UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Coppin State University: Master of Education in Teacher Leadership

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The School of Education located within the College of Arts and Sciences and Education at Coppin State University (CSU) is proposing a new Master of Education (M.Ed.) in Teacher Leadership to be delivered initially on-campus and online in the near future. The attached proposal is for a face-to-face modality. Leveraging heightened interests and critical needs for teacher retention and advancement, the M.Ed. program aims to provide accelerated and sustainable pathways that increase teaching effectiveness, improve teacher leadership, and enhance teacher retention, particularly for educators serving in urban and rural high-needs communities across Maryland.

The proposed M.Ed. in Teacher Leadership program is designed for teachers with immersive theory-to-action experiences that are critical to making educational excellence inclusive. Integrating improvement sciences and connected learning approaches, participants will have opportunities to explore critical theories in culturally sustaining education; cultivate high-tech, high-touch, and high-impact practices; and demonstrate competency mastery aiming to simultaneously improve teaching effectiveness and student achievement. Distinctively designed for the teacher leadership track, the program builds upon CSU's long-standing tradition of supporting teachers and leveraging CSU's ongoing rural-urban partnership among Institutions of Higher Education (IHEs) and Local Educational Agencies (LEAs).

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 Education in Teacher Leadership.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

OFFICE OF THE PRESIDENT

April 4, 2022

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 Education in Teacher Leadership at Coppin State University (CSU). The proposed codes for the new program are CIP 13.0410 and HEGIS 0827.00. The program will contribute to the 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 L. Lewis, Provost and Vice President for Academic Affairs.

Sincerely,

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Leontye L. Lewis, Provost & Vice President for Academic Affairs

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Coppin State University
Institution Submitting Proposal

Master of Education in Teacher Leadership
Title of Proposed Program

M.Ed. Award to be Offered	**Fall 2022** Projected Implementation Date
EDUL Proposed HEGIS Code	Proposed CIP Code
Department of Teaching and Learning Department in which program will be located	**Dr. Yi Huang** Department Contact
410-951-3020 Contact Phone Number	**yhuang@coppin.edu** Contact E-Mail Address
Signature of President or Designee	April 4, 2022 Date

COPPIN STATE UNIVERSITY
MASTER OF EDUCATION IN TEACHER LEADERSHIP

A. Institutional Mission Toward Inclusive Excellence

As one of the nation's oldest public Historically Black Institutions (HBI) founded in 1900, Coppin State University (CSU) is a driving force in fulfilling the critical mission of inclusive excellence for the State of Maryland. As an anchor institution, CSU is deeply committed to providing educational access and diverse opportunities for all students, while emphasizing its unique role in educating the multigenerational residents of Metropolitan Baltimore through community-engaged teaching and learning (CSU Vision, 2020). In direct alignment with CSU's mission and its long-standing tradition of teacher education, the proposed **Master of Education in Teacher Leadership Program** reflects CSU's continuing commitment to provide innovative career advancement pathways for licensed teachers, particularly for those who serving in high-need rural and urban communities across Maryland.

The proposed M.Ed. program is designed to (1) increase access to high-quality professional development program for minority and/or under-represented teachers, and (2) enhance teacher effectiveness and improve student learning outcomes in high-need rural and urban communities. These program goals are directly supporting the State minority student achievement goals (COMAR 13B.02.03.15) and State Plan for Postsecondary Education.

B. Strategic Priority in Enhancing Academic Enterprise at an HBCU

The CSU Academic Affairs Strategic Plan placed academic innovation, including stackable credentials, as a key strategic action under Enhancing Academic Enterprise (2021). Extensive research on credential innovations has been conducted by CSU faculty (Huang, 2016, 2019, and 2021) and discussed with members of the School of Education. The innovative M.Ed. program and affiliated stackable post-baccalaureate certificates have also been developed in consultation with various units on campus. Table 1 summarizes the relationships among the M.Ed. program and the four affiliated post-baccalaureate certificates (Table 1).

The proposed M.Ed. program and its affiliated stackable credentials aim to place CSU as the leader of academic innovation, while at the same time providing high-quality and high-value career advancement pathways within the contexts and missions of an HBCU.

C. Blueprint for Maryland's Future

The Maryland Commission on Innovation and Excellence in Education (MCIEE) was created in 2016 by the Governor and the General Assembly to review and update funding formulas for Maryland schools (MCIEE, 2019). The Commission's report and resulting *Blueprint for Maryland's Future* was enacted into law in 2021. Specifically, the development of career ladders for teachers and school leaders has been identified as a key state strategy to significantly improve teacher quality. The identified ladders include two tracks: ***Teacher Leadership Track*** and ***Administrative Track***. Specifically, the *Teacher Leadership Track* includes (1) Level 1: State Licensed Teacher, (2) Level 2: Teacher pursuing a master's degree or National Board Certification (NBC), (3) Level 3: Teacher with Advanced Professional Certificate or with NBC, (4) Level 4a-c: Lead Teacher, Master Teacher, and/or Professional Master Teacher. It is proposed that within a defined period after the enactment of legislation on implementing a career ladder, all new teachers will be required to participate in educator career ladders.

The new M.Ed. program and its affiliated stackable credentials are designed for the ***Teacher Leadership Track*** and are directly supporting the key state-wide strategy in ensuring teacher quality. The innovative model with stackable options maximizes personalized learning (Table 1). The demonstrated competency in real-world settings help ensure simultaneous improvement of teaching effectiveness and student learning

D. Market Demands for Career Ladders

1. Critical Needs in Narrowing Opportunity and Achievement Gaps

US schools performed in the middle of the pack on international assessments with Reading ranked 13th, Mathematics ranked 37th, and Science ranked 18th in 2018 on the Program for International Student Assessment (Hussar et al., 2020; MCIEE, 2020; Rahman & Yee, 2021). Maryland schools performed at a mediocre level with 4th grade Reading and Mathematics dropping to 25th and 29th, and 8th grade ranked 18th and 29th in 2019 (National Assessment of Educational Progress, Nation's Report Card). Specifically, the testing results revealed that Maryland has large achievement gaps based on income, race, disability, and other student subgroups. Over half of Maryland public schools have 40% or more of their students eligible for free or reduced-price meals (FARM, 185% of federal poverty level). Less than one third of Maryland high school graduates are "College and Career Ready," and nearly half (47%) of the teachers in their second year of teaching will not return for the third year (MCIEE, 2019, 2020). The noted opportunity and achievement gaps are often amplified among underserved, underprepared, and special needs populations in high-needs rural and urban settings. These regional gaps are mirrored in the national challenges of unemployment and underemployment (The Pell Institute, 2015) and are ultimately reflected in unequal occupational and life outcomes (Noguera et al., 2015).

2. Building Teacher Capacities for Maryland's Future

Leveraging heightened interests in and critical needs for teacher career ladders, the Master of Education in Teacher Leadership and affiliated four post-baccalaureate certificates (Tables 1 & 2) aim to (1) create a state model of teacher career ladders that help address the newly enacted law, and (2) provide accelerated and sustainable pathways that increase teaching effectiveness, improve teacher leadership, and enhance teacher retention, particularly for educators serving in urban and rural high-needs communities across Maryland.

E. New Pathways for Teacher Career Advancement

1. No Unreasonable Duplication of Program

There is no unreasonable replication of the proposed program. While there is a broad array of programs designed for the administration track, there are very limited programs designed specifically for the *Teacher Leadership Track*.

The proposed program is distinctively different from currently offerings in Maryland. Key features include (1) innovative program engineering of M.Ed. with affiliated stackable credentials (Table 1), (2) immersive theory-to-actions experiences with high-tech, high-touch, and high-impact practices (Figures 1 & 2), and (3) field-based demonstration and competency-based assessment embedded in each of the required courses - resulting a unique Teacher Leadership Portfolio with demonstrated competency mastery in 10 specialized themes (Table 2).

2. Innovative Program Design with Stackable Credential Options

- **Master of Education in Teacher Leadership**. The M.Ed. program is designed for teachers with immersive theory-to-action experiences that are critical to making educational excellence inclusive. Integrating improvement sciences and connected learning approaches, participants will have opportunities to explore critical theories in culturally sustaining education; cultivate high-tech, high-touch, and high-impact practices; and demonstrate competency mastery aiming to simultaneously improve teaching effectiveness and student achievement.
- **Post-Baccalaureate Certificates in Teacher Leadership**. Stackable options are offered to provide individuals with both the short-term advantage of earning one or more post-baccalaureate certificates and the longer-term option of earning an advanced degree. Four post-baccalaureate certificates (PBCs) are being proposed to increase options for personalized development in specialized areas (Table 1):

a. Teacher Leadership in Culturally Sustaining Practices Post-Baccalaureate Certificate
b. Teacher Leadership in High-Tech and High-Impact Practices Post-Baccalaureate Certificate
c. Teacher Leadership in Action Post-Baccalaureate Certificate
d. Teacher Leadership Post-Baccalaureate Certificate

3. Value Added Recognition and Validation

- **Value Added MicroCredentials for Competency Validation**. Each graduate course will integrate a specialized CSU/P2P MicroCredential with competency-based demonstration of mastery. The CSU/P2P MicroCredential was spotlighted by the U.S. Department of Education in 2021 and featured in a recently published book, *Credential Innovations* (Huang, 2021).
- **Career Ladders for Teacher Leaders**. The innovative curriculum design includes targeted preparation for National Board Certification, which has been highlighted as a key State strategy of ensuring teacher quality (MCIEE, 2019). The advanced degree and affiliated post-baccalaureate certificates are critical career advancement pathways for teacher leaders, generating both financial incentives and professional prestige as noted in the *Blueprint for Maryland's Future*.

F. Master of Education in Teacher Leadership

The **Master of Education in Teacher Leadership** program is designed for teachers with immersive theory-to-action experiences that are critical to making educational excellence inclusive. Integrating improvement sciences and connected learning approaches, participants will have opportunities to explore critical theories in culturally sustaining education; cultivate high-tech, high-touch, and high-impact practices; and demonstrate competency mastery aiming to simultaneously improve teaching effectiveness and student achievement.

1. Program Requirement

- Master of Education in Teacher Leadership (M.Ed.)
- Ten (10) required courses with total of 30 graduate credits; two (2) optional courses with additional specialized themes in mathematical problem solving and computational thinking.
- The face-to-face program include mandatory field-based experiences and competency-based assessment in each of the required courses.
- Entrance requirements as set forth by the School of Graduate Studies at CSU. Completion of teacher preparation program is required prior to entrance to the M.Ed. program.
- Specializes Accreditation. The M.Ed. program and its courses are directly aligned to professional standards and COMAR requirements in Maryland. There is no specialized accreditation as the program does not lead to teacher licensure.

2. Program Objectives

- **Critical Theories and Practices for Inclusive Excellence**. Participants are expected to demonstrate proficiencies in core theories and promising practices that are critical to supporting needs of diverse learners. The highly selective and research-based themes include Culturally Responsive Practices, Social and Emotional Learning, Student Engagement, Critical Thinking, Transformational Technology, Competency-Based Learning, Computational Thinking, Mathematical Problem Solving, and National Board Certification Core Propositions.
- **Immersive Theory-to-Action Experiences**. Participants are expected to demonstrate competencies in real-world and field-based educational settings on each of the identified specialization themes.
- **Inquiry-Based Action Research**. Participants are expected to demonstrate competencies in conducting two full cycles of action research aiming to improve teaching effectiveness and student achievement.

- **Pathways for Career Advancement.** Participants are expected to demonstrate competencies in the five Core Propositions as required for National Board Certification (NBC). NBC has been highlighted as a key State strategy of ensuring teacher quality (MCIEE, 2019) with both financial incentives and professional prestige.

3. Program of Study

PROGRAM OF STUDY	Credits & Competency
Required Foundation and Specialization Courses	
EDUL 601: Foundation in Culturally Responsive Practices The course is designed to provide teachers a full-spectrum theory-to-action experience in Culturally Responsive Practices (CRP). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and strategies of CRP; (2) audit CRP in their own classrooms; (3) design and deliver a CRP instructional unit in an educational setting; and (4) conduct a professional development session on lessons learned and potential impact of CRP.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 602: Theories and Practices in Social and Emotional Learning The course is designed to provide teachers a full-spectrum theory-to-action experience in Social and Emotional Learning (SEL). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) define and identify SEL competencies and skills; (2) observe and evaluate the impact of SEL in a classroom setting; (3) design, deliver, and reflect on a learning unit that incorporates SEL competencies and skills; and (4) plan and deliver a professional development presentation centered on SEL integration in the classroom.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 603: Teacher Leadership in Student Engagement The course is designed to provide teachers a full-spectrum theory-to-action experience in increasing academic engagement. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate how behavior influences classroom instruction and interactions; (2) observe and evaluate the impact of behavior on academic engagement in a classroom setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of academic engagement on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 604: Teacher Leadership in Critical Thinking The course is designed to provide teachers a full-spectrum theory-to-action experience that build students' critical thinking (CT) and problem-solving skills. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate CT principles and strategies; (2) audit CT skills and strategies in an educational setting; (3) design, deliver, and reflect on an instructional unit that incorporates CT principles and strategies, and (4) plan and deliver professional development centered around critical thinking.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 605: Theories and Practices in Transformational Technology The course is designed to provide teachers a full-spectrum theory-to-action experience in increasing access and engagement through educational technology. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and strategies of transformational technology; (2) audit digital experiences in classrooms; (3) design and deliver a technology integrated instructional unit in an educational setting; and (4) conduct a professional development session on lessons learned and potential impact of educational technology.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 606: Theories and Practices in Competency-Based Learning The course is designed to provide teachers a full-spectrum theory-to-action experience in Competency-Based Education (CBE). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate CBE theories and strategies; (2) audit CBE practices in a classroom setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of CBE on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 609: Theories and Practices in Teacher Leadership Core Propositions I	▪ Three (3) Credits

The course is designed to provide teachers a full-spectrum theory-to-action experience of the five Core Propositions required for National Board Certification (NBC) (Part I). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements of Core Propositions I-III; (2) audit Core Propositions I-III practices in educational settings; and (3) document and reflect on Core Propositions practices and outcomes in their own classrooms.	▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 610: Theories and Practices in Teacher Leadership Core Propositions II The course is designed to provide teachers a full-spectrum theory-to-action experience of the five Core Propositions required for National Board Certification (NBC) (Part II). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements of Core Propositions IV-V; (2) audit Core Propositions IV-V practices in educational settings; and (3) document and reflect on Core Propositions practices and outcomes in their own classrooms.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 611: Teacher Leadership Capstone in Action Research I The course is designed to provide teachers a full-spectrum theory-to-action experience in action research (Part I). Integrating inquiry-based research and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements for action research; (2) audit action research practices in educational settings; and (3) design, implement, and synthesize action research outcomes in their own classrooms and evaluate potential implications for educational improvement.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 612: Teacher Leadership Capstone in Action Research II The course is designed to provide teachers a full-spectrum theory-to-action experience in action research (Part II). Integrating inquiry-based research and high-impact leadership, participants will have the opportunity to (1) identify and evaluate principles and evidence requirements for action research; (2) audit action research practices in educational settings; and (3) design, implement, and synthesize action research outcomes in their own classrooms and evaluate potential implications for educational improvement.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
Optional Specialization Courses	
EDUL 607: Teacher Leadership in Computational Thinking The course is designed to provide teachers a full-spectrum theory-to-action experience in Computational Thinking (CT). Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate computational thinking theories and strategies; (2) audit computational thinking techniques in an educational setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of computational thinking on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*
EDUL 608: Teacher Leadership in Mathematical Problem Solving The course is designed to provide teachers a full-spectrum theory-to-action experience in mathematical problem solving. Integrating evidence-based practices and high-impact leadership, participants will have the opportunity to (1) identify and evaluate mathematical problem-solving techniques; (2) audit mathematical problem-solving practices in an educational setting; and (3) design, deliver, and reflect on a learning activity and evaluate the potential impact of mathematical problem-solving techniques on student learning.	▪ Three (3) Credits ▪ Competency-Based Assessment in Three Dimensions: *Engaging Self*, *Engaging Others*, and *Engaging in Diverse Communities*

4. Mode(s) ofInstruction

- **Face-to-Face.** Each of the courses including mandatory field-based experiences in educational settings. The core competencies of each of the courses are organized in three dimensions: (1) Engaging Self, (2) Engaging Others, and (3) Engaging in Diverse Communities. Field-based experiences are directly incorporated in the activities for Engaging Others and Engaging in Diverse Communities.
- **Evidence-Based Documentations and Secured Online Operation**. All learning resources and competency-based evidence are expected to be submitted to *Tk20/Watermark*, a secured web-based assessment system. *Respondus Monitor* and *LockDown Browser* will be utilized for online exams to ensure fairness and integrity.

