year public institutions in the nation** in “Colleges with the Greatest Percentage Gains and Losses in the Number of Black Students, 2010 to 2017<sup>8</sup>.” Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%<sup>9</sup>, **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students<sup>10</sup>.**



**MORE THAN 42% OF UNDERGRADUATE STUDENTS REPORTED AS STUDENTS OF COLOR.**

**FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU**



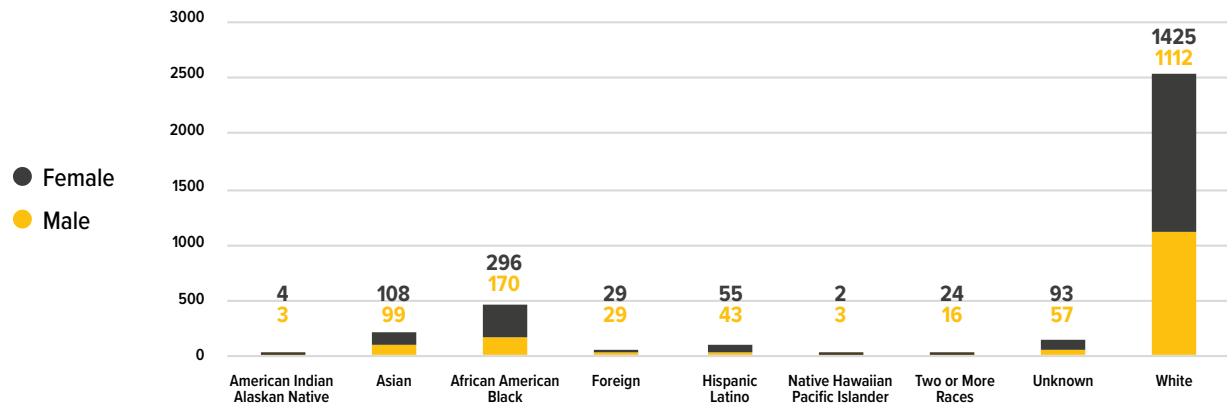
<sup>8</sup> Towson University saw a 64.7% increase in Black enrollment from 2010–2017

<sup>9</sup> The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

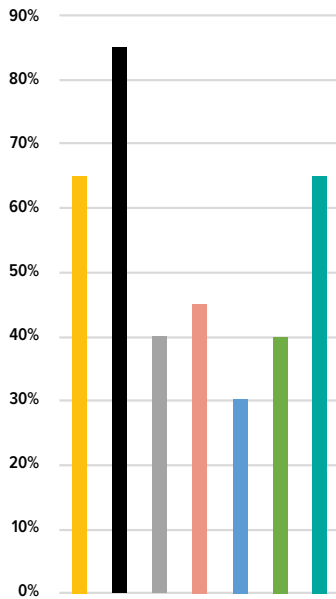
<sup>10</sup> U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.



**FIGURE 5 // RACE/ETHNICITY AND GENDER OF ALL TOWSON UNIVERSITY EMPLOYEES 2018**



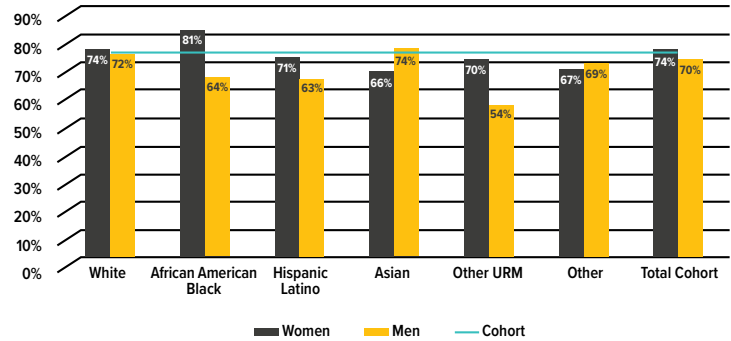
**FIGURE 6 // SIX-YEAR GRADUATION RATES - RACE/ETHNICITY**



- White - 73% (1660)
- African American / Black - 77% (306)
- Hispanic / Latino - 68% (127)
- Asian - 69% (123)
- Other URM - 66% (87)
- Other - 68% (157)
- Total Cohort - 73%

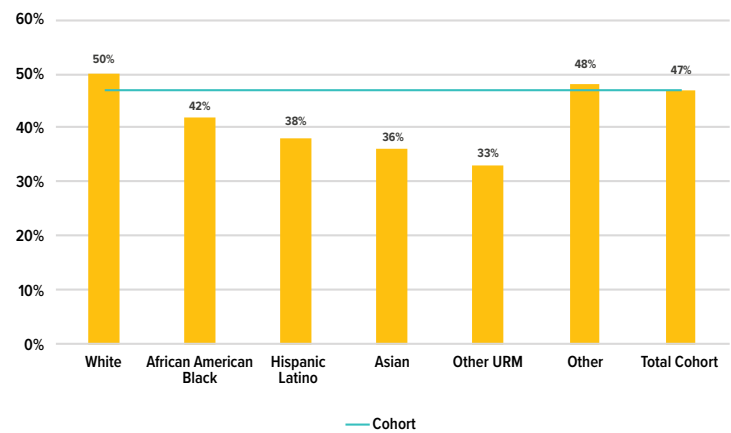
The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

**FIGURE 7 // SIX-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY/GENDER**



In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

**FIGURE 8 // FOUR-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY**



While most racial/ethnic groups of students caught up, or came close, to the overall graduation rate of six years, there were noticeably larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.

## Graduation Rates

Although many public universities continue to struggle to address demonstrable gaps between racial and ethnic groups in student learning, Towson University has much of which to be proud. The term achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps are the disparities between actual learning and expected learning for students<sup>11</sup> and can be the result of achievement gaps. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities.** Of particular note: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.<sup>12</sup>

Our commitment to equitable access to and support for a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—to a more complex examination of systemic, structural and institutional barriers and the ways in which TU can further transform our policies, procedures and practices—opportunity gaps—that prioritize inclusive excellence and equity.

## Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion & institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

“

**At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.**

UNIVERSITY ACCESSIBILITY  
ADVISORY COMMITTEE  
FOCUS GROUP

<sup>11</sup> Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.

<sup>12</sup> IPEDS 2012 Cohort

## Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported underrepresented students in their academic pursuits. The Center for Student Diversity—formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources—was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides advocacy, support, mentoring and programming for diverse students across the campus.

## Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU's Diversity and Inclusion Faculty Fellows program was established to support TU faculty who are already engaged or interested in the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar-practitioner collaborations and/or building collaborations to enhance diversity and inclusion.





SECTION 4

**Strategic Plan Methods**

| DIVERSITY STRATEGIC PLAN |

## *Strategic Plan Methods*

### **The Charge**

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators and alumni. The year-long process employed a social justice framework and solicited feedback from across the campus as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

**The task force was charged by President Schatzel with four primary questions:**

- **How do we further promote the president’s Model for Campus Diversity?**
- **What is the climate on campus related to diversity and inclusion, and how is it experienced by individuals and members of the community?**
- **What is needed to recruit and retain a diverse faculty, senior administration and student population?**
- **How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?**

Priority areas included: education and scholarship, recruitment, retention and campus climate.



## Data Collection

From March through September 2019, all stakeholders in the TU community were invited via the following methods to participate in the data collection process:

- The task force website
- TU news article
- The task force video
- The task force web page online feedback form
- The task force email account, [inclusion@towson.edu](mailto:inclusion@towson.edu)

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliations and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- Focus groups moderated by a team of two facilitators
- One-on-one interviews with a designee from OIIE
- Anonymous online submissions via the OIIE website

## Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- Reflecting and acknowledging one's own personal biases
- Accessing the raw data as organized by the four priority areas
- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words and responses

“

**If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.**

LGBTQ+ FACULTY & STAFF  
ASSOCIATION FOCUS GROUP

## Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

## *Implementation Guidelines for Equity and Inclusive Excellence*

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, "Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate," offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.



The ACE report finds “high diversity and inclusion capacity<sup>13</sup>” schools pursue the following priorities:

- **Strong diversity plans, mission statements and guiding values for diversity and inclusion work**
- **Leaders exhibiting knowledge of diversity and inclusion practices and research**
- **Leaders working to build trust and respect across stakeholder groups**
- **Investment in continual learning, education and training at all levels**
- **Regular assessment of campus progress with feedback loops**
- **Active disruption of oppressive practices and systems**
- **Opportunities and support provided to marginalized communities**
- **Value placed on individuals/units that provide diversity and inclusion leadership on campus**

This strategic plan considers how these priorities can be implemented beyond just race and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU’s mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation such as:

- **Conducting an institutional diversity audit**
- **Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles**
- **Calling out the difficult issues**
- **Proactively addressing underrepresentation of nondominant faculty**
- **Monitoring institutional processes for equitable outcomes**
- **Investing in systematic and sustained diversity education**
- **Creating an institutional safety net of resources and support**
- **Assessing the impact of admissions criteria and financial aid on underrepresented students**
- **Critically evaluating faculty workload models**
- **Conducting research on demographic changes and inclusion.<sup>14</sup>**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

<sup>13</sup> The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

<sup>14</sup> Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

“

**Institutions demonstrating high levels of capacity for [diversity and inclusion] work to include racial incidents and campus racial climate have moved beyond the rhetoric of diversity to investing significant resources and time in developing a strategic plan for diversity and inclusion.”**

AMERICAN COUNCIL  
ON EDUCATION (ACE)



## Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine **progress** on goals and action items.

### Our Approach

The following approach to measuring progress from the University of California, Davis (2017)<sup>15</sup> was used to determine measurement, timelines and responsible units:

- **Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support the Presidential Priorities**
- **Disaggregate demographic data to better identify populations that need attention**
- **Show trends over time**
- **Support benchmarking against peers where valid and useful**
- **Reflect, as much as possible, the current ways we understand ourselves individually, our university and our world**
- **Tell the story of diversity, equity and inclusion at Towson University by dispelling myths, highlighting data and advancing critical strategies**
- **Provide enough flexibility for bold, innovative ideas for which no current benchmark exists**

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools<sup>16</sup> (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept equity and inclusion measurement and assessment working group will prompt and support campus-wide measurement, reporting and monitoring.

<sup>15</sup> University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

<sup>16</sup> Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

## Strategic Measurement and Assessment Questions

The task force developed assessment questions that spanned the institution. For students, we have considered categories of ethnicity, race, gender identity, gender expression, sexual identity, ability status, military/veteran status, age, income, national origin, citizenship status, educational attainment of parents, food security, housing security and residency status. For our employees, we considered educational level, rank, salary, duration of employment, citizenship and nation of earned degree(s). We also examined our current and aspirational peers for their strategic priorities and actions related to diversity, equity and inclusion.

### STUDENTS

- Are certain colleges/schools/majors more welcoming to diversity than others?
- What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?
- What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?
- Are graduate and professional students falling out of the pipeline to degree completion? If so, where?
- Where are native born, underrepresented graduate students in their field coming from?
- How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware and successful students?

### WORKFORCE

- Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?
- How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?
- Are colleges and departments retaining student employees, faculty and staff, and is that sufficient to make an impact on demographics?
- What can retention rates, turnover rates, duration of hire, vacancy rate and turnover quotients tell us about who is leaving and when?

“

**There are people who have taken a special interest in elevating me, and, once I start to get burned out, I am given the opportunity to move up or grow in professional development.**

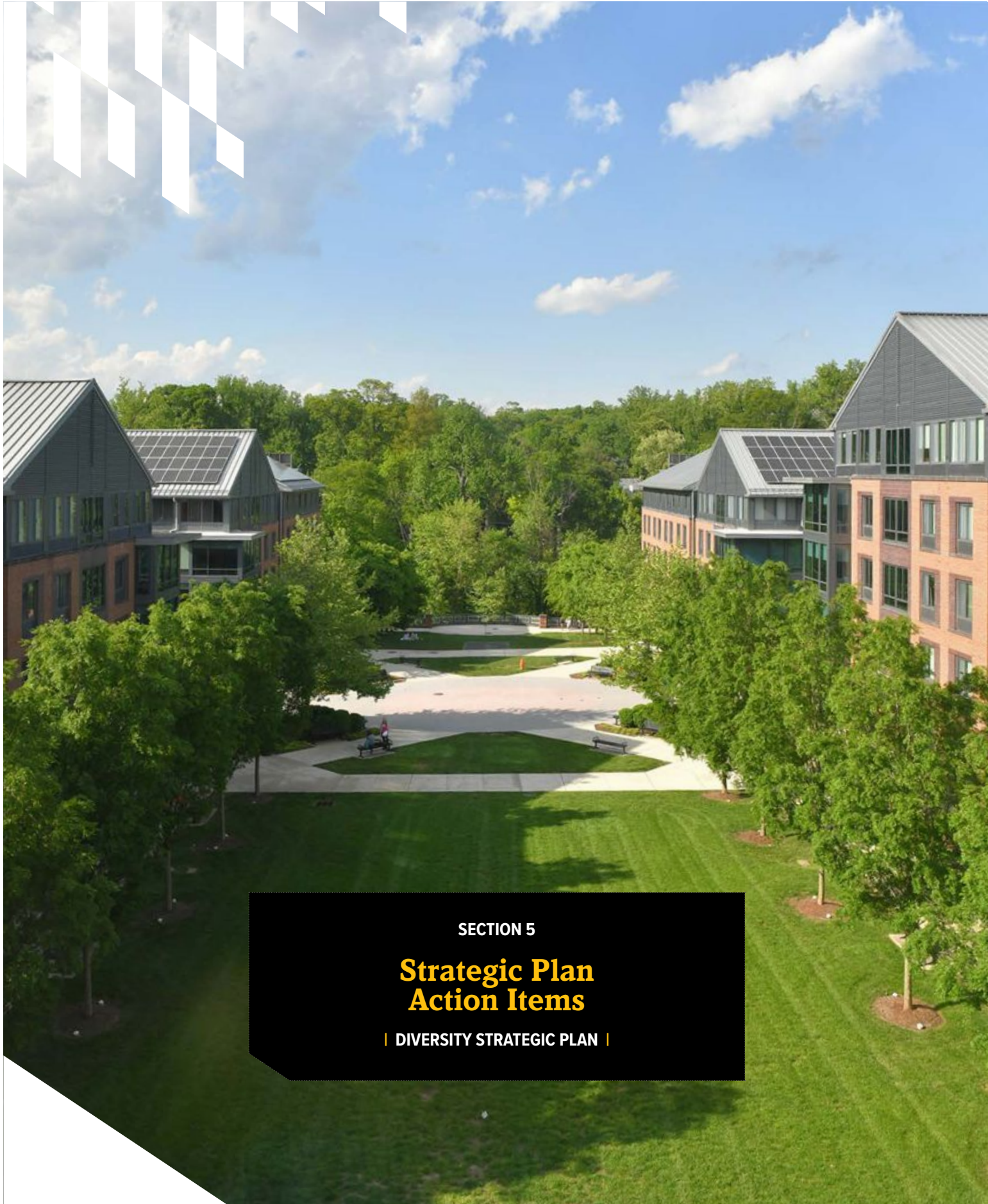
LATINX FACULTY & STAFF  
ASSOCIATION FOCUS GROUP

- Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- Who is advancing and being promoted more quickly? Are there differences in who receives tenure and in what positions?
- How equitably are financial resources distributed in terms of salary, benefits and professional development support?

**PEER BENCHMARKING**

- How does Towson University compare to institutions in the University System of Maryland and peer institutions across the country in terms of strategic diversity, equity and inclusion goals and initiatives?





SECTION 5  
**Strategic Plan  
Action Items**  
| DIVERSITY STRATEGIC PLAN |

## Action Items

### Four Overarching Goals:

- 1 EDUCATION AND SCHOLARSHIP:** Provide ongoing teaching, learning, research and service opportunities to prepare and support students, alumni, current and retired staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.
- 2 RECRUITMENT, RETENTION AND SUCCESS:** Create or revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success.
- 3 CAMPUS CLIMATE:** Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.
- 4 EVALUATION AND ASSESSMENT:** Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.



## Diversity Strategic Plan Action Items

### EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

#### Goals and Responsible Units

| 1.1: Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, equity and inclusion.                                                                                                  | All Units                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1.1.1: Mandatory interactive education and training for all staff and faculty on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.                                                           | Inclusion & Institutional Equity<br>Human Resources<br>Academic Affairs |
| 1.1.2: Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession or area of scholarship. | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| 1.1.3: Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.                                                                                    | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| 1.1.4: Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.                                                                                       | Academic Affairs<br>Inclusion & Institutional Equity                    |

## Diversity Strategic Plan Action Items

### EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

#### Goals and Responsible Units

**1.2:** Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community.

All Units

**1.2.1:** Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.

Student Affairs  
Academic Affairs  
Inclusion & Institutional Equity

**1.2.2:** Increase the number of diverse participants through centralization of services related to mentorship and leadership.

Academic Affairs  
Student Affairs  
Inclusion & Institutional Equity

**1.2.3:** Increase student participation in faculty scholarship related to diversity, equity and inclusion.

Academic Affairs  
Inclusion & Institutional Equity  
Student Affairs

**1.2.4:** Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.

Inclusion & Institutional Equity  
Student Affairs  
Student Government Association

## Diversity Strategic Plan Action Items

### EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

#### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                         | All Units                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><b>1.3:</b> Develop resources for faculty to learn, use and evaluate inclusive teaching practices and scholarly research.</p>                                                                                                                                                        |                                                                                                          |
| <p><b>1.3.1:</b> Expand new faculty onboarding to include ongoing sessions addressing topics related to diversity, equity and inclusion in the classroom. Present inclusive classroom strategies to engage all students in discussions, projects, internships and externships.</p>      | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>                                         |
| <p><b>1.3.2:</b> Provide the Creating an Inclusive Classroom series of developmental workshops for faculty each term to focus on responding to challenging diversity, equity and inclusion classroom issues and discussions.</p>                                                        | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>                                         |
| <p><b>1.3.3:</b> Provide professional development opportunities focusing on success for all members of the campus (students, faculty and staff). Trainings must ensure access for all members of the TU community with inclusive and culturally relevant information and knowledge.</p> | <p>Inclusion &amp; Institutional Equity<br/>Academic Affairs<br/>Human Resources<br/>Student Affairs</p> |



## Diversity Strategic Plan Action Items

### RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

#### Goals and Responsible Units

**2.1: Identify and seal leaks in the recruiting and hiring pipeline while fostering an inclusive TU environment that encourages students, staff and faculty to stay and flourish.**

**All Units**

**2.1.1:** Establish and implement student, staff and faculty recruitment plans that are innovative, nontraditional and capitalize on the Baltimore metropolitan area.

Human Resources  
Colleges  
University Admissions

**2.1.2:** Establish and execute cluster hiring policies (including funding) to improve the presence of underrepresented faculty across academic departments that have historically struggled with diverse applicant pools.

Office of the Provost  
Colleges  
Administration & Finance  
Human Resources

**2.1.3:** Establish graduate assistantships, teaching assistantships, fellowships and other USM partnership programs (including funding) that create a homegrown pipeline for underrepresented populations from graduate school to the professoriate across the DC/MD/VA region.

Office of Graduate Studies/  
Graduate Student Admissions  
Office of the Provost  
Administration & Finance

**2.1.4:** Foster a culture of ongoing professional development consistent with best practices in diversity, equity and inclusion.

President's Cabinet

## Diversity Strategic Plan Action Items

### RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

#### Goals and Responsible Units

|                                                                                                                                                                                                                                  | All Units                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <p><b>2.2:</b> Build and sustain a campus-wide infrastructure for inclusive mentoring of students, staff and faculty as a core value of the campus community.</p>                                                                |                                                                 |
| <p><b>2.2.1:</b> Conduct an audit of current mentoring programs for students, staff and faculty.</p>                                                                                                                             | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |
| <p><b>2.2.2:</b> Create a Community of Practice for faculty mentoring under the auspices of FACET, which will highlight on-campus best practices in ongoing faculty mentoring.</p>                                               | Office of the Provost<br>FACET                                  |
| <p><b>2.2.3:</b> Provide training and professional development for mentors of students, staff and faculty.</p>                                                                                                                   | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |
| <p><b>2.2.4:</b> Provide training, structure and space for the ongoing mentoring of students, staff and faculty who are underrepresented on campus generally and underrepresented in their professional fields specifically.</p> | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |

## Diversity Strategic Plan Action Items

### RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

#### Goals and Responsible Units

|                                                                                                                                                                                                                  | All Units                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p><b>2.3:</b> Review current programs, policies and practices that foster a culture of inclusion and equity for students, staff and faculty.</p>                                                                |                                                                                  |
| <p><b>2.3.1:</b> Identify invisible/uncompensated labor of staff and faculty through a transparent process that documents current experiences on an office, department or divisional level.</p>                  | Human Resources<br>Academic Affairs<br>Strategic Partnerships & Applied Research |
| <p><b>2.3.2:</b> Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor endorsement.</p> | President's Cabinet<br>Department Chairs                                         |
| <p><b>2.3.3:</b> Create a communication plan that ensures all students, staff and faculty are aware of campus-wide opportunities.</p>                                                                            | University Marketing & Communications                                            |
| <p><b>2.3.4:</b> Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.</p>                                                                       | Student Affairs<br>Human Resources<br>Academic Affairs                           |

## Diversity Strategic Plan Action Items

### RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

#### Goals and Responsible Units

**2.4:** Increase the number of staff and faculty from historically underrepresented groups by 2025.

All Units

**2.4.1:** Develop a plan for diversification and inclusion before authorization of staff and faculty hires.

Human Resources  
Academic Affairs  
Inclusion & Institutional Equity



## Diversity Strategic Plan Action Items

### CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

#### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                           | All Units                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p><b>3.1: Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of equity and inclusion.</b></p>                                                                                                                       |                                                                                                             |
| <p><b>3.1.1:</b> Provide robust and intentional onboarding grounded in diversity, equity and inclusion:</p> <p><b>3.1.1.1:</b> New students, staff and faculty understand TU's commitment and key terms, policies, resources and expectations around diversity, equity and inclusion.</p> | <p>Inclusion &amp; Institutional Equity</p> <p>Student Affairs<br/>Human Resources<br/>Academic Affairs</p> |
| <p><b>3.1.1.2:</b> Provide intentionally created onboarding for chairs, managers, supervisors and leaders in new supervisory roles.</p>                                                                                                                                                   | <p>Human Resources<br/>Academic Affairs</p>                                                                 |
| <p><b>3.1.1.3:</b> Provide information, training and support for the development and engagement of alumni affinity groups and donors.</p>                                                                                                                                                 | <p>University Advancement</p>                                                                               |
| <p><b>3.1.1.4:</b> Provide information, training and support for the development and engagement of community partners.</p>                                                                                                                                                                | <p>Strategic Partnerships and Applied Research<br/>Student Affairs</p>                                      |

## Diversity Strategic Plan Action Items

### CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

#### Goals and Responsible Units

**3.1.2:** Foster a spirit of collaboration across units.

**3.1.2.1:** Explore incentives for creating and maintaining collaborations across units.

**3.1.2.2:** Provide information, training and support for the development and engagement of community partners.

President's Cabinet  
Inclusion & Institutional Equity

Strategic Partnerships and  
Applied Research  
Student Affairs

**3.1.3:** Regularly assess practices, procedures and policies through the equity toolkit.

All units

**3.1.4:** Intentionally plan for monitoring and assessing needs and climate at all levels and in all units.

Inclusion & Institutional Equity  
Human Resources  
Academic Affairs  
All units

**3.1.5:** Institutionalize efforts, such as the president's Unearthing the History of Diversity at TU project, to collect and maintain the inclusive and reconciled history of institutional and community diversity, equity and inclusion.

Inclusion & Institutional Equity  
Special Collections & University Archives  
Academic Affairs

## Diversity Strategic Plan Action Items

### CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

#### Goals and Responsible Units

|                                                                                                                                                                                                                                                             |                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><b>3.2: Cultivate a learning and working community, a hub of opportunities where students, staff and faculty feel included, respected, supported, valued and able to participate, contribute and thrive at TU.</b></p>                                   | <p><b>All Units</b></p>                                                                                  |
| <p><b>3.2.1:</b> Provide interactive, dynamic, culturally responsive and robust professional development and training opportunities that address university priorities for equity and inclusion for all students, staff and faculty.</p>                    | <p>Inclusion &amp; Institutional Equity<br/>Student Affairs<br/>Human Resources<br/>Academic Affairs</p> |
| <p><b>3.2.2:</b> Provide ongoing leadership training for department chairs and supervisors, with a focus on office climate, campus climate and culture, inclusive leadership and creating success plans for staff and faculty from diverse backgrounds.</p> | <p>Inclusion &amp; Institutional Equity<br/>Human Resources<br/>Academic Affairs<br/>Student Affairs</p> |
| <p><b>3.2.3:</b> Provide support for participation in professional development and volunteer opportunities with a focus on diversity, equity and inclusion.</p>                                                                                             | <p>All units</p>                                                                                         |

## Diversity Strategic Plan Action Items

### CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

#### Goals and Responsible Units

**3.3:** Continue to improve and create buildings and facilities that are welcoming, accessible and inclusive for all people and cultures.

Administration and Finance  
Inclusion & Institutional Equity

**3.3.1:** Evaluate facilities for students, staff, faculty and visitors. Revise plans for creating more inclusive and equitable facilities. Foster collaboration and shared responsibility for advocating for a welcoming campus.

**3.3.2:** Accessibility: Regularly assess the campus environment for accessibility.

**3.3.3:** Safety: Regularly assess campus grounds and facilities.

**3.3.4:** Culturally responsive spaces: Regularly assess the availability of dedicated and multipurpose facilities inclusive of identities and cultures.





## Diversity Strategic Plan Action Items

### EVALUATION AND ASSESSMENT

Implement systematic processes and protocols—grounded in inclusive excellence and equity—for data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.

#### Goals and Responsible Units

**4.1:** Develop an Equity and Inclusion Measurement & Assessment Working Group and charge it with timely and ongoing campus-wide measurement, reporting and monitoring of inclusive excellence and equity and alignment with university assessment plans.

All Units

**4.2:** Develop systematic plan for conducting climate studies for students, staff, faculty, alumni and community partners.

Inclusion & Institutional Equity  
Academic Affairs  
All units

**4.3:** Create a centralized hub for diversity, equity and inclusion assessment efforts, including internal assessments as well as TU participation in regional/national studies.

Inclusion & Institutional Equity  
Academic Affairs  
All units



## Acknowledgements

President Kim Schatzel, Ph.D.

### A More Inclusive TU: Diversity Strategic Plan Task Force

**Jennifer Ballengee, Ph.D.**

Professor, Department of English  
Chair, Academic Senate  
*College of Liberal Arts*

**Robert Giordani**

Associate Vice President for Enrollment  
Management and Registrar  
*Office of the Provost*

**Nate Barker**

Employee & Labor Relations Manager,  
Office of Human Resources  
*Administration and Finance*

**Shaunna Payne Gold, Ed.D.**

Assistant Provost for Diversity and  
Inclusion for Academic Affairs  
*Office of the Provost*

**Ziad Bentahar, Ph.D.**

Assistant Professor, Department  
of Foreign Languages  
*College of Liberal Arts*

**Col. Charles “Joe” Herring**

Chief of Police  
Director, Office of Public Safety  
*Administration and Finance*

**Amanda Burnham, M.F.A.**

Professor, Department of Art + Design,  
Art History, Art Education  
*College of Fine Arts & Communication*

**Brian Jara**

Coordinator of Diversity  
Trainings & Initiatives  
*Office of Inclusion & Institutional Equity*

**Tim Bibo Jr.**

Director, Office of Institutional Research  
*Academic Affairs*

**Felicity Knox**

Library Associate, Special Collections  
and University Archives  
*Albert S. Cook Library*

**Brenda Conley, Ph.D.**

Assistant Professor, Department  
of Instructional Leadership &  
Professional Development  
*College of Education*

**Khouri Lassiter**

Director of Diversity & Inclusion  
*Student Government Association 2019-2020*

**Leah Cox, Ph.D.**

Vice President of Inclusion  
& Institutional Equity  
*Office of Inclusion & Institutional Equity*

**Matthew Lenno**

Assistant Vice President, Campus Life  
*Student Affairs*

## Acknowledgements (cont'd)

**Gilda Martinez-Alba, Ed.D.**

Professor & Assistant Dean  
*College of Education*

**Alison McCartney, Ph.D.**

Professor, Department of  
Political Science  
Faculty Director, Honors College  
*College of Liberal Arts*

**Cpt. Woodrow Myers**

University Police, Office of Public Safety  
*Administration and Finance*

**Stephen Rosenfeld**

Director of Alumni Communication  
and Recognition  
*University Advancement*

**Ardys Russakis**

Senior Strategist, BTU  
and Anchor Initiatives  
*Strategic Partnerships & Applied Research*

**Lisa Simmons**

Lecturer, Business Excellence Program  
*College of Business & Economics*

**Antwaine Smith**

Senior Assistant Athletic Director  
*Athletics*

**Wendy Whitner, M.P.H., Ph.D.**

Clinical Assistant Professor,  
Department of Health Sciences  
*College of Health Professions*

**Mia Williams**

Graduate Student  
*Graduate Student Association 2019-2020*

**Donn Worgs, Ph.D.**

Professor, Department of Political Science  
*College of Liberal Arts*

**TASK FORCE ADMINISTRATIVE SUPPORT:**

**Paul Schuler**

Executive Administrative Assistant  
*Office of Inclusion & Institutional Equity*

**TASK FORCE FACILITATOR:**

**Kathleen Case**

Case Leadership Institute, LLC

**TASK FORCE MEMBERS NO LONGER  
AT TOWSON UNIVERSITY, WITH  
FORMER AFFILIATIONS:**

**Joel Bolling**

*Student Affairs and Office of  
Inclusion & Institutional Equity*

**Laura Clapper**

*University Marketing & Communications*

**Jordan Lean '19**

*Student Government Association*

Special thanks to the following university offices and organizations for their assistance: Institutional Research, Special Collections and University Archives, University Marketing & Communications, International Initiatives, University Staff Senate, Fraternity & Sorority Life, Athletics, Police Department, University Accessibility Advisory Committee, the Provost's Diversity and Inclusion Faculty Fellows Program, the Asian Faculty and Staff Association, the Black Faculty and Staff Association, the Jewish Faculty and Staff Association, the Latinx Faculty and Staff Association, the LGBTQ+ Faculty and Staff Association, the Women's Faculty and Staff Association



**Diversity Strategic Plan | 2020–25**

Office of Inclusion  
& Institutional Equity

8000 York Road  
Towson, MD 21252-0001

[https://www.towson.edu/inclusionequity/  
diversity-strategic-plan.html](https://www.towson.edu/inclusionequity/diversity-strategic-plan.html)

[inclusion@towson.edu](mailto:inclusion@towson.edu)

0820.0318

## **Institutional Programs of Cultural Diversity Report, Spring 2021**

Institution Name: University of Baltimore  
Date Submitted: April 12, 2021  
Point of Contact: Interim Provost Catherine Andersen, [candersen@ubalt.edu](mailto:candersen@ubalt.edu)

The University of Baltimore submits the attached to the USM: the 2021 Cultural Diversity Report and USM Addendum, pursuant to the instructions for the 2021 reporting year and guidelines provided by the University System of Maryland email:

*“MHEC has noted: ‘This year’s report is designed to minimize the reporting burden on institutions while ensuring that each institution continues to make progress with the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than three pages), consisting of the sections outlined below. Please ensure all submissions adhere to these guidelines. Additional supplemental information such as data analysis or more comprehensive programmatic information may be provided as an appendix, but the core narrative should not exceed this three-page limit.’”*

*The sections of the narrative pertain to: (1) how the institution defines diversity; (2) successful ongoing and new institutional DEI initiatives; and (3) COVID-19’s effects on efforts to enhance diversity. The sections are fully described (copied and pasted from MHEC’s memo) in the attached file. **In addition**, you must provide, as an appendix, a copy of the diversity plan currently in place at your institution.*

*Finally, we are requesting a **USM Addendum** in which you should briefly describe your institution’s top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.*

*As was the case last year, you do not have to submit demographic tables.”*

**1. Describe how the University defines diversity and how the definition is developed:**

The University of Baltimore defines and describes the “diversity” of our campus environment in the following ways. These referenced definitions are the outcome of the University’s unit leadership and its governance process, which includes campus-wide representation of students, faculty and staff.

In general, UBalt describes “diversity” as: “A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.” <http://www.ubalt.edu/campus-life/diversity-and-international-services/diversity-dictionary.cfm>

In addition, the UB Diversity, Equity and Inclusion (DEI) 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 UB defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UB 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 UB audiences the University’s diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

The definition of diversity can change over time; therefore, the Committee members serve as DEI ambassadors for faculty, staff, students and facilitators of campus diversity-related news in order to stay current and abreast of campus developments. The committee membership is composed of representatives of each governance body as well as university volunteers. The committee meets regularly and discusses timely topics that support the University’s mission and advance the committee’s charge, and produces information that is helpful to the Council and University leadership for decision making. The committee members, through its process of document review, meeting, and discussion, are the means by which agreement is reached and refreshed for the definition of terms used.

All of these efforts together throughout the year continuously refine UBalt’s definition of the term “diversity,” which is embedded in the work of the University offices, academic units and DEI Committee. It is further noted that University units may have specific plans and policies for diversity in faculty hiring, which may also include a statement of values, definitions, and principles (e.g., see University of Baltimore School of Law Plan for Diversity in Faculty Hiring: Recruitment and Retention).

## 2. Highlight the most successful ongoing or new institutional initiatives (one page)

The University's work on DEI matters is expressed through a wide range of efforts under way across the University. Two areas are highlighted to serve as exemplary successful institutional initiatives for reporting year 2020-2021. Effectiveness of these initiatives are measured by various means, including student response, campus climate surveys, media coverage, course evaluations, performance measures for office units, etc.

**The first area highlighted is the University's longstanding and continued support for student engagement and student initiatives.** For example, UBalt's active Student Government Association led several activities during the fall 2020 semester. Among them, in September 2020, prior to the fall U.S. presidential election, the SGA issued Resolution #10, requesting the University of Baltimore and USM to take a stance against the Sept. 2020 White House Executive Order on Combating Race and Sex Stereotyping. This leadership action joined with other national calls by access, equity and diversity focused organizations. The University's president shared the Resolution with Chancellor Jay Perman and provided key information alongside the SGA's leadership on the topic. This information included the USM's (July 2020) statement, reputable national organization news releases, as well as his knowledge of anticipated national next-level actions with the SGA's leadership. The UBalt DEI Committee was notified of Resolution #10 and asked to monitor it on behalf of SGA. The federal Executive Order was subsequently rescinded post-election by the new federal administration in January 2021. Together, the UBalt community addressed this concern. Additionally, in recognition of UBalt's diverse community, the SGA-led a banner rainbow painting of an on-campus alleyway to represent different cultures and faces of our community, held an afternoon vigil and participated with testimony before the Maryland General Assembly on related topics to help inform policymakers. These are just some examples of the enthusiasm and commitment of the SGA, whose work the UBalt community greatly values.

Administrative offices also led activities in FY 20-21. For example, the UB Student Support Services' Office of Diversity and International Services hosted the following events: monthly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black, International and Latino/a and Latinx students; the School of Law's strong commitment to advancing diversity initiatives, which continues to provide diversity and inclusion student programming while engaging with student input and ideas. Additionally, to support the employees of UBalt with diversity dialogues, the JEDI (Justice, Equity, Diversity, Inclusion) series was created – a partnership between the Office of Human Resources and University Library.

**The second area highlighted is UBalt's ongoing and highly active faculty scholarship, academic courses and programs that support the essence of DEI principles.** Examples for the AY 20-21 programs include: the Fannie Angelos Program, which focuses on increasing diversity in legal education through comprehensive preparation for interested graduates of Maryland's historically black colleges; the Second Chance Pell Program, which provides higher education opportunity to incarcerated men, the majority of whom are persons of color, and provides advising and support to help these individuals as they transition to degree completion; the UB Community Fellows Program, which places graduate students in local community-based nonprofits to help them build capacity while also preparing students by engaging them in meaningful work; and the Hoffberger Center for Professional Ethics, which sponsors events and panels that address relevant topics. Examples of exciting academically-centered activities include the addition of a new history course, "Black Europe," that will meet one of UBalt's Global and Diverse Perspectives graduation requirement. This history course recontextualizes European history to include the stories of persons of color, who have largely been ignored in historical narratives. Also, the outstanding work UB's Baltimore Neighborhood Indicators Alliance faculty continues as an international model for providing data on the deep diversity of the city and showing how that data demonstrates the impacts of policy on people.



### 3. Describe how COVID-19 affected efforts to enhance campus diversity (one page)?

During the COVID-19 pandemic, the UBalt's facilities were closed during AY 20-21 to in-person instruction and offices operations, with the exception of some hybrid law clinics. The University remained open and operating in an online capacity for learning and remote working environment. As a result, UBalt's typically robust on-campus activities to enhance diversity were reduced, including its ongoing role as a central place for the Baltimore City community to discuss timely topics in a safe, public forum. UBalt focused on other forms of communication for sharing diversity and inclusion matters, such as social media, email messaging, and website messaging. Keeping notices and information current was a challenge given the rapid changes occurring. But the president and senior leadership team, governance groups, faculty, staff and students worked together to strengthen and maintain open and frequent lines of communication.

Disappointing impacts of the pandemic on UBalt activities included a negative impact on the recruitment of international students who were directly affected by restrictions associated with the pandemic. Dual enrollment initiatives typically held in person at UB were offered online instead, and UB's diversely populated college summer prep program has been temporarily suspended (as of summer 2020).

Despite the challenges and impact to UBalt's operations, the pandemic did not deter UBalt's attention from engaging in the nation's calls for solutions to social and racial injustice. As mentioned in response to question number two, the UBalt community held events where diversity, equity and inclusion were central and amplified topics for online programs and activities. The president issued campus-wide statements, faculty provided expertise to external requests for comments, articles were written and virtual campus discussion forums were held. More positive outcomes included UBalt's retention of its diverse student population, which held steady amid the pandemic's negative impact and the abrupt changes it brought to our learning environment.

Overall, the University forged ahead with related organizational initiatives. UBalt reconstituted its campus wide diversity group into a newly formed, Diversity, Equity and Inclusion (DEI) Committee that expeditiously organized itself and started producing meaningful results within a short timeframe, all achieved while being limited to a telework, virtual environment. The DEI committee champions diversity and inclusion topics from a campus-wide perspective. The UB Governance Steering Council appointed 18 members, given the high level of interest, including representatives from all corners of the UBalt community. The committee started its work in November 2020, established organizational systems for remote working, meetings, and communicating. They identified and agreed upon a refreshed platform for the committee's vision, mission and principles based on the University's existing 2019 – 2023 Institutional Plan, and supportive of UBalt's current Strategic Plan, Goal 6.