5. Evaluation of Course, Faculty, and Student Learning Outcomes (COMAR 13b.02.03.15)

- **Course Evaluation.** The course evaluation will be conducted in accordance with institutional processes and procedures at CSU. Course evaluation outcomes are shared with each of the instructional faculty on a semester basis for continuous improvement.
- **Faculty Evaluation.** The faculty evaluation will be conducted in accordance with institutional processes and procedures at CSU. Faculty evaluations are conducted by Department Chair and by a peer faculty member. Outcomes are shared with each of the faculty members on an annual basis for continuous improvement.
- **Evaluation of Student Learning Outcomes.** Evaluation of student learning outcomes are conducted through a competency-based model with explicit learning activities and analytic rubrics documenting level of mastery.
  - **Competency-Based Demonstration**. The required courses are designed for participants to demonstrate professional knowledge, skills, and dispositions that are critical for highly effective teachers. Through evidence-based documentation, participants are expected to demonstrate mastery of competencies that are aligned to professional standards and CSU program learning outcomes.
  - **Competency Dimensions.** The core competencies of each of the courses are organized in three dimensions: (1) Engaging Self, (2) Engaging Others, and (3) Engaging in Diverse Communities. Learning activities and competency-based assessments are aligned to standards from the Interstate Teacher Assessment and Support Consortium (InTASC, 2013), High Leverage Practices (HLP) from the TeachingWorks (2013), and National Board for Professional Teaching Standards (2016).
  - **Competency Evaluation.** Learning activities, evidence requirements, and assessment rubrics are included in each of the course proposals and associated syllabi.
  - **Competency Mastery Portfolio.** The program synergistically combines field-based demonstration and competency-based assessment in each of the required courses (Figures 1 & 2). As a result, each of the participants will create a unique *Teacher Leadership Portfolio* with demonstrated competency mastery in 10 specialized themes (Table 2).

G. Resources and Finance

1. Adequacy of Faculty Resources (COMAR 13B.02.03.11)

The premise of "Nurturing Potentials and Transforming Lives" is realized through faculty's scholarship, teaching, and service that support student success and community advancement. The School of Education includes two departments: Department of Teaching and Learning (T&L), and Department of Instructional Leadership and Professional Development (ILPD). SOE is collectively serviced by 9 full-time tenured/tenure track faculty with doctor degrees, and a team of full-time and part-time contractual faculty with doctorates and/or with relevant expertise in P-12 schooling. Leveraging faculty expertise in teacher preparation and teacher education, as well as advanced research conducted on credential innovations and next generation teacher professional development, the SOE is well positioned to lead academic program innovations that cultivate and sustain a culturally responsive teaching workforce for Maryland's future.

Full-Time Faculty	Faculty Rank	Department
Juanita Ashby-Bey, Ph.D.	Assistant Professor	T&L
Glynis Barber, Ph.D.	Assistant Professor	T&L
Merah Burke, Ed.D.	Assistant Professor	T&L
Wyletta Gamble-Lomax, Ph.D.	Assistant Professor	T&L
Yi Huang, Ph.D.	Associate Professor	T&L
Irma Johnson, Ph.D.	Assistant Professor	ILPS
Daniel Joseph, Ph.D.	Associate Professor	T&L
Harriett Kargbo, Ph.D.	Assistant Professor	ILPS
James Takona, Ph.D.	Professor	ILPS

2. **Adequacy of Library Resources** (COMAR 13B.02.03.12).
CSU students, faculty, and staff have full access to the Parlett L. Moore Library which includes a rich collection of books, eBooks, journals, periodicals, videos, online databases, open access resources, as well as tutorials and research tools. As a member of the University System of Maryland (USM), CSU students, faculty, and staff also have access to resources from across USM institutions through the inter-campus loan program. In addition, the M.Ed. program and its courses are designed to maximize the use of open educational resources, which are updated and provided directly through Blackboard, a web-based learning management system, and Tk20/Watermark, a web-based assessment system, at CSU.

3. **Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment** (COMAR13B.02.03.13)
The M.Ed. program and the affiliated post-baccalaureate certificates (Table 1) are designed for online delivery. The intent is to broaden access to CSU's educational services, particularly for teachers in high-need rural and urban communities across Maryland. Live virtual sessions will be delivered through CSU's Blackboard learning management platform. Multi-media resources, learning activities, competency-based documentation, and assessment with analytic rubrics for each of the courses will be conducted through Tk20/Watermark assessment system. In addition, the Pathways to Professions Learning Laboratory (P2P Lab) was inaugurated in AY2021-2022 by Dr. Yi Huang with state-of-the-art audio and virtual technologies, teleconference and classroom observational tools, advanced computers, and cutting-edge virtual reality learning headsets and programs to increase access and bridge digital learning opportunity gaps. The funding is provided by the Pathways to Professions (P2P) initiative funded under the Teacher Quality Partnership Grant by the Unite States Department of Education (Award No. U336S160014) and with Dr. Yi Huang serving as the Principal Investigator.

4. **Adequacy of Financial Resources with Documentation** (COMAR 13B.02.03.14)
CSU is deeply committed to providing educational access and diverse opportunities aiming to build and sustain a highly effective teaching workforce for Maryland's future. Through reallocation of institutional funds, no new general funds from the State will be requested to operate the proposed program. The development the M.Ed. program and affiliated stackable post-baccalaureate certificates are supported by the P2P initiative funded under the Teacher Quality Partnership Grant by the Unite States Department of Education (Award No. U336S160014).

H. Resources and Expenditures

TABLE 3: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1.Reallocated Funds[1]	$91,000	$91,000	$91,000	$91,000	$91,000	$455,000
2. Tuition/Fee Revenue[2] (c+g)	$10,530	$36,864	$63,198	$73,728	$110,592	$294,912
a. #F.T Students	0	2	4	4	6	16
b. Annual Tuition/Fee Rate	$0	$7,902	$7,902	$7,902	$7,902	$31,608
c. Annual Full Time Revenue (a x b)	$0	$15,804	$31,608	$31,608	$47,412	$126,432
d. # Part Time Students	5	10	15	20	30	80
e. Credit Hour Rate	$351	$351	$351	$351	$351	$1,755
f. Annual Credit Hours	6	6	6	6	6	30
g. Total Part Time Revenue (d x e x f)	$10,530	$21,060	$31,590	$42,120	$63,180	$168,480
3. Grants, Contracts, & Other External Sources[3]	$321,500	$26,500	$10,000	$0	$0	$358,000
4. Other Sources[4]	$0	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$423,030**	**$154,364**	**$164,198**	**$164,728**	**$201,592**	**$1,107,912**

Budget Narrative (Table 3: Items 1-4)

1. **Reallocated Funds**. The funds are calculated based on reassignment of three full-time faculty with 25% reallocated to support the new program. Twenty-five percent of salary and 30% of fridge benefits are calculated in the total.
2. **Tuition Revenues**. The tuition and fees are based on 2021-2022 published rates, which has been approved by state legislation and the University System of Maryland Board of Regents. The M.Ed. and affiliated post-baccalaureate programs are designed for practicing teachers. The projections are thus made to include limited full-time students and with more part-time participants.
3. **Grants & External Resources**.
   - The external sources are provided by the Pathways to Professions (P2P) project funded under the Teacher Quality Partnership Program by the United State Department of Education (Award No. U336S160014). Year one includes (1) Program and assessment system development ($30,000), (2) Tk20/Watermark System licensure fees and management ($10,000), (3) Credly Micro-Credential Issuance System ($6500), (4) new P2P Learning Laboratory ($250,000), and (5) new laptops and classroom observation equipment ($25,000). Year two includes (1) Program and assessment system development ($10,000), (2) Tk20/Watermark System licensure fees and management ($10,000), and (3) Credly Issuance System ($6500). Year three includes Tk20/ Watermark System licensure fees and management ($10,000). The new P2P Lab, laptops, and classroom observation equipment will continue to be made available throughout the five-year cycle.
   - The Education Research and Development Committee will be seeking additional external funding in Spring 2022 to further support the implementation of the new proposed program.

TABLE 4: EXPENDITURES						
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Total Faculty Expenses[1] (b + c)	$37,375	$37,375	$56,063	$56,063	$84,500	$271,375
a. # FTE	0.5	0.5	0.75	0.75	1	3.50
b. Total Salary	$32,500	$32,500	$48,750	$48,750	$65,000	$227,500
c. Total Benefits	$4,875.0	$4,875.0	$7,312.5	$7,313	$19,500.0	$43,875
2. Total Administrative [2] Staff Expenses (b + c)	$28,080	$28,080	$33,696	$59,800	$59,800	$209,456
a. # FTE	0.5	0.5	0.6	1	1	3.60
b. Total Salary	$26,000	$26,000	$31,200	$52,000	$52,000	$187,200
c. Total Benefits	$2,080	$2,080	$2,496	$7,800	$7,800.00	$22,256
3. Total Support Staff [3] Expenses (b + c)	$30,240	$30,240	$30,240	$30,240	$30,240	$151,200
a. # FTE	0.5	0.5	0.5	0.5	0.5	2.50
b. Total Salary	$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
c. Total Benefits	$2,240	$2,240	$2,240	$2,240	$2,240	$11,200
4. Equipment [4]	$0	$0	$0	$0	$0	$0
5. Library [5]	$0	$0	$0	$0	$0	$0
6. Renovated Space [6]	$0	$0	$0	$0	$0	$0
7. Other Expenses[7]	$4,000	$4,000	$4,000	$4,000	$4,000	$20,000
TOTAL (Add 1 - 7)	**$99,695**	**$99,695**	**$123,999**	**$150,103**	**$178,540**	**$652,031**

Budget Narrative (Table 4: Items 1-7)

1. **Faculty Expenses**. The costs are calculated based on course offerings and resulting faculty needs across the five-year cycle. Per CSU policy, fridge for part-time staff is calculated for 15% and 30% for full-time faculty.
2. **Administrative Staff Expenses**. The costs are calculated based on course offerings and resulting administrative staff needs across the five-year cycle. Fridge for part-time staff is calculated for 8% and 15% for full-time staff.
3. **Support Instructional Staff Expenses**. The instructional staff are calculated to support the new M.Ed. program/course offerings with gradual increase based on enrollment projections across the five- year cycle. Fridge for part-time staff is calculated for 8% and 15% for full-time staff.
4. **Equipment**. A significant collection of brand-new laptops, classroom observation cameras, peripherals such as printers and scanners, as well as virtual reality learning headsets and software programs have been curated using the P2P grant funding (Award No. U336S160014). No additional costs are thus factored in this budget.
5. **Library**. CSU students, faculty, and staff have full access to the Parlett L. Moore Library as well as resources from across USM institutions through inter-campus loan. P2P Library (Award No. U336S160014) has curated a collection of educational books for student access at no cost. In addition, the M.Ed. program and its courses are designed to maximize the use of open educational resources (OER), which are updated and provided directly through Tk20/Watermark and Blackboard, learning management and assessment systems at CSU. No additional costs are thus factored in this budget.
6. **Renovated Space**. The brand-new P2P Learning Laboratory was inaugurated in AY2021-2022 by Dr. Yi Huang with state-of-the-art audio and virtual technologies, teleconference and classroom observational tools, advanced computers, and cutting-edge virtual reality learning programs to increase access and bridge digital learning opportunity gaps. No additional costs are thus factored in this budget.
7. **Other Expenses**. The funds are allocated to support program recruitment, operations, materials, and program evaluation and reporting to ensure successful implementation.

TABLE 1: MASTER OF EDUCATION IN TEACHER LEADERSHIP AND AFFILIATED STACKABLE CREDENTIALS

Dr. Yi Huang, Department of Teaching and Learning, College of Arts & Sciences, and Education

PROGRAM OF STUDY Foundation and Specialization Courses	M.Ed. Teacher Leadership	PBC 1* Culturally Sustaining Practices	PBC 2* High-Tech & High-Impact Practices	PBC 3* Teacher Leadership in Action	PBC 4* Teacher Leadership***
EDUL 601** Foundation in Culturally Responsive Practices	x	x			x
EDUL 602** Theories and Practices in Social and Emotional Learning	x	x			x
EDUL 603 Teacher Leadership in Student Engagement	x	x			
EDUL 604 Teacher Leadership in Critical Thinking	x	x			
EDUL 605** Theories and Practices in Transformational Technology	x		x		**Select Two**
EDUL 606** Theories and Practices in Competency-Based Learning	x		x		**Electives from the M.Ed.**
EDUL 607 Teacher Leadership in Computational Thinking			x		**Courses**
EDUL 608 Teacher Leadership in Mathematical Problem Solving			x		
EDUL 609** Theories and Practices in Teacher Leadership Core Propositions I	x			x	
EDUL 610** Theories and Practices in Teacher Leadership Core Propositions II	x			x	
EDUL 611 Teacher Leadership Capstone in Action Research I	x			x	
EDUL 612 Teacher Leadership Capstone in Action Research II	x			x	

* Post-Baccalaureate Certificate (PBC):
1. Teacher Leadership in Culturally Sustaining Practices Post-Baccalaureate Certificate
2. Teacher Leadership in High-Tech and High-Impact Practices Post-Baccalaureate Certificate
3. Teacher Leadership in Action Post-Baccalaureate Certificate
4. Teacher Leadership Post-Baccalaureate Certificate (Without Specialization)

** Core Courses for Master of Education in Teacher Leadership (M.Ed.)

*** PBC 4 requires two foundation courses (EDUL 601 and EDUL 602) and two electives from any of the M.Ed. course offerings.

Teacher Education Research and Development Committee: Dr. Yi Huang (Chair/Author), Dr. Glynis Barber, Dr. Daniel Joseph, and Ms. Lindsey Schrott. Department of Teaching & Learning, CASE.

FIGURE 1: IMMERSIVE THEORY-TO-ACTION EXPERIENCES FOR COMPETENCY MASTERY
Master of Education in Teacher Leadership & Affiliated Stackable Credentials Yi Huang, Ph.D.

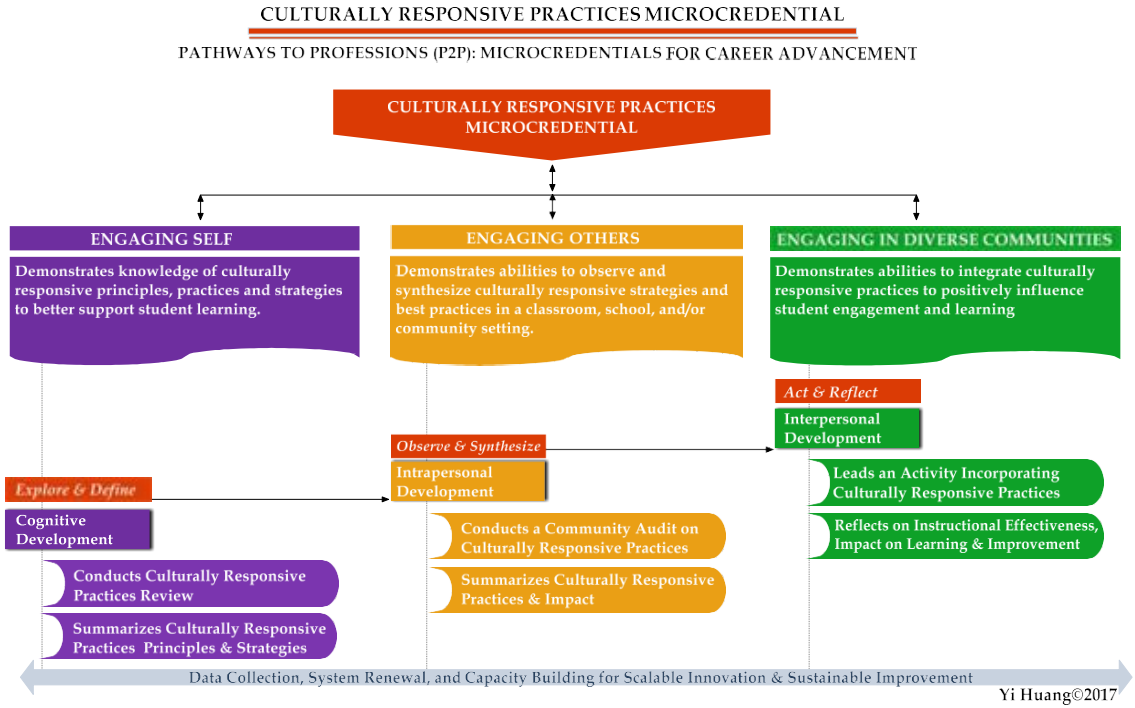
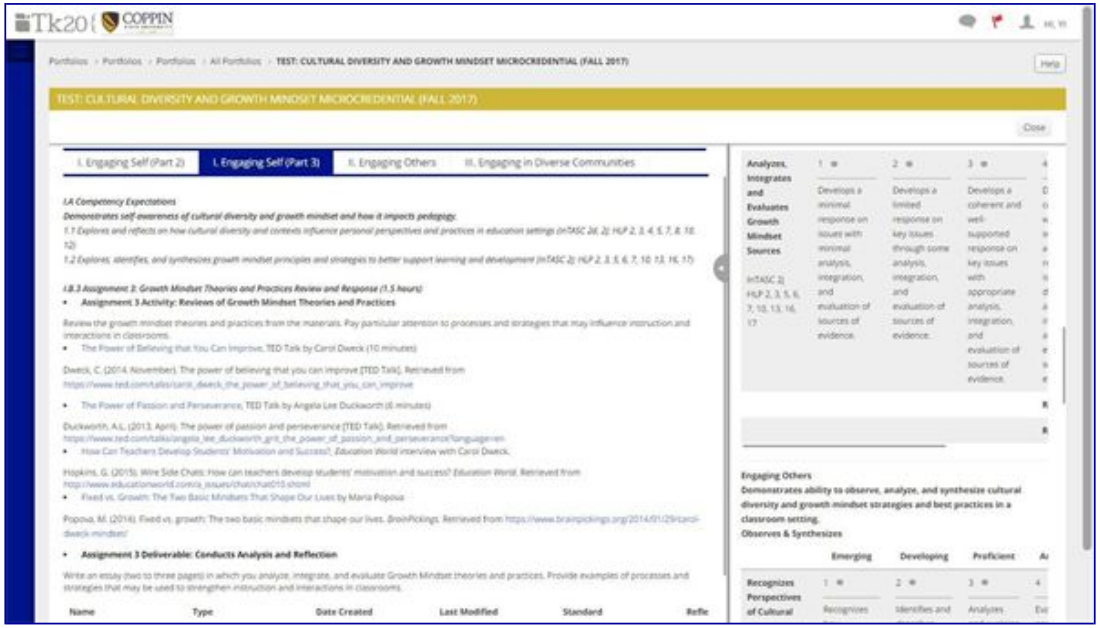


FIGURE 2: CSU/P2P MICROCREDENTIAL SYSTEM DESIGN AND OPERATION VIA TK20/WATERMARK



Yi Huang@2021

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Salisbury University: Bachelor of Science in Health Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: Salisbury University is pleased to submit a proposal for a Bachelor of Science (B.S.) degree in Health Science. The Health Science B.S. is designed to give students interested in the health care field a foundation that will enable them to apply the knowledge, skills, and abilities learned at SU to a variety of health professions. Given the high demand of health care professionals and the promising job market, students will be attracted to this program.

The flexibility of the proposed program will also appeal to students. In addition to the General Education Program (43 credits), the Health Science program will be comprised of five courses in the Health Science core (19 credits) including a capstone internship experience supervised by a health care provider, three courses in the Social Science core (12 credits), courses in Health Science electives (12 credits, chosen from programs within the School of Health Sciences), and free elective courses (34 credits). This flexibility will be instrumental in allowing students to choose specific courses throughout their undergraduate study to match their own goals.

Interest in the health professions is growing, along with the demand for individuals to serve in these critical roles. SU graduates of this program will be well prepared to enter the workforce in a variety of health professions, enter graduate schools that meet their own interest and aligns with the elective courses chosen for the degree, and meet the health care needs of their communities.

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 Salisbury University to offer the Bachelor of Science in Health Science.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Salisbury UNIVERSITY
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FAX 410-548-2587
www.salisbury.edu

March 22, 2022

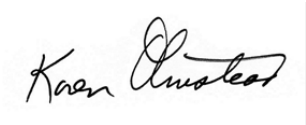
Dr. Jay A. Perman, Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Perman,

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Science in Health Science. The complete proposal for a new instructional program is attached for your review. This program will not require additional financial or library resources.

If you have any questions, please contact me at 410-548-3374.

Sincerely,



Karen L. Olmstead, Ph.D.
Provost and Senior Vice President
for Academic Affairs

Enclosure
Je

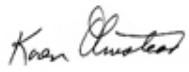
ecc: Dr. Charles A. Wight, President, Salisbury University
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Salisbury University
Institution Submitting Proposal

Health Science
Title of Proposed Program

Bachelor of Science		**Fall 2022**
Award to be Offered		Projected Implementation Date
12.1201		**51.9999**
Proposed HEGIS Code		Proposed CIP Code
School of Health Sciences		**Margarita Treuth, Ph.D.**
Department in which program will be located		Department Contact
410-677-3026		**mstreuth@salisbury.edu**
Contact Phone Number		Contact E-Mail Address
		klolmstead@salisbury.edu
Karen L. Olmstead Salisbury University Provost		Date 3/22/22

Bachelor of Science (B.S.) in Health Science

Mission

The **B.S. in Health Science program** will be delivered by Salisbury University's School of Health Sciences (SHS) in its College of Health and Human Services (CHHS). This new program would complement existing undergraduate degree offerings and prepare students for direct entry into health professions careers and health professions graduate programs. This proposal is consistent with SU's mission, which is to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society." The proposed B.S. in Health Science will allow breadth of study and flexibility for students and will meet a variety of workforce needs.

This new program supports the University's mission and core values. As noted in its mission statement, Salisbury University (SU) "cultivates and sustains a superior learning community where students, faculty, and staff are viewed as teachers, scholars, and learners, and where commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life." SU is known for its "learning community that is student-centered, where students are taught by professional educators in small classroom settings." SU is supportive of "all members of the University community as they work together to achieve institutional goals and vision." SU also "actively contributes to the local Eastern Shore community." Another element is the contribution to 'the educational, economic, cultural, and social needs of our State and nation." In summary, this program will allow the School of Health Sciences to provide new opportunities to diverse college students at SU, and as the need for healthcare professionals continues to grow, provide the workforce with qualified individuals.

Characteristics of the Proposed Program

Adequacy of curriculum design and delivery to related learning outcomes: The **B.S. in Health Science** is a flexible program in which students can enter healthcare upon graduation or have the prerequisite courses for post-graduate study in the health professions. These health-related careers are geared toward meeting the needs of the state of Maryland. In addition, several tracks could be developed in the future which will also help to supply Maryland's workforce. For example, discussions have already begun with environmental health agencies to provide a gateway for students to be employed as environmental health specialists. Other possibilities include medical sales, patient advocacy, and health informatics/ data science tracks. These tracks would involve additional curriculum modifications but would provide additional options for students to meet workforce demands.

The proposed program was developed by the faculty in the Athletic Training, Exercise Science, Public Health, and Respiratory Therapy programs and with the support of Medical Laboratory Science.
The **B.S. in Health Science program** will be housed in the School of Health Sciences under the School Director, Dr. Margarita Treuth. Directors of programs with courses selected for a student's health science curriculum will be consulted, as necessary. These include Dr. Diane Davis, Medical Laboratory Sciences; Ms. Lisa Joyner, Respiratory Therapy; Dr. Scott Mazzetti, Exercise Science; Dr. Laura Marinaro, Athletic Training; and Dr. Brandye Nobiling, Public Health.

The goal of the **B.S. in Health Science** program is to prepare students to enter the field of healthcare with a flexible program that can meet requirements for graduate school or for a variety of health-related careers to meet needs for the state of Maryland. The major can be combined with a planned pre-medical

upper division certificate as well as the Pre-Health Checklists that are available through SU's Health Professions Advisory Program.
Upon graduation from the program, students will be able to:

1. Demonstrate foundational knowledge in the health sciences, including soft and basic clinical skills and the use of scientific reasoning.
2. Explain the socioeconomic, behavioral, biological, environmental, and other factors that impact health and contribute to health disparities.
3. Effectively communicate and work collaboratively with professionals across disciplines.
4. Develop appropriate professional disposition for success in graduate school or entry-level health-related fields through a variety of experiences including a clinical internship.

General Education (GE) requirements will be met in conjunction with the program requirements and will meet COMAR and SU GE requirements. Students are required to take 43-47 credits in the SU curriculum including courses in English Composition and Literature, History, Humanities and Social Sciences, Natural Science, Math or Computer Science, and Health & Fitness. A semester-by-semester sequence will be provided in the course catalog. This program will be offered as an undergraduate degree consisting of 120 credits, with 43 credits of general education, 43 credits in the major (including a health science core, a social science core, and health science electives), and 34 credits of free electives. Most of the program courses at the 200-400 level are 4-credit courses.

Overall Accounting of Credits – See Appendix A for a full course listing

Courses	**# of Credits**
General Education	43
Core – Health Science Major	19
Core – Social Science	12
Core – Health Science Electives	12
Free Electives	34
TOTAL	**120 credits (minimum)**

Health Science Major Core (19 credits)

	Course Name	**Credits**
HLSC 101	Introduction to Health Sciences	4
HLSC 201	Medical Terminology	3
HLSC 255	Nutrition for the Health Sciences	4
HLSC 475	Clinical Internship in Health Science	4
HLTH 340	Unequal Burdens in Health	4
	Total	**19**

Social Science Core (12 credits)

	Course Name	**Credits**
PSYC 101	General Psychology	4
One of these below:		
SOCI 101	Introduction to Sociology	4
SOCI 201	Social Problems	4
One of these below:		
NURS 325/PHIL 315	Life and Death Issues in Health Care: The Ethical Perspective	4
PHIL 203	Ethics	4
	Total	**12**

Health Science Electives (12 credits)

Students can choose from a variety of courses offered in the School of Health Sciences programs to satisfy these 12 credits. These can be chosen from the following:

Course Number	Course Name	Credits
12 credits from the courses below:		
ATTR 210	Foundations of Athletic Training	4
ATTR 401	Therapeutic Modalities	4
ATTR 402	Orthopedic Assessment	4
ATTR 403	Foundations of Therapeutic Exercise	4
EXSC 213	Injury Prevention and Emergency Management	4
EXSC 317	Nutrition, Health, and Human Performance	4
EXSC 325	Obesity Prevention and Treatment	4
EXSC 333	Kinesiology	4
EXSC 344	Exercise Physiology	4
HLSC 102	First Aid and Emergency Care	1
HLSC 301	Human Pathophysiology for Healthcare Majors	4
HLSC 499	Special Topics in Health Sciences	1-4
HLTH 110	Foundations of Public Health Education	4
HLTH 225	Health Behavior	4
HLTH 230	Chronic and Communicable Disease	4
HLTH 312	Drugs and Public Health	4
HLTH 330	Principles of Epidemiology	4
HLTH 450	U.S. Health Care and Public Health	4
MDTC 201	Medical Physiology	4
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 301	Hematology I	4
RESP 210	Foundation Studies in Respiratory Therapy	3
RESP 303	Cardiopulmonary Physiology	3
RESP 322	Pharmacology	3

Adequacy of provisions for evaluation of program: SU strives to build and maintain a solid assessment process of student learning at the course, program, and institutional levels. SU's University Analysis, Reporting and Assessment (UARA) provides official student data and facilitates the collection and presentation of data for Academic Program Reports (APR) on a seven-year cycle. These APRs formalize the assessment of student learning outcomes to drive programmatic decision-making. Within the Health Science program, faculty can connect learning outcomes and objectives to specific required courses. Thus, course-level outcomes and performance can be used to assess student achievement.

At the end of each academic year, the program will assess the extent to which learning outcomes are achieved by each student in the program. Modifications to classes or other adjustments may be made in response to areas where learning outcomes are not consistently achieved.

Consistency with the State's minority student achievement goals: Any student meeting the SU admissions requirements can choose to pursue the B.S. in Health Science. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals (this is an aim consistent with the State's minority student achievement goals).

More specifically, Strategy 7 of the Maryland State Plan for Postsecondary Education (2017-2021) calls on universities to enhance career advising and planning services and integrate them explicitly into

academic advising and planning. The program will reach out to undeclared undergraduate students at SU to inform them of the wide array of career opportunities available with the Health Science major. Strategy 8 of the State plan calls on universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness." The program requires that students complete an internship in a health care setting and this internship could be completed through collaboration with local and state health care sectors.

Relationship to low productivity programs identified by the Commission: The proposed Health Science program is not related to a low productivity program at SU.

Critical and compelling regional or Statewide need as identified in the State Plan: The 2017-2021 Maryland State Plan for Postsecondary Education's Strategy 7 contains a sub-goal of increasing "internship opportunities to improve career planning." Students in the **B.S. in Health Science** program will complete a four-credit Clinical Internship in Health Science supervised by a health care professional during their senior year. Providing students with these practical internship experiences enhances transition to practice and supports preparation for graduate school. In addition, area agencies have specifically requested bachelor's prepared students in health science who are not necessarily credentialed health care professionals.

As of the writing of this proposal, the job search engine Indeed produced over 96,000 jobs related to entry-level positions when using the search term 'health science degree, entry-level' in the United States. By offering a Health Science undergraduate degree**,** SU will expand the educational opportunities and choices for students at institutions of higher education. Goal 3 of SU's Strategic Plan is to "support access, affordability and academic excellence," and specifically to "increase affordability to support the continued enrollment of a diverse student body." With these goals in mind, this flexible health care degree will attract diverse students. Many of the health professions now require advanced degrees which is not always front of mind for educationally disadvantaged or first-generation college students. This degree program gives students with an interest in health care careers a path to related employment without the requirements of graduate school as well as a clear path of courses and experiences needed for professional programs.

A greater diversity in the workforce is seen as a critical strategy to improve patient care, satisfaction, and experiences of those patients from diverse backgrounds and underserved populations. This degree can play an important role in shaping the future workforce to seek employment in underserved areas and to promote equity and inclusion in practice.

Salisbury University is one of two universities located on Maryland's Eastern Shore. The other, the University of Maryland Eastern Shore (UMES), is an HBCU and land-grant institution. UMES offers undergraduate programs in Kinesiology and Sports Management, but it does not offer a **B.S. in Health Science**. UMES offers graduate programs in Physical Therapy, Pharmacy, and Physician Assistant studies. Graduates from SU's Health Science program will be well-prepared for entry to these programs.

The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt emphasizes three areas: *Access*, *Success*, and *Innovation*. The 2021-2025 Maryland State Plan will also include these three goals. The goal for *Success* is, "to promote and implement practices and policies that will ensure student success." As it relates to Strategy 6 "Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements," this new program is flexible and will allow transfer students and A.A.-holding students greater flexibility to fulfill the curricular requirements. Under Strategy 7 "Enhance career advising and planning

services and integrate them explicitly into academic advising and planning," the action item that pertains to this program is to 'increase internship opportunities to improve career planning.'

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State: The U.S. Bureau of Labor Statistics (BLS) projects a 16% job growth from 2020 to 2030 for employment in healthcare occupations in the US, which is much faster than the average of all other occupations. This projection translates into an additional 2.6 million new jobs. For Maryland's Lower Shore, the long-term 2018-2028 projection is a growth rate ranging from 7-34% for 'health' occupations (Maryland Department of Labor) https://www.dllr.state.md.us/lmi/iandoproj/.

The U.S. BLS includes many occupations under 'health' and expects the job outlook to be strong as it is predicted to grow. Specifically, the employment change from 2020-2030 is projected to be a total of 2.6 million jobs. The MD Department of Labor provides data for the Maryland Occupational Projections – 2018-2028 (https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml). The projected increases for students who would enter certain graduate programs is notable, with increases for athletic trainers (23.46%), nutritionists (21.11%), and therapists (25.56%). The CIP (Classification of Program) taxonomy of 51.000 (Health Services/Allied Health/Health Sciences, General) was used to gather this data.

It is anticipated that this proposed **Health Science B.S.** would enroll ~8 students initially. Enrollment in the program is expected to increase gradually, adding 12, 15, 17, and 17 students per year, to eventually reach a target of ~52 students by year five. This is assuming an 80% first-year retention rate with the students graduating in four years. Similar programs at other institutions for which data was publicly available have a range of enrollments from 50 students at similarly sized or smaller institutions to over 1500 at large universities (e.g., Cal State-Fullerton).