The committee recognized that the current Institutional Plan's action items needed revisions with consideration of university priorities of today, as well as current national events. The members performed an initial audit of UBalt initiatives. Guided by a committee working document prepared by the co-chairs, the members are now on track to produce new, tailored action items to help UBalt fulfill time-sensitive priorities and needs working through five priority areas: student mentorship enhancement, student career advancement, faculty, staff and student ongoing education, communication and committee reporting and feedback. The plan is organized around short-term (6 month) and long-term action items for realizable results, with emphasis on student enrollment in addition to recruitment and retention of both students and employees. For UB, our institution's commitment to DEI is best represented through this inclusive, collaborative committee and its work. The University community supports this committee's efforts and its forthcoming plan through active participation and ongoing input.

**4. Appendix of Diversity Plan (*Attachment*)**

UB's 2019-2023 diversity plan is attached. The Plan is iterative; therefore, the action items and timelines are currently under review by the University's DEI Committee for any necessary adjustments to keep the plan relevant and current. The DEI Committee is currently working on a revised action plan expected for approval by fall AY 2021-22.

Link to Plan:

<https://www.ubalt.edu/about-ub/diversity/downloads/UB-diversity-plan-FY-2019-FY-2023.pdf>.

**THE UNIVERSITY OF BALTIMORE**

**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.

### **THE UNIVERSITY'S DIVERSITY PROFILE**

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

#### **A. Student Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

---

<sup>1</sup> UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

| <b>Table 1A: Student Race and Ethnicity Report</b> | <b>Undergraduate %</b> |                 |                 |                 |
|----------------------------------------------------|------------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>        | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                             | 34.7%                  | 46.3%           | 48.5%           | 48.0%           |
| American Indian or Alaskan Native                  | 0.5%                   | 0.4%            | 0.4%            | 0.5%            |
| Asian                                              | 4.4%                   | 4.3%            | 4.7%            | 4.6%            |
| Hispanic/Latino                                    | 2.6%                   | 4.5%            | 4.4%            | 3.9%            |
| White                                              | 37.1%                  | 37.3%           | 33.2%           | 32.1%           |
| Native Hawaiian or Pacific Islander                | 0.0%                   | 0.2%            | 0.3%            | 0.5%            |
| Two or More races                                  | 0.0%                   | 2.4%            | 4.1%            | 4.6%            |
| Did not Self identify                              | 20.7%                  | 4.5%            | 4.3%            | 5.8%            |
| <b>Total</b>                                       | <b>100.0%</b>          | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 1B: Student Race and Ethnicity Report</b> | <b>Graduate %</b> |                 |                 |                 |
|----------------------------------------------------|-------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>   | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                             | 21.9%             | 28.2%           | 37.4%           | 38.8%           |
| American Indian or Alaskan Native                  | 0.3%              | 0.3%            | 0.2%            | 0.3%            |
| Asian                                              | 5.5%              | 4.3%            | 4.8%            | 4.6%            |
| Hispanic/Latino                                    | 2.2%              | 4.5%            | 3.5%            | 3.2%            |
| White                                              | 47.2%             | 53.9%           | 45.6%           | 45.0%           |
| Native Hawaiian or Pacific Islander                | 0.0%              | 0.2%            | 0.0%            | 0.1%            |
| Two or More races                                  | 0.0%              | 2.0%            | 3.1%            | 2.6%            |
| Did not Self identify                              | 23.0%             | 6.7%            | 5.4%            | 5.3%            |
| <b>Total</b>                                       | <b>100.0%</b>     | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

#### B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

| <b>Table 2: Staff Race and Ethnicity</b> | <b>Staff %</b>  |                 |                 |                 |
|------------------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                          | <b>Fall '08</b> | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                   | 39.1%           | 34.8%           | 38.9%           | 36.5%           |
| Asian                                    | 2.5%            | 3.2%            | 4.1%            | 3.7%            |
| Hispanic/Latino                          | 1.4%            | 2.1%            | 1.8%            | 1.8%            |
| Native Hawaiian or Pacific Islander      | 0.0%            | 0.2%            | 0.0%            | 0.0%            |
| Two or More races                        | 0.0%            | 0.5%            | 2.0%            | 1.4%            |
| White                                    | 56.7%           | 57.1%           | 50.1%           | 52.5%           |
| Did not Self identify                    | 0.2%            | 2.1%            | 3.1%            | 4.1%            |
| <b>Total</b>                             | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

### C. Faculty Demographics

Underrepresented minority groups represent 58 percent of UB's undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). 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.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

| <b>Table 3A: Faculty Race and Ethnicity</b> | <b>Tenured/Tenured Track #</b> |                 |                 |                 |
|---------------------------------------------|--------------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>                | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                      | 8.5%                           | 9.6%            | 8.2%            | 8.4%            |
| Asian                                       | 9.2%                           | 6.6%            | 9.4%            | 9.0%            |
| Hispanic/Latino                             | 2.8%                           | 3.0%            | 2.5%            | 3.2%            |
| White                                       | 79.6%                          | 77.8%           | 79.2%           | 76.1%           |
| Did not Self identify                       | 0.0%                           | 3.0%            | 0.6%            | 3.2%            |
| <b>Total</b>                                | <b>100.0%</b>                  | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 3B: Faculty Race and Ethnicity</b> | <b>Other Tenured Status</b> |                 |                 |                 |
|---------------------------------------------|-----------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>             | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                      | 11.8%                       | 12.3%           | 19.8%           | 19.0%           |
| Asian                                       | 3.4%                        | 5.5%            | 2.8%            | 4.9%            |
| Hispanic/Latino                             | 0.8%                        | 1.3%            | 2.0%            | 3.0%            |
| Two or More races                           | 0.0%                        | 0.0%            | 1.6%            | 1.5%            |
| White                                       | 84.0%                       | 80.1%           | 69.4%           | 64.2%           |
| Did not Self identify                       | 0.0%                        | 0.8%            | 4.4%            | 7.5%            |
| <b>Total</b>                                | <b>100.0%</b>               | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## 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.

Implementation of the plan will begin AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

**Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.**

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>2</sup> 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.

---

<sup>2</sup> Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.



**Goal 2: Recruit, employ, and retain a diverse faculty**

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair 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 3: 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.

## THE UNIVERSITY OF BALTIMORE

### 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.

### **THE UNIVERSITY'S DIVERSITY PROFILE**

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

#### **A. Student Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

---

<sup>1</sup> UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

| <b>Table 1A: Student Race and Ethnicity Report</b> | <b>Undergraduate %</b> |                 |                 |                 |
|----------------------------------------------------|------------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>        | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                             | 34.7%                  | 46.3%           | 48.5%           | 48.0%           |
| American Indian or Alaskan Native                  | 0.5%                   | 0.4%            | 0.4%            | 0.5%            |
| Asian                                              | 4.4%                   | 4.3%            | 4.7%            | 4.6%            |
| Hispanic/Latino                                    | 2.6%                   | 4.5%            | 4.4%            | 3.9%            |
| White                                              | 37.1%                  | 37.3%           | 33.2%           | 32.1%           |
| Native Hawaiian or Pacific Islander                | 0.0%                   | 0.2%            | 0.3%            | 0.5%            |
| Two or More races                                  | 0.0%                   | 2.4%            | 4.1%            | 4.6%            |
| Did not Self identify                              | 20.7%                  | 4.5%            | 4.3%            | 5.8%            |
| <b>Total</b>                                       | <b>100.0%</b>          | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 1B: Student Race and Ethnicity Report</b> | <b>Graduate %</b> |                 |                 |                 |
|----------------------------------------------------|-------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>   | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                             | 21.9%             | 28.2%           | 37.4%           | 38.8%           |
| American Indian or Alaskan Native                  | 0.3%              | 0.3%            | 0.2%            | 0.3%            |
| Asian                                              | 5.5%              | 4.3%            | 4.8%            | 4.6%            |
| Hispanic/Latino                                    | 2.2%              | 4.5%            | 3.5%            | 3.2%            |
| White                                              | 47.2%             | 53.9%           | 45.6%           | 45.0%           |
| Native Hawaiian or Pacific Islander                | 0.0%              | 0.2%            | 0.0%            | 0.1%            |
| Two or More races                                  | 0.0%              | 2.0%            | 3.1%            | 2.6%            |
| Did not Self identify                              | 23.0%             | 6.7%            | 5.4%            | 5.3%            |
| <b>Total</b>                                       | <b>100.0%</b>     | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

| <b>Table 2: Staff Race and Ethnicity</b> | <b>Staff %</b>  |                 |                 |                 |
|------------------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                          | <b>Fall '08</b> | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                   | 39.1%           | 34.8%           | 38.9%           | 36.5%           |
| Asian                                    | 2.5%            | 3.2%            | 4.1%            | 3.7%            |
| Hispanic/Latino                          | 1.4%            | 2.1%            | 1.8%            | 1.8%            |
| Native Hawaiian or Pacific Islander      | 0.0%            | 0.2%            | 0.0%            | 0.0%            |
| Two or More races                        | 0.0%            | 0.5%            | 2.0%            | 1.4%            |
| White                                    | 56.7%           | 57.1%           | 50.1%           | 52.5%           |
| Did not Self identify                    | 0.2%            | 2.1%            | 3.1%            | 4.1%            |
| <b>Total</b>                             | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

### C. Faculty Demographics

Underrepresented minority groups represent 58 percent of UB's undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). 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.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

| <b>Table 3A: Faculty Race and Ethnicity</b> | <b>Tenured/Tenured Track #</b> |                 |                 |                 |
|---------------------------------------------|--------------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>                | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                      | 8.5%                           | 9.6%            | 8.2%            | 8.4%            |
| Asian                                       | 9.2%                           | 6.6%            | 9.4%            | 9.0%            |
| Hispanic/Latino                             | 2.8%                           | 3.0%            | 2.5%            | 3.2%            |
| White                                       | 79.6%                          | 77.8%           | 79.2%           | 76.1%           |
| Did not Self identify                       | 0.0%                           | 3.0%            | 0.6%            | 3.2%            |
| <b>Total</b>                                | <b>100.0%</b>                  | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 3B: Faculty Race and Ethnicity</b> | <b>Other Tenured Status</b> |                 |                 |                 |
|---------------------------------------------|-----------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>             | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| African-American/Black                      | 11.8%                       | 12.3%           | 19.8%           | 19.0%           |
| Asian                                       | 3.4%                        | 5.5%            | 2.8%            | 4.9%            |
| Hispanic/Latino                             | 0.8%                        | 1.3%            | 2.0%            | 3.0%            |
| Two or More races                           | 0.0%                        | 0.0%            | 1.6%            | 1.5%            |
| White                                       | 84.0%                       | 80.1%           | 69.4%           | 64.2%           |
| Did not Self identify                       | 0.0%                        | 0.8%            | 4.4%            | 7.5%            |
| <b>Total</b>                                | <b>100.0%</b>               | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## 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.

Implementation of the plan will begin AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

**Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.**

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>2</sup> 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.

---

<sup>2</sup> Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.



Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

**Goal 2: Recruit, employ, and retain a diverse faculty**

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair 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 3: Develop a faculty retention and advancement plan for women and underrepresented groups

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

**Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.**

Strategy 1: Develop a staff diversity recruitment and retention plan

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

**Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research**

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.

- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

**Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations**

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

## University of Maryland, Baltimore Spring 2021 Institutional Programs of Cultural Diversity Report April 12, 2021

1. *A description of how the institution defines diversity (no more than **one page**); how did the institution develop that definition (e.g., processes, sources, and guidance used)?*

Diversity is a [UMB Core Value](#). The University is committed to a culture enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. The University is engaging in an inclusive process to update the Core Values as a part of the 2022-2026 Strategic Planning process. In 2020, UMB convened a workgroup, counseled by Norman Augustine, former Chairman and CEO of the Lockheed Martin Corporation board, to review the core values before the planning process commenced. Mr. Augustine's efforts also include advising the 2019-2020 President's Fellows on developing a white paper exploring how to institutionalize the core values into the UMB culture.

A subgroup of the Diversity Advisory Council (DAC) developed a statement on cultural competence. The original purpose of the statement was to develop a common definition across the university. The subgroup used the definition of cultural competence established by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice, with some small modifications.

In November 2018, the Deans discussed the statement on cultural competence developed by the subgroup. The subgroup considered the feedback and shared the new draft with the DAC in February 2019. The following is the final [statement on cultural competence](#) adopted:

The University of Maryland, Baltimore (UMB) is committed and pledges to embrace cultural competence at all organizational levels and programs to improve outcomes for students, faculty, staff, and the community at large. "Cultural competence responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all)."<sup>1</sup> The University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion.

We propose that as a university we engage in the following activities to be able to implement this statement and achieve its purpose and outcomes:

1. Develop a process to engage each school at the leadership level and as a whole to implement and execute this statement within their respective schools.
2. Encourage the Center for Interprofessional Education (IPE) to develop IPE experiences for students of all schools in the area of cultural competence.
3. Create a clear message to the University community about this statement and the expectations for each member of the organization.

---

<sup>1</sup> This is the definition of cultural competence by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice with some small modifications.

2. *A brief (no more than **one page**) highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community and how their efficacy is measured;*
- UMB conducted a national search for its inaugural chief diversity, equity, and inclusion officer. Reporting to the president, the CDEIO/VP will begin on July 1 to serve as an advisor, leader, and catalyst for institutional change focused on diversity, equity, and inclusion.
  - In June 2020, UMB established an [Intercultural Center](#) and hired an inaugural Executive Director based on University task force recommendations. The Center provides support for students from marginalized and underrepresented communities and co-curricular experiences that positively influence students' cultural knowledge, skills, and attitudes and the UMB community.
  - In summer 2020, the School of Social Work hired an inaugural Assistant Dean for Diversity, Equity, and Inclusion and established an [Office for Diversity, Equity, and Inclusion](#) to build and foster diversity, equity, inclusion, social justice, anti-racism, anti-discrimination, restoration, reconciliation, and accessibility.
  - The Graduate School established an inaugural Committee on Diversity, Equity, and Inclusion in July 2020, and appointed an inaugural Chief Equity, Diversity, and Inclusion Officer in spring 2021.
  - In March 2021, the Graduate School received approval from the Board of Regents to offer a Master of Science in Diversity, Equity, and Inclusion Leadership (MS-DEIL), the first in Maryland. The program will be an extension of the existing [Intercultural Leadership post-baccalaureate certificate \(PBC\)](#), established in fall 2019. The MS-DEIL will consist of 11 courses for 31 credits and will launch in fall 2022.
  - A [New Center of Excellence on LGBTQ+ Behavioral Health Equity](#) launched in spring 2021 out of the Institute for Innovation & Implementation in Social Work, providing health care practitioners with best and evidence-based practices and strategies that reduce disparities among the LGBTQ+ population across mental health and substance use disorder treatment. Grant funded by U.S. Department of Health & Human Services.
  - The Diversity Advisory Council advises University leadership and consists of representatives across each School and the central administrative units.. The DAC established an Anti-Racism Action Committee in summer 2020.
  - The School of Social Work, HeartSmiles, and the Black Mental Health Alliance collaborate to offer the Healing Youth Alliance to work with youth from the community to teach them about Healing Centered Engagement, the African Philosophy of Ubuntu, Trauma, and Mental Health in the African American Community. Several students met with President Biden's team to discuss issues facing today's youth.
  - In fall 2020, the Community Engagement Center relocated to a fully renovated historic property in the Hollins Market neighborhood to expand programming space by more than seven times the original location. Additional staff hired to increase the effectiveness of engaging neighbors throughout Southwest and West Baltimore. Programs, services, support, training, and activities center on diversity, equity, and inclusion.
  - Nursing received the 2020 Health Professions Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine in recognition of annual learning objectives focused on cultural competence, education, and training included in faculty and staff performance reviews, integration of Restorative Justice practices, and facilitating dialogue and cultural and racial awareness through a Booked for Lunch Club.
  - UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars, launched in fall 2015, is a comprehensive science pipeline initiative that excites students from three middle schools in the underserved neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. UMB CURE differs from the National Cancer Institute's CURE Program, from which it was modeled and originally funded, by engaging students early in their academic careers - beginning in 6<sup>th</sup> grade through college. UMB CURE has an annual student retention rate of over 92%, a weekly after-school attendance rate over 85%, and Saturday attendance rate of 78%. The program improved standardized math scores for 80% of the participants.
  - In fall 2020, all Social Work students required completion of the Structural Oppression and Its Implications for Social Work course, encouraging students to understand the causes, impacts, and strategies that address all forms of structural oppression based on race, gender, gender identity, sexual orientation, age, ability, etc.
  - The Francis King Carey School of Law received a \$5 million gift from biotech entrepreneurs Marco and Debbie Chacón to establish the Chacón Center for Immigrant Justice, dedicated to improving immigrants' lives and their families while providing invaluable training for future lawyers.
  - Efficacy measured using varying methods, including quantitative and qualitative assessments and evaluations, and the achievement of priorities and learning outcomes.

3. *A brief (no more than **one page**) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.*

Positive Impacts:

- Increased access due to the School of Medicine holding virtual admissions interviews. Not having travel and lodging barriers allowed for broader diversity of applicants. Will consider virtual interviews in the future.
- Targeted admissions events held with HBCU's across the country.
- School of Medicine applicants would typically choose between attending the diversity dinner and the first look day due to personal financial constraints. Virtual events enabled students to participate in all events.
- Teaching online in the School of Dentistry allowed for diverse speakers with varying backgrounds, views, and geographic locations (e.g., Canada, Brazil, UK, NJ, FL) in the virtual classroom.
- Graduation numbers do not show a decline. The pandemic has not seemed to negatively affect retention or graduation of students.
- Virtual academic experiences provided flexibility and helped decrease inequities for students who are parents or caregivers. Paying for or identifying care became less of an issue.
- Technology increased student access due to the use of subtitles, captioning, and recording classes/events.
- In December 2020, UMB worked with the University of Maryland Medical System to open a clinic in the SMC Campus Center for health care workers and other front-line personnel to receive COVID-19 vaccinations beginning January 6. In March 2021, UMB took full responsibility for continuing the vaccine clinic. Key campus leaders included the Office of Emergency Management, School of Nursing, Student Affairs, School of Pharmacy, and Legal Affairs. UMB proactively contacted the Baltimore City Health Department (BCHD) to express our intention to serve UMB's neighbors and get as many people vaccinated as possible. UMB is now vaccinating Baltimore City residents referred by BCHD and eligible faculty, staff, and students from UMB. UMB is instrumental in vaccinating the community through partnerships, including the Centers for Medicare and Medicaid Services, the Esperanza Center to reach Spanish-speaking individuals, and the Indian Health Service to reach Native Americans. Over 30,000 vaccines administered at UMB thus far.
- UMB collaborated with Comcast to provide internet service for up to 1,000 families from 14 different partner schools in West Baltimore for one year, beginning fall 2020. Since the end of September, UMB used its community school coordinators to contact families from its 14 partner schools. UMB and Comcast identified around 600 families needing internet access and provided a self-installation kit. This collaboration resulted in the families setting up a router in their home safely. UMB hopes to expand this partnership with Comcast and is exploring opportunities to bring internet access to senior citizens in the community and extend the sponsorship beyond one year of coverage.
- A DAC representative appointed to each COVID-19 focus area. A COVID-19 diversity, equity, and inclusion (DEI) workgroup established to prioritize DEI during planning and response.
- Prioritized UMB as a family-friendly institution. Offered caregiving resources for students and employees.

Negative Impacts:

- Asian and Asian American members of the UMB community impacted by national anti-Asian hate.
- Flexible scheduling and telework not possible for all exempt and non-exempt staff.
- Underrepresented students and first-generation college students unable to benefit from building support networks and connections due to engaging in primarily virtual learning.
- Increased stress and mental health issues for students and employees.
- Stress of balancing home, caregiving, and work responsibilities.
- Schools will need to orient two new classes in fall 2021.
- Possibility of student loan debt increase. The majority of students have not been able to hold a federal work-study position due to regulations in place.

4. **Required Appendix:** *Each institution should provide, as an appendix, a copy of the diversity plan in place during the 2020-2021 Academic Year. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement a plan that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:*

**i. Implementation strategy and a timeline for meeting goals within the plan;**

The 2017-2021 Strategic Plan (the “Plan”) embeds the UMB diversity plan. UMB requires each school dean and vice president to align its unit plan with a comprehensive strategy addressing six priority themes. All units completed this alignment by the conclusion of FY17.

Theme 1 – Health, Justice, and Social Impact and Theme 4 – Inclusive Excellence directs efforts to impact DEI outcomes in UMB’s internal and external environment. Twice yearly, each unit updates the status of the goals in its aligned plan.

Approximately 25% of the 314 Plan goals address the preceding themes, with the majority of the strategies fully implemented, nearing completion, or showing significant progress as of December 31, 2020. The Plan’s annual reports and summaries are available for review at <https://www.umaryland.edu/about-umb/strategic-plan/2017-2021-strategic-plan/progress-report/>.

UMB is embarking on the planning process for its 2022-2026 Strategic Plan, which will be in place by July 1, 2021. Steering and Logistics committees formed that include representation from across UMB’s seven schools and University-wide departments and offices. These committees will aid in seeking input and developing plan themes and goals; drafting, finalizing, and adopting the plan; and designing a process for its implementation. New initiatives will advance anti-racism, DEI, and social justice efforts. Plan developers will pay considerable attention to setting key performance indicators and measuring and reporting on these activities’ impact.

UMB commenced a national search for a chief diversity, equity, and inclusion officer and vice president (CDEIO/VP) in July 2020. The CDEIO will be an advisor, leader, and catalyst for institutional change focused on DEI at the institutional level, and will help UMB continue to advance DEI. Dr. Diane Forbes Berthoud will begin in this inaugural role on July 1, 2021 and will play an instrumental role in advancing DEI strategic initiatives.

**ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;**

The University of Maryland, Baltimore remains committed to elevating and addressing issues impacting the well-being of faculty, staff, and students and the campus climate for diversity. Evidence of UMB’s commitment includes the recent recruitment and hiring of its inaugural Chief Diversity, Equity, and Inclusion Officer/Vice President, a cabinet-level position reporting to President Bruce Jarrell. Dr. Forbes Berthoud joins UMB on July 1, 2021. Among Dr. Forbes Berthoud’s charge is to deepen and strengthen UMB’s commitment to DEI and anti-racism. She will design and operationalize a transparent accountability framework that measures and evaluates the impact of DEI initiatives.

Students

A variety of initiatives within UMB’s seven Schools and across the university advance cultural diversity among students. In addition to ongoing strategic initiatives, the university has been responsive, through messaging and actions, to critical societal issues impacting our student and campus community, including violence against the Black community and anti-Asian hate.

Over the past year, significant initiatives that positively influenced the campus climate for diversity for students included the establishment of the following: inaugural Intercultural Center and Executive Director of the Intercultural Leadership and Engagement Center; inaugural Assistant Dean for Diversity, Equity, and Inclusion and [Office for Diversity, Equity, and Inclusion in the School of Social Work](#); and an inaugural Committee on Diversity, Equity, and Inclusion and Chief Equity, Diversity, and Inclusion Officer in the Graduate School. The University Student Government Association established an equity committee and a diversity, equity, and inclusion officer position.



UMB continues to assess the student campus climate for diversity every two years. The Education Advisory Board Campus Climate Survey was administered to students in spring 2018 and 2020. The survey results inform our understanding of students' experiences, perceptions, and behaviors with diversity and inclusion at UMB. These data inform the development of action items within UMB Student Affairs, the Schools, and across the university. Student Affairs used the survey results to inform the development of support websites for diverse student populations (e.g., Transgender and Non-Binary Resources, Student Veterans, Student Parents and Caregivers, Off-Campus Housing Information during COVID-19, DACA and Undocumented Student Resources, online students). Campus climate results will also inform diversity strategic planning using an anti-racism lens within UMB Student Affairs.

During the pandemic, enhanced resources and programming focused on students who are caregivers. Student Affairs and Human Resources Services collaborated to contract with CompPsych to provide resources to students who are caregivers. Additionally, accessibility in digital communication and transcriptions enhanced during the pandemic.

A Student Pantry will launch in fall 2021 to assist students experiencing food insecurity. A name administration form was implemented allowing students, faculty, and staff to indicate their preferred/primary name. The University provided best practices for faculty and staff displaying pronouns in email signature lines.

#### Faculty/Staff

Human Resource Services (HRS) works closely with the Diversity Advisory Council (DAC) and each of the schools and vice president-led units to further make UMB a more diverse and inclusive environment. HRS established goals that include staffing and development action items created in collaboration with the DAC. HRS looks forward to collaborating with Dr. Forbes Berthoud to improve UMB's DEI employment and employee-related outcomes.

HRS fosters a diverse and inclusive environment at the University. HRS operations span the University. Through our people-related processes, we collaborate to impact the experiences of both staff and faculty. We will continue to share data and best practices across the University and provide expert input in critical areas, including staff and faculty training, organizational development, employee relations, and recruitment. UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. HRS demonstrates our commitment to DEI by seeking the most qualified candidates to fill positions regardless of race, gender, sexual orientation, or other under-represented designations. Consequently, senior leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups. University leadership, HRS, Institutional Effectiveness, Strategic Planning and Assessment, and the DAC's Anti-Racism Action Committee are examining trends, evaluating survey results, and other metrics to inform our diversity efforts and positively impact our diversity and inclusion goals.

HRS continues its collaborative efforts with the DAC during the recent development of programs to combat Anti-Asian Hate and other emerging areas of concern during the COVID-19 pandemic.

#### **iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);**

- Cultural diversity enhancement will continue to be addressed in UMB's 2022-2026 Strategic Plan and will remain a foundational pillar of our core values.
- UMB has elevated DEI with the newly-appointed cabinet-level position, a CDEIO/VP reporting directly to the president. The DAC will continue its advisory role.
- Many UMB employees are members of underrepresented groups. Reducing barriers to employment and encouraging career mobility remain top priorities for HRS. The institution needs to improve and publicize its career development activities, particularly to employees with limited career paths or significant wage improvement chances.
- In June 2020, UMB established an [Intercultural Center](#) and hired an inaugural Executive Director to advance DEI and anti-racism priorities across the university. The Center is playing an integral role in providing support for students from marginalized and underrepresented communities and co-curricular experiences, workshops, and trainings that positively influence the cultural knowledge, skills, and attitudes of students and the UMB community.
- DEI and anti-racism efforts have been elevated and advanced in the Schools and across the university due to many initiatives, which includes the appointment of inaugural diversity officer positions in many schools and the creation of new initiatives (e.g., committees, programming).

**iv. A process for reporting campus-based hate crimes;**

The University of Maryland, Baltimore Police Department (UMBPD) adheres to interdepartmental policy and procedures outlined in Written Directive 807 entitled, "Jeanne Clery Campus Security Act". This policy states: It shall be the Department's policy to comply with federal laws impacting the daily administration and operation of the UMBPD and to comply with obligations and requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). We publish and distribute an annual Clery Report to the U.S. Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than October 1 of each year by the agency's Technical Services, and Records Lieutenant or designee, consistent with the Clery Act mandates. An annual notice of the availability of the annual Clery Report generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, UMBPD provides policy disclosures, collect, classify and count crime reports, crime statistics and issue emergency notifications, and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data initiated annually by August 1 using an electronic online submission to the U.S. Department of Education. The submission of all Clery Act reportable statistical data, including hate crimes, completed annually to comply with the 2008 Amendments to the Clery Act, which mandates that hate crimes are reported in the published annual Clery Report.

In support of the mandated requirements for compliance by the UMBPD, the Clery Act; Title 20, USC, SS 1092 (f), the records section requests required reporting from the Baltimore Police Department's Central and Western Districts, which surround the University. The UMBPD makes crime logs available to all students, employees, prospective students, prospective employees, and members of the community.

UMBPD also works with the Title IX Coordinator. The Title IX Coordinator works closely with the Department's Clery and Victim Assistance Coordinators as needed. The Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime, including sexual violence. Where the alleged perpetrator is a member of the UMB community, the Title IX Office can establish a review process that includes assuring accountability for actions substantiated as having occurred. When the impacted party is a member of the UMB community, the Title IX Coordinator can provide support and assistance to assure ongoing access to work, school, and other services.

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

UMB professional schools can recruit and retain some of the best underrepresented minorities, but often, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding would allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom offers richness to human services and health care educational experiences.

Minority students represented 3,192 (45%) of the 7,087 enrollment total during spring 2021. UMB awarded \$3,630,902 in state funds to 422 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, the School of Nursing, BSN, the School of Medicine, Doctor of Physical Therapy, and the Department of Medical and Research Technology. Forty-one percent of minority students enrolled in spring 2020 received diversity state funding. Minority diversity differs based on the school/program.

**2020 - 2021 Academic Year Diversity Awards**

| <b>Unit</b>                                           | <b>Dollar Amount</b> | <b>Number of Students</b> |
|-------------------------------------------------------|----------------------|---------------------------|
| School of Medicine – MD                               | \$2,325,000          | 86                        |
| School of Dentistry – DDS                             | \$472,000            | 86                        |
| School of Dentistry – BSDH                            | \$0.00               | 0                         |
| Carey School of Law – JD                              | \$367,000            | 26                        |
| School of Pharmacy - Pharm D                          | \$136,590            | 44                        |
| School of Social Work – MSW                           | \$179,045            | 77                        |
| Physical Therapy – DPT                                | \$18,283             | 10                        |
| School of Nursing – BSN                               | \$83,001             | 83                        |
| Department of Medical & Research Technology - BS-DMRT | \$24,940             | 10                        |
| <b>Total Awarded</b>                                  | <b>\$3,630,903</b>   | <b>422</b>                |



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

umbc.edu // p: 410.455.1000

## Spring 2021 Institutional Programs of Cultural Diversity Report

**Institution:** University of Maryland, Baltimore County (UMBC)

**Date Submitted:** April 12, 2021

**Point of Contact:**

Dr. Antonio Moreira, Vice Provost for Academic Affairs, [moreira@umbc.edu](mailto:moreira@umbc.edu)

Ever Hanna, Office of Equity and Inclusion, Training and Case Manager, [everhann@umbc.edu](mailto:everhann@umbc.edu)

### Section 1

At UMBC, diversity is defined in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation, gender identity, ability, nationality, non-traditional student status, as well as other important characteristics. The UMBC Strategic Plan included in its preface, “[w]ith 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.” In addition, UMBC’s new vision statement which was adopted in 2016 states: “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.”

When developing UMBC’s 2019 diversity plan, UMBC integrated the broad diversity and inclusion goals from its prior 2009 plan with the specific, diversity and inclusion-related goals originating from UMBC’s 2016 strategic plan. This planning process was inclusive of all campus stakeholders and identifies inclusion and diversity as both goals and recommendations in each of the four focus areas: the student experience, curriculum and pedagogy, extended connections and community and engagement and collective impact in research, scholarship and creative activities. Founded on the strategic plan, UMBC’s strategic planning implementation plan was developed by UMBC’s President and the Council of Vice Presidents and Deans, and published in 2018. UMBC’s Diversity Plan contains an annual update portion that integrates the specific, diversity-related strategies and initiatives derived from this implementation plan (identified for 2018- 2020 and continuing from 2016-17 and 2017-18).

It is important to note that UMBC frequently implements its plans for inclusion and diversity through programs and initiatives that form part of the normal course of daily operations of the University, without specifically designating them as diversity programs. In this way, UMBC has integrated many of its diversity related programs into the fabric of how it supports all students, faculty, staff, and through community engagement. Many of these components are nevertheless an important part of UMBC’s ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

## Section 2

Some of the most successful institutional initiatives designed to address diversity include:

- **Inclusion Council (UMBC’s Office of Equity and Inclusion):** An advisory body of 25 faculty, staff and students that represent diverse populations across our community. This body has divided into 10 subgroups. These subgroups include over 100 additional community members and have been working throughout the 2020-21 school year to provide recommendations in a variety of equity and inclusion issue areas to university leadership.
- **Interfolio and Diverse Faculty Recruitment:** UMBC requires each search committee to create a diversity hiring recruitment plan, which includes an active recruitment strategy, draft job advertisement, and preliminary evaluation criteria. Plans are reviewed and approved by the respective Dean and the Provost Office. Each Dean is also charged with using Interfolio: Faculty Search to monitor the diversity of the applicant pools and make adjustments to the search if necessary. The STRIDE Committee provides peer education to support colleagues in conducting searches that reflect UMBC’s core values of diversity and inclusion.
- **Gender Identity Workgroup:** This group, formed in Spring 2018, has been working to implement changes to make our community more inclusive of people with diverse gender identities. In Summer 2020, the group launched a self-service tool for students to provide their gender identities and pronouns across university platforms. Moving forward, this information will be collected via the Common App for all incoming students.
- **Office of Academic Opportunity Programs (AOP):** Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County), Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair’s Scholars Program, the Louis Stokes Alliances for Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).
- **Student retention and academic success:** the Division of Undergraduate Academic Affairs offers the Returning Women Student Scholars program aiming to increase academic success. Additionally, UMBC offers the Discovery Scholars Living-Learning Community, First-Year Seminar, Introduction to an Honors University, New Student Book Experience, Summer Bridge Program, and Transfer Seminars. The Academic Success Center provides centralized support services to all undergraduate students at UMBC. Enrollment Management hosts reception events for academically talented African American and Latinx high schoolers, financial aid outreach

with Building Steps (encourages first gen and minority students in Baltimore City to attend college, focus on STEM), Golden Ticket Pre-Orientation Advising (provides first gen students and families the opportunity to learn more about academic requirements and planning tools), and partners with Raise.me to offer micro-scholarships to promote higher education to low-income, first gen students.

### **Section 3**

Some of the ways UMBC anticipates COVID-19 will most affect efforts to enhance diversity on campus include:

- **Diversity in Graduate and Undergraduate Enrollment:** For both graduate and undergraduate recruitment and enrollment initiatives, the COVID-19 pandemic continues to have a serious financial impact on students and their families. Students and families are rethinking their academic plans, considering options and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in our approach to the delivery of instruction and academic and support services as students and families balance their responsibilities. UMBC's move to mostly remote instruction in March 2020 and continuing through the spring 2021 semester has had a disproportionate impact on students from low-income and other families with poor access to the internet and appropriate computing resources although we have developed comprehensive supports to mitigate such impacts. We continue to actively monitor, both individually and collectively the success of our students and provide a variety of intervention and support mechanisms such as those developed by our new Academic Success Center and Student Advocates. One positive impact of the move to remote instruction is our ability to serve over 120 returning students to complete their degrees through our Finish Line Program.
- **Diversity in Faculty Hiring:** During this pandemic and continuing movements for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. Due to COVID-19 and the resulting significant reduction of our State appropriation, our ability to hire new faculty and faculty replacements has been severely constrained. Notwithstanding these challenges, faculty diversity and inclusive excellence remains a guiding principle of our institution in any faculty hiring during FY21. We have prioritized faculty hiring through our Postdoctoral Fellowship for Faculty Diversity, we have successfully converted all three fellows from Cohort V to assistant professor positions at UMBC, and will welcome two new fellows, one of whom is the inaugural fellow for faculty diversity in the Arts, in Cohort VI in July 2021.
- **Diversity in Student Affairs and Services:** The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in our country, and the dramatic changes in employment and income across the

nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of our decision making.

- **Office of Equity and Inclusion:** The Office of Equity and Inclusion (OEI) continues to receive reports through the online reporting form. Office staff have pivoted to offering intake, providing ongoing support and conducting investigations remotely. The transition to remote work provides additional equity and inclusion challenges for students, faculty and staff, and OEI continues to engage in new and innovative methods for hearing, responding to and resolving equity and inclusion issues for our community.

#### **Section 4**

#### **Appendix: 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.

### **Overarching Diversity Goals of USM and UMBC**

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

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

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

## **PART I**

### **Core Diversity Plan, 2019-24**

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals



## **Strategic Plan Preface**

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

## **University Mission**

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

## **University Vision**

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

## ***FOUR FOCUS AREAS OF STRATEGIC PLAN***

### **Focus Area One: The Student Experience**

#### **Strategic Goals**

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

#### **Supporting Objectives**

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

*Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.*

3.2 Increase significantly the diversity of tenure-track faculty.

*Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.*

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

*Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.*

5.1 Improve student services

## **FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement**

### **Primary Goal**

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

### **Strategic Goals**

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship.
2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

### **Supporting Objectives**

2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

*Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.*

2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

**FOCUS AREA THREE: Innovative Curriculum and Pedagogy**

**Supporting Objectives**

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second year student learning experiences.

*Steadily grow the diversity of full-time faculty.*

**FOCUS AREA FOUR: Community and Extended Connections**

**Primary Goal**

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

**Strategic Goals**

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

**Supporting Objectives**

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

*Increase the number and quality of community connections.*

*Increase engaged scholarship and learning.*

3.5 Better communicate availability of campus services and events to community

## PART II

### 2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

#### ***FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS***

***Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18***

#### **FOCUS AREA ONE: The Student Experience**

##### ***The Student Experience 2.1***

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)
- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

##### ***The Student Experience 3.1***

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019

- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

### ***The Student Experience 3.2***

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State’s Exchange Visitor Program (IES)

### ***The Student Experience 3.3***

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

*The Student Experience 4.1*

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

*The Student Experience 5.1*

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the “Financial Smarts Grant,” a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

*The Student Experience 5.3*

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

*The Student Experience 5.4*

- Continue to expand the ‘Study Abroad Ambassador Program’ to fall and spring semester study abroad programs (IES)

**FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement**

**The Student Experience 3.2**

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity

- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

### **Collective Impact in Research, Scholarship, and Creative Achievement 1.2**

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

## **FOCUS AREA THREE: Innovative Curriculum and Pedagogy**

### **The Student Experience 3.2**

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

## **FOCUS AREA FOUR: Community and Extended Connections**

### **Community and Extended Connections 1.4**

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the “Math Coach” program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

### **Community and Extended Connections 3.2**

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

### **Community and Extended Connections 3.4**

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

### **Community and Extended Connections 3.5**

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)



## **FOUNDATIONS**

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

working to incorporate restorative practices into curriculum, policy and procedures across campus.

## **CULTURAL DIVERSITY ANNUAL PROGRESS REPORT UNIVERSITY OF MARYLAND, COLLEGE PARK**

**Institution:** University of Maryland, College Park

**Date Submitted:** April 12, 2021

**Point of Contact:** Georgina Dodge, [gdodge1@umd.edu](mailto:gdodge1@umd.edu)

**1. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

In the spring of 2020, the Vice President for Diversity and Inclusion convened a departmental working group comprised of members of the Office of Diversity and Inclusion (ODI) and the Office of Civil Rights and Sexual Misconduct (OCRSM) to develop definitions that would provide guidance for the units and, by extension, for the University of Maryland. Due to the revision of the units' websites, which includes shifting to an accessible platform, those definitions have not yet been publicized, but I share the definition of "diversity" in anticipation.

- **Diversity:** The full spectrum of human identities, backgrounds, experiences, and their intersections. (Our work for diversity advocates a strategic balance of these factors as understood through the lens of institutional and societal power.)

Diversity is further defined through university policies that are based on state and federal laws and guided by system policies. Our policies ensure that university programs, activities, and facilities are available to all, and that prohibit discrimination or harassment based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class (VI-1.00(B)). The preceding diverse identities are also protected from discrimination with regard to employment practices, "including recruitment, advertising, job application procedures, hiring, upgrading, training, promotion, transfer, compensation, job assignments, benefits, and/or other terms, conditions, or privileges of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. This policy applies to all jobs at the University of Maryland (VI-1.00(A))."

**2. A brief (no more than one page) highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

**Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE):** Announced by the Interim Provost on March 9, 2021, FAMILE is a diversity initiative aimed at increasing the number of underrepresented tenured or tenure-track faculty at the university. The goal is to increase faculty diversity and add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives. This program has three components, including: 1) President's Postdoctoral Fellowship Program; 2) Assistant Professor Targeted Hire Program; and 3) Senior Targeted Hire Program. A primary focus is the creation of a welcoming and embracing climate in which each recruit is incorporated into a collegial academic community and is exposed to a set of connections that will advance the person's expertise, career, and sense of agency. Thus, each unit/college in its request for funding for the specific programs will have to submit a Faculty Retention Plan. The total commitment by the University with matching funds from the Deans is estimated at more than \$40M over the next 10 years. Efficacy will be measured through institutional employment data and comparison to institutional peers.

**TerrapinSTRONG:** Announced by President Pines when he assumed the presidency on July 1, 2020, TerrapinSTRONG is an affirmative set of shared values, actions, identity and agency that connects all University of Maryland community members. The vision of the program is to create an inclusive environment where every member of our community feels that they belong and are empowered to reach their full potential. To be TerrapinSTRONG is to: 1) Engage diversity to impact grand challenges of our times. We invest in knowledge, skills and practices that enable us to work collaboratively in advancing our diverse, globally connected society; 2) Acknowledge the role the University of Maryland has played throughout its history in denying access and full participation. We rest on indigenous land that was stolen from the Piscataway People by European colonists, and plantation land granted to us by slaveholders. We recognize patterns of disenfranchisement and discrimination that have restricted participation based on individuals' race, sex, gender identity or expression, sexual orientation, socio-economic background, physical or mental disability, national origin, and religion; 3) Celebrate University of Maryland traditions, trailblazers, and communities. We show Terrapin Pride; 4) Take actions to advance diversity, equity, inclusion and social justice. We advocate for human rights within our personal lives, our fields or areas of study, and the university community. This new initiative remains in development, focusing on an onboarding segment for incoming students and new employees. Elements of the program were initiated by academic colleges in spring 2021 and feedback from student evaluations indicate that students believe their participation increased their sense of belonging, which is particularly important during the pandemic and resulting online instruction and interaction. Efficacy will be measured by continuing surveys and other measures, including retention and community feedback.

**Diversity Education Task Force:** Convened in 2018, DETF has issued recommendations to improve campus diversity and inclusion climate. These include modifying the existing diversity requirement category labels and learning outcomes, adding explicit diversity content to gateway courses, offering diversity and civic engagement credentials and highlighting the value of micro-credentials to employers, and requiring all majors to include discipline-relevant diversity education. Each of these recommendations, in addition to others, will require different metrics for evaluation, and a primary consideration is that fulfilling these recommendations should not add more required credit hours to degrees.

**The 1856 Project:** UMD has joined the national organization of Universities Studying Slavery, housed at the University of Virginia, and our chapter is titled The 1856 Project to coincide with the founding year of our institution. While still in formation, 1856 is poised to become an important contributor to the full understanding of the ways in which slavery, segregation, and activism has impacted UMD since its very beginnings. A diversity of initiatives such as a digital historical database of the campus and community as well as courses in history and archeology have been proposed. Efficacy will be determined through the appropriate metrics for each programming category.

**Bowie State University-University of Maryland Social Justice Alliance:** Launched in October 2020 in partnership with the Lt. Richard Collins III Foundation, the BSU-UMD SJA honors the legacy of BSU alumnus Lt. Collins and promotes social justice on both campuses through shared programs, courses, and other forms of cultural and intellectual partnership. The alliance addresses critical issues facing campuses, communities and the nation by engaging our students and communities to bring about the social justice change we want to see. The alliance will host public programming, including symposiums and a national conference, to stimulate conversations and direct action for change. The alliance will provide learning opportunities for BSU and UMD students by infusing social justice education in the curriculum and experiential activities. Efficacy will be determined by appropriate measures, including evaluations, surveys, and participation counts.

**Record-breaking Applications:** UMD has received a record-breaking achievement of 50,000 applications for admission, which includes record-high applications from Black and Latinx students. This milestone was achieved through the strategic approaches we have taken across campus to create an inclusive environment as well as increased outreach to BIPOC students. The following are some of the contributing factors to our success:

- Maryland Ascent Program helps high school students who are first-generation from Baltimore City and Prince Georges county navigate the college admission process, providing one-on-one counselling from start to finish;
- SAT and ACT scores optional, which has been extended through 2023;
- Incentive Awards Program provides full academic scholarships and other wraparound support services to students from underserved communities in Prince George’s County, Baltimore City, and Montgomery County.

In addition, our Black students graduate at a much higher rate than many of our peer institutions. UMD is ranked among the top of our Big Ten peers in our 6-year graduation rate for Black and African American students; our 6-year graduation rate for Black and African American students is 81.3%, compared to a mean rate of 71.3% among our Big Ten peers. We are also ranked No. 1 among AAU universities for the number of bachelor's degrees conferred to African-American students. For Latinx students, our graduate rate is 81.5% compared to 76.6% for our peers. While we still have much more to accomplish, our data demonstrates that our strategies have had impact.

3. **A brief (no more than one page) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

It is common knowledge that the loneliness and isolation enforced by the pandemic has been psychologically destructive to all members of our campus community due to the lost physical connection and continuity of campus life. We have experienced two suicides this year, both of trans students who were vital and popular members of our community; their loss has reverberated across campus. Our faculty have been sensitive to these issues as well as others such as the lack of digital access experienced by some students, and we have emphasized the need to consider limitations that students may face due to technology, upheaval and loss in their personal lives, and overall mental health. It has been hard for students to remain invested, with Zoom awkwardness and fatigue taking its toll both in courses and in some diversity programming.

That said, much of our programming has generated new audiences and we have seen attendance increase x10 for our anti-racism series. The focus on racism resulting from George Floyd’s death, anti-Asian attacks, and the disproportionate impact of the covid pandemic on Black and Brown communities has led to examinations of the country’s legacy of racism and enabled us to start and sustain difficult conversations. The massive increase in demand for training, consultation, and other forms of professional and personal development around issues of diversity gives me hope that this current inflection point will provide guidance for our futures.

## APPENDIX

- 4. Required Appendix: Each institution should provide, as an appendix, a copy of the diversity plan in place during the 2020-2021 Academic Year. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement a plan that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:**
- i. Implementation strategy and a timeline for meeting goals within the plan;**
  - ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;**
  - iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);**
  - iv. A process for reporting campus-based hate crimes; and**
  - v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.**

**4.i.** Attached to this report is a copy of UMD's 2010 diversity plan as well the recommendations of the 2018 recommendations of the Joint President/Senate Inclusion and Respect Task Force. Those recommendations have guided the activities and initiatives within the Office of Diversity and Inclusion. While we continue working to establish a more centralized delivery of DEI services, the recommendations of the Task Force have been predominantly met. The university is prepared to embark on implementing a new strategic plan, and a new diversity plan will be developed shortly thereafter. The alignment between the two plans will be critical, and the importance of having a standalone diversity plan with timelines will enhance accountability.

**4.ii.** We address our cultural diversity by embracing it. During the past year, the Vice President for Diversity and Inclusion and the Vice President for Student Affairs, along with the President as merited, have met with a group of approximately 30 Black student leaders to discuss student demands that have been brought forward over the years. We have honed those demands to 25 action items that the university will pursue to address cultural diversity, and we have developed a website that promotes accountability and provides transparent information to the university community: <https://diversity.umd.edu/black-student-leaders/>. This partnership has been recognized nationally and was recently featured in an extended article by our Diamondback student newspaper: <https://dbknews.com/2021/04/06/umd-black-student-demands-issues-project/>. We are also meeting with Black graduate students as well as other constituency groups to better understand the issues groups encounter and how we can address them.

We have held "Community Conversations" with small groups of students, faculty, and staff (separate groups for exempt and non-exempt) to discuss campus issues related to DEI. We will be continuing those conversations to gather more input on how we can address campus concerns.

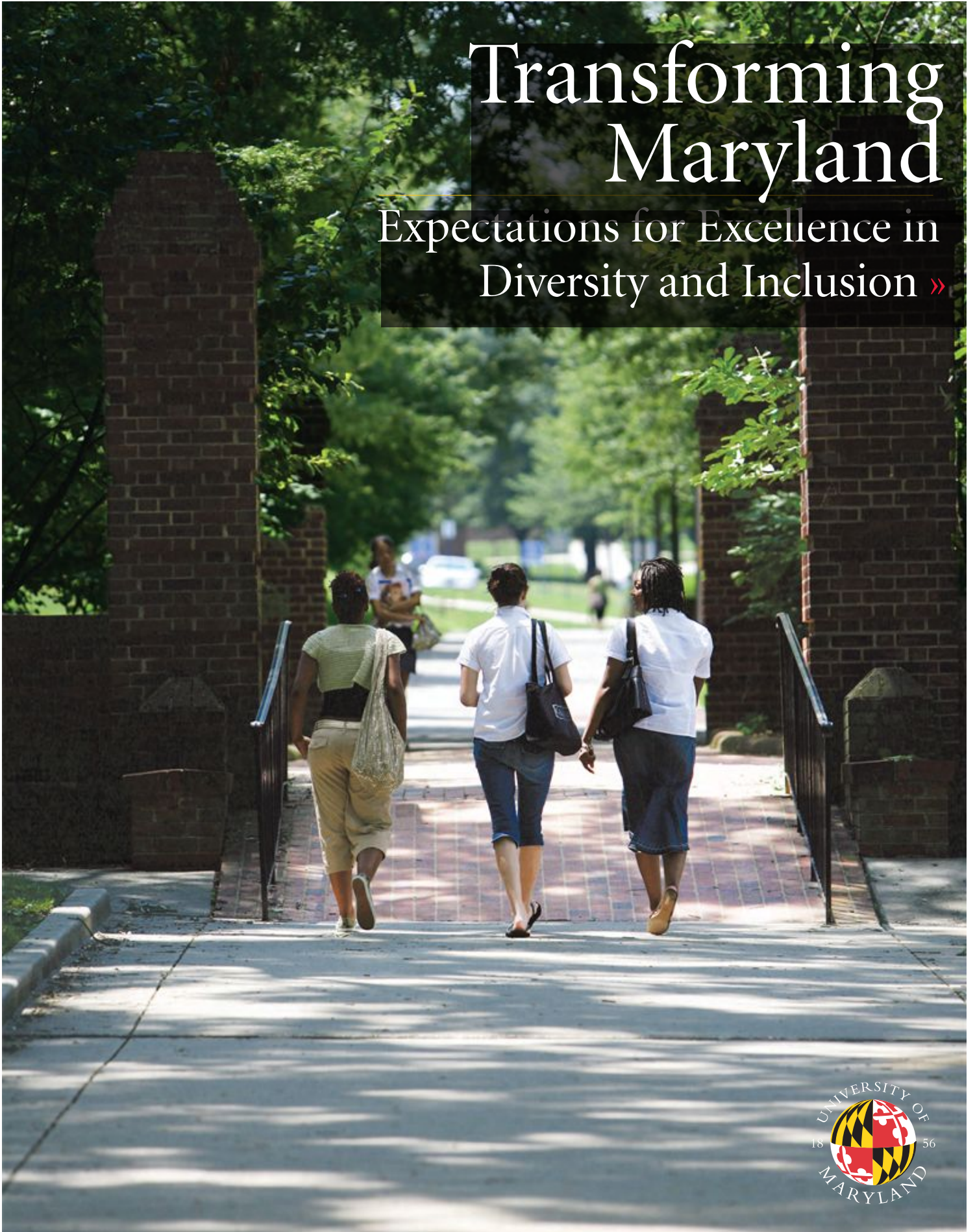
**4.iii.** While this has been addressed in previous sections of this report, it is important to reiterate that our efforts are as transparent as possible in order to ensure campus involvement.

**4.iv.** Hate crimes should be reported to campus police and bias incidences reported to Bias Incident Support Services (BISS). Our updated bias incident response protocol can be found here: <https://diversity.umd.edu/bias/response/>, and a brief overview document is attached.

**4.v.** Additional funding for student financial aid, including adequate increases in Pell Grants, would be welcome. This includes scholarships directed towards state and county residents. In addition, ensuring that student support services are adequately funded through state budgeting would benefit retention efforts and contribute to closing the graduation gap. For example, our Office of Multi-ethnic Student Education (OMSE), which provides academic and logistical support for predominantly Black and Latinx students, relies heavily on fundraising rather than a base state budget. Providing additional state funding through the forms of grants focused specifically on supporting diverse students would create a statewide recruitment campaign that could then be supported by budgeted programming.

# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »





**TABLE OF CONTENTS**

*Preface* . . . . .2

**I. Commitment to Diversity** . . . . .4

**II. University's Transformation into a Leader in Diversity** . . . . .7  
Diversity Accomplishments . . . . . 9

**III. Taking Stock: Diversity Initiatives at Maryland** . . . . . 10

**IV. Recommendations.** . . . . . 13  
A. Leadership . . . . . 13  
B. Climate . . . . . 16  
C. Recruitment and Retention . . . . . 18  
D. Education . . . . . 21  
E. Research and Scholarship . . . . . 23  
F. Community Engagement. . . . . 25

**V. Implementation** . . . . . 27

**Diversity Plan Steering Committee** . . . . . 29

The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »

**THE STRATEGIC PLAN FOR DIVERSITY  
AT THE UNIVERSITY OF MARYLAND**

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE  
ON SEPTEMBER 16, 2010

## FROM THE PRESIDENT

The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths.

2

THE UNIVERSITY of MARYLAND

I am proud to be continuing in the tradition of recent University of Maryland presidents who led us to outstanding accomplishments in this area, including Robert Gluckstern, John Slaughter, William Kirwan and C. D. Mote, Jr. Under their leadership, the university embraced a vigorous commitment to becoming a multiethnic, multiracial, and multicultural institution.

The diversity plan presented here, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles.

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our

university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

I embrace the vision outlined in this document and ask that you read, review, and commit to implementing its strategies and goals.

Wallace D. Loh  
President

**FROM THE CHAIR, DIVERSITY PLAN STEERING COMMITTEE**

The strategic plan for diversity at the University of Maryland, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is a document that represents the remarkable journey of the University of Maryland, College Park.

The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

However, the past 50 years at Maryland have been extraordinary, first as we integrated all populations into the student body, faculty, and staff, and then as we eagerly embraced the idea of diversity, transforming the institution into a national leader in this area. Today we are well on the path toward realizing our vision of being a “model multiracial, multicultural, and multigenerational academic community.”

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan.

The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

Those of us who worked together to develop the plan believe that Maryland is poised to become the university model for diversity and inclusive excellence in the nation. We have developed a 10-year document that lays a comprehensive roadmap for meeting this goal and calls on the University of Maryland to serve in a preeminent leadership role for the next generation of scholars.

Robert Waters  
*Associate Vice President for Academic Affairs  
and Assistant to the President  
Chair, Diversity Plan Steering Committee*



I. The University of Maryland's  
Commitment to Diversity »



The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. Our commitment to diversity rests on three tenets:

1. We believe that living and working in a community that accepts and celebrates diversity is a joy and a privilege that contributes to the vitality and excellence of the educational experience.
2. We believe that as a state university, we have a responsibility to assure all citizens access to the transformative experience of an outstanding higher education and the opportunity for success in this experience.
3. We believe it is essential that our students have exposure to different perspectives, that they interact with people from different backgrounds, and that they explore ideas with those from different cultures in order to succeed in an increasingly diverse workplace and global community.

In short, creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff is morally right and educationally sound. We commit ourselves fully to implementing the strategies set forth in this plan to achieve an optimal environment for all members of the university community.

The university strategic plan of 2008, *Transforming Maryland: Higher Expectations*, clearly states the results we strive for as a preeminent university: impact, leadership, and excellence. We know without doubt that the diversity of our university faculty, staff, and students is a cornerstone of that excellence. This diversity plan is aligned with the goals of the university strategic plan. It calls for the university to energetically renew its efforts in diversity. The results will be transformative.

The strategic plan states the mission of the university with eloquence: “As the flagship, its task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in business, public service, education, the arts, and many other fields.” To succeed in this task we must have a community that acknowledges and celebrates diversity in all its dimensions.

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are

welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

We are confident that we can meet the goals outlined in this document because the university has special strengths on which it can build: 1) a history of national leadership in diversity initiatives during the past three decades; 2) a substantial record of scholarship on diversity issues across the disciplines; 3) a location that offers opportunities to engage with a wealth of diverse communities, including large African American, Hispanic American/Latino/a, and Asian American populations, and thanks to the proximity of the federal government agencies and offices, a substantial international population; and 4) a conviction that a university community energized by diverse perspectives and experiences provides an enriching educational experience and strong competitive edge for our students, our faculty, and our state.

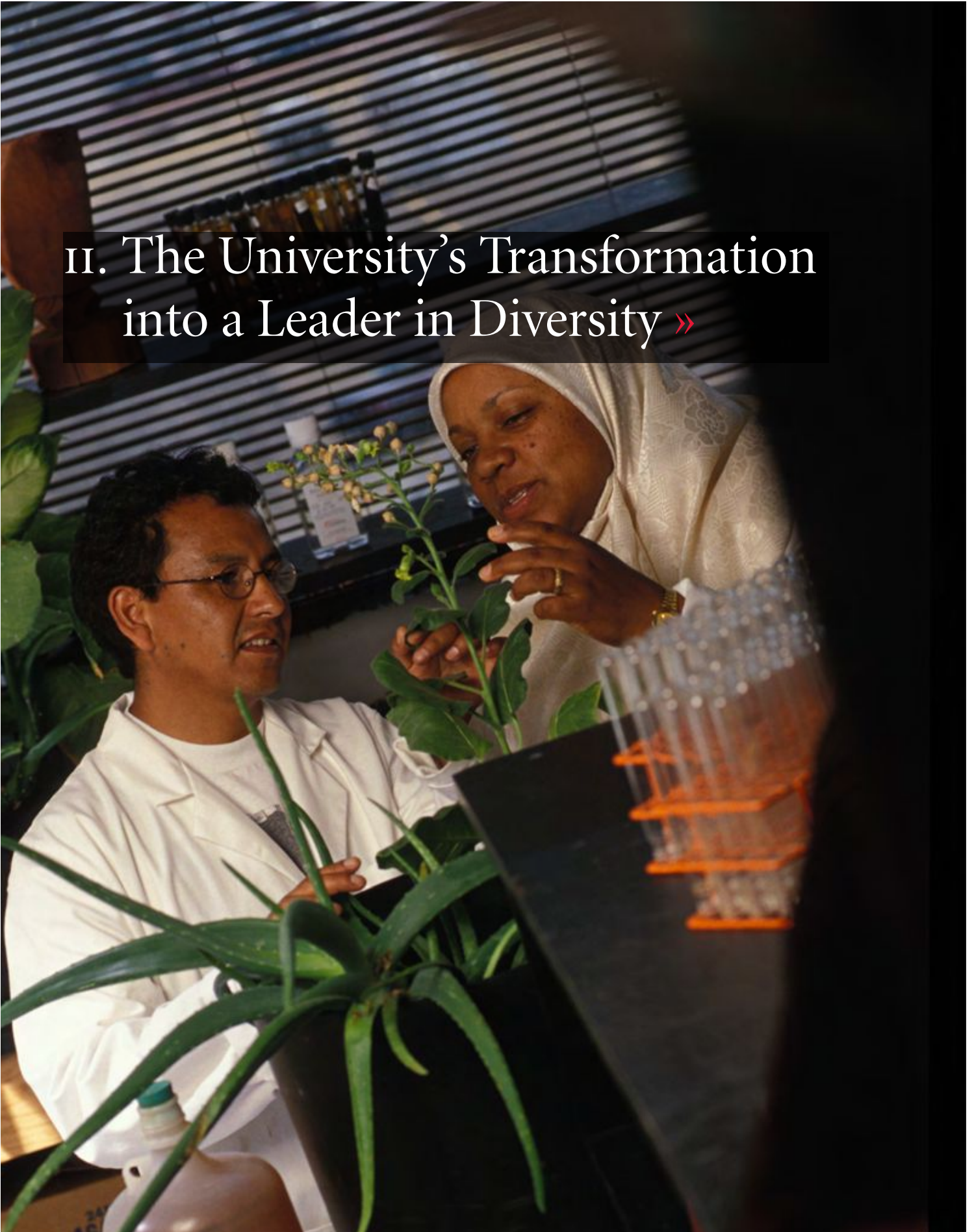
We are uniquely positioned to influence the world outside the university based on the contributions and research of our faculty, students, and staff. Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world.

6

THE UNIVERSITY of MARYLAND



## ii. The University's Transformation into a Leader in Diversity »







### University of Maryland Leaders Embrace Diversity

The university undertakes this new diversity plan after three decades of successful initiatives that focus on diversity issues. We are confident in the university's ability to meet new challenges in creating the community of the future. After an early history in which the university engaged in deplorable practices of discrimination and held destructive prejudices against women, we now have a keen appreciation of the moral imperative of equity and diversity. We know that at the time of its founding in 1856, 16 of the first 24 trustees of the Maryland Agricultural College were slave owners and that slaves labored, if not on campus, certainly throughout Prince George's County, in which it was built. White women were first admitted in 1916, and African Americans in 1951. Though slower than we would wish in including all citizens and creating an appropriate climate for their success, in the past decades the university eagerly adopted the ideal of diversity and has worked diligently to transform the campus to become a national leader in this area. The University of Maryland's strategies were among those highlighted in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published with the American Association for Colleges and Universities (AAC&U) in 1995. Today we are on the path toward realizing our vision of being a "model multiracial, multicultural, and multigenerational academic community."

We have been guided by many dedicated members of the campus community in this transformation, especially three exceptional leaders: Dr. John Slaughter, chancellor, 1982–88; Dr. William E. Kirwan, president, 1988–98; and Dr. C. D. Mote, Jr., president, 1998–2010. Under their leadership, the university embraced a commitment to diversity with unwavering vigor. The journey toward a diverse and inclusive institution began with race and gender, but the imperative to address other identities became apparent as we undertook various initiatives. Indeed our terminology that today favors the word "diversity" evolved from a growing understanding of the complexity of this work.

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's

leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

Under the leadership of his successor, President Kirwan, the university made giant strides in its commitment to equity and inclusion for minorities. His administration supported major initiatives designed to involve every campus unit and department in activities that supported minority faculty, staff, and students. University leaders raised expectations for recruitment of faculty, undergraduates, and graduate students from under represented groups; developed major initiatives to support and mentor minority members on our campus; and provided significant financial support for activities likely to increase the success of minority members of the university community. From 1990 through 1995, President Kirwan led the university's defense of a legal challenge to the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense of the case was a first step in developing the now-widespread use of the diversity rationale to advance affirmative action goals in higher education.

President Mote built on these efforts, deepened our understanding of the complexities of diverse backgrounds and identities, and expanded the focus of our commitment. He sponsored innovative and successful programs that reached into Maryland communities with large numbers of disadvantaged students, and created pipelines for students who had overcome adverse circumstances to obtain an affordable college education. In the past decade, the university significantly increased the graduation rates of undergraduates from all racial/ethnic backgrounds, and made substantial progress in closing the achievement gap. In recognition of the university's growing global impact, President Mote also vigorously supported programs that offer students life-changing international experiences.

Led by the former president, the administration pushed aggressively to promote the rights of gays, lesbians, and women and fought to obtain benefits for domestic partners of university employees. The state began providing same-sex domestic partner health benefits to Maryland state employees and retirees in July 2009. Under President Mote's leadership, the university also introduced new family-friendly policies and programs to help faculty, staff, and students balance their academic, work, and family responsibilities.

## WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

Diversity and inclusiveness have, over time, become integral and ongoing components of the university's institutional identity. A quantitative sketch of our successes indicates how far the University of Maryland has progressed in recent decades.

### *The diversity of our students:*

- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58% at the graduate level from 2001 to 2009.
- The percentage of new minority graduate students increased from 16% in 2001 to 21% in 2009.

### *The success of our students:*

- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.

- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.

- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

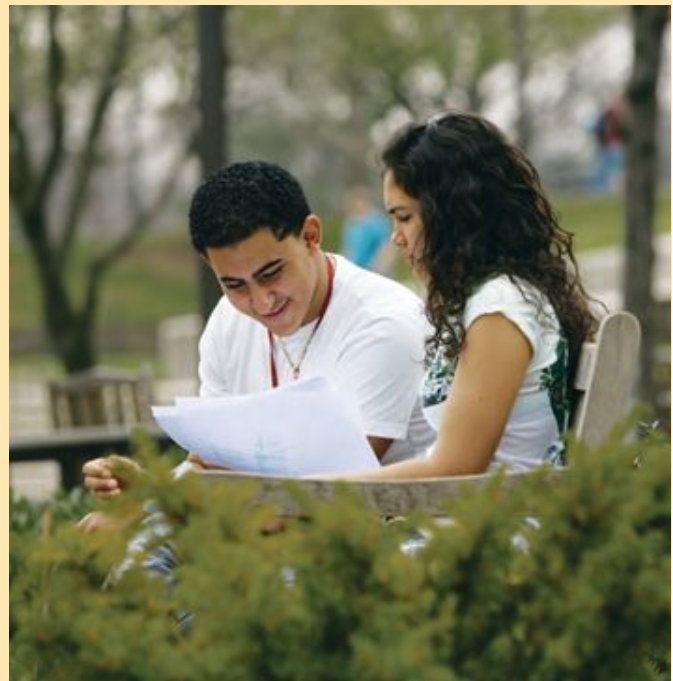
### *The diversity of our faculty and staff:*

- Between 2000 and 2009, the percentage of women in the tenured/tenure track faculty increased from 26% to 31% and the percentage of faculty of color in this group increased from 16% to 20%.

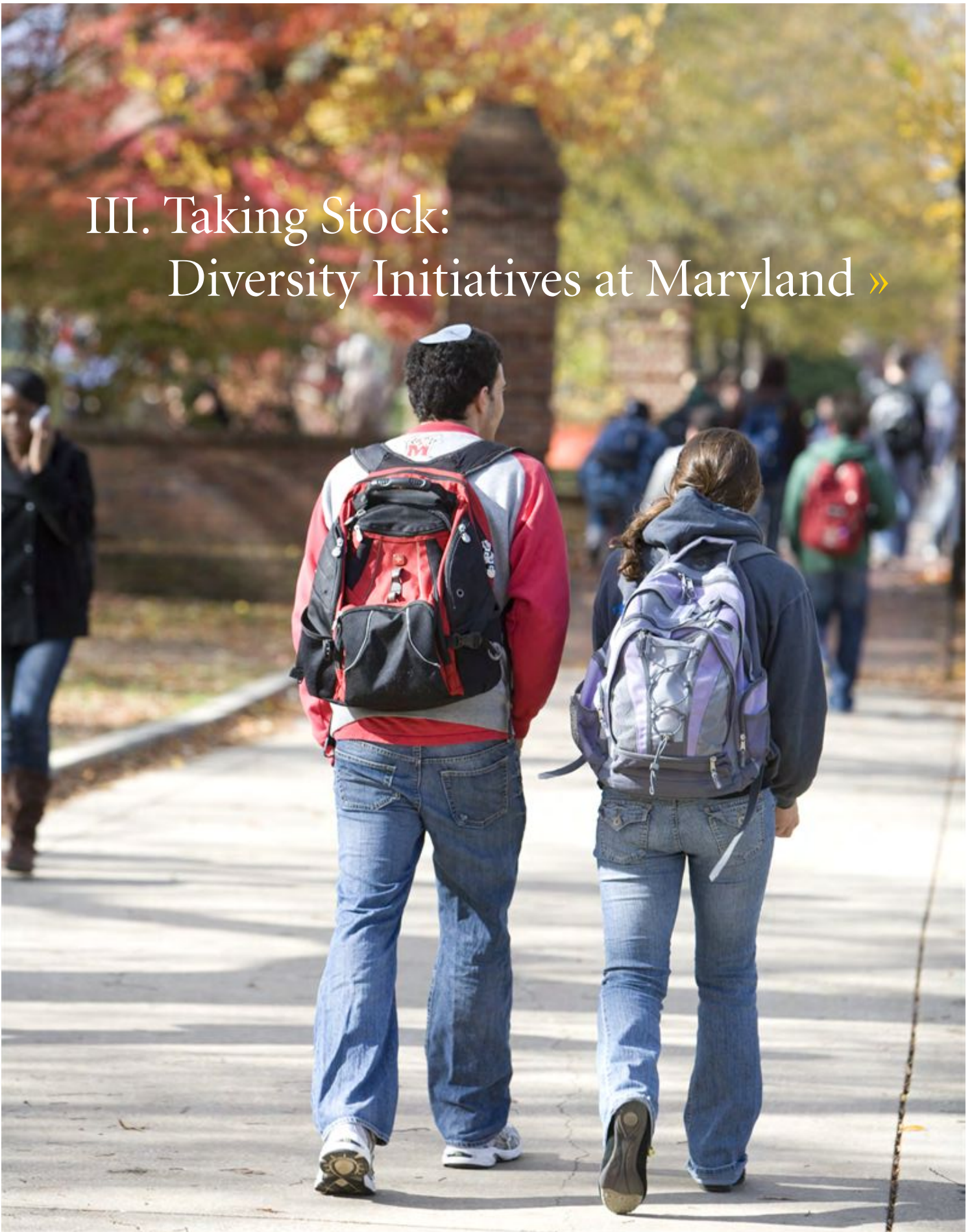
- In 2009, one-third of new tenured/tenure track faculty hires were women and 43% were members of ethnic minority groups.

- The number of women department chairs grew from six in 2004 to 15 in 2009, a 150% increase.

- The university's diverse staff is 16% African American, 7% Asian American, 5% Hispanic American/Latino/a, 17% from other nations, and 52% women.



### III. Taking Stock: Diversity Initiatives at Maryland »



### University Offices that Promote Equity and Diversity

Several campus programs have been established that address diversity issues, and the dates of their inception reflect the growing understanding of the complexity of diversity and the variety of groups that need to be served.

The Office of Human Relations Programs (1971), now known as the Office of Diversity and Inclusion (ODI), is responsible for compliance with the Human Relations Code that contains our official nondiscrimination policy (1976; amended in 1992 to include sexual orientation). The office also provides a variety of multicultural and diversity education programs, including intergroup dialogues.

Many other offices, centers, and programs address specific issues. These include the:

- Nyumburu Cultural Center (1971)
- Office of Multi-Ethnic Student Education (1971)
- Disability Support Services (1977)
- Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity (1998)
- Maryland Incentive Awards Program (2000)
- Office of Multicultural Involvement and Community Advocacy (2006), formerly Student Involvement and Minority Programs (1987)

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997).

The Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

### Diversity in the Curriculum

The university has been a leader in interdisciplinary programs, with its American Studies program (1945) one of the earliest in the nation. This history was a stepping-stone for academic programs and concentrations that focus on educational issues surrounding specific areas of diversity. First introduced in the 1960s, these programs have helped to broaden our understanding of diversity, cultivate community, and build support for various social identity groups.

Many programs that began as concentrations in traditional departments led to the establishment of formal academic programs:

- African American Studies (1968)
- Women's Studies (1977)
- Jewish Studies (1980)
- Latin American Studies (1989)
- Asian American Studies (2000)
- Lesbian, Gay, Bisexual, and Transgender Studies (2002)
- Persian Studies (2004)
- U.S. Latino Studies (2007)

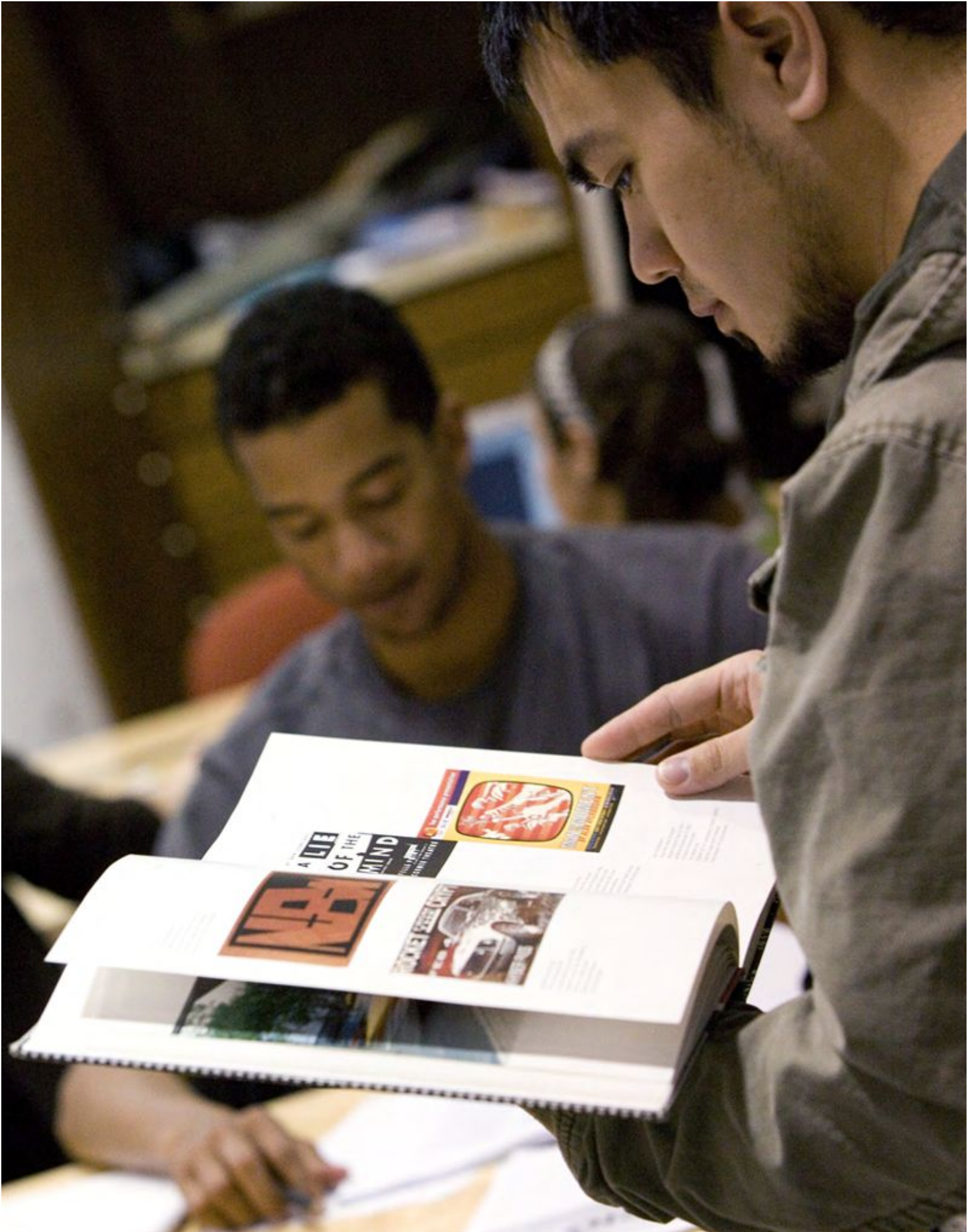
The university has also been a national leader in fostering diversity as a serious topic for research and academic exploration. One of the most important and successful initiatives has been the Consortium on Race, Gender, and Ethnicity (1998). Faculty members working through the Consortium have published groundbreaking studies on the complexity of issues surrounding self-identity and diversity.

In 2008, the U.S. Department of Education granted the university status as a minority-serving institution for Asian Americans and Pacific Islanders, a gateway to targeted support for the growth of academic programs and support for student scholarships.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, established at UMD in 2001, preserves the heritage of African American visual arts and culture.

Existing and new courses within established disciplines have been infused with elements and principles of diversity with the assistance of the Curriculum Transformation Project (1989). Since 1990, undergraduate students have had a CORE diversity requirement, and they currently have co-curricular opportunities that address diversity such as Words of Engagement: Intergroup Dialogue Program (2000) and the Common Ground Multicultural Dialogue Program (2000).

There are far more activities, campus-wide, and locally, than we can include in this overview, but the programs listed above represent the breadth of our commitment to building a diverse and inclusive campus community.



## IV. Recommendations »

The University of Maryland has laid a strong and broad foundation for diversity and equity over the past three decades. The recommendations in the diversity strategic plan aim to ensure that the university will build on this foundation and continue as one of the nation’s higher education leaders in diversity, equity, and inclusion.

Clearly, the university has made great progress. However, building a community in which support for diversity permeates all levels is an ongoing process. The university still has much to do to create the optimal and inclusive learning and work environment to which it aspires. Vigorous efforts should be made to further diversify the senior leadership, faculty, and student body; to create a more vibrant and inclusive campus community; to support diversity-related research; and to implement a curriculum that prepares our students to succeed in a multicultural, globally interconnected world. This plan sets forth strategies to take us to the next level.

Our plan seeks to accomplish three goals:

1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and
3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a

representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a “building community” fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

Following are the major goals and strategies of the diversity strategic plan, organized in six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

### A. LEADERSHIP

Leadership is essential to building a more diverse, inclusive, and equitable institution. This plan proposes to strengthen the diversity leadership throughout the campus. The goals and strategies listed below recognize that leadership in diversity must come from senior leaders as well as from the ranks of students, faculty, and staff.

First, the plan calls for leadership from the top. When the university’s senior administrators endorse diversity programs and initiatives, they affirm that diversity is a core value and set the tone for action throughout the university. The appointment of a chief diversity officer and establishment of a campus-wide Diversity Advisory Council to replace the current Equity Council will be a visible signal of this commitment. With wide representation from campus groups, the new council will focus on major diversity initiatives that can help move the campus forward.

Second, leadership in diversity requires a commitment to increasing the presence of individuals from diverse populations among those in charge at all levels. This plan proposes an energetic effort to increase their numbers through robust recruitment strategies. In addition, the university should expand and strengthen programs of professional development that prepare individuals from underrepresented groups already on campus to move into positions of leadership. Students, faculty, and staff all benefit from a community in which those in charge reflect diversity among their ranks.