Reasonableness of program duplication: There are a few Health Science programs in Maryland, however, the proposed program differs from the others in that it 1) is a stand-alone degree with several specific health science courses, 2) is highly flexible as it has many free electives, 3) includes an internship supervised by a healthcare provider, and 5) is not located in the same geographical area as any other programs. The following table illustrates the similarities and differences between the proposed program and others offered by Maryland institutions.

Salisbury University	***Coppin State University***	***Frostburg University***	***McDaniel College***	***Mount St. Mary's***	***Washington Adventist University***
B.S. degree	Same	Same	B.A. degree	Same	Same
Located on Eastern Shore	No	No	No	No	No
Public Institution	Yes	Yes	No Liberal Arts	No Liberal Arts Catholic	No Liberal Arts Christian
College of Health and Human Services, School of	College of Health Professions, School of Allied Health	College of Liberal Arts and Sciences	Department of Kinesiology	School of Natural Sciences and Mathematics	School of Health Professions, Science, and Wellness

Health Sciences					
Health Science core: 19 credits, including 4-credit internship	19 credits, no required internship	4-credit Health Science course, no required internship	68 credits, for the 7 tracks composed of Health Science (40), track requirements (20), and writing requirements (8)	51-53 credits	22 credits, including 9-credit internship
Social Science core: 12 credits	none	6 credits	none	none	none
Health Science electives: 12 credits	none	34 credits with 32 credits Health and Natural Science electives	none	15-17 credits in 3 Tracks (pre-nursing, pre-PT, pre-OT)	Natural Science, physical education, nutrition courses
Free Electives: 34 credits	61 credits	none	none	18-20 credits	6 credits religion electives

The **B.S. in Health Science** is a flexible program in which students can enter healthcare upon graduation or have the prerequisite courses for graduate school in the health professions. These health-related careers are geared towards meeting the Maryland's workforce needs. In addition, several tracks could be developed which will also help to supply the workforce demands in Maryland. As noted above, we may develop tracks in any areas like environmental health, medical sales, patient advocacy, or health informatics/data science. These tracks would involve additional curriculum modifications but would provide additional options for students to meet workforce demands.

Relevance to Historically Black Institutions (HBIs)*:* Implementation of this program at SU on the Eastern Shore of Maryland will not impact Maryland HBI's that have a Health Science degree, specifically Coppin State University. Due to its location, Coppin State pulls students from a different geographical region. Another HBI, UMES, is also located on the Eastern Shore of Maryland but they do not offer a Health Science degree program. At UMES, the Department of Kinesiology presently offers degrees in Exercise Science and Sport Management. Thus, this proposed program does not duplicate a program there.

Because of the flexibility of the coursework in this Health Science degree, this program could serve as a gateway to several graduate programs in the School of Pharmacy and Health Professions at UMES. This could include the Doctor of Pharmacy, Doctor of Physical Therapy, and the master's degree Physician Assistant. For example, from 2017 to 2021, 20 SU graduates have pursued the Pharm.D. at UMES, averaging 3-5 per year. SU has also been successful in sending 34 graduates into the D.P.T. program at UMES, ranging from 3-12 students per year over the past five years

If proposing a distance education program, please provide evidence of the Principles of Good Practice: The **B.S. in Health Science** will not be offered via distance education at this time since the laboratory and practicum experiences are designed to be in person. Some courses may be developed as online or hybrid, as appropriate to the course material.

Resources and Finance

Adequacy of faculty resources: For the proposed program, General Education requirements will be taught by existing faculty. The Health Science courses will be taught by SU's faculty from the School of Health Sciences. Collectively, these faculty have decades of experience teaching undergraduates.

	Faculty Name	**Terminal Degree**	**Academic Rank**	**Full- or Part-Time**	**Courses overseen**
Athletic Training	Laura Marinaro	Ph.D., Health & Human Performance	Assistant Professor and Program Director Athletic Training	FT	All ATTR courses; HLSC 101, HLSC 255
Exercise Science	Scott Mazzetti	Ph.D., Human Bioenergetics	Professor and Program Director Exercise Science	FT	All EXSC courses; HLSC 475
Medical Laboratory Science	Diane Davis	Ph.D., Clinical Laboratory Science	Professor and Program Director Medical Laboratory Science	FT	All MLSC courses; HLSC 201, HLSC 301
Public Health	Brandye Nobiling	Ph.D., Health Education	Associate Professor and Program Director Public Health	FT	All HLTH courses
Respiratory Therapy	Lisa Joyner	M.Ed., Post-Secondary Education	Clinical Assistant Professor and RT Program Director	FT	All RESP courses

Adequacy of library resources: The Patricia A. Guerrieri Academic Commons (GAC) functions as an integral component of the University's academic program through an organized structure which embraces Public and Technical Services. As a member of USMAI (University System of Maryland and Affiliated Institutions) consortium, the library is affiliated with the USMAI's thirteen campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources.

SU Libraries have existing resources to comprehensively support the new Health Science B.S. In relation to journal and newspaper articles, SU has several relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTO; ProQuest Newspapers; Science Direct; and Web of Science. Regarding monographic titles, SU has a significant number of titles that would support this major and is frequently adding more. SU's ability to share resources with the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they requested it.

In sum, no new library resources are directly required to support the Health Science major. Existing resources that relate to health science will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching these courses with the School's library liaison regarding relevant resources is strongly recommended, with particular emphasis placed on areas of curricular focus along with information regarding newly released titles

Adequacy of physical facilities, infrastructure, and instructional equipment: SU's School of Health Sciences is physically located in the Maggs Physical Activities Center and Devilbiss Hall. The five programs have numerous classrooms which are used primarily for courses within the majors and minors, although other departments do have access to schedule courses in the rooms as well. This will provide adequate space for classroom instruction and laboratory activities. On campus, the Guerrieri Academic Commons (GAC) houses Information Technology (IT) and several student support services. In the GAC, there are academic work areas which provides computing resources for instructional purposes and research. The GAC is open each day of the week. Students are given unique account ID's and can access library and computing resources when needed.

Adequacy of financial resources with documentation

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[2] (c+g below)	$81,504	$187,052	$317,988	$475,710	$573,447
a. #F.T Students	8	18	30	44	52
b. Annual Tuition/Fee Rate	$10,188	$10,392	$10,600	$10,812	$11,028
c. Annual Full Time Revenue (a x b)	$81,504	$187,052	$317,988	$475,710	$573,447
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	$297	$303	$309	$315	$321
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$81,504	$187,052	$317,988	$475,710	$573,477

Assumptions:

1. No reallocation of funds
2. Projected number of new total students in Health Science
3. In-state tuition rate, 2021-2022
4. 2% annual increase in tuition and fees.
5. No. of full-time students: modest, but steady increase, accounting for 80% first-year retention
6. Full-time is considered 12 credits each semester, 24 credits/year

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$63,315	$96,390	$228,992	$334,568	$340,880
a. # FTE	.67	1	2.33	3.34	3.34
b. Total Salary	$46,900	$24,990	$59,368	$86,740	$88,376
c. Total Benefits	$16,415	$24,990	$59,368	$86,740	$88,376
2. Total Administrative 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
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	$15,000	$20,000	$25,000	$30,000	$35,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	$3,000	$6,000	$22,500	$22,500	$22,500
TOTAL (Add 1 - 7)	$81,315	$122,390	$276,492	$387,068	$398,380

Appendix A: Course Descriptions

MAJOR CORE COURSES

HLSC 101 Introduction to Health Science (4 credits): Those interested in health care careers explore the basic concepts related to the field. Through a broad approach, gain an awareness of career possibilities in health care and identify individual skills and interests. Gain introduction to the soft and basic clinical skills necessary to be successful in professional practice. Three hours lecture, two hours lab per week.

HLSC 201 Medical Terminology (3 credits): Overview of medical terminology by body system. Principles of decoding words by word elements (prefix, suffix, word root) and standard combining rules. Three hours per week.

HLSC 255 Nutrition for the Health Sciences (4 credits): Those interested in health care careers gain an overview of the science of nutrition and its impact on health and disease throughout the lifespan. Three hours per week.

HLSC 475 Clinical Internship in Health Science (4 credits): Those pursuing careers in the health sciences develop the professional disposition and skills necessary to be successful in their respective graduate programs and/or career fields. Through experiential learning, transfer knowledge obtained through core and elective coursework to a health care setting. Prerequisites: 75 credit hours + grades of "C" or better in HLSC 101, HLSC 201, HLSC 255, and HLTH 340; or program approval.

HLTH 340 Unequal Burdens in Health (4 credits): Racial and ethnic minorities in the United States bear an unequal burden of health problems. To understand these issues, one must increase our understanding of the multiple pathways in which race and ethnicity impact disparate health outcomes. Discussions and exercises in the course will focus on specific groups and how the patterns, causes and consequences of white privilege have persisted in American society over time and challenge students to begin to think about ways to address these health disparities.

SOCIAL SCIENCE CORE (8 credits)

PSYC 101 General Psychology (4 credits): Survey of general principles underlying human behavior including study of the nervous system, perception, learning, emotion, and personality. Experimental findings are applied to practical situations. Three hours per week with enhancement.

PHIL 203 Ethics (4 credits): Helps students develop a personal framework for ethical action. Emphasis on identification of ethical theories; applications to contemporary problems utilized as exercises to strengthen each student's own ethical position. Three hours per week with enhancement.

PHIL 315 Life and Death Issues in Health Care: The Ethical Perspective/NURS 325 Life and Death Issues in Health Care: The Ethical Perspective (4 credits): Identification, analysis, and evaluation of contemporary problems resulting from the new breakthroughs in biomedicine. Topics include physician-patient relationships, euthanasia, experimentation, social control, genetic engineering, and the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Three hours per week with enhancement. May Not Receive Credit for Both.

HEALTH SCIENCE ELECTIVES CORE (12 credits)

ATTR 210 Foundations of Athletic Training (4 credits): Review of the history and governance of the athletic training profession. Addresses the body of knowledge and primary responsibilities of the athletic trainer. Basic skills in risk management and injury prevention are emphasized. An overview of the clinical

requirements for the athletic training major is provided. Three hours lecture/laboratory, three hours practicum per week. May Not Receive Credit for Both ATTR 185 and ATTR 210

401 Therapeutic Modalities (4 credits): Designed to introduce the theory and application of therapeutic modalities and physical agents commonly utilized in sports medicine. Focus of the material presented includes the selection, indications, contraindications, and appropriate parameter selection. Three hours lecture, two hours laboratory per week. Prerequisites BIOL 215 and either EXSC 333 or ATTR 333, both with C or better. May Not Receive Credit for Both ATTR 280 and ATTR 401.

ATTR 402 Orthopedic Assessment (4 credits): Designed to present the techniques used in evaluating orthopedic injuries. An in-depth analysis of injury mechanics, and the theory and application of orthopedic and neurological evaluations are included. Through lecture and laboratory opportunities, students develop a systematic approach to the evaluation process and develop accurate impressions of orthopedic injuries. Three hours lecture, two hours laboratory per week. Prerequisites BIOL 215 and either EXSC 333 or ATTR 333, both with C or better. May Not Receive Credit for Both ATTR 381 and ATTR 402.

ATTR 403 Foundations of Therapeutic Exercise (4 credits): Designed to provide the student with theories and concepts vital in conditioning, reconditioning, and injury rehabilitation. Gain an understanding of trauma and the healing process and how these affect decisions made in the initiation and progression of a rehabilitation program. Three hours lecture, two hours laboratory per week. Prerequisites BIOL 215 and either EXSC 333 or ATTR 333, both with C or better. May Not Receive Credit for Both ATTR 382 and ATTR 403.

EXSC 213 Injury Prevention and Emergency Management (4 credits): Basic first aid and emergency concepts (CPR), as well as prevention, recognition, treatment and management of injuries and physical disabilities that affect exercise. Initial and follow-up care are studied, along with the influence of training and program design on adaptations associated with diseases, functional disabilities and injuries that affect strengthening techniques. Four hours per week. Cross-listed with May Not Receive Credit for Both PHEC 213 and EXSC 213.

EXSC 317 Nutrition, Health, and Human Performance (4 credits): Examines human metabolism in relation to health and human performance. Analysis of nutrient pathways from ingestion, digestion, absorption, and utilization provides the foundation for an understanding of nutrition, weight control, eating disorders and thermoregulatory processes. Four hours per week. Prerequisites C or better in both BIOL 215 and BIOL 216. Major Prerequisites PHED C or better in BIOL 205. May Not Receive Credit for Both May not receive credit for more than one of the following: EXSC 317, HTLTH 217, HLTH 317.

EXSC 325 Obesity Prevention and Treatment (4 credits): Explores topics related to the treatment and prevention of obesity. Topics include dietary and exercise considerations, behavioral strategies and modification techniques, and pharmacotherapy and surgical approaches for the prevention and treatment of obesity. Explore the theories of obesity, the clinical evaluation of an obese client, and the prevention and treatment approaches shown to be effective in obesity intervention programs. Three hours per week plus enhancement.

EXSC 333 Kinesiology (4 credits): Examination of the structure and function of the human body and the mechanical principles affecting its movement. Review of the musculoskeletal system followed by an in-depth study of how human movement occurs. Presentation of nomenclature of the body planes, axes, and movement. Five hours per week. Prerequisites C or better in BIOL 215. Major Prerequisites PHED C or better in BIOL 205. May Not Receive Credit for Both EXSC 333 and PHEC 433.

EXSC 344 Exercise Physiology (4 credits): In-depth study of changes that occur due to acute and chronic exercise. Emphasis on circulatory, nervous, and muscular systems. Five hours per week. Prerequisites C or better in both BIOL 215 and BIOL 216. Major Prerequisites PHED C or better in BIOL 205. May Not Receive Credit for Both EXSC 344 and EXSC 332.

HLSC 102 First Aid and Emergency Care (1 credit): Introduction to basic information and skills required to administer care in emergency situations. Students may earn a nationally recognized certification in emergency cardiovascular care (CPR/AED) and first aid. Equivalent to 15 hours. May Not Receive Credit for Both HLTH 102 and FTWL 102.

HLSC 301 Human Pathophysiology for Healthcare (4 credits): Overview of human disease by cause, clinical manifestations, and diagnostic criteria. Topics chosen to benefit health care majors. Three hours lecture, three hours lab per week. Prerequisites C or better in BIOL 215, BIOL 216.

HLTH 110 Foundations of Public Health Education (4 credits): Introduces fundamental concepts and skills that form the basis of public health and health education. Historical and contemporary philosophies, principles of the profession, and competencies related to school and community settings are discussed, as well as current health issues. In addition to content knowledge, develop skills in needs assessment and objective writing for health programming. Three hours per week with enhancement.

HLTH 225 Health Behavior (4 credits): Examination of health behavior theories and models of behavior change. Reviews the major theories of health behavior and strategies used to implement health interventions for individuals and organizations. Three hours per week with enhancement. Prerequisites Completion of at least 30 credit hours.

HLTH 230 Chronic and Communicable Diseases (4 credits): Overview of chronic and communicable diseases. Examination of the processes used in modern society to assist in identification, prevention, and control of disease. Emphasis placed on information and concepts required as foundation knowledge for school health educators. Three hours per week with enhancement. Major Prerequisites Admission to Professional Program. Non-Major Prerequisites Minor/HLTH 110 with C or better or permission of instructor.

HLTH 312 Drugs and Public Health (4 credits): Examines drug policies and laws, as well as contemporary advocacy efforts impacting drug use, misuse, and prevention from a public health perspective. Motivational factors that influence the use of licit and illicit drugs are explored and the psychological, socio-cultural, and pharmacological/ biochemical risk factors for abuse or dependence are identified. Systems providing effective drug education and prevention are also evaluated. Three hours per week with enhancement. Major Prerequisites Admission to Professional Program. Non-Major Prerequisites (Also Prerequisite for Health Minor) HLTH 110 with C or better or permission of instructor. May Not Receive Credit for Both HLTH 240 and HLTH 312.

HLTH 330 Principles of Epidemiology (4 credits): Covers historical foundations of epidemiology; distributions and causes of disease by time, place, and person; epidemiological study designs; and special issues in infectious and non-infectious disease epidemiology. Learn epidemiology's role in public health practice by identifying and tracking disease patterns to assist in disease prevention programming. Three hours per week with enhancement. Major Prerequisites Admission to Professional Program. Non-Major Prerequisites Minor/MATH 155 and HLTH 230 with C or better.

HLTH 450 U.S. Health Care and Public Health (4 credits): Explores the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries. Learn basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government. Three hours per week with enhancement. Major Prerequisites Admission to Professional Program. Non-Major Prerequisites Minor/ENGL 103 and HLTH 110 with C or better.

MDTC 201 Medical Physiology (4 credits): Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory, and endocrine systems. Emphasis on normal function and medical relevance. Three hours lecture, two hours laboratory per week.

Prerequisites BIOL 101 or BIOL 210 or permission of instructor. May Not Receive Credit for Both Students may not earn credit for BIOL 214 and MDTC 201. This course will not count for credit in the biology major.

MDTC 300 Principles of Medical Laboratory Science (4 credits): Introduction to medical laboratory science, including laboratory equipment, microscopy, spectrophotometry, safety, ethics, diagnostic and prognostic use of testing, specimen collection and handling, statistics, quality assurance, quality control and methods comparison, lab math, lab computerization, professional communication methods, and methods in research design/practice with emphasis on evaluation of published laboratory science research. Three hours lecture, three hours laboratory per week. Prerequisites Admission to the major or permission of instructor.

MDTC 301 Hematology I (4 credits): Hematopoiesis, red blood cell production and destruction, non-neoplastic leukocyte disorders, blood cell metabolism and hemoglobin synthesis. Laboratory focuses on normal/abnormal patient differentiation using CBC, microscopic analysis, and clinical correlations. Three hours lecture, three hours laboratory per week. Prerequisites MDTC 300 and MDTC 331 or permission of instructor.

RESP 210 Foundation Studies in Respiratory Therapy (3 credits): Introduction to respiratory therapy with emphasis on the physiologic basis of respiratory care. Covers basic principles, procedures and practices utilized in the profession. Three hours per week.

RESP 303 Cardiopulmonary Physiology (3 credits): Study of cardiopulmonary physiology with emphasis on fluid and electrolyte balance, carbon dioxide and oxygen transport, acid-base regulation, and the clinical significance of each. Three hours per week. Prerequisites Permission of program director.

RESP 322 Pharmacology (3 credits): Investigation of pharmaceutical preparations employed in current medical practice with emphasis on those relevant to the respiratory care practitioner. Three hours per week. Prerequisites RESP 301, RESP 302, RESP 303 with C or better, or permission of instructor.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Towson University: Bachelor of Science in Fitness and Wellness Leadership

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The Department of Kinesiology in the College of Health Professions at Towson University (TU) offers three undergraduate degrees (Exercise Science, Physical Education/Teacher Education, and Sport Management) and one graduate degree (Master of Science in Athletic Training). The department proposes a new undergraduate major, Fitness and Wellness Leadership, which will provide students with didactic and experiential learning opportunities focused on career preparation in various sport and fitness-based disciplines e.g., athletic administration, coaching, recreation, fitness instruction, human performance, and public health.

The program will prepare graduates for myriad professional fields, and was developed based on significant departmental need, and supports student matriculation via opportunities to change majors without significant delay in graduation. The major requires coursework that better aligns with existing undergraduate programs, thereby creating pathways for student matriculation in this career field. Further, there is external demand for the proposed Fitness and Wellness Leadership program which would meet regional and State needs for a fitness, health, and wellness workforce.

The proposed major also adheres to TU's core values, as well as the university strategic plan. It also addresses several aspects of the 2017-2021 Maryland State Plan for Postsecondary Education. Funding and resources for this program will be anchored to the existing majors in the department and the program will draw on expertise of the current department faculty, as well as the state of-the-art instructional and lab facilities, equipment, and activity spaces currently available to the department.

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 Towson University to offer the Bachelor of Science in Fitness and Wellness Leadership.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

TOWSON UNIVERSITY

Kim E. Schatzel, Ph.D.
President

Office of the President

8000 York Road
Towson, MD 21252-0001

March 21, 2022

TOWSON.EDU

Jay Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

Towson University seeks your review and approval of a Bachelor of Science in Fitness and Wellness Leadership under Code of Maryland Regulations (COMAR) BB.02.03.06.

This program will provide students with both didactic and experiential learning opportunities focused on career preparation in a variety of sport and fitness-based disciplines, such as athletic administration, coaching, human performance, and public health. It also creates pathways for student matriculation and helps to meet the demands and needs of the Region and State. The program adheres to the core values espoused by TU and the goals outlined in the TU strategic plan, and it addresses several aspects of the 2017-2021 Maryland State Plan for Postsecondary Education.

Please contact Dr. Clare Muhoro if you have any questions or require additional information (410-704-2360, cmuhoro@towson.edu).

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. Lisa Plowfield, Dean College of Health Professions
Dr. Tab Uhrich, Associate Dean College of Health Professions

410.704.2356 410.704.3488
presidentsoffice@towson.edu
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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University
Institution Submitting Proposal

Fitness and Wellness Leadership
Title of Proposed Program

Bachelor of Science	**Fall 2022**
Award to be Offered	Projected Implementation Date
1201.00	**31.0301**
Proposed HEGIS Code	Proposed CIP Code
Kinesiology	**Dr. Jaime Deluca**
Department in which program will be located	Department Contact
410-704-2748	**jdeluca@towson.edu**
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	Date

A. Centrality to institutional mission statement and planning priorities

Description of the Program
The Fitness and Wellness Leadership (FWL) program will offer students the knowledge, skills, and abilities essential for fitness and wellness professionals. The FWL program will provide both didactic and experiential learning opportunities focused on preparing students for careers in a variety of sport and fitness-based disciplines, such as athletic administration, coaching, recreation, fitness instruction, human performance, and public health. Accordingly, the curriculum will allow program graduates to serve the workforce in myriad professional fields.

The FWL curriculum is designed to accommodate a four-year degree-seeking student; the curriculum, however will be conducive to transfer and non-traditional student needs as well. Specifically, some students in the Exercise Science, Sport Management, and/or Physical Education Teacher Education programs are seeking education and career opportunities not well-aligned with their current major. These students do not have an alternative pathway given the credits they have earned and the courses they have already taken. The FWL program will support student matriculation at TU as it will offer students an opportunity to change majors without a significant delay in their graduation timeline.

The FWL program, to be housed in the Department of Kinesiology (KNES), is comprised of 48 credit hours of KNES coursework, which includes a required three-credit hour internship experience, and 17 credit hours of additional required coursework outside of the department. Table 1 offers the proposed 65 credit-hour FWL Program of Study.

Table 1. FWL Program of Study

Course #	Course Title (Credit Hours)
KNES 217	Functional Anatomy (3)
KNES 220	Sport Across the Lifespan (3)
KNES 235	Foundations of Fitness and Wellness (3) *TU Core 11
KNES 301	Introduction to Recreation and Leisure (3)
KNES 312	Fundamentals of Exercise Physiology and Biomechanics (3)
KNES 315	Care and Prevention of Athletic Injuries (3)
KNES 320	Health, Culture, and the City (3) *TU Core 10
KNES 331	Foundations of Coaching (3)
KNES 337	Advanced Coaching: Developing Performance in Athletes and Teams (3)
KNES 351	Philosophy: The Sport Experience (3) *TU Core 9
KNES 355	Psychology of Sport (3)
KNES 363	Nutrition for Exercise and Sport (3)
KNES 372	Organization and Administration of Sport Programs (3)
KNES 418	Sport Facility Management and Operations (3)
KNES 449	Leadership for Sport Professionals (3)
KNES 451	Internship in Fitness and Wellness Leadership (3)
PSYC 101	Introduction to Psychology (3)
HLTH 101	Wellness for a Diverse Society (3)

HLTH 103	EMC, First Aid, and Safety (3)
BIOL 191/L	Introductory Biology for Health Professions (4)
BIOL 220	Essentials of Human Anatomy and Physiology (4)

Proposed Program Support of Towson University Goals

The FWL program adheres to the core values espoused by TU, as well as the goals outlined in the TU strategic plan. TU prides itself on consistency with its core values: 1) Dedication to student intellectual and personal growth; 2) Commitment to creating and disseminating knowledge of the highest caliber; 3) Passion for continuous learning; 4) Devotion to civic responsibility and community service; 5) Commitment to diversity and inclusion; and 6) Integrity and ethical action as leaders for the public good. The FWL program embeds each of these ideals throughout the curriculum.

In addition, the FWL program is aligned with the six goals of the TU strategic plan:

- Educate
  The FWL curriculum is student-centered, emphasizing experiential learning through hands-on activities and an internship. The program is designed to educate future fitness and wellness professionals to have successful careers in industry. Experienced and knowledgeable faculty will provide exceptional education in requisite subject areas to ensure students are well prepared for their future as well as to make a difference in the communities within which they work.
- Innovate
  Faculty teaching in the FWL program maintain strong scholarship agendas and will seek to promote student involvement in their research activities through undergraduate research, independent study and internship opportunities. In addition, the KNES department maintains substantial research space across three different TU facilities in order to facilitate faculty research and student learning.
- Engage
  This program will facilitate student engagement through a variety of opportunities to promote leadership, entrepreneurship, civic service, and experiential learning. Specifically, the FWL major is predicated on the entrepreneurial spirit of many interested students who want to achieve fulfilling careers in coaching, personal training and wellness, and fitness instruction, for which they will need to be innovative, engaged leaders.
- Include
  This goal, in combination with TU's inaugural diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*, is a significant consideration of the FWL program. TU strives to “become an institution of inclusive excellence,” and the FWL program is closely aligned with this goal. This program is an unscreened major and open to all TU students. The curriculum offers the opportunity to develop professional competencies through major-specific courses as well as to complete university core requirements. In addition, students will still have a number of credit hours available to use towards a minor or

to take additional elective courses in another area of interest. The FWL program curriculum was designed with principles of diversity, equity, and inclusion (DEI) in mind. Specifically, many of the courses have learning outcomes related to acquisition of diversity-based topics as this major will be matriculating students who will be working with diverse populations and engaging in communication with a variety of constituents on a daily basis by nature of the fields it serves (e.g., coaching, fitness, athletic administration, recreation, community-based wellness, etc.).

- Support
  The FWL program was created with a focus on supporting the Maryland workforce and matriculating students prepared for careers in a variety of sport and fitness-based disciplines. Students will be supported through exceptional academic preparation and experiential learning and will be able to take advantage of the wide range of support services that TU offers all undergraduates in order to facilitate student success.
- Sustain
  Advancing sustainability, particularly in relation to financial and human resources, has also been a key principle behind the development of the FWL program. Specifically, the majority of faculty who will teach in this program are already employed by TU as program faculty in other KNES programs. The courses included in this new major draw on the expertise of the majority of department faculty, and thus this program will begin as a well-integrated part of the department. For example, office and lab space, administrative staff, and other support crucial to department operations are already be in place. The proposed program will rely on resources already available.

Proposed Program: Adequate Funding for First Five Years

Funding and resources for the FWL program will be provided by a combination of reallocated department funds as well as some new funding outlined in Sections L and Q. Specific resources to be reallocated in the KNES department are as follows:

- Physical Resources/ Facilities

KNES faculty and department administrative offices, research lab space, and computer lab space is located in Burdick Hall. Research lab space is also maintained at the TU Institute for Well-being and the Towson Center, with the latter space also housing classroom and active learning lab space as well. All spaces contain state-of-the-art equipment (e.g., fitness equipment; assessment and diagnostic tools) enabling acquisition of curricular knowledge and skills, experiential learning, and faculty-mentored student independent study work. No renovation to current classroom space, labs, or facilities is needed.

- Student Support Services

TU offers a wealth of student support services. The Division of Student Affairs at TU is designed to provide comprehensive resources to support students' academic achievement. These include, but are not limited to, services through the Writing Center, Career Center, Counseling

Center, Accessibility and Disability Services, Health Center, Office of Student Conduct and Civility Education, and Veterans Center.

- Faculty, Staff, and Administrative personnel

Many faculty currently supporting departmental teaching needs and all staff managing administrative responsibilities will support this new program as well. Three new full-time faculty will be required to meet the teaching, research, and experiential learning needs of the FWL program as enrollments increase. In addition, program coordinator and internship coordinator faculty roles will be required to oversee the major, students, and the internship requirement. Refer to sections L and Q for more detail on budgetary needs.

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

Regional & State Demand and Need

The proposed *Fitness and Wellness Leadership* major will be important to meeting the demands and needs of the region and State in regards to overall fitness, health, and wellness. Students demonstrating interest in this program are pursuing careers in fields such as: athletic coaching, community sports programming, personal training, health coaching, fitness instruction, and other fitness and wellness-associated roles. Demand for professionals with knowledge and skillsets associated with these careers has increased 52% regionally and 59% within the state of Maryland in the last two years, and are projected to continue to increase into the future[1].

Clear examples of the need for and impact of the FWL program on the regional and State are plentiful. For instance, between 2015 and 2030, Maryland's population of individuals age 60 and over is anticipated to increase from 1.2 million to 1.7 million, a 40% increase[2]. As advances in health and medicine are allowing citizens to live longer, the need for fitness and wellness leadership professionals to promote and implement health and disease prevention strategies in order to help the aging population remain independent will increase. Similarly, in the list of the 100 fittest cities in the 2021 American College of Sports Medicine Fitness Index, Baltimore ranked in the lower half (67^{th})[3]. The ACSM American Fitness Index highlights a community's personal health, recreational and non-motorized transportation opportunities to inform advocates and city planners of ways to enhance the health and well-being of its residents and visitors. The FWL program will be vital to addressing, promoting, and improving markers related to this and similar fitness and wellness metrics.

Consistency of Perceived Need with Maryland State Plan for Postsecondary Education.

The FWL program addresses several aspects of the 2017-2021 *Maryland State Plan for Postsecondary Education* including, but not limited to, the following:

- Strategy 4. Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

- Consistent with TU policy and practices, the FWL program will ensure commitment to equal education opportunities, regardless of ability, ethnicity, gender, or sexual identity. The FWL program at TU will be a unique program that specifically addresses the needs of the evolving fitness, health, and wellness industry through coursework that integrates exercise science, fitness management/business concepts, strength training, and certification preparation (e.g., certifications offered by organizations such as the American College of Sports Medicine [ACSM], the National Academy of Sports Medicine [NASM], and the National Strength and Conditioning Association [NSCA]. Professional certifications expand employment opportunities for students and increase graduates' competitiveness in the job market. As such, it will provide Maryland residents with access to a customized program of study that aligns with significant workforce needs.
- Strategy 6. Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

  The FWL program curriculum was designed to allow for completion of degree requirements in a timely manner. In addition, the FWL program will also support student matriculation at TU through opportunities for students to change majors without a significant delay in graduation timeline. Many of our students in the Exercise Science, Sport Management, and Physical Education Teacher Education majors are interested in the area of fitness and wellness leadership and the associated career trajectories, however settle for a different major since these do not wholly address the skillsets needed for careers in the fitness and wellness leadership industry. Also, some of these students struggle with either the science requirements (within Exercise Science); the rigors of the Business Minor (within Sport Management); or the 3.0 GPA required to be able to complete capstone internship experiences (within Physical Education Teacher Education). There is no alternative major to recommend in these cases due to the significant number of credits a student accumulates once they fall into academic jeopardy. The FWL major requires coursework that better aligns with these three programs in ways that the student would not face significant delays to graduation, and thus becomes an excellent option for students who are not succeeding in other KNES majors. In addition, the three aforementioned programs currently support a large number of transfer students and so with them in mind the FWL program was designed to also facilitate prompt completion of degree requirements and limit barriers to timely graduation for transfer students.

- Strategy 7. Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

  As a goal of the FWL program to prepare students for employment in the fitness and wellness leadership industry, the integration of academic and career advising will be an integral component of the program. Advising will provide students with a clear understanding of program requirements and a plan for completion and will work with students to determine their individual needs, interests, and career trajectories. Advising will also ensure that students have access to and familiarity with the resources available through

the TU Career Center. Further, *KNES 372, Organization and Administration of Sports Programs*, focuses on career preparedness through a professional development portfolio and an elevator pitch presentation assignment. In addition, as a requirement of the program, all students will complete an internship experience (i.e., KNES 451). Internships are a valuable part of learning for many students and provide opportunities for them to create a resume and interview for a position, gain practical work experience, apply concepts and skills learned in the classroom, and develop professional relationships and network that could lead to employment.

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

The FWL program will prepare students for employment in a variety of professions primarily within the occupations of fitness trainer or instructor, recreation worker, or coaching and scouting. According to the United States Department of Labor/Bureau of Labor Statistics (BLS) as of May 2021, employment in these occupations occur in a variety of setting (Table 2).