Finally, the university should support a vigorous effort to inculcate the principles of diversity, equity, and inclusion in all faculty, staff, and students so that leadership in diversity is something every member of the university community understands and for which each one feels responsible.

14

**GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.**

*Strategies*

- A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.
- B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.



- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.
  - The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.
  - The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.
- C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.
- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.
  - Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.
- D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.
- E. The university leadership will help each unit establish measurable goals for diversity and inclusion at the division,



college or school, and department/unit levels and help units meet their goals. Accountability mechanisms will be used to assess outcomes. Support for diversity and inclusion will be a uniform qualification for all leadership positions and a performance criterion in the annual reviews of all campus leaders.

**GOAL A.2: The university will increase opportunities for leadership training, mentoring, professional growth, and advancement of diverse faculty and staff in all divisions.**

*Strategies*

A. The Provost's Office will:

- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on fostering diversity and inclusion. This orientation should address such topics as supporting diversity research/scholarship and teaching, creating an inclusive climate, dealing with sexual harassment, and recruiting and retaining diverse faculty, staff, and students.
- Offer leadership training and mentoring programs, such as





16

THE UNIVERSITY of MARYLAND

the university's Leadership Education and Administrative Development (LEAD) program, which prepare tenured faculty to assume campus and professional leadership positions. Women, minorities, and faculty from diverse backgrounds will be actively encouraged to apply for these programs.

- B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.
- C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespersons for diversity initiatives across the campus.

## B. CLIMATE

All individuals in a community need to feel that their individual worth is recognized, their work is respected, and they work in an environment in which they can flourish. If students feel marginalized because they are different from those in the mainstream, if faculty or staff members feel that their contributions are not valued, or if any individual feels isolated and excluded by a climate that is unfriendly or uninterested, the

university community is diminished. A welcoming, supportive climate is essential in our academic community.

The university has in place clearly defined policies and legal guidelines to deal with egregious problems such as sexual harassment, hate speech, or threats. The initiatives addressed in this plan aim to ensure that we go beyond a neutral climate to one that is completely supportive and inclusive. This diversity plan focuses on ways to enhance day-to-day learning and working conditions. The creation of a climate that nurtures and supports all of its members requires proactive acts of self-examination.

Many useful tools are available for self-assessment of the workplace and classroom climate. Exit surveys, for example, are accepted and valuable ways to measure experiences. The plan proposes surveys and other formal assessments as initial steps, but units will also find it helpful to gauge climate issues through informal group discussions, spontaneous interviews with individuals in the unit, and other activities.

**GOAL B.1: The university will ensure a welcoming and inclusive learning community, workplace, and campus environment.**

### *Strategies*

- A. Units will actively support and demonstrate adherence to the university's policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action.

- B. The chief diversity officer, in collaboration with the Diversity Advisory Council, will:
- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.
  - Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.
  - Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.
- C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related

educational and co-curricular experiences, as well as their perceptions of the campus climate.

**GOAL B.2: The university will develop and implement innovative, cross-cutting programs to improve and enhance the campus climate for diverse students, faculty, staff, and visitors.**

*Strategies*

- A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.
- B. The university will create a “building community” fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.
- C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for





18

THE UNIVERSITY of MARYLAND

differences, encouraging close interaction among individuals on campus with varying backgrounds, experiences, interests, and perspectives.

- D. The President's Office will continue to support the Commissions on Women's Issues, Ethnic and Minority Issues; Disability Issues; and Lesbian, Gay, Bisexual, and Transgender Issues in their work to identify campus diversity concerns, educate university constituencies, advocate for programmatic and policy improvements, and celebrate the achievements of diverse members of the campus community. With oversight from the chief diversity officer, the commissions may hold annual (or periodic) town meetings of their constituencies to identify issues that require university attention, evaluate progress in achieving equity and diversity goals, and make recommendations to the President.

## C. RECRUITMENT AND RETENTION

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has

disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

Research and experience have shown that achieving a critical mass of colleagues is especially important in recruiting individuals from groups who are not in the mainstream. If many individuals from a particular group find support and success in a department or unit, others from that group will be more eager to join them. It will be our goal, at every level, to build the critical mass that signals the University of Maryland is a welcoming home for every individual who aspires to reach his or her highest potential. The promotion of cluster hires and a renewed emphasis on mentoring of junior faculty will help ensure success in building the corps of minority and women faculty across the university. Likewise, the university will support efforts to recruit, retain, and promote diverse staff members, and to overcome unfair barriers to their advancement.

The university's recruitment strategies over the past two decades at the undergraduate level have reaped rewards and successes. We are proud of the steady enrollment of African Americans and Asian Americans, of the increasing numbers of Hispanic American/Latino/a students attending the university, and of the numbers of women in our programs. Innovative recruitment efforts at the undergraduate level will continue. The university's strategic plan set forth goals for supporting graduate students, casting a wide net in their recruitment that should greatly help to attract minority students and women, and offer them the highest level of mentoring and guidance. We expect steady increases in the enrollment and success of diverse graduate students as a result of these new measures.

### **GOAL C.1: The university will continue to recruit, promote, and work to retain a diverse faculty and staff.**

#### *Strategies*

- A. The Office of the Provost and college/schools will implement faculty recruitment strategies, such as cluster hiring, faculty exchanges with minority-serving institutions, and programs that build the pipeline of future faculty, to increase faculty diversity and create an inclusive community that facilitates retention. A faculty recruitment fund will provide support to enhance the diversity of the university's faculty.



- B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.
- C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.
- D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.
- E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.
- F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully

complete their teaching and research responsibilities required for promotion and tenure.

- G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.
- H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

**GOAL C.2: The university will recruit, retain, and graduate a diverse student body.**

*Strategies/Undergraduate Students*

- A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.
- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.



20

THE UNIVERSITY of MARYLAND

- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.
- B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.
- C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.
- D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.
- E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.
- F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

#### *Strategies/Graduate Students*

- A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.
- The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.
  - Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.
- B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

## D. EDUCATION

Consistent with the goals of the strategic plan, the university strives to provide every student with an education that incorporates the values of diversity and inclusion and prepares its graduates for an increasingly diverse United States and evolving global society. Curricula should ensure that graduates have had significant engagement with different cultures and global issues.

The new general education plan spells out clearly the courses and curricula that will be required to broaden the vision of all undergraduates. Innovative new diversity courses will increase students' understanding of cultural pluralism, develop their cultural competencies, and provide exceptional opportunities to study abroad. In addition, the university has many outstanding scholars whose work has focused on diversity issues within their disciplines. To name just a few, our School of Public Health has a major research focus on the reduction of health disparities in Maryland's minority populations, our history faculty and students have traced historic connections between African American slavery and the Maryland Agricultural College (which grew into the University of Maryland), and our education scholars regularly conduct studies with urban schools in Prince George's County and Baltimore that have large minority populations. University faculty from many disciplines have made important contributions to the scholarship on diversity and self-identity. These and many other programs can be given campus-wide publicity and tapped to provide educational experiences for undergraduates.

Through a collaborative process, the university will consider how best to incorporate the study of diversity and different cultural perspectives in its academic programs, courses, and co-curricular programs. Students will gain knowledge of intellectual approaches and dimensions of diversity, develop an understanding of diverse people and perspectives, and recognize the benefits of working and problem-solving in diverse teams. Programs and activities that promote cross-cultural understanding will help to prepare students for careers in a global economic environment and life in a multicultural society.

**GOAL D.1: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.**



### Strategies

- A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.
- B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.
- C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

D. The university will continue to support intergroup dialogue programs that expose students to the identities, backgrounds, cultural values, and perspectives of diverse students, and that enhance their communication, intergroup relations, and conflict resolution skills.

B. Working with the Division of Research and Graduate School, departments will ensure that graduate students are educated in the responsible conduct of research, including research involving vulnerable populations.

**GOAL D.2: Departments and programs will equip graduate students with diversity-related expertise.**

**GOAL D.3: The university will increase faculty capacity to educate students about diversity issues and to develop inclusive learning environments.**

*Strategies*

*Strategies*

A. The Center for Teaching Excellence; Office of Diversity and Inclusion; Consortium for Research on Race, Gender and Ethnicity; and Graduate School will collaborate with academic departments to provide graduate teaching assistants with training in how to teach effectively in diverse, multicultural classrooms/settings and incorporate diversity topics in their courses.

A. The Division of Academic Affairs will work with department and program chairs to establish curriculum transformation programs that prepare faculty to teach students from diverse backgrounds, employ pedagogies that recognize multiple ways of learning, and integrate diversity issues in their courses and laboratory/research environments, including the new general education courses.



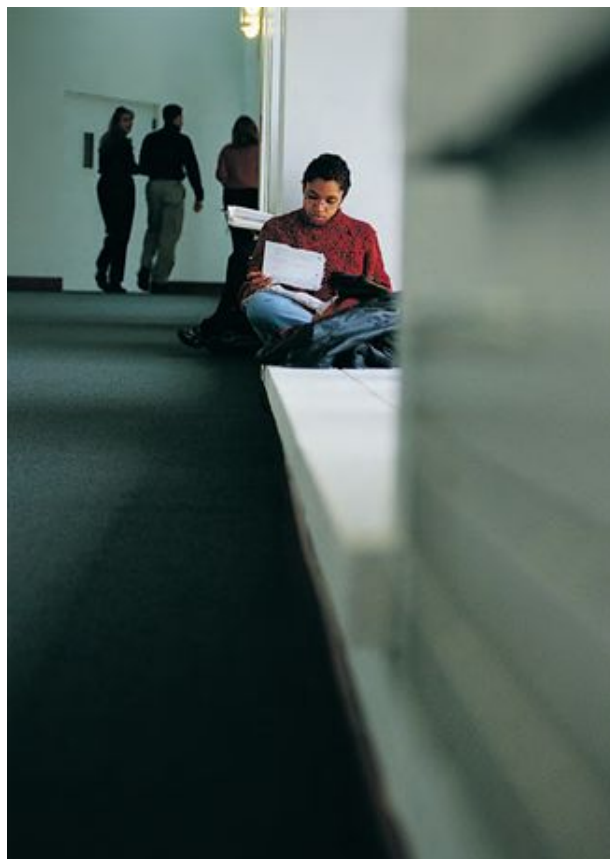
- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

## E. RESEARCH AND SCHOLARSHIP

The university's record is filled with instances of groundbreaking scholarship that illuminate the experiences of women, minorities, and other diverse groups in America. In departments such as Women's Studies, African American Studies, Government and Politics, and Family Science, as well as Journalism, Theatre, and Music (which recently commissioned *Shadowboxer*, an opera on the life of Joe Louis), research has investigated issues of ethnicity, culture, sexuality, religion, gender, age, disability, and a wide range of other identities. Other research focuses on application of theory to practical situations. In the College of Education and College of Computer, Mathematical and Natural Sciences, as well as the A. James Clark School of Engineering, researchers are identifying the tools for mentoring and teaching specialists in the Science, Technology, Engineering, and Mathematics (STEM) fields, including methods for use in urban communities with large minority and first-generation college populations. Robert H. Smith School of Business scholars study how diversity in management teams contributes to innovation. Such research is making a difference on campus and in the larger society. Communicating the outcomes of our diversity scholarship in lectures, programs, and events has the potential to energize the campus discussion of diversity issues and inspire research by other faculty and students.

This plan calls for multiple strategies that will strengthen, augment, and enhance opportunities for research and scholarship in diversity fields. In addition, every academic and co-curricular unit will be encouraged to incorporate diversity-related topics, themes, and concerns into their curricula. Such efforts will greatly enrich the educational experience of faculty and students, as well as other members of the university community.

**GOAL E.1: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity.**



### Strategies

- A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.
- B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.
- C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.
- D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.





- E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.
- F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.
- G. The university will create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

**GOAL E.2: The university will provide a clearinghouse of opportunities for funded research, scholarship, and creative activities addressing diversity issues.**

*Strategies*

- A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.
- B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

## F. COMMUNITY ENGAGEMENT

Community engagement has been an underlying theme in several of the goals listed above. The vision that animates this plan is of a university characterized by intellectual vitality and excitement, where individuals from different backgrounds, ethnic groups, national cultures, socioeconomic groups, and life experiences can share ideas and concerns. This would be a university in which students actively engage with other students, faculty, and staff in both formal and informal settings. The Diversity Advisory Council will promote community engagement by sharing examples of other successful campus models. For example, students on the university's Sustainability Council and its student subcommittee share environmental concerns and tackle sustainability issues with faculty and staff from the divisions of Academic Affairs, Administrative Affairs, Student Affairs, Research, and University Relations, and the Office of Information Technology. Such engagement enriches the educational experience and leads to personal growth. It builds trust among participants, supports creativity, enlivens intellectual life, and creates an ambiance that is characteristic of the great universities.

The university's reach and involvement extend beyond the physical boundaries of the campus. The neighboring communities and regions provide valuable resources for learning and personal growth. For example, the Department of Public and Community Health has maintained a 10-year partnership with the City of Seat Pleasant, with faculty, staff, and students providing health education services to residents and residents offering feedback on the department's health education curriculum. College Park Scholars partners with the City of College Park to provide weekly tutoring for children through the Lakeland Stars program serving Paint Branch Elementary School. Other community-based activities are described in the plan, but much, much more interaction takes place between the university and communities throughout the state. Learning experiences include departmental internships, alternative break programs, service-learning, and field experiences for credit or for learning, such as Engineers Without Borders, which takes our students to other countries. Engagement in educational, research, and service activities in communities beyond the campus is an important vehicle that broadens perspectives and increases understanding of the value of diversity. This plan supports university efforts to promote such engagement.

**GOAL F.1: The university will promote academic and co-curricular activities that facilitate positive interactions among students, faculty, staff, and alumni.**

### Strategies

- A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.
- B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university's values of diversity, equity, inclusion, and citizenship with the goal of developing the "whole student." The university will showcase innovative and effective initiatives as models for replication.

**GOAL F.2: The university will increase the number of partnerships and the quality of engagement with the diverse external community.**

### Strategies

- A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.
- B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.



## V. Implementation »

This diversity plan proposes a leap forward at the University of Maryland over the next 10 years. Like the university's 2008 strategic plan, it sets high expectations and offers a framework and guide for the university as it fulfills aspirations for future excellence in becoming a model of diversity and inclusion. Its vision and initiatives represent a bold and ambitious agenda for the university.

The goals and strategies recommended in this plan must be thoughtfully and carefully implemented. The role of the chief diversity officer and the Diversity Advisory Council will be crucial to the success of the implementation. They will need to prioritize the proposed goals and strategies, develop a realistic timetable, and assign the plan's specific tasks to offices or individuals responsible for executing them. Their success will depend, in part, on their ability to seek the advice and counsel of expert and engaged faculty, staff, and students from across campus as they pursue these goals; their willingness to support bold initiatives; and their acceptance of patience and flexibility in finding ways to achieve their goals. Future, not yet anticipated opportunities or challenges may create a need to modify individual goals and strategies, or create new ones. Yet the vision of a university community that thrives on diversity, that uses diversity as an educational instrument for personal growth and enrichment, and that cultivates future leaders who embrace diversity will not change. It remains our fixed star.

**GOAL 1: There will be guiding principles developed for the implementation component of the diversity strategic plan. These principles will be developed by the chief diversity officer in consultation with the Diversity Advisory Council.**

- A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.
- B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.
- C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

**GOAL 2: The university will prioritize and set a time line for the goals and objectives of the diversity strategic plan.**

*The chief diversity officer, president, and provost will:*

- A. Annually identify high-priority strategic plan goals and strategies for implementation.
- B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.
- C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.
- D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



**GOAL 3: The chief diversity officer will monitor implementation of the diversity strategic plan and will report annually on plan progress.**

- A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.
- B. After presentations to the president and Cabinet, the annual progress report of the diversity strategic plan will be posted on the university website and released to the university community, including the Student Government Association, the Graduate Student Government, the University Senate, and *The Diamondback*.

**GOAL 4: The university will develop processes for modifying the diversity strategic plan and updating it at least once every 10 years.**

- A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.
  - **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
  - **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.
- B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.
- C. The chief diversity officer will chair the diversity strategic plan steering committee.
- D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

# Diversity Plan Steering Committee »

**Robert Waters, Chair**, Associate Vice President for Academic Affairs and Special Assistant to the President

**Cordell Black**, Associate Provost for Academic Affairs; Associate Professor, School of Languages, Literatures, and Cultures

**Gloria Aparicio Blackwell**, Assistant to the Vice President, Division of Administrative Affairs

**Gloria Bouis**, Executive Director, Office of Diversity and Inclusion

**Kamilia Butler-Peres**, Undergraduate Student

**Linda Clement**, Vice President for Student Affairs

**Pat Cleveland**, Associate Dean, Robert H. Smith School of Business

**Roberta Coates**, Assistant to the President and Staff Ombuds Officer

**Carol Corneilse**, Graduate Student

**Natalia Cuadra-Saez**, Undergraduate Student

**Gene Ferrick**, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

**Wanika Fisher**, Undergraduate Student

**Sharon Fries-Britt**, Associate Professor, Department of Education Leadership, Higher Education and International Education

**Steven Glickman**, Undergraduate Student; President, Student Government Association

**Gay Gullickson**, Professor, Department of History

**April Hamilton**, Associate Director, Division of Academic Affairs

**Paul Hanges**, Professor and Associate Chair, Department of Psychology

**Sharon Harley**, Associate Professor and Chair, Department of African American Studies

**Luke Jensen**, Director, Office of LGBT Equity

**Brian Kelly**, Associate Professor, School of Architecture, Planning, and Preservation

**Sally Koblinsky**, Assistant President and Chief of Staff; Professor, Department of Family Science

**Gretchen Metzelaar**, Director, Adele H. Stamp Student Union–Center for Campus Life

**Elliott Morris**, Undergraduate Student

**Kim Nickerson**, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

**Olgaldia Rosas**, Undergraduate Student

**Larry Hajime Shinagawa**, Associate Professor and Director, Asian American Studies Program

**Nancy Struna**, Professor and Chair, Department of American Studies

**Cynthia Trombly**, Director of Human Resources, University Relations

**Tanner Wray**, Director of Public Services, University Libraries

**Ruth Zambrana**, Professor, Department of Women's Studies





UNIVERSITY SENATE

LEGISLATION APPROVAL | #17-18-03

Approved by the Senate on April 24, 2018

**Inclusion and Respect at the University of Maryland  
(Senate Document #17-18-03)**

**TO** Wallace D. Loh | President

**FROM** Daniel Falvey | Chair, University Senate

I am pleased to forward the accompanying legislation for your consideration and approval. Lucy Dalglish and Warren Kelley, Co-Chairs of the Joint President/Senate Inclusion and Respect Task Force presented Inclusion and Respect at the University of Maryland (Senate Document #17-18-03), which the University Senate approved, as amended, at its meeting on April 24, 2018. Please inform the Senate of your decision and any administrative action related to your conclusion.

**Approved:**

**Date:**

**May 2, 2018**

**Wallace D. Loh**  
President

Copies of this approval and the accompanying legislation will be forwarded to:

**Mary Ann Rankin**, Senior Vice President and Provost  
**Reka Montfort**, Executive Secretary and Director, University Senate  
**Michael Poterala**, Vice President and General Counsel  
**Cynthia Hale**, Associate Vice President for Finance and Personnel  
**John Bertot**, Associate Provost for Faculty Affairs  
**Elizabeth Beise**, Associate Provost for Academic Planning & Programs  
**Sylvia B. Andrews**, Academic Affairs  
**Ja'Nya Banks**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Lucy Dalglish**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Warren Kelley**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Andrea Goodwin**, Director, Office of Student Conduct  
**Jewel Washington**, Assistant Vice President, University Human Resources  
**Cassandra Lawson**, Manager, University Human Resources  
**Roger Worthington**, Interim Associate Provost and Chief Diversity Officer  
**Catherine Carroll**, Director, Office of Civil Rights and Sexual Misconduct  
**Joel Seligman**, Associate Vice President, Strategic Communications  
**Katie Lawson**, Executive Director, Strategic Communications  
**Steve Fetter**, Interim Dean & Associate Provost, Graduate School  
**Benjamin Bederson**, Associate Provost, Learning Initiatives  
**Dean Chang**, Associate Vice President, Innovation and Entrepreneurship  
**William Cohen**, Associate Provost & Dean, Undergraduate Studies  
**Susan Ellis Dougherty**, Director, International Student & Scholar Services  
**David Mitchell**, Chief of Police  
**Rosanne Hoas**, University of Maryland Police Department




**UNIVERSITY SENATE**
**TRANSMITTAL | #17-18-03**
**Joint President/Senate Inclusion & Respect Task Force**

## Inclusion and Respect at the University of Maryland

**PRESENTED BY** Co-Chairs Ja’Nya Banks, Lucy Dalglish, Warren Kelley

**REVIEW DATES** SEC – April 6, 2018 | SENATE – April 24, 2018

**VOTING METHOD** In a single vote

**RELEVANT POLICY/DOCUMENT** See Report for More Information

**NECESSARY APPROVALS** Senate, President

### ISSUE

---

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force to review these concerns, consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

### RECOMMENDATION(S)

---

The Inclusion & Respect Task Force makes recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation as shown in the attached report.

### TASK FORCE WORK

---

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, reviewed peer institution data, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias. Throughout its work, the Task Force engaged members of the campus community, holding three campus-wide open forums, meeting with faculty, staff, and student groups, and consulting with a variety of administrative units involved in programming and implementation of diversity efforts. The Task Force deliberated on guiding

principles, developed and refined recommendations, and consulted with administrators and offices that may be impacted by the recommendations.

The Task Force unanimously approved the proposed recommendations on March 29, 2018.

## **ALTERNATIVES**

---

The University could continue with its current efforts in the areas of diversity and inclusion programming, hate/bias response, and campus climate assessment.

## **RISKS**

---

There are no known risks to the University if these recommendations are implemented.

## **FINANCIAL IMPLICATIONS**

---

The University will need to provide the necessary resources for the development and implementation of all of the elements of these recommendations.



## **INCLUSION AND RESPECT AT THE UNIVERSITY OF MARYLAND**

### **2017-2018 Task Force Members**

**Ja'Nya Banks** (Co-Chair, Undergraduate Student, SGA Diversity Committee Chair)  
**Lucy Dalglish** (Co-Chair, Dean, Philip Merrill College of Journalism)  
**Warren Kelley** (Co-Chair, Assistant Vice President, Division of Student Affairs)  
**Oscar Barbarin** (Faculty, Department Chair, African-American Studies)  
**Lillia Damalouji** (Undergraduate Student, College of Behavioral & Social Sciences)  
**Zein El-Amine** (Faculty, College of Arts & Humanities)  
**Rosanne Hoas** (Non-Exempt Staff, University of Maryland Police Department)  
**Luke Jensen** (Exempt Staff, LGBT Equity Center, Office of Diversity & Inclusion)  
**Diane Krejsa** (Ex-Officio, Office of General Counsel)  
**Roz Moore** (Exempt Staff, Division of Student Affairs)  
**Vincent Novara** (Faculty, University Libraries)  
**Ishaan Parikh** (Undergraduate Student, College of Computer, Mathematical, & Natural Sciences)  
**Melanie Pflucker** (Graduate Student, GSG Diversity Committee Chair)  
**Nicole Pollard** (Alumnus & Trustee)  
**Rashawn Ray** (Faculty, Sociology)  
**Ana Sanchez-Rivera** (Graduate Student, College of Behavioral & Social Sciences)  
**Timea Webster** (Non-Exempt Staff, Office of Diversity & Inclusion)  
**Roger Worthington** (Chief Diversity Officer, Office of Diversity & Inclusion)

### **Date of Submission**

**March 30, 2018**

## TABLE OF CONTENTS

---

|                                                                                         |           |
|-----------------------------------------------------------------------------------------|-----------|
| <b>EXECUTIVE SUMMARY .....</b>                                                          | <b>3</b>  |
| <b>INTRODUCTION.....</b>                                                                | <b>5</b>  |
| <b>BACKGROUND.....</b>                                                                  | <b>5</b>  |
| <b>DIVERSITY-RELATED INITIATIVES.....</b>                                               | <b>6</b>  |
| <b>CHARGE.....</b>                                                                      | <b>7</b>  |
| <b>TASK FORCE WORK .....</b>                                                            | <b>7</b>  |
| <b>CURRENT PRACTICE .....</b>                                                           | <b>8</b>  |
| Prevention & Education.....                                                             | 9         |
| Response to Hate/Bias Incidents.....                                                    | 9         |
| Climate .....                                                                           | 10        |
| Policies and Procedures Related to Speech and Conduct.....                              | 11        |
| <b>RESEARCH AND FINDINGS.....</b>                                                       | <b>11</b> |
| Scholarly Research.....                                                                 | 11        |
| Peer Institution Research.....                                                          | 16        |
| Existing University Climate Data.....                                                   | 17        |
| Hate/Bias Incidents in Higher Education.....                                            | 18        |
| Legal Framework on Speech and Conduct in Higher Education.....                          | 19        |
| <b>ISSUES &amp; CONCERNS.....</b>                                                       | <b>21</b> |
| Campus Community Concerns.....                                                          | 21        |
| Task Force Assessment of Issues to be Addressed.....                                    | 22        |
| <b>GUIDING PRINCIPLES.....</b>                                                          | <b>23</b> |
| <b>TASK FORCE RECOMMENDATIONS.....</b>                                                  | <b>24</b> |
| I. Values of the University.....                                                        | 24        |
| II. Prevention & Education.....                                                         | 25        |
| III. Hate/Bias Incident Response.....                                                   | 26        |
| IV. Centralization.....                                                                 | 26        |
| V. Communication.....                                                                   | 27        |
| VI. Evaluation & Assessment.....                                                        | 27        |
| VII. Free Speech & Freedom of Expression.....                                           | 28        |
| VIII. Current Policies & Guidelines.....                                                | 29        |
| IX. Resources & Implementation.....                                                     | 30        |
| Proposed New Policy from the Joint President/Senate Inclusion & Respect Task Force..... | 31        |
| <b>REFERENCES.....</b>                                                                  | <b>35</b> |
| <b>APPENDICES.....</b>                                                                  | <b>37</b> |
| Appendix 1 - Inclusion & Respect Task Force Charge.....                                 | 38        |
| Appendix 2 - Revised Non-Discrimination Policy & Procedures.....                        | 41        |
| Appendix 3 - Peer Institution Overview.....                                             | 50        |

---

## EXECUTIVE SUMMARY

---

### **Our charge**

The University of Maryland President and the University Senate Chair appointed a Task Force comprised of faculty, staff, and student representatives from across campus in August 2017 to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values that define the University.

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias.

### **What we heard from the campus community**

Task Force members met with hundreds of faculty, staff, and students through town hall meetings, conversations with representative faculty, staff, and student groups, and individual meetings with stakeholders. Among the consistent messages heard from those groups and individuals were:

- Recent campus hate/bias incidents have caused faculty, staff, and students to be concerned about their safety and the safety of others on campus. Despite data that show that the University provides a safe environment, there is a difference between being safe and feeling safe.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Hate groups are increasingly targeting campus communities with propaganda and persuasion, largely using social media channels.
- Many students believe that campus leaders are not concerned about hate/bias incident, nor do they understand student fears.
- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing has been done.
- Students, in particular, are frustrated that they hear about hate/bias incidents from outside sources before they receive information from the University.
- The University does not fully appreciate the importance of social media when communicating information about incidents.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.
- Faculty and staff do not have the tools necessary to facilitate dialogue on issues of hatred and bias in the classroom and in the workplace.
- Due to cultural differences, international students may need additional outreach.
- Faculty, staff, and students repeatedly voiced doubt that the Task Force recommendations would be implemented.

### **Task Force members made the following conclusions**

- There is no consistent understanding among faculty, staff, and students of what the University's values are or what it means when campus leaders say certain conduct or speech violates University values.
- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Diversity programming is not comprehensive and does not have a broad overarching vision.
- The University must do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct. At the same time, it must do more to promote civility and respect to foster an environment where free inquiry and debate can occur.
- There is a lack of understanding of how to balance free speech that is protected by state and federal laws with speech that is considered conduct that can be punished as a crime or as a violation of University policies.

### **Our recommendations**

The Task Force recommends numerous actions, including those highlighted below. The University should:

#### Policies, Guidelines, and Procedures

- Adopt the proposed Values of the University, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution. (p. 23)
- Adopt the proposed Policy on Threatening and Intimidating Conduct. (p. 31)
- Adopt the proposed Statement on Free Speech Values, promoting intellectual and academic freedom and recognizing that offensive speech that hurts, offends, or discredits may be protected by state and federal laws. (p. 28)

#### Other recommended actions

- Develop a comprehensive prevention and education initiative on diversity, inclusion, and respect for all members of the campus community that includes content areas such as implicit bias, cultural competency, bystander intervention, and civic engagement. The initiative should draw upon expertise from campus scholars and should be administered by the Office of Diversity & Inclusion (ODI). (p. 24)
- Develop a strategy for communicating information related to equity, diversity, and inclusion that is transparent, timely, and responsive to the concerns raised by the campus community. When serious verified hate incidents occur on campus, the University's leadership should denounce offensive speech or conduct that does not align with its core values. Likewise, when outside speakers engender hatred, University leadership should make clear that the speakers' messages violate University values. (p. 26)
- Provide opportunities for faculty, staff, and students to engage in meaningful counterspeech. (p. 28)
- Use the ODI website as a central resource for information about diversity-related programming, events, policies, data, climate reports, and reporting processes, as well as resources related to free speech, expression and demonstrations on campus. (p. 26)
- Consolidate all hate/bias incident reports and publish them on the ODI website, including the resolution of verified reports. (p. 26)
- Conduct biennial climate surveys of faculty, staff, and students. (p. 27)
- Refer review of campus policy and related guidelines on the use of physical facilities and demonstrations by outside groups to the Senate's Campus Affairs Committee. (p. 28)
- Develop a phased implementation plan and provide the necessary resources for implementation of the Task Force recommendations. (p. 30)

## INTRODUCTION

---

The citizens of our country are diverse, and they reflect a variety of socioeconomic backgrounds, perspectives and outlooks, political viewpoints, and lived experiences. The diversity of perspectives in our nation is informed by our history of slavery and segregation as well as the subsequent struggles for civil rights and equality. While civility and respectful discourse have always been civic virtues, their use and role have been challenged in recent years. There has been a surge in hate crimes and bias incidents across the country, leading many to believe that our country has not progressed as far as it seemed. The changing political landscape has emboldened some to engage in racially and religiously motivated acts and expressions of hate that undermine the pillars of our society. While free speech and freedom of expression have been major tenets of the constitutional rights afforded to our citizens, some have used these rights to convey hatred without consideration of the impact that those statements have on their community.

Institutions of higher education have not been immune to these issues. Colleges and universities have seen a significant increase in hate crimes and incidents motivated by biases related to an individual's protected class, as in their race, national origin, ethnicity, religion, sexual orientation, sex, gender identity, or disability (Bauman 2018). In addition, hate groups have increasingly targeted recruitment efforts and propaganda at campuses across the country (Kerr 2018). Higher education institutions are struggling with the balance between fostering civil discourse and promoting academic freedom with upholding speech that is offensive but still protected under the First Amendment (Patton 2017; Kerr 2017).

While we have made progress towards inclusion, we need to be informed by our past in order to move forward. Diversity alone does not create opportunities for inclusion or understanding across differences. The challenge that the country and the University of Maryland face is not just one of diversity, equity, and inclusion, but also one of unity and creating a greater sense of belongingness.

## BACKGROUND

---

The University of Maryland is a world-class public research institution with a thriving community of faculty who are leaders in their fields, staff committed to supporting the University's mission, and 40,000 academically talented students. The University is committed to excellence through fostering education, critical thinking, and intellectual growth; creating and applying new knowledge via research, scholarship, and the creative arts; enhancing the economic development of the state; and improving the surrounding community, nation, and world. The diversity of our faculty, staff, and students is a cornerstone of that excellence. The University's pursuit of excellence is bolstered by its strong commitment to secure and maintain a working and learning environment in which all members of its community are welcomed, feel safe, and can flourish, regardless of race, color, creed, sex, sexual orientation, gender identity, national origin, political affiliation, socioeconomic background, or disability.

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force (the "Task Force") to review these concerns, consider our existing practices, and develop a comprehensive plan for

initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

The Task Force is led by Ja'Nya Banks, Student Government Association (SGA) Diversity Committee Chair; Lucy Dalglish, Dean of the Philip Merrill College of Journalism; and Warren Kelley, Assistant Vice President for Student Affairs. The membership of the Task Force includes representatives of the major campus constituencies (undergraduate students, graduate students, faculty, staff, and alumni) and includes faculty and staff with expertise relevant to the work of the Task Force. While the Task Force is representative of major constituencies, from its formation it acknowledged that it is not representative of the experiences of the entire campus community. The Task Force endeavored to incorporate the perspectives of a variety of campus stakeholders into its work in order to better understand their individual experiences and to develop recommendations that reflect their complex needs.

## DIVERSITY-RELATED INITIATIVES

---

The University of Maryland has long embraced diversity as a core value and counts a diverse community among its greatest strengths. The University is committed to building an inclusive community that is enriched by differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. In 2010, the University reaffirmed that commitment by establishing the Diversity Strategic Plan - [Transforming Maryland: Expectations for Excellence in Diversity and Inclusion](#). This Plan aligns with the University's Strategic Plan and sets forth strategies to achieve an environment for all members of the University community that acknowledges and celebrates diversity in all of its dimensions.

Since 2010, the University has made great strides towards achieving the goals outlined in the Diversity Strategic Plan. These efforts were predicated on the establishment of the Office of Diversity & Inclusion (ODI) and the Chief Diversity Officer position. In the past eight years, ODI has led the University's major diversity initiatives.

In the past year, the University has continued its commitment to diversity by developing a variety of new initiatives and by committing significant resources into supporting diversity efforts more fully. The Chief Diversity Officer position is being elevated to vice president status to emphasize the value that the University places in this role. In addition, the University has established the Center for Diversity and Inclusion in Higher Education (CDIHE), which will serve as a national leader in research, policy, professional standards, and consultation for institutions across the country and abroad on critical issues related to diversity, inclusion, and social justice in higher education. The University has also committed resources to diversity-related educational efforts such as expanding the cultural competency sections in the General Education curriculum, finding ways to provide civics education, and developing training opportunities for incoming students. New systems to respond to hate/bias incidents have been developed, through the newly established [Hate/Bias Incident Reporting Response Protocol](#) and the Hate/Bias Response Team as well as the creation of the Hate/Bias Response Program Manager role.

The University has shown its commitment to developing diversity amongst the faculty ranks by establishing the Presidential Postdoctoral Fellowship, which provides opportunities for underrepresented minorities to prepare for faculty roles in academia and improves the pipeline of diverse faculty available for faculty positions and the Senior Hire Program, which provides opportunities to recruit senior underrepresented minority faculty to Maryland. The University's



leadership is also committed to learning how to identify the infiltration of hate groups through training opportunities from the Anti-Defamation League (ADL). In addition, the University has recently initiated a review of its General Education curriculum diversity requirement to ensure that it is meeting its intended goals.

While we have made progress in these areas and the University has committed to action, the Task Force was formed to do a comprehensive review of University policies and practices to ensure that we have the tools and systems in place to address our current needs and develop future diversity, equity, and inclusion efforts.

## CHARGE

---

The President of the University and the Chair of the University Senate jointly charged the Task Force on August 25, 2017. The Task Force was asked to consider how best to nurture a campus climate that is respectful and inclusive, stands against hate, and reaffirms the values that define our University. Specifically, the Task Force was asked to gather information on the campus climate, including existing climate data and anecdotal information about campus concerns; review existing policies and procedures for the immediate response to an investigation of hate/bias incidents; assess current efforts to provide prevention and education programming to faculty, staff, and students and their effectiveness in creating an inclusive campus environment; review scholarly research on bias in higher education; review and assess best practices at peer institutions; consider how to address the difficult intersections of free speech, hate speech, and freedom of expression in University policy and practice; consider how messaging and communication should be used to promote an inclusive campus environment; develop a statement on the University's core values and consider how such values can be reinforced over time; and develop strategies for fostering a campus environment that is intolerant of hate and bias. The complete charge to the Task Force is included in [Appendix 1](#).

In developing the charge, the President and Chair of the Senate focused the Task Force's work on programming efforts and initiatives primarily outside of the classroom. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an important task that should be led with singular focus by the faculty. A review of curricular opportunities through General Education has been initiated and will move forward independent of the Task Force's work.

## TASK FORCE WORK

---

The Task Force began its work in September 2017 and divided its work into two phases. In Fall 2017, the Task Force focused on gathering information related to its charge. The Task Force created five working groups on Climate, Policies & Procedures, Prevention & Education, Hate/Bias Response, and Free & Hate Speech, and began gathering information specific to each area, including scholarly research, guidance on legal frameworks, and best practices in higher education. The Working Groups began an exhaustive study of practices at peer institutions to inform their processes.

During Fall 2017, each Working Group examined current policies, procedures, and practices in their specific areas. The Climate Working Group gathered existing data from climate-related research conducted by the Campus Assessment Working Group (CAWG) and worked with the Office of Institutional Research, Planning, and Assessment (IRPA) to analyze and understand these data. The Prevention & Education Working Group conducted interviews with faculty and staff who design

and deliver programming related to diversity, equity, and inclusion for the University community, in order to better understand current practices, goals, and challenges. The Hate/Bias Response Working Group consulted with administrators and offices who are currently involved in responding to and/or investigating reports of hate/bias incidents on our campus, including administrators in ODI, the Office of Civil Rights & Sexual Misconduct (OCRSM), the Office of Student Conduct (OSC), and the University of Maryland Police Department (UMPD), as well as Resident Life. The Free & Hate Speech Working Group worked closely with the Office of General Counsel (OGC) and reviewed all campus policies, procedures, and guidelines related to speech and expression.

The Task Force held three open forums in the fall semester to hear the concerns of the campus community and ask for suggestions on how it should address its charge. The Task Force solicited feedback through an online form for those who were unable to attend the open forums or who felt uncomfortable sharing their views and experiences publicly. The Task Force also reached out to and met with specific constituency-based groups for feedback, including the University Senate, Student Government Association (SGA), Graduate Student Government (GSG), Residence Hall Association (RHA), Black Faculty-Staff Association (BFSA), and a group of non-exempt staff from Dining Services. The Task Force participated in a Design Thinking Workshop assisted by members of the Academy of Innovation & Entrepreneurship in order to use empathy to identify problems and to find creative ways to develop and test solutions to those problems.

In the second phase of work beginning in January 2018, the Task Force began developing recommendations and consulting with faculty, staff, and students as well as relevant offices on its preliminary directions. The Working Groups presented their findings and recommendations to the Task Force in late January 2018. The Task Force began refining the recommendations and deliberating on guiding principles that should be the basis of recommendations in each of the relevant areas. In February and early March 2018, the Task Force presented initial reports on preliminary directions to the University Senate, SGA, GSG Executive Board, RHA Executive Board, the Academic Leadership Forum, and other stakeholder groups. The Task Force considered and incorporated feedback from each group as it refined its recommendations.

In addition, the Task Force co-chairs and staff spent the beginning of the spring semester consulting with administrators and offices that may be impacted by the recommendations or that may have specialized information for the Task Force on how to reach particular populations through the recommendations. These efforts included consultations with the Office of Faculty Affairs (OFA), University Human Resources (UHR) (including Learning and Talent Development as well as the Office of Staff Relations), the Teaching and Learning Transformation Center (TLTC), the Office of International Student & Scholar Services (ISSS), the Office of Undergraduate Admissions, the Office of Undergraduate Studies (UGST), the Orientation Office, and the Graduate School (GRAD). The Task Force co-chairs updated the President and Chair of the Senate as it developed its recommendations, in order to ensure that its recommendations aligned with the charge, were reasonable, and could be implemented.

The Task Force unanimously approved its final recommendations on March 29, 2018.

## **CURRENT PRACTICE**

---

Early in its review, the Task Force began gathering information on existing practices, policies, programming, and data related to diversity, equity, and inclusion efforts as well as on the University's initial response and investigation processes for hate/bias incidents. A summary of its findings in various areas is included below.

### Prevention & Education

The University currently offers a wide variety of opportunities to engage in diversity-related programming for members of the campus community. Academic and administrative units including the Department for Fraternity & Sorority Life (DFSL), the Division of Student Affairs, Multicultural Involvement & Community Advocacy (MICA), the University Health Center, and ODI among others across the campus, provide a variety of programs in this realm. In a large university such as ours, programming opportunities of this nature can be highly decentralized. This can foster creativity and ownership but can also lead to a lack of a cohesive vision or strategy for continual improvement in these types of initiatives. Many of those who develop and deliver existing programs raised concerns about programming assessment, decentralized registration, and follow-up for participants.

### Response to Hate/Bias Incidents

Hate/bias incidents are acts that focus on a characteristic such as race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, among others. Hate/bias incidents may involve offensive speech and expression that are protected by the First Amendment, and though not all hate/bias incidents include acts that rise to the level of a crime, they may involve conduct that can be addressed through administrative and/or legal action.

The University established the Hate/Bias Incident Reporting Response Protocol in November 2017 to establish practices for responding to hate/bias incidents, in order to provide support to the University community in response to incidents and to take action on any conduct that is inconsistent with the University's policies and values.

ODI recently established a new Hate/Bias Response Program Manager position to provide support to individuals affected by hate/bias incidents and to formulate action plans for responding to the incident, working in partnership with the newly-established Hate/Bias Response Team. The Hate/Bias Response Program Manager will share data about incidents with UMPD and other campus units and maintain a log of hate/bias incidents online.

Reports of suspected hate/bias incidents currently can be made online to the Office of Civil Rights & Sexual Misconduct (OCRSM) or to UMPD can be reached by calling 911, 301-405-3333, or dialing #3333 from a cell phone. Upon receiving a report, UMPD will begin an investigation and send confidential notifications to administrators who need to be aware and who may facilitate any necessary immediate action while UMPD conducts an investigation.

During the investigation, UMPD considers whether there is an element of hate or bias to the incident, using factors and indicators established in the [Maryland State Police Protocols](#). After the investigation concludes, UMPD will classify the incident as to its status as a hate/bias incident. A "verified" incident means a reasonable person would conclude that the act was motivated in whole or in part by bias against a person or group due to their membership in a protected class. An "inconclusive" incident is where the evidence is incomplete or conflicted and the incident cannot be verified. "Unfounded" incidents are those where the incident did not occur or it was not motivated by bias. The status of the incident will be recorded on the daily crime log on the UMPD website.

If UMPD finds a perpetrator and determines that the incident was a hate crime according to federal and state law, it will review the incident with the State's Attorney to consider criminal charges. If an incident involving faculty, staff, or students is classified as a verified or inconclusive hate/bias incident, UMPD refers the matter to the University through the Office of Faculty Affairs, University Human Resources, or the Office of Student Conduct for administrative review.

While processes for reviewing referrals involving hate/bias incidents are evolving, the Office of Student Conduct already has a well-defined administrative review procedure in place for cases involving students. Upon receiving a referral for student conduct associated with hate/bias incidents, the Office of Student Conduct (OSC) may pursue charges for violation of the *Code of Student Conduct*. The OSC will review the report for reasonable cause and to establish whether the conduct would be a violation of the *Code*. The OSC will conduct its own investigation to review any evidence or information in the referral or available from the UMPD or faculty, staff, or students impacted by the case. Cases are resolved through a disciplinary conference with an administrator or through a hearing by a student conduct board. Students have the right to appeal the finding and the sanction if their case was heard by a board. During the sanctioning process, the Director considers any aggravating or mitigating circumstances, and will also consider whether the conduct was motivated by hate or bias - if so, that will be considered an aggravating factor, which may result in a stricter sanction.

While hate/bias incidents can occur anywhere on campus, a number of reports have been made in residential communities, where reporting is encouraged and supported by the Department of Residence Life (Res Life). Since the vast majority of incidents in the residence halls are related to subtle bias, ignorance, or impulsivity, Res Life focuses on community restoration and coming together through dialogue in its response to incidents. In cases where a perpetrator can be found, Resident Directors typically hear lower-level cases and the case is referred to the Office of Rights and Responsibilities (R&R) if it could result in a disciplinary action. The R&R team uses the *Code*, the Residence Hall Rules, and the same protocols as the OSC in resolving cases.

### Climate

The University has regularly assessed faculty, staff, and student perceptions of the campus climate from a variety of dimensions over the years. These assessments have provided information on the status of the campus climate over time, and have in some cases provided data used for evaluating specific initiatives. A number of existing initiatives that provide data and assessment related to campus concerns have been used to study campus climate from a diversity perspective.

The University's Campus Assessment Working Group (CAWG) was formed to develop a campus "Culture of Evidence" in which data and assessment play a key role in campus decision making. CAWG regularly gathers and exchanges information about the faculty, staff, and student experience at the University. The data can feed directly into program and campus improvement efforts. Departments and administrators take advantage of these data collection efforts to ask questions that are necessary to their own improvement efforts. CAWG works on developing strategies for sustainable data collection to continue moving the University forward in its status as the flagship campus.

In March 2016, the University launched the Thriving Workplace Initiative as a means to data to create a thriving work environment and a culture of engagement and inclusion among all University employees. This important ongoing initiative, led by the Office of the President and the University's Center for Leadership and Organizational Change (CLOC), intends to share survey results with academic and administrative units on campus; create an action plan that is based on best practices, research, and assessment; and implement that action plan through training, development, and personalized consultations in order to promote a thriving workplace. This important initiative examines inclusion in the workplace, broken down demographically, and seeks data on the drivers of more inclusive environments. The principles of this initiative recognize that engaged employees

work with passion, feel a profound connection to their workplace, and are empowered to succeed while helping the University reach its full potential.

In Spring 2017, the Graduate School initiated the Graduate Student Quality of Life survey to better understand multiple facets of the graduate student experience. The results from the survey were released in January 2018. These results provide an analysis of graduate student engagement with the University, other students, and faculty; an analysis of graduate student interactions with and perceptions of the faculty and the department; and data on how well students felt that the program prepared them academically and professionally.

In February 2018, the University initiated a Campus Climate Survey, an online survey used to assess the campus living, working, and learning environment, including the level of equity and respect among faculty, staff, and students. This population-level comprehensive survey is the first of its kind at the University. The goal of the survey is to use the results to help shape a more inclusive, diverse, and safe community.

#### Policies and Procedures Related to Speech and Conduct

The Task Force reviewed all University policies related to freedom of expression, use of space, and demonstrations. The University has several policies, procedures, and guidelines that support free speech and freedom of expression on our campus. The [VI-4.10\(A\) University of Maryland Procedures for the Use of Physical Facilities](#) provides guidance on procedures for the use of campus facilities by units within the University, members of the campus community, and student organizations, as well as public use by others outside the University. The University's [Guidelines on Demonstrations and Leafletting](#) recognize the right of individual faculty, staff, students, and student organizations to demonstrate and leaflet, provided such activities do not disrupt normal activities or infringe upon the rights of others. The University's [Chalking Guidelines](#) provide guidance on approved surfaces at the University that can be used by faculty, staff, and students for creating chalk messages. The University's [Freedom of Expression: Policy and the Law](#) Resource Guide (1991) recognizes the particular importance that the University, as an institution of learning, places on the free exchange of ideas. It also states the University's commitment to open, vigorous debate and speech. Additional relevant policies and procedures include the [VI-1.10 University System of Maryland Policy on Acts of Violence and Extremism](#), [VII-11.00\(A\) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures](#), [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#), and the Division of Intercollegiate Athletics regulations on [Prohibited Items & Behavior](#).

## **RESEARCH AND FINDINGS**

---

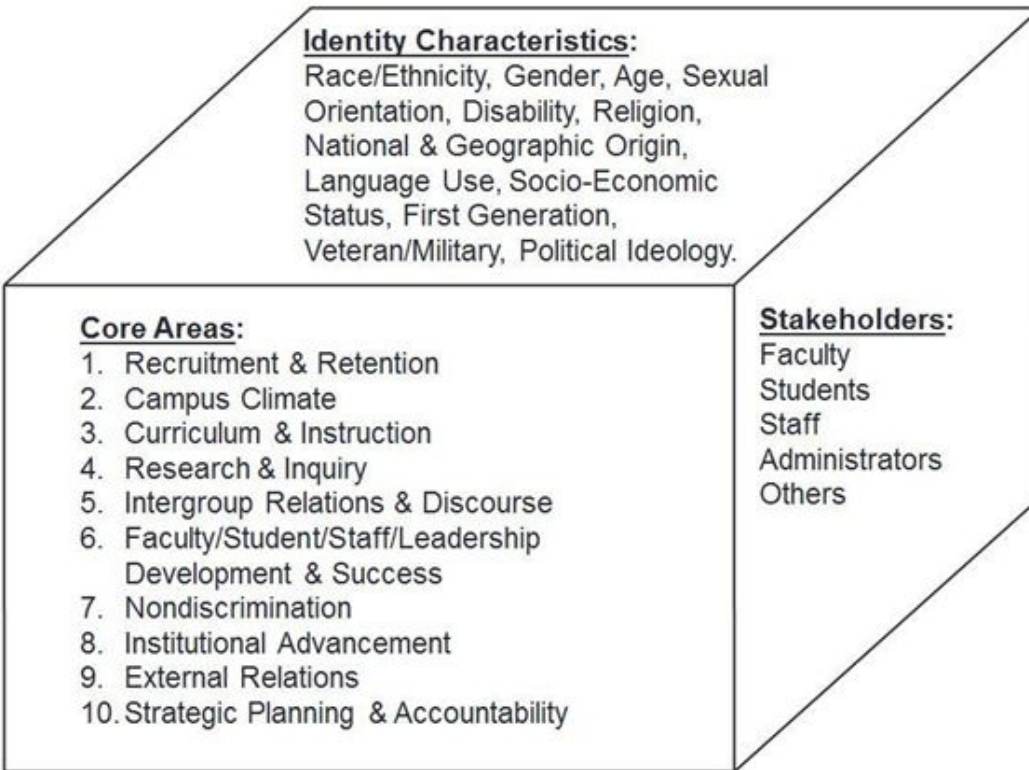
### Scholarly Research

The Task Force reviewed scholarly research from multiple perspectives as it considered the various elements of its charge. Research related to diversity and inclusion has focused on areas such as effective elements of diversity initiatives, efforts to promote racial climate, the balance of free and hate speech, and principles for diversity programming.

### ***Diversity & Inclusion Efforts in Higher Education***

Diversity in higher education is no longer solely focused on affirmative action based on race. Research shows that a three-dimensional model of diversity in higher education with a broadened focus that recognizes characteristics of identity, constituency groups, and institutional initiatives is more applicable today (Antonio & Clark, 2011; Epperson, 2011). This model (Figure 1) serves as an organizational framework and conceptual guide for diversity research and practice in higher education.

*Figure 1. Three-dimensional model of higher education diversity (Worthington 2012)*



Research has focused on the keys to successful diversity and inclusion efforts and the impact of general diversity in higher education. Comprehensive diversity and inclusion efforts involve more than simply counting people; they address a multitude of identities; consider intersecting aspects of identity and include and benefit everyone. Diversity on college campuses is associated with greater learning; increased interpersonal competencies; greater self-confidence among students; fewer racial prejudices; greater gains in critical thinking; and greater involvement in civic and community service (Antonio, 2001; Chang, 1996; Gurin, 1999; Hurtado, 2001; Smith et al., 1997). The factors that are considered to be threats to diversity and inclusion efforts, as well as those that support diversity and inclusion efforts are identified in Figure 2 below.

Figure 2. Keys and Threats to Diversity and Inclusion Efforts



### Positive Racial Climate

Diversity has been shown to have an impact in promoting a positive racial climate on campuses in a variety of dimensions. The major contributing factors to a positive racial climate are the inclusion of students, faculty, and administrators of color; a curriculum that reflects the historical and contemporary experiences of people of color; programs that support the recruitment, retention, and graduation of students of color; and an institutional mission that reinforces its commitment to pluralism. In addition, four climate-related factors internal to and within the control of individual colleges and universities include compositional or structural diversity; the psychological and behavioral dimensions of the climate; and an institution's history and legacy of inclusion (Hurtado, et al., 1998; 1999).

The three thematic clusters of findings from an analysis of 15 years of institutional research on campus climate show differential perceptions of campus climate by race; minority student reports of prejudicial treatment and racist campus environments; and benefits associated with campus climates that facilitate cross-racial engagement (Harper and Hurtado, 2007). The major themes from a multi-campus qualitative investigation shows cross-race consensus regarding institutional negligence; race as a four-letter word and avoidable topic; self-reports of racial segregation; gaps in social satisfaction by race; white student overestimation of minority student satisfaction; reputational legacies for racism of the institutions; the pervasiveness of whiteness in space, curricula, and activities; the consciousness-powerlessness paradox among racial/ethnic minority staff; and the unexplored qualitative realities of race in institutional assessment (Harper and Hurtado, 2007).

### Research on Free Speech and Hate Speech

Universities must work to balance free speech protections with other interests, such as creating an inclusive environment and educating the campus community about the difference between the

intent of hate speech and the impact of hate speech. It is important for campus community members to clearly understand the constitution, state laws, and individual rights, as well as the university's stance on these issues.

Research shows that universities should “explore non-disciplinary/punitive responses that would provide support and education to all parties involved” (Miller et al. 2017: 7). Miller and colleagues (2017: 8) suggest that universities should engage in “educational moments” by helping students and the broader campus community have vehicles to respond to speech they consider offensive.

Miller and colleagues (2017) found that:

“...administrators must carefully consider and evaluate their roles related to protecting free expression while also working to create campus environments conducive to dialogue about diversity and bias.” (p. 11)

“...bias response teams should provide ongoing education on legal issues in higher education with a specific focus on free speech as well as campus-level policies, which function as one component of regular training that could also address contemporary issues of diversity and bias on campus.” (p. 11)

### Diversity Programs

Scholarly research shows that most universities and organizations support diversity programs. Dobbin, Kalev, and Kelly (2007) found that nearly 40 percent of the 829 companies they surveyed have diversity training. Roughly 20 percent of the companies have diversity evaluations, diversity task forces, and networking programs. Only about 10 percent of the companies have a diversity manager and mentoring program.

In developing diversity programs, research suggests that the following questions should be considered.

❖ *Should Diversity Programs be Mandatory? Yes, if other programs are mandatory.*

Research shows that making training programs, whether diversity-focused or otherwise, required is an ineffective strategy (Dobbin and Kalev 2016; Johnson 2017). It should be noted that organizations and companies make programmatic efforts mandatory all of the time. If mandatory trainings are the status quo, a diversity program should be no different. In fact, research shows that if something is included as a normal requirement, it is not perceived negatively. When diversity is incorporated as a normal part of the organization, people are more accepting of it as a key component of the organization. In turn, they are more open to diversity training. After participating in diversity trainings, employees actually report that diversity is more important for their jobs and important for their organization (Hanover and Cellar 1998).

❖ *What leads to the Success of Diversity Programs? Leadership participation.*

In a survey from 785 human resource professionals, Rynes and Rosen (1995) examined what factors determined the adoption of diversity programs and perceived training success. They found that top administrative support and administrators' belief in diversity initiatives increases the adoption of diversity program and perceived training success. Also, the existence of a diversity manager/liaison, diversity-related policies, and the clear prioritizing of diversity goals related to other priorities increases adoption and perceived success. Contrary to other research, Rynes and Rosen found that perceived training success increases when diversity programs are mandatory for upper management, when there is a long-term plan for evaluating training results, policy changes, and



diversity goals, as well as a reward structure for administrators and departments for adhering to diversity goals. Subsequent research found similar results (Dobbin, Kalev, and Kelly 2007).

Unfortunately, diversity trainings are typically disaggregated from policy changes that directly address organizational concerns (Dobbin and Kalev 2016). Diversity has to be part of the entire organization for changes to be institutionalized. In addition to trainings, diversity has to be formally incorporated into strategic plans, mission statements, and award and incentive structures. An organizational diversity program should include diversity trainings, internal communications, resource commitments, accountability for violating rules and regulations related to tolerance and respect, and comprehensive programs that can focus on a range of marginalized identities.

❖ *Are Bystander Intervention Strategies Effective? Yes, with the ability to practice strategies.* Bystander intervention has been shown to be highly effective. In a large study including nearly 13,000 high school students, Polanin, Esplage, and Pigott (2012) found that bystander intervention programs decreased bullying in schools. Allies and bystanders are frequently able to connect with perpetrators in ways that victims and survivors cannot. Unfortunately, bystanders often do not have enough data points or experiences to allow for them to practice implementing bystander intervention strategies.

### Analysis of National Trends

Assessments conducted by national advocacy and research organizations generally indicate a recent rise in hate/bias incidents and hate crimes across the country, which is supported by assessments of FBI crime data. For instance, FBI crime data from the 2016 reporting year indicate a 5 percent rise in hate crimes overall; hate crimes based on race, religion, and against the LGBTQ communities were the three protected statuses targeted most frequently in 2016 reports (ADL 2016; ADL 2017).

Trends related to hate/bias incidents indicate that there has been an increase in activity that promotes bias, especially related to white nationalism and racism, on college campuses. The Anti-Defamation League (ADL) Center on Extremism tracked 346 incidents of white supremacist propaganda on colleges campuses from September 1, 2016 to February 1, 2018. The number of incidents during the fall 2017 semester alone demonstrated a dramatic rise, with an increase of 258 percent when compared to incidents in the same time period in fall 2016 (ADL 2018).

Analysis by the Southern Poverty Law Center (SPLC) suggests that higher education has become a target for white nationalist groups because it tends to be very vocal about its commitment to diversity, tolerance, equality, and social justice. Racist propaganda seen on college campuses attempts to demonize these values as an attack on white identity and history in the name of political correctness. In addition, the SPLC suggests that college students are seen as prime targets for recruitment, since they are typically inquisitive and open to accepting new and sometimes radical ideas (SPLC On Campus 2017).

Both the SPLC and the ADL have advocated for more action by higher education administrators, faculty, staff, and students to prevent these incidents and provide more education and training to community members. The ADL provides a host of educational resources for university settings, including fact sheets, Q&A guidance documents, and training programs, and provides resources to help institutions identify and counter emerging threats. In October 2017, the SPLC developed a guide to bystander intervention, which provides training tools for individuals on how to step in when public harassment and violence occur on campus (SPLC On Campus 2017). The SPLC has also

advocated for college leadership to be vocal about their institution's commitment to diversity & inclusion and to speak out against actions on their campuses that go against their values (Cohen 2017).

### Peer Institution Research

In the course of its work, the Task Force conducted an extensive review of practices and policies at Big 10 and other peer institutions, seeking best practices and lessons learned from their experiences. The institutions included in the review were: University of Illinois Urbana-Champaign, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, and University of North Carolina-Chapel Hill, among others. An overview of the Task Force's findings is included in [Appendix 3](#).

Common themes and practices in multiple areas emerged in the review of Big 10 and peer institutions:

- Most peer institutions have incorporated some form of programming for incoming & transfer students. Programs range from a general overview of diversity, equity, and inclusion themes with an introduction to basic terms and concepts, to innovative workshops that explore some of the foundational skills needed to collaborate, learn, and work in diverse environments. Programs vary as to whether they are online or in person.
- Cultural competency education is a component of diversity training at many peer institutions, and often relies on dialogue programs and sharing lived experiences as a means of learning about and understanding systems of privilege and oppression while building community.
- Programs on bystander intervention, examination of implicit biases, and difficult dialogues in the classroom for instructors have been developed at some peer institutions.
- Some institutions are beginning to develop badging/certification programs for faculty, staff, and/or students that include a diversity component. These initiatives typically include a series of workshops or activities where strategic knowledge, skills, and competencies are developed, and after completion, participants receive some type of certificate to demonstrate their commitment and competence as a leader in diversity, equity, and inclusion.
- Most institutions have begun initiatives to survey campus climate in terms of diversity, equity, and inclusion on an annual or biennial basis.
- As most institutions are in the early stages of developing and launching campus climate surveys, most are still developing their plans for how to utilize the information collected.
- Some institutions plan to share campus climate results with the campus community and a few have made results public.
- A few institutions have defined core values and principles for its campus community, and use those values and principles in messaging and communications strategies in order to instill those values in the campus community.
- Every institution has a slightly different approach to reporting, investigating, and resolving reports of hate and bias incidents. Most universities have specific units or response teams dedicated to handle incidents of hate and bias.
- Reporting an incident may be done via email, phone call, online, or face to face, depending on the institution. A few institutions allow reporting of incidents in more than one location on campus, including specific locations that are familiar service and support centers for specific identity and affinity groups.
- All of the institutions surveyed prohibit discrimination, harassment, and threats in some way through various campus policies on non-discrimination, student conduct, and/or workplace

policies. Some institutions provide definitions of hate/bias incidents in online resources, but none give such definitions in policy documents.

- More than half the universities actively initiate outreach programs to help communities that may be impacted by a hate/bias incident, even if they were not directly targeted or involved in the incident.
- Some universities prepare detailed reports on hate/bias incidents on campus in order to provide timely and transparent information and to better understand the campus climate. These reports vary in the level of detail included - some institutions include only incidents that have been verified where an individual was found responsible, while others include all incidents that have been reported with an explanation of whether they were unfounded or verified to be hate/bias incidents.
- Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these statements.
- None of the institutions specifically ban hate speech, though some institutions are more specific about what types of speech are in fact conduct that may be actionable.
- All institutions reviewed have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest. Many have restrictions on who may reserve indoor or outdoor space and restrict the ability of outside groups to initiate or host events. Many institutions also have designated outdoor areas for free assembly by university or non-university groups for protests or demonstrations on campus.
- Some institutions provide guidance on counter-protests and/or appropriate/inappropriate ways to protest controversial speakers. A few provide guidance on how university police can support student groups that wish to protest.
- Nearly all institutions have policies or procedures on chalking, hanging posters, or otherwise writing messages on campus surfaces. Most institutions do not allow for the removal of messages based on content.

#### Existing University Climate Data

The Climate Working Group of the Task Force reviewed existing data from past Campus Assessment Working Group (CAWG) climate surveys. The Working Group also reviewed preliminary results of the Graduate Student Life survey, including more detailed responses to diversity-themed questions in the survey. The recent Campus Climate Survey administered by ODI closed at the end of February 2018, so the full results were not available in time to inform the work of the Task Force.

CAWG climate survey results included data on perceptions of the University's diversity from freshmen (2015), juniors/seniors (2015), and alumni (2007 & 2015). In addition, the Working Group reviewed survey results on student perspectives on campus community climate (2003), LGBTQ environment (2014), student perception of cultural awareness and diversity (2010), senior experience on academics, diversity, and transition (2000), and alumni experiences on diversity & community responsibility (2006). The Working Group also requested further analysis of the data on student experiences to focus on key settings in which the University effectively provides opportunities for its student to interact with diverse groups and opportunities that are most widely used by subgroups of students who differ by ethnicity, major, and experience with diversity prior to attending the University.

An analysis of the student survey data provided a variety of insights. The University provides students opportunities for interactions with individuals from different backgrounds through a variety of mechanisms, including housing arrangements and campus employment. Overall, the results of

the survey suggest high prevalence of student interaction with diverse groups through each of these mechanisms. A majority of student respondents experienced interactions with other groups through these settings. Living and Learning programs seemed to offer less experience with diversity than other settings.

Student respondents commonly reported involvement in discussion about racial issues in their courses at the University – 60 to 70 percent of student respondents. However, student respondents in a few colleges such as the sciences reported less discussion of these issues, likely because the nature of these courses do not lend themselves naturally to such discussions. This suggests that alternative routes and approaches may be needed in order to increase the exposure of students in these disciplines to issues of diversity (e.g., through General Education requirements).

A high proportion of student respondents - about four out of every five students - report personal efforts to get to know those belonging to groups other than their own. At the same time, only about one in three respondents reported participation in events and activities sponsored by groups reflective of other cultures. Participation in these events was reported by 27 percent of white respondents, 32 percent of Latino respondents, and 40 percent of African-American respondents. The personal or social barriers to this form of boundary-crossing deserve greater attention. Nevertheless, in almost all groups, a very high proportion of respondents reported feelings of comfort (89 percent) and a sense of belonging (82 percent) at the University of Maryland.

The results from African-American students is an exception and deserves additional attention and consideration. In results related to a sense of comfort and belonging, about 26 percent of African-American students did not feel that they belonged and 24 percent of African-American respondents reported that they have felt disrespected. By comparison, the frequency of disrespect is only 4 percent among white students and 11 percent among Latino students. Although most African-American students did not feel disrespected, a substantial minority of them did. In addition to feeling as though they did not belong and were disrespected, a similar number felt that race was a barrier to their participation at the University of Maryland.

Most students, two-thirds of respondents of all ethnicities, valued diversity as a goal and saw it as a benefit of attending the University of Maryland. The benefits of diversity discussed included developing comfort and interacting with other groups, empathy, perspective-taking, and the ability to work together to communicate and negotiate cross-cultural conflict.

#### Hate/Bias Incidents in Higher Education

In assessing incidents that occur on college campuses, it can be very difficult to determine whether an incident is motivated by hate or bias. The totality of the circumstances in the case are critical to determining if a hate/bias incident occurred; in two contexts, the same conduct could be viewed in vastly different ways. UMPD's investigation reviews indicators and factors that could prove or disprove a bias motivation for the alleged conduct. UMPD considers the perception of the victim, if they volunteer evidence or information that suggests the incident occurred because of their membership in a protected class. In order to confirm a hate/bias incident has occurred, there has to be evidence that would indicate to a reasonable person that the perpetrator's motivation was related in whole or in part to the victim or target's protected status.

In some cases, incidents at the University are reviewed for administrative action by the Office of Civil Rights and Sexual Misconduct (OCRSM) as potential violations of the University's Non-Discrimination Policy, while others are addressed through other avenues. The Non-Discrimination

Policy prohibits discrimination based on a protected class. However, in order for an incident to be found to be discrimination under the Policy, certain elements need to present; the conduct has to be severe or pervasive, and it has to effectively deny an individual or group their right to a specific benefit or service at the University. Typically, discrimination has to involve conduct by an agent of the University in order to be reviewed under the Non-Discrimination Policy, since actions by students would not constitute the University failing to provide an equitable learning and living environment.

The Task Force felt it is not helpful to classify the hate/bias incidents that the University has seen in recent months using a discrimination paradigm or the Non-Discrimination Policy for resolution. Hate/bias incidents may be isolated but impactful and involve actionable conduct such as threats or intimidation targeted in such a way that they create an immediate sense of harm or fear. Though it would likely not be possible to make a discrimination case for these incidents, other University policies and procedures can and should address this conduct. The Task Force determined that existing provisions in the *Code of Student Conduct* and the Policy on Workplace Violence touch on this type of conduct, and determined that the University would be better served by a policy that addresses threatening and intimidating conduct by faculty, staff, and students. While a new policy would address specific actionable conduct involving threats or intimidation, conduct that involves patterns of behavior, actions or inactions by faculty, staff, and administrators that deny services to individuals or groups, and conduct that is repeated and persistent would likely still be reviewed as discrimination by OCRSM.

While several campus units are involved in responding to hate/bias incidents, there is a continuing need for greater coordination among these units, to ensure appropriate application of University policy as well as to provide an immediate and effective initial response to hate/bias incidents. In addition, systems are needed to address campus concerns that the University community is not adequately informed in a timely fashion about reported incidents and their disposition.

### Legal Framework on Speech and Conduct in Higher Education

#### ***Free and Hate Speech Defined***

As a public institution, the University of Maryland is a state agency, and its actions must comply with the United States and Maryland constitutions and with Maryland statutes. The First Amendment of the U.S. Constitution ensures an individual's right to free speech and protects the right to express ideas and opinions without restriction. As a government agency, the University may not restrict or punish speech.

Institutions of higher education are meant to be places where the exploration of new and challenging ideas is celebrated. An environment that fosters the free exchange of ideas and open, vigorous debate is critical to the educational mission of all universities, including the University of Maryland. It is impossible to nourish intellectual growth, nurture innovation, and advance knowledge without engaging in dialogue, sharing different perspectives, and learning from each other. While the First Amendment is critical to ensuring this culture of inquiry thrives, it also protects an individual's right to say offensive, insulting, and hateful things. Hate speech is defined as speech that offends or insults individuals or groups based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, or other characteristics. It is often characterized by the use of words which are deliberately abusive or insulting, directed at vulnerable minorities and calculated to stir up hatred. It can undermine self-

esteem and cause isolation. While hate speech should be discouraged, hate speech is also protected by state and federal law, and as such, cannot be restricted by the University.

In cases involving hate speech, it is important to distinguish between speech that is protected and conduct that can be actionable. Some speech is accompanied by conduct, such as assault, vandalism, or threats to incite violence, which may be actionable through administrative processes or criminal charges.

### ***Regulation of Hate Speech***

The First Amendment allows the regulation of threats of bodily harm or death; intimidation or harassment; speech that incites imminent lawless action, such as the use of fighting words; and libel and slander. In *Brandenburg v. Ohio* (1969), the Supreme Court held that the constitutional guarantees of free speech permitted an exception where advocacy was directed to “*inciting or producing imminent lawless action and is likely to incite or produce such action.*” In other words, mere advocacy of hate cannot be banned unless it is an incitement to imminent lawless action. In *Virginia v. Black* (2003), the Supreme Court ruled that true threats are not protected by the First Amendment, such as when a speaker directs a threat to a person or group of persons with the intent of placing the victim in fear of bodily harm.

Courts have also allowed reasonable time, place, and manner restrictions of speech if there is a significant government interest in doing so. The restrictions must be content and viewpoint neutral and must leave open ample alternative means for speakers to get their views across. The restrictions must also be clear enough for an ordinary person to understand. The restrictions must be tailored in a way that does not simply ban all speech, both protected and unprotected speech, or they will be struck down as overbroad.

### ***Speech and Expression on College Campuses***

Beginning in the 1990s, more than 350 colleges and universities adopted rules or codes restricting hate speech. To date, every court to consider a campus speech code has declared it unconstitutional. Attempts to create a speech code or otherwise sanction offensive speech would not be appropriate for the University.

A classic example involved the rules at the University of Michigan, which in 1987 tried to enact a Hate Speech Code after a series of horrendous racial events on campus. The Court recognized this was a laudable university effort. Nevertheless, the policy was so broad and vague that it was impossible to discern any limitation on its reach. The terms “stigmatize” or “victimize” in the policy were too vague and swept within its scope a significant amount of what was unquestionably protected speech. Moreover, simply because speech stigmatized or victimized an individual did not, in and of itself, strip it of protection under the First Amendment.

Research and history show that in instances where speech codes were enforced, they were often used to silence marginalized groups. There have been many instances where the majority or those in power have used speech regulations intended to deter offensive speech to prevent those in the minority or in marginalized communities from using speech to promote their interests. There have also been many cases where marginalized communities have successfully moved their agenda forward due in large part because of the protections of the First Amendment.

Research shows that empowering marginalized communities to exercise their free speech rights has led to positive outcomes. Counterspeech has proven to be an effective method to oppose speech that advocates for hate. While hate speech is protected, individual faculty, staff, and

students; the administrative leadership; and campus or student organizations should be empowered to engage in counterspeech on the issues that are important to them. The campus community should use the resources, locations, and methods outlined in University policy and in guidelines on demonstrations to promote their interests.

## ISSUES & CONCERNS

---

### Campus Community Concerns

Throughout the course of its review, the Task Force solicited feedback from members of the campus community and key stakeholders to better understand major issues and concerns. The primary themes that emerged from multiple campus-wide open forums, targeted meetings, and other sources of feedback are outlined below:

#### **General**

- Faculty, staff, and students are concerned about their safety and the safety of others on our campus.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Many are concerned about the prevalence of racist propaganda and the impact of recruitment efforts by hate groups.

#### **Hate/Bias Incidents**

- There is a perception that while students are concerned about incidents that happen on campus, the administration is not concerned or does not understand student fears.
- There has been a lack of transparency in how the administration addresses hate/bias incidents, which can give the impression that nothing has been done.
- Inconsistent data and information given to the campus community on incidents at the University gives the impression that these incidents are not taken seriously.
- There are concerns that those perpetrating hate/bias incidents are not being sanctioned.
- There are concerns about how to support those impacted by hate/bias incidents and the affected community.

#### **Programming**

- It can be difficult to find information about current programming because there is no coordination between units and no centralized source of information about programming.
- There is no collaborative process for units to work together on programming.
- Training is not effective unless it is engaging and interactive.
- The University is not reaching students who are not already engaged in diversity efforts.
- Faculty and staff do not have the tools they need to be able to challenge and facilitate dialogue on hateful attitudes and statements that occur in their courses.
- International students may need additional outreach to understand what we consider to be hate speech, a hate symbol, or prohibited conduct.

#### **Free Speech**

- It can be difficult to develop an objective standard that respects free speech on both sides of an issue.
- There are concerns about how to find a balance between the right to free speech and the need to restrict actions that incite violence and hate.

### ***Communication***

- There is no consistent understanding among faculty, staff, and students of what the University's values are and what it means when the administration says that certain conduct or speech go against University values.
- There are concerns with the way that the administration communicates with internal audiences and the tone that it sets when hate/bias incidents occur on campus.
- The University does not effectively speak out against hate/bias incidents and hateful speech, and often chooses to communicate in a way that indicates support for offensive ideas by labeling it as free speech.
- Students are not receiving information from the University but instead are hearing about it from other sources first.
- The University does not recognize the importance of social media when communicating information about incidents.

### ***Implementation***

- There is a perception that the University will not follow through on implementing any of the Task Force's recommendations.

### **Task Force Assessment of Issues to be Addressed**

The Task Force acknowledges these concerns and understands the impact that hate/bias incidents have on our campus. Hate/bias incidents are insidious acts that can create fear, anger, and intimidation, for not only individuals directly affected, but also entire communities. Hate/bias incidents can create fractures in the social fabric of the campus, feed intolerance, and tarnish the University far beyond its borders. It is essential that the University act decisively and unequivocally in denouncing hate incidents, and take action where these acts are prohibited conduct.

The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority. Data shows that the University of Maryland is a safe environment, and the University has taken additional steps in the past few months and years to increase safety measures on campus. However, there is a distinction between being safe and feeling safe, and the Task Force recognizes that many members of our campus community do not feel safe due to the rise in hate/bias incidents. The University needs to do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct.

The University must act just as assertively to ensure that intellectual and academic freedom, freedom of speech, and freedom of expression are protected on our campus. The University's mission is to discover and disseminate knowledge, which requires the ability to challenge norms and engage in dialogue across differences. To sustain its mission, the University should vigorously support the marketplace of ideas. At the same time, the University must do more to promote civility and respect to foster an environment where free inquiry and debate can occur. The University should be committed to providing a welcoming and inclusive environment to enable all of its members to pursue their academic, personal, and professional goals.



## GUIDING PRINCIPLES

---

The Task Force believes the University should make a strong commitment to diversity, equity, and inclusion through its words and actions. The following principles should provide the foundation for the University's efforts to achieve this goal.

- Active engagement in creating a safe environment where individual opinions are valued and free and open exchange of ideas is without retribution.
- A University-wide commitment to values common to us all, with opportunities for continued reexamination and contemplation throughout an individual's time at the University.
- Engagement of all members of the campus community, including University leadership, in embracing and communicating the importance of the University's values.
- Understanding the critical role that free speech and freedom of expression play in an educational environment, as well as of our role in using speech as an instrument of civic engagement.
- A commitment to promote civility and respectful treatment of all members of the campus.
- A comprehensive and coordinated approach to diversity, equity, and inclusion programming that is a part of the University experience for every member of the campus community.
- Programming that includes a blend of mandatory and voluntary engagements, offered in a variety of formats and through different modes, that complements curricular and professional learning and development objectives.
- A coordinated response strategy to hate/bias incidents that provides support to affected communities while assuring all faculty, staff, and students the ability to pursue their academic and professional goals in a safe environment.
- Policies and protocols that enable the University to take action against threatening and intimidating conduct.
- An engaged communication strategy that encourages campus leaders to speak out against hate speech that does not align with the University's values.
- Education and tools that empower faculty, staff, and students to use speech to combat hate and bias on campus.
- Centralization and alignment of information in one comprehensive website.
- Transparent structures for sharing hate/bias incidents and climate survey data.
- Accountability and engagement by campus leaders at all levels.
- Ongoing evaluation and assessment of diversity, equity, and inclusion efforts to enable continuous growth.

## TASK FORCE RECOMMENDATIONS

---

The Inclusion & Respect Task Force makes the following recommendations in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation.

### I. Values of the University

The University should adopt the following values statement, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution.

The University of Maryland (UMD) is a community of individuals living and working together to support and advance the educational and research mission of the institution. We aspire to become a community that is: **United, Respectful, Secure and Safe, Inclusive, Accountable, and Empowered and Open to Growth.**

#### **United**

We are diverse but have much in common. Members of the UMD community foster a sense of belonging based on acceptance and a unity of purpose. We strive toward overlapping goals, sharing resources, and spending some of the most significant and productive times of our lives together in a common space. To that extent we depend on one another and are our best selves when we support one another. Accordingly, our actions are guided not only by what is good for self but also by what is good for all.

#### **Respectful**

Members of the UMD community interact with others in ways that promote feelings of respect. All members of the UMD community are valued equally and deserving of respect without regard to their status, their educational attainment or their social position. We reject denigration of any member through words or actions and resist stereotyping of members that undermines personal dignity through slurs, slights, insults or other acts that disparage individuals or groups.