Table 2. Largest Employers Associated with FWL Program

Occupation	Setting	
Fitness Trainers and Instructors[4]	Fitness and recreational sports centers	58%
	Self-employed workers	11%
	Civic and social organizations	10%
	Educational services: state, local, and private	7%
	Government	4%
Recreation Workers[5]	Local government, excluding education and hospitals	28%
	Nursing and residential care facilities	16%
	Religious, grantmaking, civic, professional, and similar organizations	15%
	Social assistance	8%
	Self-employed workers	7%
Coaches and Scouts[6]	Arts, entertainment, and recreation	20%
	Colleges, universities, and professional schools: state, local, and private	20%
	Elementary and secondary schools: state, local, and private	18%
	Self-employed workers	10%

[4]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Fitness Trainers, and Instructors. Retrieved from https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm (accessed *May 28, 2021*).
[5]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Recreation Workers. Retrieved from https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm (accessed *May 28, 2021*).
[6]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Coaches and Scouts. Retrieved from https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm (accessed *May 28, 2021*).

Employment Opportunities - National

According to the BLS, there were 373,700 fitness trainers and instructors employed in 2019, and employment is projected to grow by 15% from 2019 to 2029. Similarly, there were 417,100 recreation workers and 292,000 coaches and scouts employed in 2019, with employment projected to grow by 10% and 12%, respectively, from 2019 to 2029. These rates of growth are much faster than the average for all occupations (Figure 1).[4-6]

Figure 1. Projected 2019-2029 Percent Change in Employment within Occupations Associated with FWL Program

Increased demand is attributed to several factors, including:

- Continued recognition by businesses, government, and insurance organizations of the benefits of health and fitness programs for their employees, thus driving greater gym and health club participation and the need for more fitness trainers and instructors.[4]
- Continued emphasis on exercise to combat obesity and encourage healthier lifestyles for people of all ages. In particular, the baby-boom generation should continue to remain active to help prevent injuries and illnesses associated with aging.[4]
- In addition, as the baby-boom generation grows older, there will be more demand for recreation workers to work with older clients, especially in continuing care retirement communities and assisted living facilities for the elderly.[5]
- Additional recreation workers are expected to be needed to work for fitness and recreational sports centers, youth centers, sports clubs, and other for- and not-for-profit organizations

because some parks and recreation departments may seek to cut costs by contracting out the services of activity specialists.[5]

- High school enrollment is projected to increase over the next decade, resulting in a rise in the number of student athletes. As schools offer more athletic programs and as more students participate in sports, the demand for coaches may increase.[5]
- Participation in college sports also is projected to increase over the next decade, particularly at smaller colleges and in women's sports.[6]
- The growing interest in college and professional sports also will increase demand for scouts. In addition, as college tuition increases and scholarships become more competitive, high school athletes will hire scouts directly in an effort to increase the athletes' chances of receiving a college scholarship.[6]

Employment Opportunities – Regional/State

Regional job postings for bachelor's-level FWL professionals increased 52% between September 2016 and December 2018. State job postings for bachelor's-level FWL professionals increased 59% during the same period.[1] Regionally, there were 2393 job postings for bachelor's-level FWL professionals in 2018 with employment projected to grow 7%-14% (depending on occupational category) from 2018-2028, similar to national projections.[1] There has been a general reduction in the supply of prospective graduates from similar programs across Maryland over the last 5 years, which could result in a lack of graduates to fill the number of current job openings and the projected increase in future job openings (Table 3).

Table 3. Supply of Prospective Graduates from Comparable Maryland Programs.

Fall Enrollment in Similar Programs						
Institution	**Program name**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
McDaniel College	Kinesiology (310501)	131	126	104	94	95
Salisbury University	Exercise Science (310505)	551	546	547	529	533
Frostburg State University	Exercise and Sport Science (310505)	191	184	145	141	152
Univ. of Maryland Eastern Shore	Exercise Science (310505)	242	225	206	188	164
Univ. of Maryland College Park	Kinesiology (310505)	947	904	838	799	729
Mount St. Mary's University	Sport Management (310504)	28	31	77	36	53
Coppin State University	Sport Management (310504)	134	94	83	80	87
Bowie State University	Sport Management (310504)	115	138	149	168	195
Washington Adventist University	Health/Fitness Management (310599)	28	18	23	17	9

Source: MHEC Trends in Enrollment Data by Program

D. Reasonableness of program duplication

Currently, the Department of Kinesiology offers three undergraduate majors: Exercise Science (CIP – 310505), Sport Management (310504), and Physical Education Teacher Education (131314). Many of our students in these majors are interested in the area of fitness and wellness leadership and the associated career trajectories; students, however choose one of these three traditional majors that only addresses a portion of the overarching aim of the proposed FWL program. Other institutions in Maryland with similar Exercise Science and Sport Management programs can be found in Table 4. Only one, McDaniel College, shares a CIP with the proposed FWL program (310501); however, the curriculum within the program at McDaniel College reflects the traditional Exercise Science (310505) curriculum currently found at TU and other state institutions. Therefore, there is no program duplication with other state institutions. The FWL program is designed to offer a unique plan of study that takes aspects from both Exercise Science and Sport Management that align with and prepare students for the fitness and wellness leadership profession.

Table 4. Degrees Awarded From Comparable Maryland Programs.

Degrees Awarded in Similar Programs						
Institution	**Program name**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
McDaniel College	Kinesiology (310501)	42	47	53	31	37
Salisbury University	Exercise Science (310505)	139	128	171	147	126
Frostburg State University	Exercise and Sport Science (310505)	36	29	45	34	37
Univ. of Maryland Eastern Shore	Exercise Science (310505)	40	39	44	46	30
Univ. of Maryland College Park	Kinesiology (310505)	245	262	288	241	274
Mount St. Mary's University	Sport Management (310504)	9	10	12	22	16
Coppin State University	Sport Management (310504)	21	23	21	14	7
Bowie State University	Sport Management (310504)	12	15	13	15	19
Washington Adventist University	Health/Fitness Management (310599)	6	11	7	7	8

Source: MHEC Trends in Degrees and Certificates by Program

Justification for Proposed Program

In addition to the initial aim of better preparing students for the fitness and wellness leadership profession to meet the employment needs mentioned above, the creation of the FWL major also supports student matriculation at TU through opportunities to change majors without a significant delay in graduation timeline. Specifically, Kinesiology students in each of the aforementioned majors struggle with either the science requirements and subsequent upper-level coursework necessary to earn an Exercise Science degree; rigors of the Business Minor in the Sport Management major; or the 3.0 GPA required to be able to complete capstone internship experiences in the Physical Education Teacher Education program. Kinesiology receives a

multitude of third attempt petitions and appeals related to these and other circumstances; however, there is no alternative major to recommend in these cases due to the significant number of credits a student accumulates by the time this decision is rendered. The FWL major requires coursework that better aligns with these three programs, ensuring that a student would not face significant delays to degree completion. Accordingly, this program is an excellent option for students who are not succeeding in other KNES majors.

Additional factors providing justification for the FWL program include:

- Regional employers demonstrate high demand for skills that align with the proposed curriculum for the FWL program
- The FWL program is aligned to prepare students for certifications offered by organizations such as the American College of Sports Medicine (ACSM), the National Academy of Sports Medicine (NASM), and the National Strength and Conditioning Association (NSCA) (see Figure 2). Professional certifications expand employment opportunities for students and increase graduates' competitiveness in the job market.
- The program will prepare students for graduate school in various fields related to this discipline (e.g., athletic administration, recreation, human performance, public health, athletic training).
- The FWL program will be supported by a number of current feeder and transfer programs from various community colleges across the state of Maryland (Table 5). In addition to completion numbers listed below from the MHEC database, TU Institutional Research (TUIR) reports 923 transfer students into EXSC and SPMT majors between fall 2014 and spring 2019; 68% are coming from Maryland community colleges. Thus, many students are transferring before completing the associate degree (TUIR reports that only 42% of incoming transfer students in these majors have earned an AA prior to enrolling at TU). Also, prior to transferring, many community college students enroll in general study programs and not the programs listed.
- Certified Personal Trainer, Certified Group Exercise Instructor

Table 5. External Feeder or Transfer Programs

Program	Institution	5 Year Completion Average
Health, Fitness & Exercise Science (310501)	Anne Arundel CC	14
Exercise Science (310501)	Cecil College	3
Exercise Science (310505	Harford CC	N/A
Adventure Sports Management (310504)	Garrett College	11
Sport Management (310504)	Garrett College	24
Health, Fitness & Exercise Science (310599)	Chesapeake College	2
Sport Management (310599)	College of Southern MD	3
Kinesiology (319999)	CC of Baltimore County	8

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

The program will have no impact on the uniqueness and institutional identities and missions of HBIs as there are no duplicative programs across the state.

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

As the proposed program is not duplicative, it is not expected to impact high-demand programs at HBIs.

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

Establishment of proposed program and faculty who will oversee the program

The KNES department offers three undergraduate majors: Exercise Science (~725 students), Sport Management (~425 students), and Physical Education Teacher Education (~95 students). Many of our students in the three aforementioned majors are interested in the area of fitness and wellness leadership and the associated career trajectories; however, they settle for a different KNES major. Our internal research on KNES student interests revealed that 57% of those surveyed (n=308) would consider enrolling in *Fitness and Wellness Leadership* if it were offered. Further, this survey studied students across introductory and capstone courses in the three aforementioned undergraduate majors and discovered that 47% are not enrolled in their first choice of major, suggesting that our offered majors do not completely align with a significant number of students' careers goals as they struggle to identify their chosen major. Thus, the FWL program was developed based on significant departmental need.

In addition to the internal interest, the creation of the FWL major supports student matriculation at TU through opportunities to change majors without a significant delay in graduation timeline. Specifically, KNES students in each of the aforementioned majors struggle with either the science requirements and subsequent upper-level coursework necessary to earn their Exercise Science degree; the rigors of the Business Minor in the Sport Management major; or the 3.0 GPA required to be able to complete capstone internship experiences in the Physical Education Teacher Education program. However, there is no alternative major to recommend in these cases due to the significant number of credits a student accumulates once they fall into academic jeopardy. The FWL major requires coursework that better aligns with these three programs in ways that the student would not face significant delays to graduation, and thus becomes an excellent option for students who are not succeeding in other KNES majors.

Further, there is an external demand associated with the proposed FWL program. Students demonstrating interest in this area of study are pursuing careers in fields such as: athletic coaching, community sports programming, personal training, health coaching, fitness instruction, and other fitness and wellness-associated roles. According to the EAB Market Demand Report,

regional job postings for professionals in this area increased 52% between September 2016 and December 2018. National and state job postings increased 62% and 59% respectively during the same period. Not only are KNES students interested in this program of study, but there is a demand for professionals with this skillset.

Accordingly, sponsoring this major in KNES supports student need, student success, and is aligned with the Towson University strategic plan. The FWL degree prepares students to acquire knowledge, skills, and abilities that are essential for fitness and wellness professionals. Students will be exposed to experiential learning opportunities through internships, undergraduate research opportunities, interprofessional engagement, and applied coursework.

The faculty who will oversee the FWL program include the KNES Department Chairperson, the FWL Faculty Program Coordinator (PC), and the FWL Internship Coordinator (IC). Each program in the department operates with this structure wherein the PC is a full-time faculty member who is responsible for the leadership, management, and administration of the program, and the IC is a full-time faculty member focused on all aspects of the internship process including placement, administration, and evaluation. In addition to these formal faculty roles within the FWL program, additional faculty support the curricular, pedagogical, and advising needs of the FWL students.

Educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.

Undergraduate education at Towson University is designed to prepare students to deal with complexity, diversity, and change in their academic, professional and personal lives. (https://catalog.towson.edu/undergraduate/core-curriculum-requirements/#text) Goals of the Core Curriculum are to:

1. Develop crucial skills, such as writing and communication, critical thinking, quantitative analysis, problem solving and creativity.
2. Expose students to broad knowledge of the wider world through a general education curriculum that draws on multiple disciplines, coupled with in-depth study in a specific area of interest (a major).

In the Fitness and Wellness Leadership major, student learning outcomes align with the focus of the program, which centers on developing disciplinary knowledge, experiential learning, and career preparation. Specifically, student learning outcomes across the program are as follows:

1. Develop discipline-specific knowledge and skills related to fitness, wellness, and sport coaching.
2. Demonstrate critical thinking and analytical competencies required for employment in the fitness and wellness profession.
3. Practice and apply sport leadership skills through professional experiences.

Student achievement learning outcomes and assessment of student achievement learning outcomes in the program

TU's academic assessment initiative requires each program to provide an assessment plan that includes: student learning outcomes; a minimum two assessment measures per student learning outcome where at least one is a direct measure; a minimal level of expectation per measure; and details on the data collection cycle. In the proposed program, student learning will be assessed based on student performance in upper level courses. For example, all students will be required to complete a leadership portfolio and formally present their work. Faculty evaluations of these assignments will be used to assess completion of program outcomes. Student learning outcomes will be monitored and reported annually for ongoing assessment and program improvement.

Courses that comprise the curriculum and program requirements

The courses that comprise the FWL program include KNES courses as well as other required courses that reside in other departments but serve as prerequisite coursework to support students. The 65 total credit hours that comprise the FWL major-specific courses are as follows:

KNES 217: Functional Anatomy (3CH)

Students will investigate the musculoskeletal system with regard to functional anatomy. Specific emphasis will be placed on the characteristics of the skeletal and muscular systems, including bones, joints, and muscles, and how they function collectively to create coordinated movement. In addition, analysis of movements in a physical activity or exercise setting will be conducted.

KNES 220: Sport Across the Lifespan (3CH)

This course addresses the philosophies of "sport for life" and models of long-term athlete development (LTAD). Emphasis will be placed on how to systematically develop sporting excellence and increase active participation in local, regional, and national sport organizations. Specific content related to health, performance, fitness and movement proficiency designed to develop athletic potential across the lifespan will be discussed.

KNES 235: Foundations of Fitness and Wellness (3CH)

The course addresses the fundamental concepts of fitness and wellness as they pertain to physical activity and health. Being physically educated is an important factor for improving the health of individuals and the Nation. Lectures and laboratory activities are utilized to convey current information regarding physical activity, cardiorespiratory and muscular fitness, and nutrition with the goal of improving fitness and lifestyle choices and preparing a plan for lifelong wellness. Core Course: The United States as a Nation

KNES 301: Introduction to Recreation and Leisure (3CH)

The course will familiarize students with the background and contemporary nature of recreation and leisure. Specifically, students will be introduced to the relationships between recreation and leisure and society, including the economic impact of recreation and leisure, recreation and

leisure as a mode of culture and social organization, and recreation and leisure in relation to health and wellness. This course includes an introduction to the philosophy and techniques of recreation and leisure, and will address recreation and leisure in its historical and modern contexts in order to emphasize the development of current concepts of recreation and leisure and their implications and consequences.

KNES 312: Fundamentals of Exercise Physiology and Biomechanics (3CH)

Fundamental concepts of physiology and biomechanics as it pertains to exercise and sport activity. Specific emphasis is placed on the basic response of the physiological systems of the body to exercise, as well as on the understanding of the mechanical principles of human movement during exercise.

KNES 315: Care and Prevention of Athletic Injuries (3CH)

Students are provided with a foundation in the prevention, recognition, and management of common injuries sustained by physically active individuals.

KNES 320: Health, Culture, and the City (3CH)

More than half of the world's population now lives in cities. Health professionals should understand how social factors and processes in urban spaces determine individual and population health. This course focuses on the relationships between social identity and urban health, with the primary aim of utilizing interprofessional education (IPE) to enhance students' awareness and knowledge of health within urban environments. This course is designed to explain and explore concepts of social identity and the social determinants of health (SDOH), and thereby provide students with a fundamental understanding of how dimensions of social diversity have specific correlations with health practices and outcomes. Core: Metropolitan Perspectives.

KNES 331: Foundations of Coaching (3CH)

This course is designed to foster the development of an educationally sound philosophy of essential principles of coaching to deliver high quality experiences in sport. Emphasis will be on the importance of social skills, self-awareness, knowledge, experience and commitment to learning for coaches involved in any level of competitive or recreational sport.

KNES 337: Advanced Sport Coaching: Developing Performance in Athletes and Teams (3CH)

Examines evidence-based practices in designing advanced technical and tactical training for athletes. Specific emphasis is placed on the development of bio-motor abilities for athletic performance optimization matched to the demands of the competitive schedule.

KNES 351: Philosophy: The Sport Experience (3CH)

This course is focused on the philosophy of sport across historical and modern contexts. Specific emphasis will be placed on the examination and analysis of issues in the philosophy of sport and the body. This includes assessing sport through the lenses of major philosophical schools of thought in an effort to understand and appreciate the place, meaning and impact of sport in our

world from a philosophical perspective. Students will be required to utilize critical and analytical thinking to address philosophical issues and concerns related to the sport experience. Core: Advanced Writing Seminar.

KNES 355: Psychology of Sport (3CH)

This course is designed to study the psychological correlates of sport. Students will focus on developing understanding of the literature and research design related sport psychology. Specific emphasis is placed on application of course concepts through case studies.

KNES 363: Nutrition for Exercise and Sport (3CH)

This course addresses critical and practical aspects of nutrition related to exercise and sport. Specific emphasis is placed on the basic science and necessary applied information to undertake a systematic analysis of nutrition and nutritional requirements as it relates to exercise and sports performance.

KNES 372: Organization and Administration of Sport Programs (3CH)

This course addresses the organizational and administrative aspects of physical activity program oversight. Specific emphasis is placed on managerial functions related to the administration of physical activity programs, including team, stakeholder, and human resources management. Particular importance is also placed on cultural competency and professional development.

KNES 418: Sport Facility Management and Operations (3CH)

This course examines the management of sport facilities. Various types of sport facilities will be covered including, collegiate recreation facilities; professional and collegiate athletic facilities; and private and public fitness, recreation, and sport facilities. Emphasis will be placed on understanding the integration of various supervisory functions associated with managing an athletic facility including budget, design, planning, operations, maintenance, scheduling, staffing, sustainability, technology, and future trends.

KNES 449: Leadership for Sport Professionals (3CH)

The course will facilitate students' exploration and analysis of the concept of leadership within the contemporary sport industry. The course will relate to leadership roles and responsibilities and the development and application of leadership skills in the sport environment. Emphasis will be placed on a review of leadership theories, changing leadership roles, systems thinking, decision-making, vision, empowerment, communication, and ethics in a diverse work force.

KNES 451: Internship in Fitness and Wellness Leadership (3CH)

The course is designed to expand the student's current knowledge in the area of fitness and wellness leadership through on-site work in a professional setting of their choice. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop a professional network. The 150-hour minimum internship experience must be approved prior to registration.

PSYC 101: Introduction to Psychology (3CH)

Psychological theories, principles and methods, with focus on measurement and experimentation, biopsychology, sensation and perception, learning and memory, motivation and emotion, personality and adjustment, abnormality and psychotherapy, development and individual differences. Core Course: Social & Behavioral Sciences.

HLTH 101: Wellness for a Diverse Society (3CH)

Health promotion, disease prevention and healthy lifestyles; analysis of personal attitudes and behaviors. Core Course: The United States as a Nation.

HLTH 103: EMC, First Aid and Safety (3CH)

Emergency intervention designed for people who may have to give first aid, advanced life support or cardiopulmonary resuscitation in the course of their daily lives. Standard certification will be by the American Heart Association. Safety awareness will be explained.

BIOL 191/L: Introductory Biology for the Health Professions (3CH)

Basic principles of biology including process of scientific investigation, cells, macromolecules, metabolism, DNA, genetics, evolution, and ecology. Intended for College of Health Professions' majors who will take additional biology courses.

BIOL 220: Essentials of Human Anatomy and Physiology (3CH)

Provides an overview of human anatomy and physiology through the study of the structure and function of the human body. Human organ systems: integumentary, skeletal, nervous, muscular, endocrine, immune, cardiovascular, respiratory, digestive, urinary and reproductive systems will be examined.

General education requirements.
Students enrolled in the FWL program will need to complete general education requirements in addition to the 65 required credits of major-specific coursework. Per Towson University Bachelor's degree requirements, in order to graduate from this program students must:

- Earn at least 120 units
- Complete a minimum of 43 units of core curriculum requirements
- Pass at least 32 units of upper-level coursework
- Complete a writing course with a 2.0 or higher
- Earn a GPA of 2.0 or higher
- Complete the final 30 units of the degree at Towson University

The following degree completion plan (Table 6) outlines the suggested sequence of courses for a FWL major beginning their academic career in this major at Towson University. Completion of this major is very feasible in four years and offers flexibility with free electives enabling students to add a minor to their plan of study.

Table 6. Sample Degree Completion Plan for FWL Majors

SEMESTER 1	**SEMESTER 2**
PSYC 101 (Core 6)	KNES 235 (Core 11)
HLTH 101 (Core 11)	BIOL 191/L (Core 7)
Core 1	HLTH 103
Core 4	Core 2
Core 5	Core 3
SEMESTER 3	**SEMESTER 4**
BIOL 220/L	KNES 217
KNES 210	KNES 320 (Core 10)
Core 12	KNES 301
Core 13	Core 8 (4 credit)
Free Elective	Free Elective
SEMESTER 5	**SEMESTER 6**
KNES 312	KNES 337
KNES 331	KNES 372
KNES 355	KNES 351 (Core 9)
KNES 315	Core 14
Free Elective	Free Elective
SEMESTER 7	**SEMESTER 8**
KNES 363	KNES 449
KNES 418	KNES 451
Free Elective	Free Elective
Free Elective	Free Elective
Free Elective	

There are no specialized accreditation or graduation certification requirements for the proposed program or its students. There are no contracts with other institutions or organizations associated with the FWL program.

Assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on 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 payments.

College and department information for the FWL program will be provided on department, college and university websites. Specific information includes, but is not limited to: resources for students; career support; degree/ program requirements; academic advising; career advising. A wealth of student resources and information is available at https://www.towson.edu/studentlife/services/. In addition, the academic services and resources

webpage contains substantial, helpful information to support students: https://www.towson.edu/academics/resources/, including details about technology, financial aid, tutoring, counseling, university policies, and more.

In addition, students in the FWL program will be assigned a dedicated faculty advisor. The advisor will assist students in a variety of areas, including developing a degree completion plan, monitoring academic progress, familiarizing the student with the various academic and administrative resources available, and answering questions pertaining to the program.

Assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly present the proposed program and the services available.

All program materials, print and online, will be reviewed annually for accuracy by the program coordinator. Advertising, recruiting, and admissions materials will accurately and clearly present the FWL. Regardless of the type of presentation (e.g., website; brochures; face-to-face meetings) or the content, transparency will be maintained to ensure students have the most current program and student support services available to them.

H. Adequacy of articulation

No articulation agreements currently exist. The proposed FWL program will serve transfer students who want to pursue careers in health and fitness. Several community colleges, including some of the largest feeder schools to TU (e.g., CCBC, AACC) have similar programs in physical education, health, and fitness studies, and/or exercise science; however, they do not align with the current majors offered in KNES. Accordingly, the TU admissions office has been unable to articulate some of these programs despite interest from the community colleges because they are very different in content even though they have the same name (e.g., physical education, exercise science). In sum, the FWL program will benefit transfer students by creating a new pathway for them, and will present the opportunity for new articulation agreements to be developed with several Maryland community colleges.

I. Adequacy of faculty resources

The FWL program faculty are full-time members in Kinesiology. They possess expert knowledge, professional experience, and appropriate certifications in sport and fitness-based disciplines, including athletic administration, coaching, recreation, fitness instruction, human performance, and public health. In addition to their teaching and service, tenure-track and clinical faculty pursue disciplinary research to support understanding of human performance, sport business, athletic administration, recreation, sport culture, fitness and health. Table 7 provides a summary of the expert faculty who will teach in the FWL program.

Table 7. Faculty Resources

Current Faculty	FTE/ % FWL Effort	Highest Degree Earned/ Field of Study	Rank	Planned Course Assignments
Bustad, Jacob	1.0/50%	PhD (Physical Cultural Studies)	Assistant Professor	KNES 320: Health, Culture, and the City
Dondero, Katie	1.0/50%	MS (Clinical Exercise Physiology)	Clinical Assistant Professor	KNES 363: Nutrition for Exercise and Sport
Kubitz, Karla	1.0/50%	PhD (Exercise Science) Sport and Exercise Psychology	Associate Professor	KNES 355: Psychology of Sport
Leppert, Kyle	1.0/100%	MA (Exercise Physiology)	Clinical Assistant Professor	KNES 220: Sport Across the Lifespan KNES 331: Foundations of Coaching KNES 337: Advanced Coaching: Developing Performance in Athletes and Teams
Lisman, Peter	1.0/100%	PhD (Exercise Physiology)	Associate Professor	KNES 217: Functional Anatomy KNES 312: Fundamentals of Exercise Physiology and Biomechanics KNES 315: Care and Prevention of Athletic Injuries
TBD	1.0/100%		New SAP	KNES 351: Philosophy: The Sport Experience KNES 418: Sport Facility Management and Operations
TBD	1.0/100%		New SAP	KNES 372: Organization and Administration of Sport Programs KNES 449: Leadership for Sport Professionals KNES 451: Internship in Fitness and Wellness Leadership
TBD	1.0/100%		New Lecturer	KNES 235: Foundations of Fitness and Wellness KNES 301: Introduction to Recreation and Leisure

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

Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices.

TU provides the faculty with an abundance of resources related to evidence-based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Office of the Provost, CHP, and Kinesiology. The *Faculty Academic Center of Excellence at Towson (FACET)*, a department under the Office of the Provost, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level. CHP provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university and college workshops. At the department level, KNES provides a mentorship program for faculty specific to teaching. In particular, the one-to-one interaction (i.e., faculty mentor to instructor) is particularly advantageous as it allows for addressing the specific interests, needs, or goals of the instructor. Annual peer reviews of teaching support faculty excellence in the classroom.

J. Adequacy of library resources

The library resources available will be adequate for meeting the needs of FWL students as these resources are already available for KNES faculty and students. Cook Library on the campus of TU houses an extensive collection of FWL-related materials, including print and electronic books, on-line government documents, and a compilation of scholarly journals (print and electronic). Specific subject headings relevant to fitness and wellness leadership include sports medicine, sport industry, exercise training and prescription, physical education, recreation and sports, strength and conditioning, physical therapy, and rehabilitation sciences. Many electronic journals are also indexed through indexing/abstracting databases for kinesiology and multidisciplinary topics. Table 8 provides a summary list of the FWL-related holdings in the Cook Library as of 2021.

Table 8. Cook Library – FWL Holdings as of 2021

Print books	1500 titles
Electronic books and on-line government documents	3,775 titles
Print and electronic scholarly journals	More than 1000 titles

Faculty and students can access all of the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page. Table 9 provides the available indexing/abstracting databases for FWL and related disciplines.

Table 9. Indexing/Abstracting Databases

Health Databases	Multidisciplinary Databases
PubMed: Medline (with library link resolver)	PsycINFO
Medline (on the Ebsco search platform)	ScienceDirect
Sports Medicine and Education Index (Formerly Physical Education Index)	SPORTDiscus with Full Text
CINAHL Plus with Full Text	Business Source Complete
Health Source-Nursing/Academic Edition	Ebook Central (ProQuest)
Merck Manuals	Ebsco eBook Collection
R2 Digital Library	Dissertations & Theses Global (ProQuest)

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well across the University System of Maryland and Affiliated Institutions (e.g., University of Maryland, College Park; University of Maryland, Baltimore County). Members of the TU academic community have borrowing privileges at these institutions. Further, Cook Library provides access to resources in libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high

research activity institutions. The current turnaround time for article requests is typically within 48 hours.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The FWL program will be located predominantly in Burdick Hall, which houses both KNES and Campus Recreation. The KNES wing has over 21,000 square feet dedicated to state-of-the-art classrooms, a student computer lab, a computer classroom, faculty research space, faculty and staff offices, a student lounge, and simulation laboratories for athletic training and exercise performance testing. In addition, KNES has access to gymnasiums, outdoor turf fields, and other campus recreation spaces that are used for instruction.

The KNES Main Office Suite is more than 5300 square feet dedicated to faculty and administrative space. It includes over 35 faculty offices, including offices for the Department Chair (n=1) and Program Coordinators (n=5), two conference rooms, space for three full-time administrative assistants, a kitchen/common room, and two rooms for administrative supplies and equipment. Supply rooms have ample cabinets and storage units for faculty/staff office and general classroom needs, and faculty/staff mailboxes. Additionally, there is a photocopy machine, fax machine, and color printer for faculty/staff use.

KNES utilizes 10 didactic and/or clinical lab classrooms, including an 84-seat capacity lecture hall. Classrooms are equipped by TU's Office of Technology Services (OTS) with state-of-the-art instructor workstations. Classrooms also have ceiling-mounted LCD display projectors and motorized projection screens, document cameras and complete A/V equipment. Additionally, classrooms have multi-paneled Whiteboards. Any classroom may be used by the FWL program for teaching purposes.

Burdick Hall includes several specialized rooms. These include: (1) the Athletic Training Simulation Lab, designed and equipped specifically for athletic training needs; (2) a student computer lab accessible to students Monday-Friday from 9am to 5pm and houses 30 Dell desktop computers maintained by TU OTS; (3) a computer classroom for course-based teaching that houses 27 Dell desktop computer workstations maintained by TU OTS; (4) the Exercise Science Simulation Lab, designed and equipped specifically for exercise science needs; and (5) the Exercise Science research lab which is set up for faculty and student-mentored research-related endeavors.

KNES also has access to facilities in the Towson Center (TC) on the TU campus, which houses both KNES and the Department of Athletics. The space maintained by KNES includes one traditional 40-seat classroom, two faculty research labs, one fitness center learning space, a multi-purpose classroom (for activities such as dance, yoga, self-defense, as well as didactic instruction), and a strength and conditioning lab/classroom space. Like the Burdick Hall spaces, TC classrooms are available for FWL program teaching needs and are equipped by OTS with state-of-the-art instructor workstations, ceiling-mounted LCD display projectors and motorized

projection screens, document cameras and complete A/V equipment, as well as multi-paneled Whiteboards.

The FWL program will utilize existing physical facilities and instructional equipment currently being utilized by the KNES. The instructional environment (e.g., classroom space, instructional equipment, and additional resources) is well maintained and appropriately equipped. The program believes that the existing physical facilities, infrastructure, and instructional equipment are fully sufficient to operate the FWL program.

L. Adequacy of financial resources with documentation

Resources (Section Q, Table 10) are adequate to meet the needs of the proposed program within the Department of Kinesiology. The FWL program will predominantly be funded with reallocated resources from within the Department, specifically the Exercise Science and Sport Management undergraduate degree programs; the proposed program relies on a majority of courses already taught within these majors. Existing and reallocated resources include 3.5 faculty FTEs, current library resources, departmental classroom and laboratory equipment and operational funds for consumable supplies from the Department and a portion of time from the two administrative support staff dedicated to departmental programs.

Expenditures (Section Q, Table 11) for the proposed program include 3 faculty FTEs. One tenure track faculty and one lecturer are planned for Year 2 of the program, and a third faculty FTE (tenure track) will be hired beginning Year 3. In addition to these faculty hires, travel expenses are requested to support professional development needs of these new faculty positions. University tuition and fees exceed program costs. Please see Section Q.

M. Adequacy of provisions for evaluation of program

Procedures for evaluating courses, faculty, and student learning outcomes

- Course Evaluation
  Initial course evaluation occurs subsequent to the development of a course. KNES faculty have developed the courses that comprise the FWL program. As part of the development process, courses were reviewed by faculty to ensure the following:
    - Appropriateness of course difficulty and workload
    - Effective assessment and grading practices in the course
    - Course syllabus consistent with the guidelines established by TU which reflect best practices in course development

Following the development and review of courses by KNES faculty, per TU protocol, courses are reviewed by the KNES Curriculum Committee, the CHP Curriculum Committee, and the University Curriculum Committee. While the primary focus at the department level is to ensure course content accuracy, the focus at the college and university level is to facilitate the production of quality course proposals. In addition, college and university level review includes

addressing any resource issues, determining if conflicts exist between departments/colleges, and additional scrutiny on courses identified as university core courses.

Ongoing evaluation of courses takes place primarily in two ways, namely review by KNES faculty and student evaluation. The faculty review courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students have the opportunity to assess instructor performance (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness). Students are not involved in evaluating the adequacy, relevance, and timeliness of course content. However, students can comment on the "things liked about a course," suggest "improvements" for a course, and recommend the course to others.