#### **Secure and Safe**

Members of the UMD community refrain from injustice, violence, harassment, intimidation, and aggression. We do all that is possible to protect and defend members of the UMD community from anyone who would harm them physically or psychologically. We promote individual agency and responsibility in contributing to personal safety, avoidance of harm and staving off the effects of insults, slander, intimidation, or symbolic intimidation of violence.

#### **Inclusive**

The UMD community strives to achieve the highest levels of excellence in our work and our studies that accrue through inclusive practices. We recognize that as a thriving and striving community, the success of our institution and our members is dependent on how well we value, include, and engage all members. This belief must be actively and consistently embedded in every aspect and practice of the UMD community.

### **Accountable**

All members of the UMD community are equally responsible and committed to uphold the University's values to the best of their ability, as well as hold the rest of the UMD community to those responsibilities. We must be transparent in our mistakes, and learn to reflect and continue to strive toward inclusive excellence.

### **Empowered and Open to Growth**

Members of the UMD community embrace learning as essential for bettering ourselves as individuals and as a community. We encourage and assist one another to become our best selves.

## **II. Prevention & Education**

The University should develop a comprehensive prevention and education initiative on diversity, inclusion, and respect that involves all members of the campus community (faculty, staff, students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI.

Programming should consist of a blend of mandatory programs and voluntary learning opportunities offered at multiple points throughout a faculty/staff/student's time at the University. This programming should use different modalities and approaches with varying levels of complexity.

Programming content areas should include implicit bias, cultural competence, bystander intervention, navigating difficult dialogues, civics education, effective methods for engaging in counterspeech, and reflection and dialogue on the University's values. The University should consider utilizing existing models at the University, such as: Sticks+StonesUMD, Speak Up and Speak Out Virtual Reality Bystander Intervention Program, TLTC workshops on difficult dialogues in the classroom, Common Ground, Words of Engagement Intergroup Dialogues, and best practices at peer institutions on implicit association tests, activities at orientation, and badging/e-portfolio systems while developing programming opportunities.

The University should consider developing opportunities for members of the campus community to track diversity-related skills and trainings throughout their time at the University.

ODI should consider developing a diversity-related suite of training options for faculty and staff in partnership with UHR, OFA, and TLTC using existing trainings as a way to develop a more robust program.

ODI should consider developing training opportunities for those in instructional roles including instructional faculty and undergraduate and graduate teaching assistants in partnership with relevant administrative units, including TLTC and the Graduate School.

ODI should work with ISSS to incorporate information about our values into existing efforts to help international students and scholars acclimate to our campus culture. ODI should consider ways to partner with ISSS to increase opportunities for peer to peer interaction among international and domestic students, and should consider mechanisms that have been successful in the past, such as ESOL mentorship programs and Language House partners programs. ODI should also consider how educational and programming opportunities could incorporate global perspectives in order to broaden understanding of differences across cultures.

ODI should continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative. ODI should also work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative.

The University should utilize existing resources and expertise within our faculty in the development of the comprehensive prevention and education initiative on diversity, inclusion, and respect.

The University should provide tools to enable students, faculty, and staff groups to create and sponsor diversity-related programs.

### **III. Hate/Bias Incident Response**

The Task Force recommends that the proposed Policy on Threatening and Intimidating Conduct immediately following this report be approved.

The University should develop administrative review procedures to consider UMPD referrals of potential bias-related conduct involving faculty and staff.

The University should conduct a review of the VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures to ensure that it aligns with the Policy on Threatening and Intimidating Conduct and current procedures for responding to hate/bias incidents.

The University should conduct a review of the implementation of the Policy on Threatening and Intimidating Conduct in Fall 2019 to assess its efficacy and make any necessary adjustments.

The University should develop a plan to ensure appropriate coordination between the primary units responding to reports of hate/bias incidents that complements the new Hate/Bias Response Protocol and the Policy on Threatening and Intimidating Conduct.

Hate/Bias incidents should be reported to UMPD. The University should designate specific offices or units, including ODI, as entry points where members of the campus community may disclose incidents prior to engaging with the formal reporting mechanisms through UMPD. The University should provide training for support staff in those units to ensure that they are knowledgeable about available resources and how to facilitate reporting to UMPD.

### **IV. Centralization**

The University should work to achieve a balance between centralization and decentralization of equity, diversity, and inclusion efforts on our campus. Efforts to achieve equity, diversity, and inclusion goals are a responsibility of the entire campus.

The ODI website should serve as a central resource for information about the University's diversity-related programming, events, relevant policies and guidelines, data, climate reports, reporting processes, and resources related to free speech, expression, and demonstration on campus in order to increase transparency, accessibility, and discovery of opportunities for engagement.

The University should consolidate and centralize information on all hate/bias incidents reported at the University and the outcome of any review of these incidents. The University should consider

what types of information should be included on each incident and how that information should be communicated to members of the campus community, as well as the mode and the frequency with which it is communicated.

## **V. Communication**

The University should develop a comprehensive multi-platform communication strategy that prioritizes the dissemination of information related to equity, diversity, and inclusion to the entire campus community in a manner that is transparent, timely, and sensitive to all constituents.

The University should consider how to prominently communicate information about diversity programs, events, and trainings and how diversity themes are integrated into the University's culture.

The University should develop a communications and marketing strategy focused on promoting the University's values. The University should consider ways to promote the values to all members of the campus community through different modes and how to reinforce them over time. For example, admitted students could receive information about the values in their admission packet and new employees could receive them as part of their appointment information. In addition, themes from the values could be incorporated into social media campaigns, marketing materials, or other existing activities to reinforce what it means to be a Terp over time.

The University's leadership should communicate its viewpoint, when appropriate, using messaging that aligns with its core values. In particular, the University's leadership should denounce offensive speech or conduct that does not align with its core values and express that it is not appropriate or welcome in our community.

The University should consider how best to communicate the national context on hate/bias incidents to the campus community.

## **VI. Evaluation & Assessment**

### Programming

ODI should develop a strategy for evaluating and assessing diversity-related education and training programs to assess efficacy and make necessary changes over time.

All diversity-related training programs should have an evaluative component to collect feedback from participants.

Climate assessment data should be used to inform and refine programming content.

### Climate Surveys

ODI should conduct biennial climate surveys of faculty, staff, and students to better understand individual experiences in a variety of dimensions.

Climate surveys should assess the impact of activities and the outcome of efforts to improve diversity, as well as changes in beliefs and attitudes about race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, over time. Survey design for future climate surveys should be guided by the highest standards, draw upon conceptual frameworks and best practices, and incorporate multiple designs to data collection and

analyses, including qualitative approaches as well as longitudinal and scientifically valid samples so that robust conclusions can be drawn from its findings.

Climate surveys should identify and oversample for specific identity and affinity groups so as to enable the development of targeted interventions that meet their unique needs (i.e. ethnicity, residential experiences, students who do not identify or participate with any campus group, and participants of Greek life and student government).

Climate surveys should consider paying special attention to evaluating the experiences of students in majors where the curriculum may not provide opportunities for addressing and understanding issues of diversity.

Climate surveys should consider assessing the social impediment to an individual's comfort in attending or taking part in events sponsored by a cultural or affinity group other than their own.

The University's leadership should be apprised of and reflect on climate survey results in establishing their agendas and priorities.

Existing survey data and feedback from members of the campus community indicate that the African-American population may be more vulnerable in terms of comfort and respect at the University. The University should consider developing specific programs that support vulnerable populations identified in existing and future survey data by integrating them into the University, promoting a sense of safety, and recognizing their contributions.

## **VII. Free Speech & Freedom of Expression**

The University should adopt the proposed *Statement on Free Speech Values* as follows:

The primary purpose of a university is to discover and disseminate knowledge through teaching, research, and service. To fulfill these functions, a free exchange of ideas is necessary not only within its walls but with the world beyond. The history of intellectual discovery and growth clearly demonstrates the need for freedom; the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. Whenever someone is deprived of the right to state unmentionable views, others are necessarily deprived of the right to listen to and evaluate those views. Few institutions in our society have this same central purpose. It follows that a university must protect and guarantee intellectual and academic freedom. To do so it must promote an environment in which any and all ideas are presented. Through open exchange, vigorous debate, and rational discernment, the campus community can evaluate ideas.

Every member of the campus community has an obligation to support the right of free expression at the university, and to refrain from actions that reduce intellectual discussion. No member shall prevent such expression, which is protected under the constitutions of the United States and the State of Maryland.

The University does not have a speech code. History shows that marginalized communities have successfully promoted their interests because of the right to express their views. In fact, marginalized communities have been silenced by speech codes and other regulations against "offensive" speech.

In addition to the obligation to promote and protect free expression, individuals assume further responsibilities as members of the university. The campus expects each individual community member to consider the harm that may result from the use of slurs or disparaging epithets intended to malign, for example, another's race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability. While legal protections for free expression may sometimes supersede the values of civility and mutual respect, members of the university community should weigh these values carefully in exercising their fundamental right to free expression.

The University values and embraces the ideals of freedom of inquiry, freedom of thought and freedom of expression, all of which must be sustained in a community of scholars. While these freedoms protect controversial ideas and differing views, and sometimes offensive and hurtful words and symbols, they do not protect conduct that violates criminal law or university policy.

The University should recognize the rights of faculty, staff, and students to engage in counterspeech.

### VIII. Current Policies & Guidelines

The University Senate should charge its Campus Affairs Committee with an overall review of the Policies and Procedures on the Use of Physical Facilities and the associated guidelines on chalking, demonstrations, and leafletting, working in concert with affected stakeholders. The Campus Affairs Committee should consider how the University can support allowing the rental of facilities within the campus as a way of supporting speech and dialogue. The Campus Affairs Committee should also consider how requests from outside groups should be reviewed and approved.

The following revisions to the Non-Discrimination Policy & Procedures (VI-1.00[B]) should be approved to clarify the jurisdiction of the Policy on Threatening and Intimidating Conduct.

#### **VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES**

(Approved on an Interim Basis by the President October 1, 2015, Amended March 22, 2016, Amended May 6, 2016)

##### **II. APPLICABILITY**

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; **and/or** at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred. ~~or~~
- ~~that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

“**Discrimination**” is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

“**Harassment**” is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

The University Senate should charge its Equity, Diversity, and Inclusion (EDI) Committee with a comprehensive review of the Non-Discrimination Policy & Procedures ([Appendix 2](#)) to consider whether broader changes are needed.

### IX. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive diversity and inclusion initiative. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded education and training, develop an overall communication plan and centralized website, and develop/conduct assessments of programming activities.

The Task Force recognizes that the scope of these activities is broad and will require time to fully implement. The Task Force recommends that ODI develop a phased implementation approach for aspects of the recommendations that require significant development, to allow the University the time needed to design and implement various components of the recommendations.

ODI should provide an annual report on the implementation of these recommendations to the University Senate and the President’s Cabinet. ODI should also track the progress of implementation on its website as a way of communicating to University faculty, staff, and students what actions are being taken to actively develop the institution’s efforts on diversity and inclusion.

In the spirit of continuous improvement, the University should consider innovative ways to engage faculty, staff, and students in the implementation of these recommendations and future development of diversity efforts on an annual basis. Specifically, the University should consider facilitating design thinking workshops through a partnership with the Academy for Innovation & Entrepreneurship and ODI as a way of engaging members of the campus community in generating new ideas for addressing specific problems or questions.



## Proposed New Policy from the Joint President/Senate Inclusion & Respect Task Force

### VI-1.00(F) UNIVERSITY OF MARYLAND POLICY ON THREATENING AND INTIMIDATING CONDUCT

#### I. Purpose

The University of Maryland promotes civility and respectful treatment among all members of its diverse campus community, and fosters the discovery and dissemination of knowledge through the free and open exchange of ideas. The University values and protects the intellectual and academic freedom, freedom of speech, and freedom of expression of all students, faculty, and staff. The University provides a welcoming and inclusive environment to enable all members of the University community to pursue their academic, personal, and professional goals. Threatening or intimidating conduct directed toward members of the University community that is motivated by their actual or perceived protected status interferes with these values and commitments, and is therefore prohibited.

#### II. Prohibited Conduct

The University prohibits threatening or intimidating acts motivated in whole or in part because of an individual or group's actual or perceived protected status, including the following:

- Threats: An expression of intent to commit an act or acts of physical violence to a particular individual or group of individuals or to cause damage to their property; or to engage in an act or acts which endangers the health and safety of another person.
- Intimidation: An act or acts that is intended to or that recklessly frightens or coerces and that places another person or persons in reasonable fear of imminent harm.

Protected status is defined in state and federal law as well as in the University of Maryland Non-Discrimination Policy and Procedures VI-1.00(B).

The *Code of Student Conduct* V-1.00(B) addresses prohibited conduct by students, including the conduct outlined above. The University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures VII-11.00(A) addresses conduct prohibited by this policy by faculty and staff.

#### III. Reporting

Any member of the University who witnesses or has information related to threatening or intimidating conduct should immediately report it to the University of Maryland Police Department (UMPD). This is especially important because the University's response is limited when it cannot identify those responsible. Reports should be made in good faith.

The Office of Diversity and Inclusion (ODI) or other University-designated units and cultural centers can assist faculty, staff, and students with reporting to UMPD.

- Emergencies and ongoing incidents that require an immediate response should be reported to UMPD at 301-405-3333
- Non-emergencies can be reported to UMPD at 301-405-3555.
- Reports made online at [go.umd.edu/reporthatbias](https://go.umd.edu/reporthatbias) will be responded to within 48 hours.

- Anonymous tips about reports and ongoing investigations can be submitted online at [http://www.umpd.umd.edu/contact/anonymous\\_tip.cfm](http://www.umpd.umd.edu/contact/anonymous_tip.cfm).

#### IV. Response to Reports

Reports made directly to UMPD will be taken as soon as they are received, and an investigation will begin immediately. UMPD will immediately notify relevant campus administrators including ODI to provide necessary information.

**A. Response from ODI.** ODI will coordinate relevant units to respond to the community(s) affected by the incident, develop an action plan, and provide support. ODI will serve as an immediate resource for students, faculty, and staff, regardless of whether UMPD's investigation indicates that an incident was motivated by protected status.

**B. Investigation by UMPD.** UMPD will conduct an investigation on all reports it receives. In determining whether a specific act or incident constitutes prohibited conduct, the totality of the circumstances will be considered, including whether the motivation for the conduct was based on actual or perceived protected status and the impact of the conduct on the perceived target.

Depending on the outcome of UMPD's investigation, reports will be classified according to Maryland State Police procedures. UMPD will also assess whether a hate crime has occurred, as defined under Maryland state law, and will take steps to initiate criminal charges if appropriate. UMPD will share its findings with ODI and all relevant University offices for consideration of appropriate administrative action.

#### V. University Administrative Review Procedures

After its investigation is completed, UMPD will make any necessary referrals to relevant University offices for administrative review and will share the facts of the case found through the investigation. University review of referrals from UMPD will be assessed through appropriate processes depending on whether the individual or group identified in the referral is a student, faculty, or staff member. The University's review should determine whether or not the individual or group is responsible for engaging in prohibited conduct.

**A. Students.** A student, a group of students, or a student organization identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Student Conduct (OSC) for investigation and adjudication. University student disciplinary procedures and procedural rights established in the *Code of Student Conduct* will be followed.

**B. Faculty.** A faculty member or a group of faculty members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Faculty Affairs (OFA), in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, OFA will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

**C. Staff.** A staff member or a group of staff members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Staff Relations within University Human Resources (UHR) in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, UHR will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

## VI. Sanctions

If there is a finding of responsibility, sanctions, including discipline, may be imposed. Based on the severity of the prohibited conduct, various actions should be considered, ranging from educational and remedial actions to discipline up to and including dismissal from the University. The University shall endeavor to educate and support students, faculty, and staff in reaching their academic, personal, and professional goals while fostering a climate of accountability and responsibility for individual actions. The University's goals are to protect the campus community, deter future offenses, and promote individual accountability.

**A. Students.** Students, student groups, and student organizations found responsible for prohibited conduct will face disciplinary and/or educational sanctions as specified in the *Code of Student Conduct*.

**B. Faculty.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action may range from termination or suspension to reassignment of duties, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with OFA as it determines any appropriate sanctions.

**C. Staff.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action or corrective measures may range from termination or suspension to workplace modifications, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with UHR as it determines any appropriate sanctions.

## VII. Retaliation

Retaliation against any individual who makes a report in good faith or participates in an investigation in relation to threatening or intimidating conduct is strictly prohibited. Retaliation means an adverse action taken against an individual, where there is a clear causal link between the adverse action and their participation in this process. A report is not made in good faith if it is false or misleading; was made with the intention to harass; appears to be frivolous; or is otherwise an abuse of the reporting process. Individuals who are alleged to have engaged in retaliation may be subject to disciplinary action.

## VIII. Resources

All members of the University community have access to campus resources to address the effects of threatening or intimidating conduct, including:

**University of Maryland Police Department.** UMPD receives and assesses all reports of prohibited conduct motivated in whole or in part by actual or perceived protected status. UMPD investigates reports of such prohibited conduct by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts. UMPD will communicate with relevant administrative offices to facilitate the University's response and to make appropriate referrals to begin University disciplinary processes.

Emergency: 911 or (301)405-3333 (mobile phone: #3333)

Non-emergency: (301)405-3555

Website: [www.umpd.umd.edu](http://www.umpd.umd.edu)

**Office of Diversity & Inclusion.** ODI tracks hate-bias incident reports and coordinates the deployment of campus support services to individuals affected by hate-bias incidents. ODI also provides campus

programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.

Phone: (301) 405-6810

Website: [www.diversity.umd.edu](http://www.diversity.umd.edu)

**University Counseling Center.** The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.

Phone: (301) 314-7651

Website: [www.counseling.umd.edu](http://www.counseling.umd.edu)

**University Health Center, Mental Health Service.** The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.

Phone: (301) 314-8106

Website: [www.health.umd.edu/mentalhealth/services](http://www.health.umd.edu/mentalhealth/services)

**Campus Chaplains.** Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.

Website: [http://thestamp.umd.edu/memorial\\_chapel/chaplains](http://thestamp.umd.edu/memorial_chapel/chaplains)

**Faculty Staff Assistance Program (FSAP).** FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). FSAP also provides referrals for long-term counseling needs.

Phone: (301) 314-8170 or (301) 314-8099

Website: <http://www.health.umd.edu/fsap>

## REFERENCES

---

- Anti-Defamation League (ADL). 2017. "ADL Calls for Action After New FBI Data Shows Rise in Hate Crimes." *Anti-Defamation League*. Retrieved from (<https://www.adl.org/news/press-releases/adl-calls-for-action-after-new-fbi-data-shows-rise-in-hate-crimes>)
- Anti-Defamation League (ADL). 2016. "ADL Urges More Vigorous Police Data Collection Efforts in Wake of Annual FBI Hate Crimes Report." *Anti-Defamation League*. Retrieved from (<https://www.adl.org/news/press-releases/adl-urges-more-vigorous-police-data-collection-efforts-in-wake-of-annual-fbi>)
- Anti-Defamation League (ADL). 2018. "White Supremacist Propaganda Surges on Campus." *Anti-Defamation League*. Retrieved from (<https://www.adl.org/resources/reports/white-supremacist-propaganda-surges-on-campus>)
- Antonio, Anthony Lising. "The Role of Interracial Interaction in the Development of Leadership Skills and Cultural Knowledge and Understanding." *Research in Higher Education* 42, no. 5 (2001): 593-617. <http://www.jstor.org/stable/40196444>.
- Bauman, Dan. 2018. "After 2016 Election, Campus Hate Crimes Seemed to Jump. Here's what the Data Tell Us." *The Chronicle of Higher Education*. Retrieved from (<https://www.chronicle.com/article/After-2016-Election-Campus/242577>)
- Chang, Richard Y. 1996. *Capitalizing on Workplace Diversity : A Practical Guide to Organizational Success through Diversity*. Workplace Diversity Series. Irvine, Calif.: R. Chang Associates.
- Cohen, Richard. 2017. "SPLC to Senate: Colleges must uphold free speech but can denounce racist speakers." *Southern Poverty Law Center*. Retrieved from (<https://www.splcenter.org/news/2017/10/26/splc-senate-colleges-must-uphold-free-speech-can-denounce-racist-speakers>)
- Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." *Harvard Business Review* 94(7/8):52–61.
- Dobbin, Frank, Erin Kelly, and Alexandra Kalev. 2007. "Diversity Management in Corporate America." *Contexts* 6(4):21–27.
- Gurin, Patricia. 1999. "Selections from the Compelling Need for Diversity in Higher Education, Expert Reports in Defense of the University of Michigan." *Equity & Excellence in Education* 32 (2): 36–62.
- Hanover, Jeanne M. B. and Douglas F. Cellar. 1998. "Environmental Factors and the Effectiveness of Workforce Diversity Training." *Human Resource Development Quarterly* 9(2):105–124.
- Johnson, Stephen. (2017, July 19). "Why Do Diversity Programs Fail?" Big Think Edge. Retrieved from <http://bigthink.com/stephen-johnson/why-diversity-programs-fail>
- Kalev, Alexandra, Frank Dobbin, and Erin Kelly. "Best Practices or Best Guesses? Diversity Management and the Remediation of Inequality." *American Sociological Review* 71 (2006): 589–617.
- Kanter, Rosabeth Moss. 1993. *Men and Women of the Corporation*. New York: Basic Books.

Kerr, Emma. 2018. "College Students Want Free Speech – Sort Of." *The Chronicle of Higher Education*. Retrieved from ([https://www.chronicle.com/article/College-Students-Want-Free/242792?cid=at&utm\\_source=at&utm\\_medium=en&elqTrackId=ae6d5f9157f644b6a102586b5f0bfc50&elq=ef5f1970a9404e9ab432cc3a228e3856&elqaid=18145&elqat=1&elqCampaignId=8088](https://www.chronicle.com/article/College-Students-Want-Free/242792?cid=at&utm_source=at&utm_medium=en&elqTrackId=ae6d5f9157f644b6a102586b5f0bfc50&elq=ef5f1970a9404e9ab432cc3a228e3856&elqaid=18145&elqat=1&elqCampaignId=8088))

Kerr, Emma. 2018. "White Supremacists are Targeting College Campuses Like Never Before." *The Chronicle of Higher Education*. Retrieved from (<https://www.chronicle.com/article/White-Supremacists-Are/242403>)

Miller, Ryan A., Tonia Guida, Stella Smith, S. Kiersten Ferguson, and Elizabeth Medina. 2017. "Free Speech Tensions: Responding to Bias on College and University Campuses." *Journal of Student Affairs Research and Practice* 1(1):1–13.

Patton, Laurie. 2017. "The Right Way to Protect Free Speech on Campus." *The Wall Street Journal*. Retrieved from (<http://webreprints.djreprints.com/53885.html>)

Polanin, Joshua R., Dorothy L. Espelage, and Therese D. Pigott. 2012. "A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior." *School Psychology Review* 41(1):47–65.

Roth, Louise Marie. 2006. *Selling Women Short: Gender and Money on Wall Street*. Princeton (N.J.): Princeton University Press.

Rynes, Sara and Benson Rosen. 1995. "A Field Survey of Factors Affecting the Adoption and Perceived Success of Diversity Training." *Personnel Psychology* 48(2):247–270.

SPLC On Campus. 2017. "A Guide to Bystander Intervention." *Southern Poverty Law Center*. Retrieved from (<https://www.splcenter.org/20171005/splc-campus-guide-bystander-intervention>)

SPLC On Campus. 2017. "The Alt-Right on Campus: What Students Need to Know." *Southern Poverty Law Center*. Retrieved from (<https://www.splcenter.org/20170810/alt-right-campus-what-students-need-know>)

Thomas, David A. and John J. Gabarro. 1999. *Breaking through: The Making of Minority Executives in Corporate America*. Boston, Mass.: Harvard Business School Press.

Villasenor, John. 2017. "Views among College Students Regarding the First Amendment: Results from a New Survey." *Fixgov: Brookings Institution*. Retrieved from (<https://www.brookings.edu/blog/fixgov/2017/09/18/views-among-college-students-regarding-the-first-amendment-results-from-a-new-survey/>).

Worthington, R. L., Arévalo Avalos, M. R. (in press). Difficult dialogues in counselor training and higher education. In Alexander, C. M., Casas, J. M., Suzuki, L. A., Jackson, M. (Eds.), *Handbook of multicultural counseling* (4th ed.). Thousand Oaks, CA: SAGE.

Worthington, Roger L., Christine A. Stanley, and William T. Lewis. "National Association of Diversity Officers in Higher Education Standards of Professional Practice for Chief Diversity Officers." *Journal of Diversity in Higher Education* 7, no. 4 (2014): 227-34. doi:10.1037/a0038391.

## **APPENDICES**

---

Appendix 1 - Inclusion & Respect Task Force Charge

Appendix 2 - Revised Non-Discrimination Policy & Procedures

Appendix 3 - Peer Institution Overview

**Appendix 1 - Inclusion & Respect Task Force Charge**



**University Senate  
CHARGE**

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>              | August 25, 2017                                                                                                     |
| <b>To:</b>                | Lucy Dalglish, Warren Kelley, Ja’Nya Banks<br>Co-Chairs, Joint President/Senate Inclusion & Respect Task Force      |
| <b>From:</b>              | Wallace D. Loh <i>Wallace D. Loh</i><br>President<br>Daniel Falvey <i>Daniel Falvey</i><br>Chair, University Senate |
| <b>Subject:</b>           | Inclusion and Respect at the University of Maryland                                                                 |
| <b>Senate Document #:</b> | 17-18-03                                                                                                            |
| <b>Deadline:</b>          | March 30, 2018                                                                                                      |

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Inclusion & Respect Task Force consider how best to nurture a climate that is respectful and inclusive of all members of our campus community, stands against hate, and reaffirms the values that define us a University.

Specifically, we ask that you:

1. Collect input from and engage the entire campus community, including faculty, staff, students, administrators, and alumni, as well as representatives of the surrounding community, on the current campus climate and on the difficult issues at the intersections of free speech, hate speech, and freedom of association.
2. Assess the climate on diversity and inclusion on the campus and how it is experienced by members of the campus community. Review existing data on campus climate and gather information from members of the campus community from a variety of backgrounds and experiences, including underrepresented minorities and members of the international and LGBTQ communities.
3. Consult with representatives of the Office of Diversity & Inclusion (ODI), the Office of Student Conduct, the University of Maryland Police Department (UMPD), the Office of Civil Rights and Sexual Misconduct (OCRSM), Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, University Marketing and Communications, the Office of Undergraduate Studies, and other relevant units at the University.



4. Review the University of Maryland Non-Discrimination Policy and Procedures and other relevant University and University System of Maryland policies.
5. Review the University's procedures for reporting and resolving reports of hate, bias, racism, and discrimination.
6. Review information on the response to past reports of hate and bias incidents at the University from OCRSM, UMPD, ODI, and any other relevant University offices.
7. Review and assess current resources, programs, and outreach efforts to (1) educate the campus community, and (2) support those affected by racism and discrimination, and their overall effectiveness.
8. Review current cultural competency initiatives and trainings throughout the University and consider the effectiveness of these efforts in creating an inclusive campus environment.
9. Review research related to race/ethnicity, discrimination, and bias in higher education.
10. Review and assess best practices at our peer institutions.
11. Review higher education professional association guidance addressing hate speech and campus climate issues.
12. Consider how to evaluate the needs of underrepresented groups and develop strategies to assess the efficacy of efforts to address those needs and create a more inclusive environment.
13. Consider how best to differentiate between free speech and hate speech in University policies and procedures.
14. Consider how appropriate communication and public awareness efforts should be used to promote a more inclusive campus climate.
15. Develop strategies for fostering a campus environment that is intolerant of hate, bias, and racism, including any necessary educational or training initiatives for students, faculty, staff, and administrators. Consider how these strategies should be implemented and how they can be evaluated for effectiveness.
16. Develop a statement on the University's core values and consider how those values are instilled in students, faculty, and staff. If appropriate, consider how to enhance understanding of our core values and develop strategies to reinforce them over time.

17. Consult with the appropriate Senate committees on any proposed revisions to University policies and procedures.
18. Consult with the University's Office of General Counsel on any proposed recommendations.
19. If appropriate, make recommendations on revisions to University policies and procedures as well as on appropriate strategies for fostering an inclusive campus community.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 30, 2018. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Appendix 2 - Revised Non-Discrimination Policy & Procedures

Proposed Revisions from the Joint President/Senate Inclusion & Respect Task Force  
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

### VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an Interim Basis October 1, 2015; Amended March 22, 2016;  
Amended and approved by the President May 6, 2016)

#### I. POLICY STATEMENT

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex<sup>1</sup>, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability<sup>2</sup>, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

The **Office of Civil Rights & Sexual Misconduct (OCRSM)** shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online [here](#).

#### **Office of Civil Rights & Sexual Misconduct (OCRSM)**

University of Maryland

4113 Susquehanna Hall

4200 Lehigh Road

College Park, MD 20742-5031

E-mail: [civilrights@umd.edu](mailto:civilrights@umd.edu)

Phone: 301-405-1142 | Fax: 301-405-2837

<http://www.umd.edu/ocrsm/> <http://www.ocrsm.umd.edu>

#### II. APPLICABILITY

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

---

<sup>1</sup> Complaints based on sexual misconduct will be addressed under the University's Sexual Misconduct Policy & Procedures VI-1.60(A) as appropriate. Complaints of discrimination based on sex or gender that do not involve  
<sup>2</sup> The University's policy and procedures for requesting disability accommodations may be found in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures. Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

- on University premises, in any University facility, or on University property; **and/or**
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred. ~~or~~
- ~~▪ that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

**“Discrimination”** is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

**“Harassment”** is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

**“Personal appearance”** means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

**“Retaliation”** refers to action that is taken against an individual because they reported discrimination, filed a complaint of discrimination, or participated in an investigation or proceeding concerning a discrimination complaint.

### IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy or Maryland statute cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.

### **A. Reporting**

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

### **B. Timeliness**

Complaints must be made within ninety (90) business days of the incident(s). The OCRSM may waive the time limit upon a showing of good cause.

### **C. Initial Assessment**

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) business days of receipt. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy or Maryland statute;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason.

#### **D. Alternative Resolution Process**

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not succeed within forty-five (45) business days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

#### **E. Investigation**

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall advise the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

The OCRSM will assign an investigator<sup>3</sup> who will conduct an adequate, reliable, and impartial investigation of the complaint. The investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

##### **1. Standard of Review**

In making the determination of whether a Policy violation has occurred, the standard of review is “preponderance of the evidence,” which means it is more likely than not that a Policy violation occurred.

##### **2. Expectation of Cooperation**

Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the

---

<sup>3</sup> An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

complaint and by making available any relevant information requested by the investigator.

**3. Investigation Timeline**

The OCRSM seeks to complete an investigation within sixty (60) business days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged discrimination.

**4. False Information**

Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

**5. Written Investigation Report and Findings**

The OCRSM shall complete a written report of its investigation, including a summary of the allegations, evidence reviewed and witness statements, findings of material fact and an analysis of those facts, and a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

**V. APPEAL**

The Complainant and/or Respondent may appeal the investigation finding within five (5) business days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu) a written statement of their intent to appeal and the stated grounds. The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) business days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu). All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) business days after the last date either party received the *Notice of Findings*. Appeals submitted after five (5) business days shall be denied, except upon a showing of good cause.

**A. Grounds for Appeal**

Either party may appeal the Finding only on the following grounds:

**1. Substantial Procedural Error**

Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

**2. New Evidence**

New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

**B. Review**

The appealing party has the burden of proof, and the standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeals will be reviewed in accordance with the Respondent's status as listed below:

- appeals involving a Staff Respondent shall be reviewed by the Vice President for Administration & Finance or designee;
- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;
- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President for Administration & Finance or designee.

**C. Outcome**

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) business days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to [civilrights@umd.edu](mailto:civilrights@umd.edu). The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.



## VI. RECOMMENDATIONS FOR CORRECTIVE ACTION

The OCRSM may provide the appropriate Vice President, supervisor, and department chair dean with a *Recommendation for Corrective Action*. The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) business days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

## VII. DISCIPLINARY ACTION

### A. Students

With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.
2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.

## **B. Staff**

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President for Human Resources, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without Pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **C. Faculty**

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **D. Records Retention**

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.

## VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS

Filing an employment discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file discrimination complaints that are not connected with the official functions of the University or not falling within the scope of this Policy, will be referred to appropriate University, County, State, or Federal agencies by the OCRSM.

### **Office for Civil Rights U.S. Department of Education**

Philadelphia Office (Regional Office for Maryland)

The Wanamaker Building

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

Phone: 215-656-8541

FAX: 215-656-8605

TDD: 800-877-8339

Email: [OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov)

Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

### **Maryland Commission on Civil Rights**

Phone: 410-767-8600

Website: <http://mccr.maryland.gov/>

### **Equal Employment Opportunity Commission**

Phone: 800-669-4000

TTY: 800-669-6820

Website: <https://egov.eeoc.gov/eas/>

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

### Replacement for:

*Policy VI-1.00(B) University of Maryland Code on Equity, Diversity, and Inclusion*

### Appendix 3 - Peer Institution Overview

The Task Force reviewed Big 10 and other peer institution data and best practices on diversity-related initiatives on prevention & education, campus climate, hate/bias response, and free/hate speech. An overview of the Task Force's findings and highlights from several institutions are provided below and should be considered while developing the University's comprehensive diversity and inclusion initiative.

#### Prevention & Education

Through its review, the Task Force identified best practices related to diversity and inclusion. Much of the focus of diversity-related programming is on initiatives for students. Several institutions focus programming on incoming and transfer students through a blend of required and optional activities that can be offered through online modules or in-person workshops. Some institutions provide training for faculty on difficult dialogues in the classroom. Institutions varied in the types of content areas provided in programming, such as implicit bias and bystander intervention. Some institutions also provided badging/certificate programs that recognize core competencies and skills. Peers also provided cultural competency education through a variety of co-curricular activities or through specific courses. There were also some institutions that provided a comprehensive diversity website that includes resources, upcoming events, resources on communities and affinity groups, programs, trainings, awards & scholarships, etc. Programming examples from peer institutions are highlighted below.

#### Programming for Incoming & Transfer Students

- Michigan State University requires that all incoming undergraduates and transfer students complete a 30-45 minute online "[Diversity & Inclusion@MSU eLearning](#)" program, which gives a general overview of diversity and inclusion at MSU, an introduction to basic terms and concepts, and a sense of how students can engage with each other more deeply at MSU.
- The University of Illinois at Urbana Champaign requires all first year students to attend [IConnect](#), an innovative workshop that explores some of the foundational skills needed to collaborate, learn, and work in diverse environments during a student's years at Illinois and beyond.
- The University of Illinois at Urbana Champaign requires first-year students to take [DiversityEDU30](#), an online training module used to provide a common understanding of diversity terminology, introduce diversity concepts students will face during their time at the University of Illinois, and challenge students to embrace the opportunity to engage with difference as part of their Illinois experience.
- The University of Iowa provides students with an opportunity to attend a [45-minute welcome and information session](#) presented by the Center for Diversity and Enrichment during Orientation. This session is required for Advantage Iowa Scholars (historically underrepresented minorities) and students receiving military benefits.

#### Workshops on Difficult Dialogues in the Classroom

- Michigan State University offers resources for [Difficult Dialogues in the Classroom](#).
- The University of Minnesota offers workshops and trainings, which includes a session on [Teaching with Intention: Facilitating Challenging Conversations in the Classroom](#).

### Implicit Bias Programs

- Michigan State University offers an [Understanding Implicit Bias Certification Program](#), a series of three courses that will allow participants to experience thoroughly examined implicit bias and begin the work of interrupting their own biases as well as those embedded within systems at MSU.

### Bystander Intervention Programs

- Northwestern University offers [bystander intervention training](#) to students, faculty, and staff. Step Up is a bystander intervention training program that aims to create a more engaged Northwestern community by providing students, faculty, and staff with the basic tools to safely and effectively intervene in situations where someone might be in danger. Step Up includes a topic on discrimination.

### Cultural Competency Education

- Northwestern University offers a variety of dialogue programs, leadership programs, and other training opportunities to include [Cultural Competency Education](#).
- The University of Wisconsin offers a course to students called Student [SEED](#), a non-traditional, grass-roots developed social justice course which uses “the textbook of students lives” as the main teaching tool. Students explore and share their own individual experiences with race, class, gender, sexual orientation, religion, and ability in order to learn about and understand the large systems of privilege and oppression. The course facilitators strive to create a safe and respectful environment for students to reflect on and share their own experiences, learn from their peers’ experiences and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives.

### Badging/Certification Programs

- The University of Iowa has created a badging type of system called [Building University of Iowa Leadership for Diversity \(BUILD\)](#). The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. By completing a series of workshops, participants will earn a certificate demonstrating their commitment as leaders for diversity, equity, and inclusion in the workplace and classroom.
- Purdue University offers a badging program that is called [DiversiKey](#). The DiversiKey Certificate Program is a competencies-based program of curricular, co-curricular, and field experiences in diversity and leadership. Core competencies, skills, and cognition areas are organized into three clusters, *personal growth*, *interpersonal development*, and *community involvement*. The use of these competency clusters offers skills based progression to guide development and assess achievement.
- The University of Minnesota offers an [Equity and Diversity Certificate](#) program that helps participants develop the tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. It’s free of charge and open to students, faculty, staff, and alumni on all campuses of the University of Minnesota.

### Comprehensive Diversity Website

- “[Diversity at Iowa](#)” is an example of a comprehensive website that includes resources, upcoming events, communities and affinity groups, programs, trainings, awards & scholarships, etc.

## Campus Climate

### Climate Surveys

Nearly all peer institutions reviewed engage in efforts to survey the campus climate for diversity and inclusion purposes, or are beginning to develop such efforts. Campus climate is typically measured on an annual or biennial basis through the online distribution of surveys to the entire campus community. Half of the institutions use surveys that they developed, while a couple institutions use outside vendors to develop or provide survey instruments. Some institutions utilize the SERU survey, which is a survey focused on academic and civic engagement that originated at University of California-Berkeley and has been made available to institutions in the Association of American Universities (AAU).

In most cases, the results of the survey are analyzed by the office responsible for institutional diversity initiatives and/or the Office of the Provost, and results are used to create new initiatives. Some institutions share the results with the campus community, and a few have made results public. As most institutions are still in the beginning stages of surveying campus climate, most are still developing their plans for how to utilize the information collected.

### Principles & Values

A few peer institutions have engaged in efforts to clearly articulate the principles and values that define the University and its community. Institutions with statements of core values include Penn State University, The Ohio State University, University of Illinois at Urbana-Champaign, and Michigan State University. Of these institutions, Penn State has gone the furthest in developing tools and strategies for continually articulating and emphasizing the values of its community. Each value identified in the statement has an associated video that helps explain what that value means to Penn State. Penn State has developed tools such as tips for including values statements in syllabi, conversation starters focused on the values, and media materials such as posters that are available to faculty and staff. All materials related to Penn State's values can be found online at <https://universityethics.psu.edu/penn-state-values>.

## Hate/Bias Response

### Reporting an Incident

All institutions surveyed are committed to creating a safe, equitable, and inclusive environment for students, staff, and faculty, one that is free from discrimination, harassment, and retaliation. Every institution has a slightly different approach to reporting, investigating, and resolving conflicts of hate and bias. Most universities have units or teams dedicated to handle incidents of hate and bias, such as the Campus Inclusion Team (University of Iowa), Inclusion and Anti-Bias Unit (MSU), and Bias Response and Referral Network (University of Minnesota). In general, every institution relies on its analogs to the Office of Diversity and Inclusion, Human Resources, Office of the Dean of Students, and the Police Department to partner with other necessary units to respond to hate/bias incidents.

To report hate/bias incidents, faculty and staff are generally asked to contact Human Resources or resolve their conflicts internally with their supervisors. Students are typically encouraged to report either directly or indirectly to the Office of the Dean of Students, the Office of the Provost, or another academic or student-focused unit.

Reporting an incident may be done via email, phone call, online, or face to face. Almost all universities prefer online reporting. One peer institution prefers reporting via email or phone call in order to respond promptly.

Institutions vary on whether they accept anonymous reports. Some do not accept anonymous incident reports, while other institutions may accept the report and proceed with an investigation as long as sufficient information is provided. Many institutions encourage reporting an incident even if the victim does not wish to move forward with a formal investigation, in order to allow the institution to be aware of the situation, and to take steps to ensure the safety of the victim and others in the community. Reporting also allows the institution to keep accurate records of the number of incidents, assess incident reports to identify patterns, and alert the campus community of potential danger when incidents or patterns are ongoing.

### Initial Response to a Report

Upon receiving the incident report, those impacted by or perceived to be targets of the incident are typically contacted within 48 hours. Based upon the severity of the incident, almost all institutions take steps to provide support to those affected as necessary. Support measures may include, but are not limited to: referrals for medical attention or psychological support, connecting the individual with other impacted community members, academic or workplace accommodations (extension for an exam or assignment, excused time off from class or work), transportation assistance, housing accommodations, or providing appropriate support through University Police if there is a continuing threat.

### Policy Structure and Adjudication Procedures

All of the institutions surveyed prohibit discrimination, harassment, and threats in some way, many through non-discrimination or equal opportunity policies. Some institutions provide definitions of hate/bias incidents online and in informal guidance, but none provide such definitions in policy documents.

- “The related conduct that is classified as a bias incident is defined as an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor (regardless of whether the act is criminal). A hate crime is a bias incident that has risen to the level of a crime. ...All hate crimes are bias incidents, but not all bias incidents are hate crimes.” (See p. 9-10: <http://www.northwestern.edu/up/docs/NorthwesternUniversityCampusViolencePreventionPlan.pdf>)
- “An event that has the effect of demeaning or degrading an individual or a group and is motivated in whole or in part by the perpetrator’s bias against a particular group. Experiencing prejudice, stigma, or discriminatory attitudes and/or behavior.” (See: <https://bias.unl.edu/bias-faqs-terminology>)

In cases where hate/bias incidents violate University policies on discrimination, harassment, and threats and a perpetrator is able to be identified, the institution will pursue action. For these types of conduct, half of our peer institutions have a single policy that applies to all members of the university community (students, faculty, and staff); the other half of our peers have separate policies for separate constituencies.

Seven institutions have policies that allow for adjudication of complaints regarding discrimination, harassment, or threats by a committee. At most institutions where adjudication by committee is not the norm, it is possible to adjudicate by committee in certain cases (such as for students but not for faculty, or for especially complex cases). At institutions where cases are not adjudicated by committee, the responsible unit is often the Office of Student Affairs (if the respondent is a student) or the unit through which the respondent is employed (if faculty or staff).

After adjudication, the responsible unit typically enacts the sanctions, if any. Sanctions for students typically range from required diversity training, loss of privileges (such as library access or on-campus housing), do-not-contact orders, suspension, and separation from the institution. Possible sanctions for faculty and staff can range from a letter of reprimand, recommended counseling, suspension or leave of absence without pay, reassignment of teaching or other responsibilities, probation, demotion, or termination.

#### University Response to Non-Conduct Incidents

Hate/bias incidents are often disruptive, but they may not always be in violation of University policy or the law. In many cases, hate/bias incidents that will not result in discipline still warrant a response from the University, in terms of opportunities for discussion or education on how the incident affected members of the University community. Possible options for resolution may include one of the following actions, as suggested by Rutgers University:

- Initiating contact with any group(s) affected by the hate/bias incident (e.g., a residence hall, a student organization, recreation center, class, etc.)
- Ensuring that any offending material, such as graffiti or defaced posters, have been removed. Note: materials should be removed only after police have been contacted and have come to the scene to take a report.
- Making contact with persons identified or persons suspected of committing the hate/bias incident to talk about the incident and the impact on the community.
- Recommendation of an educational program or initiative to alleviate the impact on the community from the hate/bias incident.

#### Communicating with Students, Faculty, and Staff Regarding Hate/Bias Incidents

In the immediate aftermath of a hate/bias incident, or during ongoing incidents, institutions will typically alert the campus community of any serious or continuing threats on or near campus, to provide the community with enough time and information to take safety precautions.

In the aftermath of hate/bias incidents, very few universities provide information about hate and bias incidents openly unless there is a continuing threat. At some institutions, the only acknowledgement of statistics related to hate/bias incidents appear in the Annual Security Report required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act).

Some institutions do prepare detailed reports and provide data on hate/bias incidents and hate crimes to their campus community on an annual or more frequent basis.

- The University of Illinois at Urbana-Champaign bias assessment website <http://bart.illinois.edu/> aggregates information about the institution's policies and procedures, as well as reporting information. Illinois's approach is comprehensive, in that it provides a form for reporting bias incidents and two types of reports - an annual report with description of hate/bias incidents and associated follow-up, and a statistical breakdown of incidents.
- The University of Wisconsin also has a comprehensive bias reporting website at <https://doso.students.wisc.edu/services/bias-reporting-process/>. The website includes an online incident report form, resources for those affected by hate/bias incidents, data on current incidents, and data on incidents from past semesters. Incident data includes information on the type of incident, the targeted identity, and the action taken.
- The Ohio State University includes records of bias reports received by the Bias Assessment and Response Team on its website and provides summary reports from each academic year. <https://studentlife.osu.edu/bias/policies-and-reports.aspx>
- The University of Michigan provides information about hate crimes and bias-related incidents at <https://deanofstudents.umich.edu/bias-incident-report-log>



- The University of Iowa collects data on the types of concerns that are raised in each incident reported on campus and shares this information with the campus community (<https://dos.uiowa.edu/assistance/annual-reports/>).
- Rutgers University, Penn State University collect information for each incident and the final report is preserved in a private online database.

## Free/Hate Speech

### Policies Related to Free and Hate Speech

None of the institutions surveyed specifically ban hate speech, although some institutions have created restrictions on speech based on the time, place, and manner of the speech.

- Many institutions designate specific areas on campus where free speech, demonstrations, may be held, either spontaneously or with prior approval. Some have separate regulations or processes for members of the campus community and those from outside groups who wish to speak or demonstrate on campus.
- Many institutions include language in policies or guidelines that indicates that those exercising their free speech rights are not to violate established University policies and procedures or interfere with campus operations.
- Most institutions make a distinction between free expression or free speech and conduct that is actionable in some way. For instance, while free speech rights are protected, they do not protect an individual's right to threaten another individual in a way that suggests they may be subject to imminent harm.

Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these policies and statements.

- Purdue University's Statement of Commitment to Freedom of Expression includes the following: "The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed... It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission." (see: <http://www.purdue.edu/purdue/about/free-speech.html>)
- Michigan State University's President's Statement on Free Speech Rights and Responsibilities states the following: "The basic purposes of the University are the advancement, dissemination, and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas cease, and research, teaching, and learning are stifled...The robust exchange of ideas and perspectives can be indicative of a healthy intellectual environment. However, actions which directly or indirectly inhibit the freedoms and rights enjoyed by others are anathema to maintenance of a collegial environment." (see: <https://cabs.msu.edu/news/key-issues/issue-docs/free-speech.html>)

### Policies on Demonstrations/Protests and Use of Campus Facilities

All institutions have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest:

- Ten have restrictions on who may reserve indoor or outdoor space; these restrictions range from pre-approval to gaining sponsorship from a campus club/organization.
- Nine institutions restrict the ability of outside groups to initiate or host protests/demonstrations on campus. The restrictions range from going through pre-approval processes for the event to finding an on-campus sponsor and providing proof of insurance.
- Eleven of the institutions have a content-neutral policy; they do not specify restrictions for the content of protests, demonstrations, or outdoor activities. When restrictions are specified, as in the case of Indiana University, they are generally related to providing equal opportunities for political candidates running for office to hold campaign events on campus.
- Eight institutions have designated outdoor areas for free assembly by University or non-University groups.

In addition, nearly all of our peer institutions provide guidance on protest activities that prevent normal operations from taking place. Five of these institutions provide guidance on counter-protests or appropriate/inappropriate ways to protest controversial speakers. Four institutions provide guidance on University police support for student groups who wish to protest; two do not specify this in policy; and seven do not have any guidance on University police support for student groups who wish to protest.

#### Policies on Leaflets and Posters

Nearly all of our peer institutions require pre-approval of materials for hanging posters on campus; nine of them provide content-neutral rules and four do not.

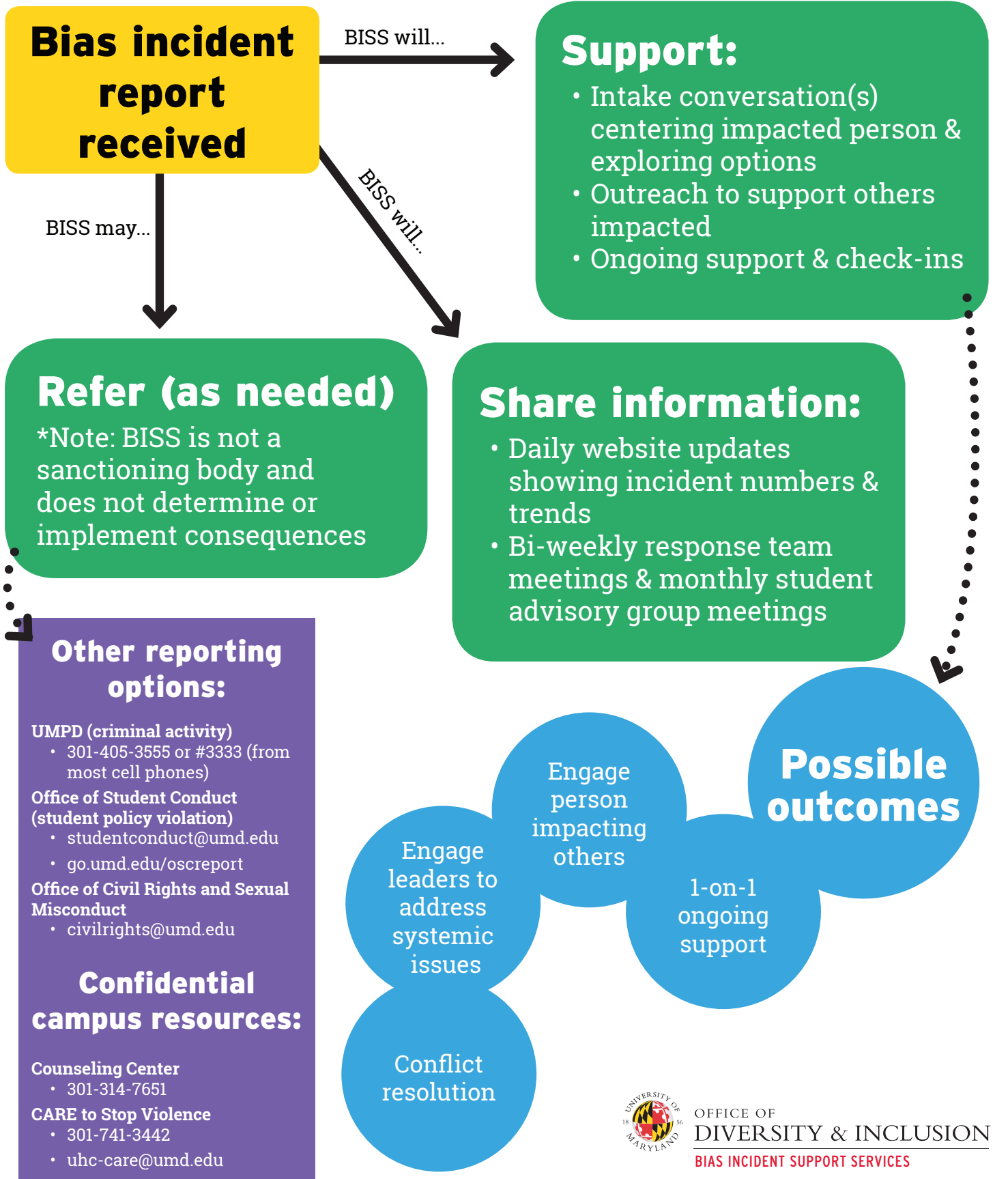
When leaflets and other materials are distributed on campus, four universities require prior approval, two do not require prior-approval, and seven institutions do not specify any guidelines.

#### Policies on Chalking

Nearly all institutions have policies/procedures on chalking or otherwise writing messages on campus surfaces. Seven institutions do not have a procedure for removing messages based on content; three did not indicate whether they do or do not have such a procedure. Three institutions have a procedure for removing messages based on content. Aside from regular chalking, some institutions specifically state that waterproof and spray chalk are prohibited.

The extent to which these policies regulate chalking and writing messages on campus surfaces range from complete prohibition to allowing chalking on specific areas.

# BISS Reporting Protocol



**Spring 2021  
Institutional Programs of Cultural Diversity Report Guidance**

**DUE:** Monday, April 12, 2021

**Institution:** University of Maryland Center for Environmental Science (UMCES)

**Date Submitted:** April 12, 2021

**Point(s) of Contact (names and email addresses):** Larry Sanford ([lsanford@umces.edu](mailto:lsanford@umces.edu)), Angela Richmond ([arichmond@umces.edu](mailto:arichmond@umces.edu)), and Amy Griffin ([agriffin@umces.edu](mailto:agriffin@umces.edu))

**I. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

Traditionally, the geosciences have trailed other sciences for true representation and diversity, with a 2018 [report published in \*Nature\*](#) revealing that there has been little to no progress in diversity efforts in higher education for the earth, atmospheric, and ocean sciences. As such, this is an area where UMCES has struggled. We recognize that having diverse voices and perspectives is important in both research and campus culture, as diversity leads to innovation and more comprehensive research. UMCES is committed to being in the vanguard of efforts to make geosciences more diverse, equitable, and inclusive. Our commitment will involve conscious actions to attract, recruit, and retain faculty, students, and staff from underrepresented minorities as well as creating an institutional environment where we can all thrive. While diversity efforts at UMCES have been ongoing, but sporadic, over the past few years, UMCES' first discussions as an institution of how our institution defines diversity occurred in June 2020 at the first meeting of our Diversity, Equity, and Inclusion Collaborative (DEIC). For UMCES, not only is diversity important, but as an environmental institution, environmental justice is also an important element.

When discussing the title of the new Collaborative, faculty, staff, and students jointly identified three areas of focus for the group: Diversity, Equity, and Inclusion, and noted how these are all separate, but intertwined issues that need addressing. The group drafted shared definitions of these terms:

- Diversity means the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, political beliefs, and cultures. Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand, appreciate and value the interdependence of humanity, cultures, and the natural environment.
- Equity means ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic exclusion. This involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
- Inclusion means ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

UMCES also feels it is important to note that our shared understanding of these definitions will likely change as we evolve as an institution.

**2. A brief (no more than one page) highlight of the *most successful* ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured;**

UMCES has participated in a variety of ongoing institutional initiatives designed to address issues related to cultural diversity:

- PROMISE AGEP: UMCES has actively participated in the Summer Success Institute over the last few years.
- NOAA Living Marine Resources Cooperative Science Center (LMRCSC): IMET, our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the NOAA-supported LMRCSC. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET and CBL.
- IMET Undergraduate Summer Internship: Annually, IMET hosts a nine-week summer internship program for students from backgrounds that are underrepresented in the marine sciences. The program includes laboratory work and a variety of science seminars.
- Maryland Sea Grant Research Experience for Undergrads (REU): The REU Program has intentionally diversified over the last few years, pulling in more students from backgrounds underrepresented in the marine sciences. Of note, LatinX students have been increasingly represented and as have other students of color. Additionally, women now represent the majority of REU interns.

UMCES has also taken on a variety of new institutional initiatives related to cultural diversity within our campus:

- Establishment of a Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020. The DEIC meets monthly as a group and occasionally opens meetings to the entire UMCES community. The group is a forum of practice, engaging faculty, staff, and students to tackle and discuss initiatives related to diversity, equity, and inclusion. This group has enabled UMCES to centralize and better track DEI efforts across our geographically dispersed units.
- The UMCES Graduate Student Council has spearheaded a variety of initiatives, including the drafting of an UMCES Code of Conduct (see below), the facilitation of a variety of diversity seminars, and actively participating in the DEIC.
- An array of groups around our campuses have been created or have refocused their efforts around DEI initiatives. These include a chapter of the American Association of University Women, a chapter of the Society for Women in Marine Science, a variety of localized URGE (Unlearning Racism in the Geosciences) pods, as well as local laboratory DEI groups.
- UMCES Code of Conduct: In conjunction with the GSC, the UMCES DEIC has drafted a comprehensive Code of Conduct, to be adopted by the Executive Council for the University for use at all of our campuses. We hope it helps foster an atmosphere of mutual respect and cooperation to encourage the free and open exchange of ideas.
- Campus Climate Survey: UMCES is actively working with two outside organizations to conduct a comprehensive campus climate survey. We hope to utilize this data to make recommendations for improvement, including potential future trainings.

For our broad, more recent initiatives, we recognize the need to track the efficacy of the group efforts. We plan to biennially assess these changes through a qualitative survey and adjust as necessary. Our HR Department also keeps track of employment numbers related to diversity, thus allowing for a more quantitative look at our progress.

- 3. A brief (no more than one page) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

Due to our distributed nature, UMCES courses were taught online prior to the COVID-19 pandemic, so the transition to all-online synchronous teaching was relatively seamless for UMCES.

COVID-19 Downsides: Efforts to implement some diversity initiatives and their assessment procedures from our official submitted diversity plan have been slowed due to COVID-19. Recent cuts in state budgets have limited our ability to move forward with some initiatives that involve substantial financial commitments. Additionally, COVID-related meetings have increased over the past year, pulling time away from other important diversity efforts. Due to visa restrictions, some international students have been unable to physically participate at our campuses. We have engaged with them through online learning and have utilized UMD fellowships to support their tuition costs.

COVID-19 Upsides: As many of us have moved to remote tele-work environments, this has increased access and meeting attendance/involvement for a variety of topics, including diversity. UMCES also made support available to students who needed computer, internet resources, or other technology resources while working from home. UMCES also had some financial support for students via CARES Act funding; we provided this to our students on an as-needed basis.

- 4. See attached appendix.**



## University of Maryland Center for Environmental Science

# Cultural Diversity Programs and Planning

2020-2021

### Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to “conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education.” This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The 2019 UMCES Strategic Initiatives Plan, *Environmental Intelligence for Resilient Environments and Communities*, defines UMCES’ commitment to cultural diversity and future goals and plans. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

The Strategic directions defined in the plan regarding cultural diversity include the following statement:

- UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. Building this culture requires new commitments. We will **enhance diversity** of interns, graduate students, faculty, and staff. We will **cultivate inclusivity** through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics.*

### UMCES Plan to Enhance Cultural Diversity

**Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty**

APPALACHIAN LABORATORY    CHESAPEAKE BIOLOGICAL LABORATORY    HORN POINT LABORATORY  
 INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY    MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

*Hiring Procedures*

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document and assess efforts to expand the pool of diverse applicants
- Identify resources needed to
  - Train/ help search committees recruit
  - attract diverse applicants
  - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *\$20,000 per year*

*Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program*

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups at the undergraduate level who might not be able to otherwise consider graduate school, and seek funding to help support them where possible..
- **Feasibility study completion date:** Ongoing with UMD and FSU; anticipated Fall 2021
- **Cost:** none for study. Up to 40,000 per year for program implementation, in addition to student support.

*Engage students from underrepresented groups in UMCES environmental sciences programs.*

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). Pursue fellowship funding opportunities to attract and retain underrepresented minority students in the MEES program.
- **Timeline:** Currently under development with UMD
- **Cost:** Enhancement funds received; \$500,000 for three years jointly with UMD

**Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish an assessment baseline
- Implementation of UMCES Diversity, Equity and Inclusion Collaborative. Faculty, staff, and student representatives focused on improving and recommending policy and practices around these issues.
- **Completion Date:** August 2021 for item 2 pending budget approval; DEIC and annual reporting currently ongoing
- **Cost:** \$26,000 for campus climate survey

*Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses*

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of



- Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
- Social Responsibility – respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- Creation of a new course focused on Environmental Justice, Spring 2021
- **Completion Date:** *ongoing*
- **No Additional Cost**

*Student Organizations*

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Continued engagement with the Graduate Student Council on issues related to diversity, equity, and inclusion
- **Timeline:** *Ongoing*
- **No Additional Cost**

*Faculty and Administrative and Support Staff Development*

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- Training to be offered after results from the Cultural Climate Survey
- **Timeline:** *Ongoing*
- **Cost: unknown for trainings**

*Designated gifts & grants that support cultural diversity*

- Proposals and grants are being discussed
- **Timeline:** *Ongoing*
- **No Additional Cost**

**Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.**

*Administrative Coordination and Accountability*

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017; needs updating
- **No Cost**

**Conclusion**

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process, strategic planning, and establishment of our DEIC and associated unit committees. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year, and periodic campus climate surveys will help to assess and monitor our progress in this area.



**DIVISION of ACADEMIC AFFAIRS**  
**Office of the Provost and Vice President**

---

Spring 2021  
Institutional Programs of Cultural Diversity Report Guidance  
DUE: Monday, April 12, 2021

Institution: University of Maryland Eastern Shore  
Date Submitted: April 12, 2021

**Point(s) of Contact (names and email addresses):**

Nancy Niemi, Provost and Vice President for Academic Affairs  
([njniemi@umes.edu](mailto:njniemi@umes.edu))  
Latoya Jenkins Interim Vice President for Enrollment Management and Student Experience  
([ljenkins@umes.edu](mailto:ljenkins@umes.edu))  
Jason Casares Director, Office of Institutional Equity/ Campus Compliance Officer  
([jacasares@umes.edu](mailto:jacasares@umes.edu))

**1. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

The University of Maryland Eastern Shore’s (UMES’) definition 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.

Further, UMES considers diversity as 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. Our 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 University developed this definition of diversity as university members worked in accordance with Senate Bill 438 and House Bill 905, identical bills entitled “Institutions of Higher Education – Plans for Program of Cultural Diversity” in 2008. With the initiation of the plans for an institution-wide cultural diversity program, UMES’ then-diversity task force created this definition, surveying all constituent groups on campus, using a variety of means (polls, small-group discussions, listening sessions) to engage its stakeholders’ views on the meaning of diversity, both at UMES and in its external communities.

At that same time, the diversity task force created a *Diversity Vision Statement*, which reads as follows: *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.*

Finally, UMES' understanding of diversity is embedded in who we are and who we will be: we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal. This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This continues to be our overriding goal and challenge, and it is reaffirmed in our institutional development, through our faculty, students, and staff.

## 2. Highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured

The following are UMES' most successful new and ongoing institutional initiatives, designed to address issues related to cultural diversity:

- **Men of Color in Education (ongoing):** Education program started in early 2020, focusing on the development of Black male teachers in K-12 Education. Through three components: the Man the Shore Network, the University Cohort, and the High School Teacher University, this program is committed to using UMES as a powerful vehicle for increasing cultural diversity in the Delmarva and greater Maryland teaching labor force. Efficacy is measured by student participation numbers, completers, and by community school engagement numbers.
- **MADE -- Preparing, Encouraging & Inspiring Our Future Leaders For Success (ongoing):** The mission of UMES MADE is to empower, inspire, and encourage the personal maturation and intellectual development of our campus men. UMES MADE provides an array of activities and workshops aimed at promoting and providing access to achievement in the areas of social responsibility, academics, and professional development. UMES MADE's holistic goal is to bring voice to vision by encouraging a philosophical and cultural shift within the mental framework of UMES's male students in order to assist them in the attainment of success in life through selfless service, acuity, and integrity. Efficacy is measured by number of participants, longevity of program, and the actions in which participants engage.
- **New American Democracy Project -- Collaboratory (new):** UMES' efforts toward civic engagement strive to make a difference in the lives of our students and community by supporting the development of knowledge, skills, values, and motivation. Our mission is to promote a culture of civic engagement by implementing service learning as a component of the academic experience and expanding our current program of university outreach initiatives. To that end, we applied for and were accepted for participation in the *Understanding Engagement in Times of Crisis* partnership with the *New American Democracy Project and Collaboratory*.

UMES is committed to empowering the immediate and surrounding campus community through creating political awareness and influencing positive change through communal and campus civic

engagement. By joining “Understanding Engagement in Times of Crisis,” we are establishing and building an infrastructure that highlights our engagement and documents our diverse initiatives across campus. Currently our campus offers a variety of ways for students, staff, and faculty to engage with our local and global communities, but we lack a central organizing body to keep track of the myriad events, promotions, initiatives, and outreach strategies. Likewise, we lack a data-collection body to track how many members of our campus community participate or how far-reaching our effects may be in the broader community.

By establishing this organizational body, are creating new campus-community partnerships and expand the reach of our existing ones. We hope to integrate these initiatives into our campus identity in a permanent way and enfold academic opportunities into them. We hope, finally, to prepare our campus to apply for Carnegie’s Community Engagement Classification to help ensure our work is continued well into the next decade and beyond.

In short, by broadening UMES’ participation and expanding our visibility on the Eastern Shore and beyond, we hope to increase the kinds of opportunities that will empower students, faculty, staff, and our community to address social issues, share resources, and drive cultural discourse that eradicates oppressive practices, economic inequities, and social injustices.

3. **Discuss the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

UMES is already experiencing the effects of COVID-19 on its efforts to enhance diversity on our campus. Our efforts, for example, to increase our transfer student numbers have been severely interrupted because of our lack of in-person visits to community college partners, and to our Western Shore sites. Further, fewer students are enrolling in our community college partners’ programs, which has slowed the pipeline of our potential transfer student population for the upcoming year.

Undergraduate graduation and retention effects are already being felt, although the real impacts will not be seen until after the end of AY2020-21. The majority of our student population is high need even in a non-COVID year; with the ripple effects of the pandemic on our student population’s families, we have had many more students postpone enrollment for a semester or a year in order to be home with their families and support them if they can. We do not yet know if they will return to school and when they might do so.

Equally as importantly, while our student population largely had access to a computer, many of them did not have adequate – or any – access to adequate broadband, which made remote education extremely complicated, if not impossible. Many students tried (and are still trying) to study using their phones as learning devices, with less-than-effective results. Our student population largely desires, and thrives in, a face-to-face, high-support learning environment; even with our faculty and staff providing extraordinary support (which they have), our already-diverse student population is suffering and, as a whole, is disproportionately affected by the COVID-19 pandemic.

Revised: April 2021



2021-2025 DIVERSITY PLAN  
UNIVERSITY OF MARYLAND EASTERN SHORE

Revised: April 2021

**2021 Update to the UMES Cultural Diversity Plan****I. Implementation strategy and a timeline for meeting goals within the plan;**

We are still in the process of assigning each core principle/goal (listed below) the measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. The mechanisms for measurement are embedded in the goals, which begin on page five, but the specific numerical goals have not been established (COVID delayed.)

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 Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

**II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;**

- COVID-19 limited the University ability to host too many in-person events with faculty, staff, and/or students.
- 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.
- 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. will be shared in the fall 2021 for the campus community.
- 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).

**III. A description of how the institution plans to enhance cultural diversity (if improvement is needed);**

- Actualization of the diversity council that will meet monthly to review, manage, and centralize diversity/inclusion efforts for the campus and through the Diversity Strategic Plan.
- Promotion of training and education through online tools and increased in-person educational sessions.
- Development of an intentional plan regarding recruitment, hiring, and retention of diverse staff/faculty.
- Development of an intentional plan regarding recruitment strategy to increase efforts for a diverse student body.
- Development of intentionally planned budget dollars to support an inclusive and accessible campus community.
- Development of diversity/inclusion goal in the University's strategic plan.

Revised: April 2021

#### IV. Process for reporting campus-based hate crimes

The University of Maryland Eastern Shore provides a number of options to report crimes and serious incidents and emergencies, to include hate crimes. All students, faculty, staff, and visitors are encouraged to make prompt and accurate reports to the University Police if they are a victim or witness a crime. It is critical for the safety of the community that you report all crimes and other incidents immediately so that the University Police can respond and investigate the situation as soon as possible to determine if a timely warning or emergency notification to the community or a portion thereof, is required.

##### **Reporting Crimes to the University Police**

We strongly encourage all members of the University community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year. To contact the University Police in an emergency situation dial (410) 651-3300 from a public phone, Ext. 3300 from a University phone, or dial 9-1-1. University extension phones are situated at various locations in academic buildings and in the residence halls throughout the campus. You may also use the “blue light” emergency phones which are placed at various strategic locations on the campus grounds. Non-emergency calls to the University Police should utilize (410) 651-6590.

The “Tip line” telephone number to report information anonymously is **410-651-8484**. The TDD (Telecommunications Device for the Deaf) telephone number is **410-621-2552**.

If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at the Arden’s Run apartments or the Talons apartments, both public-private housing partnerships located on UMES Boulevard, should be reported to the Princess Anne Police Department at (410) 651-1822. For emergencies you should call 9-1-1. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff’s Department at (410) 651-9225 or the Maryland State Police, Princess Anne Barrack, at (410) 651-3101.

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853 (Across from Waters Hall). Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

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

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



Revised: April 2021

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.

The resources UMES needs to effectively recruit and retain all students, however, lie in the area of foundational program development and student success support. We need the following:

- 1-2 full time personnel in transfer support (recruitment and in advising)
- 2-3 student advisors, who are highly skilled in working with the needs of first-generation students
- Development of a central international student center, whose focus is to work with admissions, with advising, and with faculty to support international students at the school, as well as to encourage native students to travel outside the country
- We are developing a new co-requisite Mathematics Program to serve first-year students' needs so that our DFW rates in bottleneck Mathematics courses do not prevent students from advancing in their STEM majors; we are in need of more infrastructural help to make the necessary tutorial support run well.

### **The University of Maryland Eastern Shore Cultural Diversity Plan**

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15<sup>th</sup>, 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.

Revised: April 2021

### 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 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.

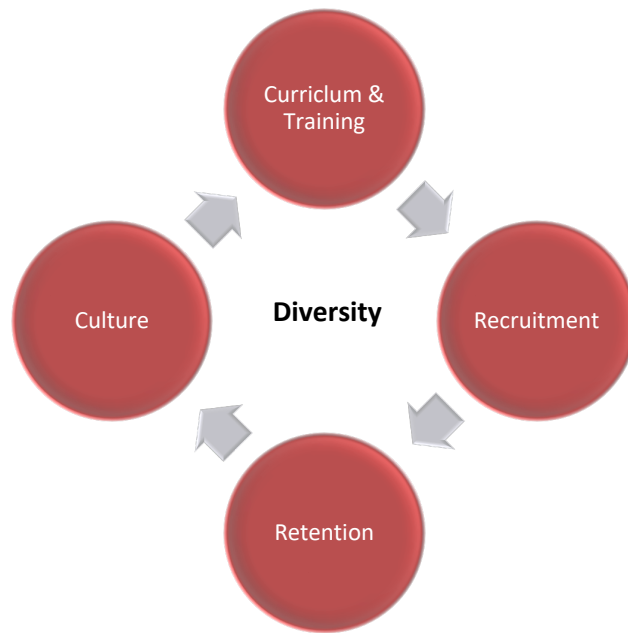
Revised: April 2021

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.



Revised: April 2021

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.

Revised: April 2021

**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.
    - Establish an annual "President's Diversity Award" to recognize faculty/staff/departments that contribute to UMES' diversity efforts.

Revised: April 2021

- **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).
  - 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.

Revised: April 2021

- **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 (2021-25) strategic plan.
- **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.

Revised: April 2021

- 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**

**April 12, 2021**

***Description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g. processes, sources, and guidance used)?***

At the University of Maryland Global Campus diversity is defined as all of the visible and invisible characteristics that make each of our staff, faculty, and students unique. It is believed that organizational diversity has an impact on performance, innovation, and adaptability, and how individuals will respond during their organizational life (Pfeffer, 1983).

The Equal Employment Act initially defined diversity in terms of race, gender, ethnicity, age, national origin, religion, or disability. At UMGC, the definition has been broadened to treat diversity as a celebration of differences related to a wide-range of diversity characteristics and identities.

| UMGC Diversity Characteristics and Identities                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• race</li> <li>• gender</li> <li>• age</li> <li>• language</li> <li>• physical characteristics</li> <li>• disability</li> <li>• sexual orientation</li> <li>• gender identity</li> </ul> | <ul style="list-style-type: none"> <li>• economic status</li> <li>• parental status</li> <li>• education</li> <li>• geographic origin</li> <li>• profession</li> <li>• lifestyle</li> <li>• religion</li> <li>• veteran status</li> </ul> |

(Hollister & Hodgson, 1996)

UMGC’s diversity efforts are divided into programming focused on diversity and programming focused on inclusion. Diversity is considered to be valuing individual differences through action and ensuring that we are doing the right thing for the UMGC Community. UMGC Inclusion efforts focus on all the ways we respect and welcome people who are different from us into the UMGC Community through the removal of systemic barriers and through promoting equity and fairness for all.

3501 University Boulevard East, Adelphi, MD 20783 USA  
 301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

***Brief highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured***

UMGC's 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 will also host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These themes and cultures are further celebrated by the distribution of the diversity poster series that includes monthly posters that are shared across the university.

Over the course of the past year, social and racial justice initiatives have been at the forefront of diversity programs. At UMGc, the Diversity Dialogue Series has been implemented 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 using one's voice to support your community.

The Diversity and Equity Office has also launched the Inclusion Networks program. Inclusion Networks are UMGc's version of an Employee Resource or Affinity Group that are based on race, gender, and gender identity and orientation as part of our plan and mission to create and cultivate a culture where everyone feels welcome to bring their full selves. These networks throughout the university are grassroots groups led by staff and supported by the Diversity and Equity Office with resources and guidance. The networks allow staff across the university to take ownership of diversity programs that are geared towards their constituent members. The Networks have become a valuable resource for providing feedback to leadership and building community.

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

***A brief discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively- efforts to enhance diversity on campus.***

COVID-19 has required us to shift the delivery of diversity training and awareness programs from in-person to virtual platforms. While this initially had some individuals feeling disconnected from one another, it ultimately resulted in the ability for more training and programming to reach individuals who previously may have been unavailable to attend in person sessions. Additionally, it increased the reach of the programs to individuals that live outside of the DC Metropolitan Area. Specifically, it allowed UMGC staff and faculty located in offices in the United States, Europe, and Asia to participate in diversity sessions alongside one another. That opportunity had rarely (if ever) presented itself previously.

As we prepare for a return to campus, university leadership is closely monitoring the impact that any return will have on individuals with ongoing health concerns and those with school-age children. The 'Future of Work' team has ensured that the remote working and tele-work options will remain in place for some staff who may have extenuating circumstances. Additionally, there is still a good deal of uncertainty regarding how school-aged children will be returning to school in the fall. This could potentially have an impact on how those with school-aged children will need to support students who could still be learning virtually or for those who are unable to secure child care. Flexibility will remain part of the planning going forward and there will not be a one-size fits all approach to what returning to work will look like across departments, offices, or regions.



Office of Diversity and Equity

**Institutional Plan for Cultural Diversity  
University of Maryland Global Campus  
2020-2021**

**I. Implementation strategy and a timeline for meeting goals within the plan**

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion for students, faculty, and staff across the University of Maryland Global Campus (UMGC). The office is responsible for ensuring compliance with Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities (ADA) policies. We assist all university departments and divisions to resolve affirmative action, discrimination, sexual misconduct, and ADA issues that may interfere with employees' ability to participate in programs and activities, perform work, and provide services in the workplace.

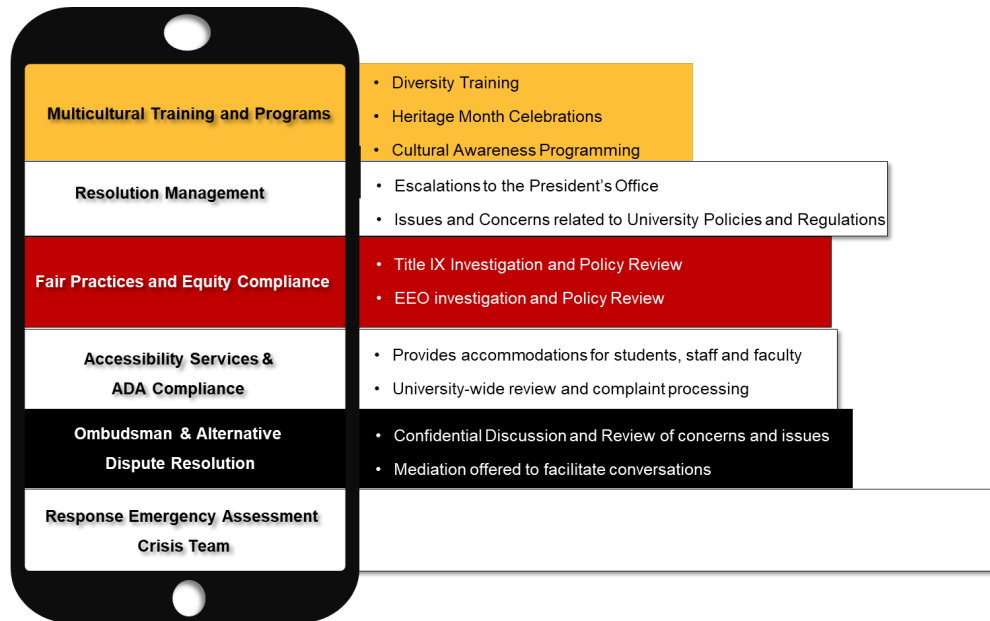
This office drives UMGC's commitment to foster diverse and inclusive working and learning environments. Our office also offers diversity and compliance training so that the UMGC community will have the skills and insights necessary to promote engagement, inclusion, productivity, and professionalism.

The Office of Diversity and Equity Office includes the following units:

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity



UMGC has long recognized that cultural diversity of students, faculty and staff must be an institution-wide characteristic. With that in mind, UMGc has, through the Office of Diversity and Equity and the Organizational Development Unit, developed and regularly conducts training and development, and awareness programs that address cultural diversity (Appendix 1). The programs ensure that UMGc maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity.

In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. These core values permeate all activities within the University. Together with our ever improving practices these

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

core values serve as the underpinning of the successes UMGC has achieved in cultural diversity of its students, faculty and staff. UMGC's Core Values may best be described as Small Acts or attitudes that we enact in our everyday work lives.

Here are some everyday acts that convey UMGC's core values:

1. **Students First:** Educating students is our purpose.
2. **Excellence:** Outstanding quality is the hallmark of our work.
3. **Accountability:** We are each responsible for our actions and UMGC's success.
4. **Integrity:** Our principles and standards are never compromised.
5. **Innovation:** We advance so others can benefit from our leadership.
6. **Diversity:** Each individual brings value to our University and our results.
7. **Respect:** The rights and feelings of others are always considered.
8. **People Always:** Our faculty and staff represent our differentiator and competitive advantage

Overall, UMGC's Diversity Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees; that we create a learning environment that allows students from all backgrounds to succeed; that we maintain a positive human relations climate; and that we respect our cultural diversity. Where necessary our programs and practices will be adjusted, updated and improved using current information and prudent judgments.

UMGC's focus on diversity growth and cultural inclusivity will continue to position us as a leader in higher education by:

- Advancing women and ethnic minorities
- Ensuring that talent pipelines contain strong, diverse candidates
- Curtailing turnover of diverse staff, particularly at senior levels, which tends to be highly visible and demoralizing to other diverse staff
- Strengthening visible leadership commitment to diversity

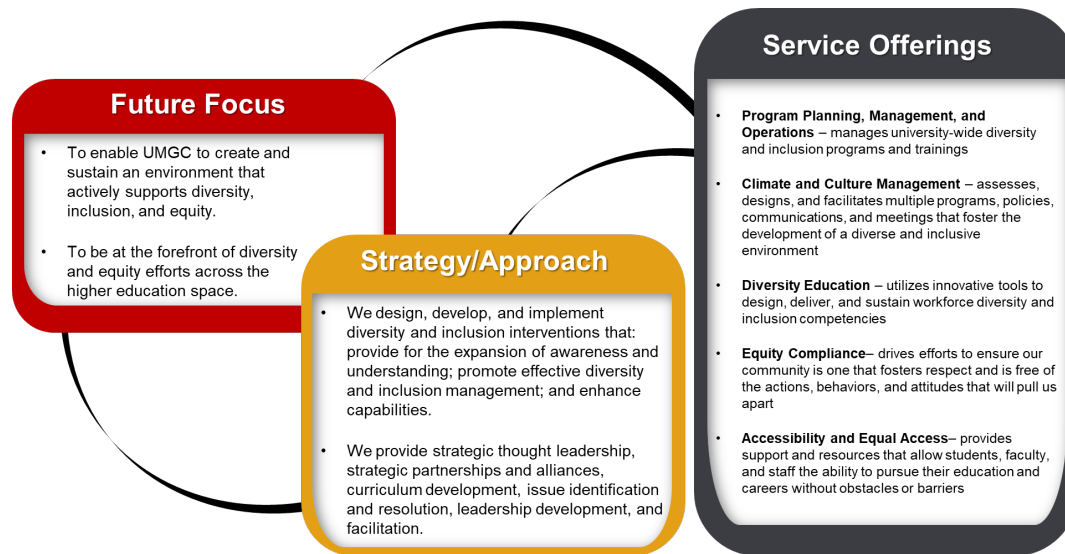
3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

- Aligning diversity with business goals and current initiatives
- Fostering enthusiasm for diversity change across the university

**Our mission aims to support the UMGC community through strategic planning and oversight**



3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

**A. Monitoring and Reporting**

The University will continue to monitor the demographics of staff, students and faculty on a regular basis. Additionally, student success data, and program evaluations will be monitored to ensure the University is meeting its expectations. The offices of Human Resources and Diversity and Equity will monitor training and employee development programs to ensure that cultural and human relations issues are address proactively. Currently, the office utilizes Workday analytics to maintain tracking and trend analysis of demographic data. Additionally, annual affirmative action planning allows us to determine where there may be opportunities for improvements in hiring and recruitment.

The offices of Legal Affairs, Human Resources, and Diversity and Equity will also monitor the human relations climate, to include the number and types of complaints submitted, and whether hate crimes or other cultural issues are factors. These offices will prepare a combined report on the Human Relations Climate at the University for review by senior university leaders. The report will address, at a minimum, whether cultural issues affect the human relations climate of the University, the status of recruitments, demographics of employees and identify where under representation exists and propose both long- and short-term corrective actions. Academic and student diversity issues will be monitored and reported by the Office of the Provost and Chief Academic Officer.

**B. Students**

In part because of its mission as a public comprehensive institution dedicated solely to meeting the higher education needs of adult, “non-traditional” students, UMGC enjoys one of the most diverse student body of any USM institution. A glance at some characteristics of UMGC’s worldwide undergraduate student body of more than 55,000 will give a sense of the extent to which they differ from the students of more traditional institutions.

UMGC’s students are:

- 47% women
- 53% under-represented minorities

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)





Office of Diversity and Equity

- 28% African-Americans

The University's ongoing student retention initiatives show that, in terms of student retention and success, it is the adult, part-time, working nature of UMGC's students that constitutes the principal risk factor for failure to succeed. UMGC has in place programs and initiatives to increase the success of its culturally diverse student body. It also has educational offerings geared toward raising awareness of diversity issues among students pursuing a variety of careers. The UMGC Strategic Plan also addresses UMGC's commitment to providing quality educational programs that meet the career goals of its students across the globe.

### **C. Academic Programs**

The Behavioral Sciences Programs have developed courses to increase and expand knowledge around diversity and inclusion. Students across the university participate in these elective courses to increase their awareness of diversity and to prepare them for their future careers. These courses include:

- BEHS 220 – Diversity Awareness
- BEHS 320 – Disability Studies
- BEHS 34 – Parenting Today
- BEHS 380 – End of Life: Issues and Perspectives (formerly Gerontology)
- BEHS 453 – Domestic Violence
- BEHS 343 – Parenting Today

### **D. Faculty**

In addition to the programs offered by UMGC's Office of Diversity and Equity, faculty members also receive support from the Faculty Development Office. Faculty Development host Lunch and Learn webinars and Community Meet-ups to address and discuss a wide range of

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



#### Office of Diversity and Equity

topics that faculty need to consider when working with the diverse UMGC student body. These live sessions are hosted in Zoom and discuss relevant topics for higher education, technology, and pedagogy. The Faculty Development Unit ensures that staff receive regular training and development opportunities. Programming includes workshops and webinars including, but not limited to:

- Digital Rights and the American with Disabilities Act (ADA)
- Military Spouse Motivation
- Military initiatives – Overview of Success
- “Understanding and Working with Students with Disabilities”
- Title IX Avoiding Sexual Harassment in Preventing Sexual Violence
- EEO and Fostering Inclusive Practices in the classroom

#### **E. Staff**

UMGC is committed to the hiring and retention of diverse employees from a variety of backgrounds, cultures, and experiences. Ongoing review of the representation of diverse staff reporting to and/or working throughout the State of Maryland suggests that the University is maintaining a culturally diverse workforce. Through Affirmative Action planning and consistent review of internal recruitment practices we are able to identify areas where the diversity of UMGC staff may need improvement.

Minorities and women are not significantly under represented or concentrated in any particular organizational unit. This does not mean that there is not more work to be done. The University continues to explore hiring, retention, and promotion trends while ensuring that there is a sufficient talent pipeline to ensure that all staff have the ability to advance throughout their careers at the University.

#### **F. Recruitment of Staff and Faculty**

The University uses an interactive process for recruiting faculty and staff. The objective of this interactive process is to determine what human resources are required, ensuring that position description accurately reflect the skills needed and to recruit in the widest possible areas and using a combination of electronic, print media, and face to face recruiting methodologies.

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

Staff recruitment sources include, but are not limited to, various job fairs, local newspapers, professional publications, and organizations. The University prepares and maintains a Faculty Recruitment Plan in its efforts to recruit a diverse body of faculty.

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

**III. Description of how the institution plans to enhance cultural diversity (if improvement is needed);**

As we review current diversity training and programming, we have instituted new training criteria to ensure that diversity training will be rolled out at all levels of the university. Executive Committee, President's Cabinet, and staff across the university will all be offered training to further their diversity knowledge and education. This training will consist of workshops and webinars related to Microaggressions, Unconscious Bias, Race and Social Justice in Higher Education, etc.

Further, we will be engaging staff and faculty in conversations designed to further their exploration and understanding of race, social justice, inclusivity, and racial inequities. These are designed to be small group facilitated discussions that require courage, vulnerability, and transparency.

**IV. Addressing Hate Crimes:**

The University is keenly aware of the possibility that hate crimes may occur on its campuses and facilities. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respond and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the Resolution Emergency Assessment Crisis team (REACT), the University Security Team and the University of Maryland Police. These groups form a primary and secondary response approach to any incident depending on the severity of the incident.

Public spaces of UMGC's facilities are periodically inspected to determine if hate graffiti in any form have been posted. When detected immediate action is taken to report and eradicate such graffiti.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon having knowledge, to investigate, resolve, and take appropriate corrective actions as need.

**V. Summary of Resources**

UMGC will continue to develop and enhance its programs through prudent use of current budgets and available grants. Key recommendations outside of the current plan are regularly considered in the context of the University strategic priorities. The President's Office

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

and Executive Committee support the use of investment dollars to further the diversity and inclusion efforts as part of the strategic investment into the people that make up the University community.

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

### **Appendix 1. Training and Development Programs**

The Office of Diversity and Equity is responsible for conducting awareness programs for staff, faculty, and students to promote understanding diversity, tolerance, and to help maintain high morale within the organization. Over the past year a number of programs have been conducted, and these will continue to be developed to ensure inclusiveness of all participants. Each program covers some aspect of culture and is designed to increase the cultural competency of employees.

The Office of Diversity and Equity continues to partner with the Organizational Development Unit within the Human Resources Office to enhance UMGC's position as a high performing institution through the development of its employees by partnering with department administrators and employees in the areas of training, organizational development and work/life. These include, but are not limited to, interpersonal communication, conflict resolution, verbal and written communication, and supervisory and management skills.

We provide commemorative programs to gain better understanding of cultures, and promote positive human relations within the university community. Further, the facilitated trainings provide participants with a better understanding of the contributions of various groups to society and promote good human relations in the workplace.

Target Audience: Staff, Faculty, and students.

Some past programs include:

- Independence Day, President's Day, Constitution Day and Patriot Day
- Women's Suffrage Movement and Women Heritage
- Heritage Commemorations includes: Hispanic, Black History, Italian, Irish, Asian Pacific, German, Jewish Heritage, etc.
- National Health, includes: Aging, Breast Cancer, Disability Employment, and Mental Health
- Lesbian, Gay, Bisexual, Transgender (LGBT) and Gay Pride
- Martin Luther King Birthday
- Juneteenth

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

- Day of Remembrance
- Caribbean Heritage Month (Carnival)

11. Program Title: Poster Series (Cultural Awareness- Commemorations)

Program Description: A series of posters to commemorate the various cultures of the citizens of the US and promote positive human relations in the workplace. Poster topics are similar to the commemoration programs listed in #10 above.

Purpose of Training: To provides viewers information about whom to contact and about the various cultural events throughout the year. These posters are geared to promote diversity, safety and healthy workplace.

Target Audience: Staff, Faculty and Students

12. Program Title: Bookends: Meet the Author

Program Description: This program will highlight the literary accomplishments of diverse staff, faculty and Alumni. Individuals who have authored or co-authored and publish a book will be invited to a discussion about their book and/or give a motivational speech. They will be asked to also bring copies of their book(s) for a signing session.

Purpose of Program: To provide participants the opportunity to hear firsthand from authors, engage in useful dialog which will provide them insight in a variety of topics and issues presented in the author's book.

Target Audience: Staff, Faculty and Students.

13. Program Title: Management/Supervision Training

Program Description: A series of management/supervision training for several levels of supervisors. The series provides newly appointed or hired supervisors an orientation of the policies, procedures and resources to effectively function within UMGC. The series also provides basic concepts and techniques of management and supervision for employees who wish to get a better understanding of management and supervision. Finally there is a series of advanced techniques in supervision. Throughout the series there are modules covering diversity and organizational culture.

Purpose of Program: To provide participants with the skills, competencies and resources to become effective supervisors/managers.

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)



Office of Diversity and Equity

Target Audience: Staff and Faculty

3501 University Boulevard East, Adelphi, MD 20783 USA  
301-985-7940 • [www.umgc.edu/diversity](http://www.umgc.edu/diversity) • [diversity@umgc.edu](mailto:diversity@umgc.edu)





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

**TOPIC:** University of Maryland Eastern Shore Request to Use Standardized Tests as an Optional Criterion for Admission

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Tuesday, May 4, 2021

**SUMMARY:** In November 2019, the Committee on Education Policy and Student Life approved the University of Maryland Eastern Shore's request for an exception to *BOR Policy III-4.00 – Policy on Undergraduate Admissions* to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students with overall high school grade point averages of at least 3.4. Students were still required to submit their test scores, even if they were not used as admissions criteria.

This request was made, as a growing body of research demonstrates that high school grade point average is a much better predictor of college success than a student's SAT or ACT score (Kurlaender, M., & Cohen, K., 2019). Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. In addition, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice.

Through less reliance on standardized scores, UMES sought to identify the extent to which students' high school performance positively correlated with their potential for college success. Based on a review of UMES' first year students' academic performance, the data showed that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades exhibited poorer performance and succeed at a lower rate as reflected in the *UMES First-Year Success and Failure by SAT and High School GPA, 2014-2018*. Additionally, the demographics of first-generation students, the populations from which UMES draws a majority of its student body, further compelled UMES to develop more holistic admissions policies.

Today, UMES presents the results of the one-year pilot study and requests final exemption from the portion of BOR Policy III-4.00 – Policy on Undergraduate Admissions that requires the uses of standardized tests as a criterion for admission, permanently becoming a test-optional university.

**ALTERNATIVE(S):** The Regents may not approve this request or may request more information.

**FISCAL IMPACT:** No additional funds are required.

**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 Eastern Shore to permanently become test optional for undergraduate admissions.

COMMITTEE RECOMMENDATION:

DATE: May 4, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

[jboughman@usmd.edu](mailto:jboughman@usmd.edu)



UNIVERSITY OF MARYLAND EASTERN SHORE  
*Office of the President*

**TO: USM Board of Regents**  
**Jo Boughman, Vice Chancellor**  
**Toni Coleman, Associate Vice Chancellor**

**FROM: Heidi M. Anderson**  
**President**

**RE: Report on University of Maryland Eastern Shore One-year pilot study**  
**Using Standardized Tests as an Optional Criterion for Admission**

**DATE: April 14, 2021**

On October 14, 2019, the University of Maryland Eastern Shore sought exception to the *BOR Policy III-4.00 – Policy on Undergraduate Admissions*<sup>1</sup> to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall 2020. The University System of Maryland’s Board of Regents granted permission to conduct this study over a period of one year; the study period was extended in November 2020, with permission of the USM, due to the difficulties brought on by the COVID-19 pandemic.

In its proposal to the Education Policy Committee, UMES agreed that it would provide a report to the Committee at the one-year mark, comparing retention rates and UMES grade point averages for two groups of first-year students: those who submitted SAT/ACT scores, and those who opted out. Additionally, UMES stated that it would provide graduation rates for these two student cohorts at the 2024, 2025, and 2026 marks (four, five, and six-year graduation marks).

This report fulfills UMES’ commitment to present the first of these data, accommodations for the effects of COVID notwithstanding.

**High School GPAs and standardized tests as indicators of college success**

As noted in our 2019 report, the demographics of first-generation students—the populations from which UMES draws a majority of its student body—compelled UMES to develop more holistic admissions policies. Through less reliance on standardized scores, UMES hypothesized that it would be able to identify students whose high school performance demonstrates their potential for college success. Additionally, a large body of research (Kurlaender, M., & Cohen, K., 2019) indicates that high school grade point average is

---

<sup>1</sup> *BOR Policy III-4.00* Approved by the Board of Regents, January 11, 1990; Revised October 4, 1996; Revised October 5, 2001

a much better predictor of college success than a student's SAT or ACT score. The National Center for Fair and Open Testing (2007) reports that use of standardized testing is not only a poor predictor of a student's college performance, but that it also adversely impacts access to education for otherwise qualified aspiring students. Educators also increasingly recognize that adopting a test-optional practice helps the institution be more accessible and equitable in their admissions practices.

Syverson, Franks, and Hiss (2018), in a definitive report on test-optional policies, found that,

[A] test-optional policy works well for many types of institutions. It appears to offer a less obstructed path to higher education for [the] population of students who feel that their scores do not match their ability. We do not argue that institutions should entirely eliminate consideration of the ACT and SAT for all their students, however, we do continue to question whether the value-add of testing is large enough to justify the price—time spent, financial cost, and emotional drain—being paid by students due to societal preoccupation with these tests, (p. 5).

Further studies indicated that standardized tests fail to identify talented applicants who can succeed in higher education—and that applicants who opt not to submit scores are in many cases making wise decisions (Bever, 2020). The test-optional movement overall reflects a broader shift in society away from a narrow assessment of potential. Ultimately, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice (Buckley, Letukas, and Wildavsky, 2018).

The extraordinary shift in test scores over a two-year period can be seen as another piece of evidence that the SAT tests are an imperfect admissions metric. Changes in the SAT over the last decade have resulted in marked declines in national scores, with Maryland students experiencing a more significant drop than other states until 2017. From 2009 - 2016 the national average SAT composite declined by 16 points and the Maryland average SAT composite declined by 21 points (See Appendix A in 2019 Report, Comparison of Fall 2009 -2018 Mean SAT Scores - Maryland and nationally). Notably Maryland's composite scores rose 100 points by 2018, surpassing the national average by 13 points. The major shift in both Maryland and national scores have been attributed to the content, format, and scoring changes made to the SAT in 2016, and not to any changes in higher education itself.

### **Effects of COVID-19**

The effects of the COVID-19 pandemic on students' abilities to access SAT/ACT testing centers, as well as test preparation and testing tutors, have further resulted in many institutions of higher education (IHEs) (<https://www.insidehighered.com/admissions/article/2021/03/08/common-application-data-show-most-applicants-are-not-submitting-test>) allowing for test-optional admissions, resulting in a quasi-natural experiment across the country, wherein many IHEs that were not considering test-optional admissions are now operating without standardized test scores as an evaluation point for all applicants. Student activist groups, such as Student Voice (<https://www.stuvoice.org/>) have applauded these efforts, noting that they (the tests) disproportionately impact students of color and those from low-income families.

"As the COVID-19 pandemic exacerbates pre-existing inequities in college access," Student Voice notes, "it is critical that urgent action is taken to ensure low-income, minority, and other underrepresented student groups have equitable access to the admissions process," (website – see url above).

Across the University of Maryland System, the provosts who make up the Academic Affairs Advisory Council (AAAC) reported in late March 2020 that, due to the pandemic, many of their institutions were

seeking to go test-optional for AY2020-21, and would consider continuing the practice in subsequent cycles, if they were not already test-optional.

It is in this context that we report the data of our pilot.

### Admissions Practices at Peer Institutions

In 2019, over 1000 accredited colleges and universities have some form of test-optional admissions policy (e.g. University of Delaware, George Mason University, Loyola of Maryland, and Salisbury University). Four of UMES' HBCU peer institutions are currently test-optional and more than 400 colleges nationally have adopted test-optional policies in the past year (<https://www.ivywise.com/blog/colleges-going-test-optional-for-2020-21-admissions-cycle/>). Test-optional institutions all use a high school ranking or GPA cut-off to determine when applicants' standardized test scores are considered optional, though they differ on the level at which they enact their test-optional policies. For example:

| HBCU Test-optional Peers    |                    |
|-----------------------------|--------------------|
| University                  | Test-Opt.Criteria  |
| Alcorn State University     | 3.2 GPA            |
| Hampton University          | 3.3 GPA or Top 10% |
| Prairie View A&M University | Top 10%            |
| Virginia State University   | 3.0 GPA            |

As we submitted in 2019, data from Hampton and Virginia State Universities illustrate the ways in which test-optional practices correlated to their first-year enrollment and retention rates since 2015:

| Entering Freshmen Cohort |           |           |           |
|--------------------------|-----------|-----------|-----------|
|                          | Fall 2015 | Fall 2016 | Fall 2017 |
| Hampton                  | 930       | 1278      | 1018      |
| Va State                 | 765       | 1024      | 1145      |

| Retention Rates |           |           |           |
|-----------------|-----------|-----------|-----------|
|                 | Fall 2015 | Fall 2016 | Fall 2017 |
| Hampton         | 76%       | 80%       | 78%       |
| Va State        | 73%       | 74%       | 71%       |

As we presented in 2019, UMES' first year students' academic performance, was a stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades did more poorly and succeed at a lower rate. (See 2019 report for supporting data).

**In October 2019, UMES proposed the following practices and benefits:**

- All students must still submit standardized test scores, even if they are not used as admission criteria.
- High school students who submit completed applications, and whose overall high school GPA is at or above a 3.4, receive expedited admission to the University.
- Students who wish to be considered for acceptance into the honors program, select majors, and NCAA teams will still have their SAT or ACT scores considered as part of their application package.

Using the SAT-optional admissions policy, UMES expected to continue progress with *Managing For Results* benchmarks. All are dependent on measures in admissions like application rates, admissions ratios, yield rates, percent in top of high school classes and test score averages. Other indicators that we surmised would benefit from improved prediction of success via using high school GPA were: retention rates, graduation rates and improved academic performance.

Table One illustrates the comparison between students on either side of the 3.4 GPA score, in the three years prior to our initiation of the test-optional pilot. Retention rates for students with high school GPAs below 3.4 *who also submitted SAT/ACT scores* were significantly lower than those with high school GPAs at or above 3.4, regardless of whether they submitted SAT/ACT scores.

**Table One: UMES Retention Rates by H.S. GPA and SAT/ACT score**

| <b>University of Maryland Eastern Shore</b>                                                          |                                                                    |                                              |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------|
| <b>UMES Comparison Data of Fall to Fall Semester Retention Rates, and Cumulative GPA of Freshmen</b> |                                                                    |                                              |
| <b>Fall 2017-Fall 2019</b>                                                                           |                                                                    |                                              |
|                                                                                                      | <b>High School GPA <math>\geq</math> 3.4 Regardless of SAT/ACT</b> | <b>High School GPA &lt; 3.4 With SAT/ACT</b> |
| <b>Fall 2017</b>                                                                                     |                                                                    |                                              |
| Number Enrolled                                                                                      | 124                                                                | 412                                          |
| # Retained Fall 2018                                                                                 | 85                                                                 | 253                                          |
| Retention Rate                                                                                       | 69%                                                                | 61%                                          |
| Average CUM GPA                                                                                      | 3.26                                                               | 2.73                                         |
| <b>Fall 2018</b>                                                                                     |                                                                    |                                              |
| Number Enrolled                                                                                      | 105                                                                | 387                                          |
| # Retained Fall 2019                                                                                 | 81                                                                 | 223                                          |
| Retention Rate                                                                                       | 77%                                                                | 58%                                          |
| Average CUM GPA                                                                                      | 3.37                                                               | 2.78                                         |
| <b>Fall 2019</b>                                                                                     |                                                                    |                                              |
| Number Enrolled                                                                                      | 136                                                                | 354                                          |
| # Retained Fall 2020                                                                                 | 105                                                                | 252                                          |
| Retention Rate                                                                                       | 77%                                                                | 71%                                          |
| Average CUM GPA                                                                                      | 3.28                                                               | 2.65                                         |

## **Results Spring 2021**

### **Increase in numbers of applications**

As we anticipated in our 2019 pilot, UMES had an increase in first-year student applications. We were consistent in our admissions practices; all students were still required to submit standardized test scores, even if they were not used as admission criteria. This has been extremely hard to enforce especially when COVID hit in March 2020; some schools districts had no way of providing our information to students, and, as stated earlier in this report, students had difficulties with access and affordability of the tests.

We continue to offer expedited admission to the University for applicants who submit completed applications, and whose overall high school GPA is at or above a 3.4; also, students who wish to be considered for acceptance into the honors program, select majors, and NCAA teams will still have their SAT or ACT scores considered as part of their application package.

With the Fall 2020 first year class, there were 8643 total applications received and the approximate applications without test score were 4,533 (52.44%) – in other words, 4110 applicants (47.66%) chose not submit them in the first year of this pilot. We hypothesize that this extraordinary increase in applications without test scores was the threefold result of COVID-related access difficulties, our improved admissions strategies, and applicants' taking advantage of the test-optional policy.

### **Steady or increased retention rates of test-optional students**

Of the students who entered UMES in Fall 2020 ( $n = 461$ ), the first-second year retention rate of those whose high school GPAs were equal to or above 3.4 was 5% higher than those whose GPAs were below this threshold (84% v. 79%), regardless of whether or not they submitted standardized test scores. It is not possible to ascertain at this time whether this retention rate is causally related to students' submission of standardized test scores. However, since over half of the Fall 2020 entering class did not submit test scores, it is highly likely that the lack of standardized test scores *did no harm* to the admissions process, and further, that the entering class' high school GPA successfully predicted positive student retention.

### **Next steps**

The overwhelming national evidence supporting test-optional policies, the impact of COVID in the availability and accessibility of standardized testing, and our ongoing data collection and analyses indicate that UMES should permanently remain test-optional. Even if future UMES analyses show that a test-optional admissions policy does not offer a dramatically better prediction model for student success (persistence, and retention and graduation rates) than high school GPA, the issues of accessibility, affordability, stereotype threat with regard to testing, and inherent testing biases collectively suggest that UMES should become permanently test-optional.

As we indicated, we will continue to monitor this policy change and report about the graduation rates going forward as previously described.

**References:**

Bevers, A. H., & Mulholland, S. E. (2020). Test-Optional Admissions and Student Debt. *Available at SSRN 3640403*.

Buckley, J., Letukas, L., & Wildavsky, B. (Eds.). (2018). *Measuring success: Testing, grades, and the future of college admissions*. Johns Hopkins Press.

Kurlaender, M., & Cohen, K. (2019). Predicting College Success: How Do Different High School Assessments Measure Up? **Policy Analysis for California Education, PACE**.

National Center for Fair and Open Testing (2007). *SAT I: A Faulty Instrument For Predicting College Success*. <https://www.fairtest.org/satvalidity.html>, accessed on October 13, 2019

Student Voice. <https://www.stuvoice.org/>

Syverson, S., Franks, V. W., & Hiss, W. C. (2018). Defining access: How test-optional works. Research Brief, <https://arc.accesslex.org/di-admissions/19/>. Accessed April 12, 2021.



### **III-4.00 - POLICY ON UNDERGRADUATE ADMISSIONS**

(Approved by the Board of Regents, January 11, 1990; Amended October 4, 1996; Amended October 5, 2001; Amended June 17, 2011; Amended October 20, 2017)

Admission to the institutions of the University System of Maryland shall be determined without unlawful discrimination on the basis of race, color, religion, national origin, gender identity and expression, age, sex, sexual orientation, disability, marital status, genetic information, veteran's status, and any other legally-protected characteristic. The undergraduate student population of USM institutions should draw from all areas of the state and reflect the diversity of the state's population. Consistent with their individual missions, institutions will seek to enroll the students having greatest potential to benefit from their programs. Each institution shall take appropriate actions in its admissions procedures to achieve these goals, consistent with State and federal laws.

#### **I. ADMISSION OF FRESHMEN**

Each institution shall publish electronically or in print format its own decision criteria, which may be more rigorous than the system-wide minima stated below.

##### **A. Minimum Qualifications for Regular Admission**

(1) High school diploma or its equivalent (See exception in paragraph B.)

(2) Grade point average

A high school grade point average equivalent to a C or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.

(3) Test score

A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment. Students applying to Salisbury University under its test-optional program are exempt from this requirement.

(4) Minimum core content proficiency requirements

In addition to the above stated requirements, high school seniors or graduates must demonstrate their readiness for college-level work by achievement at the appropriate level of competencies in the core content associated with the array of courses that follows:

| <b>Subject</b>                   | <b>Year Courses</b> |
|----------------------------------|---------------------|
| English                          | 4                   |
| Biological and Physical Sciences | 3                   |



| <b>Subject</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Year Courses</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| The courses completed must be in at least two different subject areas. Two of the three courses must include a laboratory experience. For students interested in Science, Technology, Engineering or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with three laboratory experiences.                                                                              |                     |
| Social Science/History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3                   |
| <b>Mathematics</b><br>The courses completed must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra. <sup>1</sup>                                                                                                                                                                                                                                   | 4                   |
| Language other than English or in some instances, Advanced Technology Education electives.<br>The two language courses must be in the same language (American Sign Language is among the languages accepted). Advanced Technology Education electives are acceptable in lieu of language courses at some institutions. Students should consult the admissions office of the institution they are seeking to attend to determine if Advanced Technology Education electives are accepted in fulfillment of this requirement. | 2                   |

## (5) Other criteria

Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

<sup>1</sup> Non-trivial algebra is intended to mean that the level of mathematical concepts discussed and the level of problems that are used in the course would be at least as sophisticated as those that relate to problems appearing in the Achieve ADP Algebra II test. Examples of courses meeting this requirement include Algebra II, Trigonometry, Pre-calculus, Calculus and successor courses, Statistics, and College Algebra. An important feature of any such course is that it utilizes algebra in a substantive way, so the student does not lose the algebraic and numerical skills achieved in earlier courses.

B. Early Admission

Early admission may be granted to a high school student who has demonstrated superior scholarship, as evidenced by the student's academic record or performance on standardized entrance examinations. The expectation is that the student will make arrangements to earn a high school diploma or equivalent. Each institution that offers early admission shall publish electronically or in print format its procedures.

C. Admission of Students from Non-accredited/Non-approved High Schools

Freshman applicants for admission who are graduates of non-accredited/non-approved high schools will be reviewed individually, with consideration given to factors such as scores on nationally standardized tests, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation, and other appropriate criteria as developed by each institution.

D. Admission of Students with Non-U.S. Records

Students who have completed part or all of their secondary and/or post-secondary education in a non-U.S. educational system may be admitted using the guidelines of the following educational associations:

- (1) Association of International Educators (NAFSA)
- (2) American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- (3) National Association of College Admissions Counselors (NACAC)

Each USM institution will establish procedures to ensure consistency in admissions practices for its applicants with academic records from non-U.S. institutions.

E. Admission of Home-Schooled Students

All home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies outlined in the USM Requirements for Admission may be combined with scores on a nationally standardized examination such as ACT or SAT to satisfy the minimum qualifications for admission. For Maryland students, the home instruction program must comply with COMAR 13A.10.01.01.

F. Admission of Students with Proficiency-Based Standards, Standardized Examinations, or Equivalency Diplomas

Students who have graduated from regionally accredited secondary institutions with proficiency-based standards will be considered individually. Each secondary institution with proficiency-based standards will be asked to provide documentation of the student's achievement in secondary school.

Admission may be granted to students who have been awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Educational Development (GED) test or the External Diploma Program (EDP). Each USM institution will establish procedures to ensure consistency in admissions practices for its applicants presenting external evaluations.

- G. Admission of Students Who Have Been Out of School More Than Three Years  
Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better, but who are more than three years beyond high school enrollment, may be admitted without meeting the usual criteria for admission if the institution determines that the applicant has the potential for successful college work. This determination may be made by evaluation of successful work experiences, by portfolio assessment, and/or by placement testing.
- H. Special Program Requirements  
With the approval of the president, an institution may establish additional requirements for admission to specified academic programs.
- I. Admission to Two Institutions  
USM institutions that have established joint degree or cooperative programs with other institutions will outline procedures to permit students to be admitted simultaneously to two institutions to earn the targeted degree(s).
- J. Exceptions  
Each institution may admit, to a maximum of 15 percent of its entering freshman class, students who do not meet the minimum qualifications outlined in Section I.A of this Policy but who show potential for success in postsecondary education. Each institution shall develop written guidelines, in accordance with this Policy, concerning individual admission.

For those instances in which applicants have not completed all of the required courses for admission, each institution shall establish a method of assessment by which a student can demonstrate competence equivalent to having passed a required high school course to qualify for admission.

## II. ADMISSION OF HIGH SCHOOL GRADUATES WITH ADVANCED STANDING

This section applies to students who have earned college-level semester hours of credit through standardized testing, concurrent/dual enrollment programs, or early or middle college (programs in which students earn the associate degree concurrently with the high school diploma).

Each institution shall develop an admission policy that ensures:

- A. reasonable consideration is given to the successful completion of college-level coursework prior to high school graduation, and that this achievement is recognized as a demonstration of students' likelihood for continued success in university-level study; and
- B. students who have earned college-level coursework at Maryland public institutions of higher education while concurrently enrolled in high school are evaluated in accordance with Section III of this Policy and COMAR 13B.06.01.02-1 including, but not limited to, the admission of students with 60 or more earned college credits and at least a 2.0 grade point average.

### III. ADMISSION OF TRANSFER STUDENTS

This section applies to students who have earned at least twelve or more semester hours of credit that are applicable for credit at the receiving institution. Each institution shall publish its own decision criteria that may be more rigorous than the system-wide minima stated below.

#### A. Minimum Requirements

- (1) All transfer students must have a cumulative GPA of at least a 2.0 on a 4.0 scale, or its equivalent, for all attempted college-level work.
- (2) Students who have completed 29 or fewer credits are also required to meet minimum qualifications as set forth in Section I of this Policy.
- (3) Students transferring from institutions that are not regionally accredited shall demonstrate proficiencies comparable with Sections III.A.1 and 2.

#### B. Maryland Public Institutions of Higher Education

- (1) Students who have completed an associate's degree or who have completed 60 or more semester hours of credit with a minimum GPA of 2.0 on a 4.0 scale or its equivalent from public institutions of higher education in Maryland may not be denied direct transfer to a USM institution, except in cases where the number of applicants exceeds the number who can be accommodated or where admission to programs require higher performance standards. Admissions decisions in those cases shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR 13B.06.01.02-1.
- (2) Students applying to transfer from public institutions of higher education in Maryland who have not completed an associate's degree or who have completed fewer than 60 semester hours of credit shall be considered qualified to be admitted regardless of the number of credit hours earned if the student satisfied the admission criteria of the USM institution as a high school senior and attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent. In cases where the number of applicants exceeds the number who can be accommodated, or where admission to programs require higher performance standards, admissions decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR 13B.06.01.02-1.

#### C. Admission to Two Institutions

To facilitate the enrollment of transfer students and to enhance relationships with community colleges, USM institutions are strongly encouraged to establish agreements with community colleges to provide for dual admission of students who first matriculate at the community college. The agreements shall stipulate requirements for eligibility, conditions for maintaining good academic standing, curricular requirements, and credit/grade transfer acceptance.

#### D. Providing Transfer Information

Each institution shall participate in the system-wide computerized information system to assist prospective transfer students. In cooperation with Maryland community colleges, programs shall be developed that represent the lower division course work required for completion of a baccalaureate degree at that institution. Information about such recommended transfer

programs, updated on a regular basis, shall be available to potential transfer students to serve as a basis for advisement and student planning. Students will be encouraged to seek advisement on a regular basis.

E. Exceptions

At the discretion of the receiving institution, transfer students with special circumstances may be admitted on the basis of criteria other than prior academic performance. Up to 15 percent of the institution's entering transfer cohort may comprise such exceptions.

IV. ADMISSION OF SECOND BACCALAUREATE STUDENTS

Each institution shall publish electronically or in print formal procedures for admission of students seeking a second baccalaureate degree.

V. ADMISSION OF NON-DEGREE STUDENTS

A. Minimum Requirements

Procedures for admitting non-degree students shall be established by each institution. Criteria for changing from non-degree to degree status must be equivalent to or exceed the minimum requirements set forth in Sections III.A.1 and 2 of this Policy for students transferring between Maryland public institutions.

B. Concurrent Enrollment

Concurrent enrollment may be granted to a high school student who has demonstrated superior scholarship, as evidenced by the student's academic record or performance on standardized entrance examinations. Each institution may allow such students to enroll in its undergraduate classes concurrently with their enrollment in high school.

VI. ADMISSION OF OUT-OF-STATE STUDENTS TO UNDERGRADUATE PROGRAMS

Each institution may establish for out-of-state students standards that are higher than the undergraduate admission standards for in-state students. If a choice must be made between applicants of roughly comparable ability and promise, preference will be given to the Maryland resident.

Excluding UMUC students and all students enrolled exclusively in distance education programs, the number of out-of-state undergraduate students in any institution shall not exceed 30 percent of its total undergraduate student body.

VI. IMPLEMENTATION

A. Publication of Standards

The USM shall publish electronically or in print format the content, competencies, achievement levels, and skills required for success in college. Each institution shall publish its admission standards in its catalog, including on its institutional website, and shall submit them to the University System of Maryland Office for information.

B. Maintenance of Records

Each institution shall maintain in each enrolled student's record evidence that minimum criteria for admission have been met. In those instances when a student has been admitted under exceptions to existing institutional policies, the institution shall retain an explanation of those exceptions and a record of the student's academic success in collegiate credit-bearing courses. The record shall contain a note as to the specific requirements for which the exception was made, for example, minimum GPA, lack of standardized test scores, or demonstration of competency in the required courses.

C. Application Fee

Each constituent institution in the University System of Maryland may assess a non-refundable admission application fee for each applicant, unless the fee is waived in accordance with institutional policy.

Replacement for: BOR I-1.00, I.10, I.11, I.20, I.30, I.40, I.50, I.60, I.80, I3.00 and BOT II-D.3, X-A.1, X-A.2, X-A.3, X-A.4, X-A.5, X-A.7, X-A.8, X-A.9, X-A.11, and X-B



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

---

**TOPIC:** 2021-2022 EPSL Agenda Brainstorming

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Tuesday, May 4, 2021

**SUMMARY:** The annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, regents will hear about a few key anticipated topics of interest. Additionally, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

---

COMMITTEE ACTION: Information Only

DATE: May 4, 2021

---

BOARD ACTION:

DATE:

---

SUBMITTED BY: Joann A. Boughman

[jboughman@usmd.edu](mailto:jboughman@usmd.edu)

---