- Faculty Evaluation
  Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and associated documents. As part of those procedures, faculty evaluation takes place at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:
    - Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings)
    - Service work
    - A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects)
    - Review of course syllabi
    - Peer teaching observation reports
    - Quantitative and qualitative student evaluation of instruction

- Courses – Student Learning Outcomes
  Each of the courses in the FWL program include learning outcomes that identify the unique knowledge and skills expected to be gained from a given course. The learning outcomes are clear, observable, and measurable. Because the learning outcomes reflect the six categories in Blooms' taxonomy, they range in complexity from lower skill levels (e.g., recall; define) to higher skill levels (e.g., evaluate; synthesize; analyze). Assessment measures exist for each learning outcome in a course. On an annual basis, specific learning outcomes are identified for assessment purposes. The program coordinator will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

Institution evaluation of the proposed program's educational effectiveness, including assessment of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

As discussed in Section G, TU's academic assessment initiative requires each program to provide an assessment plan that includes: student learning outcomes; a minimum two assessment measures per student learning outcome where at least one is a direct measure; a minimal level of expectation per measure; and details on the data collection cycle. In the proposed program, student learning will be assessed based on student performance in upper level courses. For example, all students will be required to complete a leadership portfolio and formally present their work. Faculty evaluations of these assignments will be used to assess completion of program outcomes. Student learning outcomes will be monitored and reported annually for ongoing assessment and program improvement. In addition, annual review of student attrition data, student course evaluation feedback, faculty reviews at monthly program meetings and program budget will allow the program coordinator, chair and dean to review program performance.

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

TU's inaugural diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*, is a significant consideration of the FWL program. The FWL program is designed to support minority student access and success, and is aligned with the TU priority to advance equity and diversity. This program is an unscreened major and open to all TU students. Further, pedagogy and learning outcomes related to DEI are embedded throughout the curriculum. Graduates of this program will be working with diverse populations and must be supported through an educational experience anchored in DEI principles. The FWL program also addresses several aspects of the 2017-2021 *Maryland State Plan for Postsecondary Education* including, but not limited to, Strategy 4 - Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions. Specifically, the FWL program will ensure commitment to equal education opportunities, regardless of ability, ethnicity, gender, or sexual identity.

As an institution, TU is committed to playing its role in securing the state's minority student achievement goals. The Center of Student Diversity (CSD) was established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The CSD provides academic, social, and transition support for underserved students and promotes exchange and dialogue among individuals of diverse backgrounds and lifestyles. The CSD, housed in the Division of Student Affairs, supports the academic success of historically under-represented groups through programs and services that enhance the student experience.

Additional evidence of TU's commitment to minority student's achievement goals are as follows:

- TU's Career Center recognizes the importance of racial and ethnic diversity and is committed to providing resources for the social and professional development of our minority students.
- Dr. Schatzel, President of TU, has publicly and prominently articulated the importance of diversity to TU's role, purpose, and mission.
- The Office of Inclusion and Institutional Equity offers resources for students, faculty, and staff, and employs a strategic vision for the design, promotion, and delivery of best-practice diversity, inclusion and cultural competency efforts across campus.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

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

Not applicable.

Q. Program Resources and Expenditures Tables

TABLE 10: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]	$23,139	$69,706	$120,130	$431,083	$449,569
2. Tuition/Fee Revenue[2,3]	$916,512	$2,346,090	$3,695,962	$5,283,520	$7,125,636
a. Annual Full-time Revenue of New Students					
Number of Full-time Students*	80	150	230	320	420
In-State	64	120	184	256	336
Out of State	16	30	46	64	84
Annual Tuition Rate[3]					
In-State	$7,100	$7,313	$7,532	$7,758	$7,991
Out of State	$22,152	$22,817	$23,501	$24,206	$24,932
Subtotal Tuition	$808,832.00	$2,144,190	$3,386,382	$4,852,800	$6,560,316
Annual Fees					
University Fees	$107,680	$201,900	$309,580	$430,720	$565,320
Subtotal Fees	$107,680	$201,900	$309,580	$430,720	$565,320

*This represents the number of students in this program who are not necessarily new students, as students may switch into this program from other existing majors.

Total Full-time Revenue of New Students[4]	$916,512	$2,346,090	$3,695,962	$5,283,520	$7,125,636
b. Annual Part-time Revenue					
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate					
Annual Fees Per Credit Hour					
Annual Credit Hours Per Student					
Subtotal Tuition	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Part Time Revenue	$0	$0	$0	$0	$0
3. Grants, Contracts & Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	**$939,651**	**$2,415,796**	**$3,816,092**	**$5,714,603**	**$7,575,205**

[1] Reallocated funds include 3.5 FT faculty FTEs (salary with fringe) and operational funds (costs of consumable laboratory/classroom supplies) from the Department of Kinesiology; these begin with operational funding in Year 1 and include faculty salaries beginning in Year 2 and then increasing as enrollments grow in subsequent years.
[2] Student enrollments are calculated at 80% in-state and 20% out-of-state.
[3] Tuition increases by 3% annually.

[4]No part-time students are calculated as this program and students who attend similar programs in the Department rarely attend part-time; as part-time student status is not a predictable event, it has not been included.

TABLE 11: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	$0	$231,574	$398,320	$719,573	$748,356
(b + c below)					
a. #FTE	0.0	2.5	4.0	6.5	6.5
b. Total Salary[1]		$167,807	$288,638	$521,430	$542,287
c. Total Benefits	0	$63,767	$109,682	$198,143	$206,069
2. Total Administrative Staff Expenses	$21,480	$22,339	$23,232	$24,162	$25,128
(b + c below)					
a. #FTE	0.4	0.4	0.4	0.4	0.4
b. Total Salary[1]	$15,565	$16,188	$16,835	$17,509	$18,209
c. Total Benefits	$5,915	$6,151	$6,397	$6,653	$6,919
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE					
b. Total Salary[1]					
c. Total Benefits	0	0	0	0	0
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses (Travel)	0	$1,500	$4,500	$4,500	$4,500
Reallocated Dept. Operational Funds (consumable lab/classroom supplies, etc.)	800	$1,200	$1,800	$2700 ,	$4,050
TOTAL (1-7)	**$22,280**	**$256,613**	**$427,853**	**$750,936**	**$782,034**

[1]The Department of Kinesiology already offers the courses required for students in this program; no new faculty resource expenditures are required during Year 1 as this program will be integrated into the Department's current programming. As enrollments grow, expenditures for faculty resource time increase.

[2] Salary funds increase by 4% annually.

References

1. EAB Global Inc. (2019) Market Demand for a Bachelor's Level Applied Human Movement Program: Analysis of Employer Demand, Student Trends, and Comparable Program Characteristics.
2. Maryland Department of Aging, *State Plan on Aging 2017-2021.* Retrieved from https://aging.maryland.gov/Pages/StatePlanonAging.aspx (accessed *May 28, 2021*).
3. American College of Sports Medicine, *American Fitness Index*. Retrieved from https://americanfitnessindex.org/ (accessed *September 13, 2021*).
4. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Fitness Trainers, and Instructors. Retrieved from https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm (accessed *May 28, 2021*).
5. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Recreation Workers. Retrieved from https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm (accessed *May 28, 2021*).
6. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Coaches and Scouts. Retrieved from https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm (accessed *May 28, 2021*).

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Frostburg State University: Bachelor of Science in Multidisciplinary Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: Frostburg State University (FSU) is proposing a Bachelor of Science (B.S.) in Multidisciplinary Studies degree completion program. This fully online program offers a unique and ambitious curriculum that explores topics in the arts, social sciences, humanities, and business disciplines. At Frostburg State University alone, there are over 7,200 students who have completed 50+credit hours but discontinued enrollment with the university without attaining a degree. Many of these students may not be explicitly aware of which colleges and programs are available, how college can improve prospects for employment and career success, and how they can benefit from funding through programs such as One Step Away to increase their success. Additionally, prospective students may believe that logistical challenges, such as transportation and childcare, would be too much to overcome in returning to school. In the Middle Atlantic region alone, ReUp Education works with 16 partner institutions; among these, 157 students have explicitly told ReUp counselors that they cannot return to their former institution because it is geographically inconvenient, and their preferred delivery modality is unavailable. By developing a fully online, asynchronous option for students, FSU will provide an accessible option for these and other non-traditional students to return to college and complete their degrees. This would support both the institution and state's missions to produce a well-educated workforce and support economic development.

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 Frostburg State University to offer the Bachelor of Science in Multidisciplinary Studies.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

FROSTBURG STATE UNIVERSITY

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March 21, 2022

Dr. Jay A. Perman, Chancellor University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

Frostburg State University (FSU) is proposing a new fully online Multidisciplinary Studies degree completion program. This fully online program offers a unique and ambitious curriculum that explores topics in the arts, social sciences, humanities, and business disciplines. The Multidisciplinary Studies program will allow students to explore topics in the arts, social sciences, humanities, and business disciplines. Students will expand their critical thinking skills using the multidisciplinary study method of particular themes and societal issues.

There are many accomplished individuals who have not finished their bachelor's degree. For many earning that credential would make a significant difference in their career advancement. At Frostburg State University alone, there are over 7,200 students who have completed 50+ credit hours but discontinued enrollment with the university without attaining a degree. This Multidisciplinary Studied program provides an opportunity for a flexible, asynchronous online program for near completers to finish their bachelor's degree.

Proposal Title:	New Academic Program
Program:	Multidisciplinary Studies
Award Level:	Bachelor's of Science Degree
CIP:	3099991

We would appreciate your support for this proposal for the new academic program. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Michael B Mathias

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Kim Hixson, Dean of the College of College of Liberal Arts and Sciences, FSU Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

_____ Within Existing Resources, or

_____ Requiring New Resources

Frostburg State University

Institution Submitting Proposal

Multidisciplinary Studies

Title of Proposed Program

Bachelor's of Science Degree		**Fall 2022**
Award to be Offered		Projected Implementation Date
499901		**3099991**
Proposed HEGIS Code		Proposed CIP Code
College of Liberal Arts and Sciences		**Dean Kim Hixson, Ph. D.**
Department in which program will be located		Department Contact
301.687.4120		tkhixson@frostburg.edu
Contact Phone Number		Contact E-Mail Address
Ronald Nowaczyk		March 21, 2022
Signature of President or Designee		Date

A. Centrality to Institutional Mission and Planning Priorities:

1. Program description and relationship to mission:

   Frostburg State University (FSU) is proposing a Multidisciplinary Studies bachelor's degree completion program. This fully online program offers a unique and ambitious curriculum that explores topics in the arts, social sciences, humanities, and business disciplines. A multidisciplinary education remains highly valued by employers, especially in business and technology, where success often depends on interpersonal awareness, analytical skills, and human factors, as well as the ability to think creatively.

   There are many accomplished individuals who, for one reason or another, never finished their bachelor's degree. For some, earning that credential could make a significant difference in their career advancement. For others it is an important milestone of personal growth, adding depth to life experience. This flexible, asynchronous online program would provide a vehicle for near completers to finish their bachelor's degree.

   The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to preparing future leaders to meet the challenges of a complex and changing global society.

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

   As part of the overall strategic plan of the institution to meet workforce demands and ensure that all graduates have the skills necessary to succeed, the Multidisciplinary Studies degree will support these institutional priorities.

   Specifically, this proposed program supports the following institutional goals (FSU Strategic Plan, https://www.frostburg.edu/about-frostburg/strategic-plan-2018-2023/strategic-goals.php):

   Goal I. Focus learning on both the acquisition and application of knowledge:

   A. Ensure students acquire the essential knowledge and skills needed to succeed.

   Goal IV. Align university resources – human, fiscal, and physical – with strategic priorities:

   A. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, **on-line**, **adult**, graduate, and international students, and the resources necessary to implement this plan.
   B. Ensure academic programs meet student and workforce expectations.

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

information is required in section L).

The new program will be funded entirely through the tuition dollars generated from student enrollments.

4. Provide a description of the institution's a commitment to:
    a) ongoing administrative, financial, and technical support of the proposed program

The program, which would be housed in FSU's College of Liberal Arts and Sciences, will utilize existing courses, with the exception of the capstone course which will be new. Technical support for course delivery will be provided through the Office of Information Technology.

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

FSU will offer this program for an initial period of at least 7 years. At the end of the first three-year period, the program will be reviewed to determine if enrollment projections are being met. If enrollment projections are not being met, a recovery plan will be instituted to increase enrollment.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
    a) The need for the advancement and evolution of knowledge

The Multidisciplinary Studies program will allow students to explore topics in the arts, social sciences, humanities, and business disciplines. Students will expand their critical thinking skills using the multidisciplinary study method of particular themes and societal issues. Graduates will be prepared for active citizenship by means of a knowledge base and understanding of the connectedness of learning across the perspectives of multiple disciplines.

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

FSU fulfills a unique role as the only public comprehensive university west of the Baltimore-Washington corridor in providing educational opportunities to students in western Maryland. During fall 2020, FSU served 40.2% undergraduate minority students (FSU Office of Assessment & Institutional Research, https://www.frostburg.edu/academics/air/_files/pdfs/fast-facts/factsheetfsu2020.pdf).

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

N/A

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

The proposed program directly aligns with Strategy 3 of the Maryland Higher Education Commission's 2017-2021 State Plan for Postsecondary Education. The importance of targeting near-completers is emphasized under this strategy and identified as a priority. That is the target population for this proposed program. The program will allow 6 credits of internship credit for work experience and all courses can be completed asynchronously online, which align with Strategy 5 to ensure that policies and practices are designed to serve the needs of both traditional and non-traditional students.

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

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

The top occupational groups employing workers with a multi/interdisciplinary studies degree are: 1) healthcare practitioners and technical occupations, 2) management occupations, 3) educational instruction and library occupations, 4) office and administrative support occupations, and 5) business and financial operations occupations. Sixty percent are employed in occupations requiring at least a bachelor's degree (www.bls.gov).

Need for Program: (Briefly describe the need – internal and/or external – for the proposed program and its importance to the programmatic emphases in the approved institutional mission.)

Maryland's General Assembly set a statewide goal that 55% of adult Marylanders will hold an associate or bachelor's degree by 2025. According to the *Maryland State Plan for Postsecondary Education*, as of 2014, 19.1% of the state's population had completed some college coursework but had not attained a degree. Additionally, more recent data further suggests the need for this proposed degree completer program in Maryland and across the nation (*Some College, No Degree A 2019 Snapshot for the Nation and 50 States).*

At Frostburg State University alone, there are over 7,200 students who have completed 50+ credit hours but discontinued enrollment with the university without attaining a degree. Many of these students may not be explicitly aware of which colleges and programs are available, how college can improve prospects for employment and career success, and how they can benefit from funding through programs such as One Step Away to increase their success. Additionally, prospective students may believe that logistical challenges, such as transportation and childcare, would be too much to overcome in returning to school.

In the Middle Atlantic region alone, ReUp Education works with 16 partner institutions; among these, 157 students have explicitly told ReUp counselors that they cannot return to their former institution because it is geographically inconvenient, and their preferred delivery modality is unavailable. By developing a fully online, asynchronous option for students, FSU will provide an accessible option for these and other non-traditional students to return to college and complete their degrees. This would support both the institution and state's missions to produce a well-educated workforce and support economic development.

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

Below, there is provided an outline of jobs, projecting market demand and median-pay data retrieved from the U.S. Bureau of Labor Statistics (www.bls.gov). The list below refers only to the available BLS data. The jobs listed are those identified on the site as the top-employing occupations for workers with an interdisciplinary studies degree.

- **Software developers and software quality assurance analysts and testers:** 2019 employment: **1,469,200.** 2019 median pay: **$107,510.** Projected employment change, 2019–29: Number of new jobs: **316,000.** Growth rate: **22 percent (Much faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Dieticians and nutritionists:** 2019 employment: **74,200.** 2019 median pay: **$61,270.** Projected employment change, 2019–29: Number of new jobs: **5,900.** Growth rate: **8 percent (Much faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Registered nurses:** 2019 employment: **3,096,700.** 2019 median pay: **$73,300.** Projected employment change, 2019–29: Number of new jobs: **221,900.** Growth rate: **7 percent (Faster than average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Elementary school teachers, except special education:** 2019 employment: **1,579,800.** 2019 median pay: **$59,420.** Projected employment change, 2019–29: Number of new jobs: **56,100.** Growth rate: **4 percent (As fast as average).** Education and training: Typical entry-level education: **Bachelor's degree.**
- **Personal service managers, all other; entertainment and recreation managers, except gambling; and managers, all other:** 2019 employment: **1,189,200.** 2019 median pay: **$110,630.** Projected employment change, 2019–29: Number of new jobs: **-21,700.** Growth rate: -**2 percent (Decline).** Education and training: Typical entry-level education: **Bachelor's degree.**

Source of all above information: www.bls.gov

- 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.

- **Software developers and software quality assurance analysts and testers**: Two percent of those who hold a degree in interdisciplinary studies (10,574) are employed in this field. Software developers create the applications or systems that run on a computer or another device. Software quality assurance testers test the effectiveness and outcomes of an actual product, such as executing software after the software development process to find and fix

defects before making it publicly available. The most important qualities for these positions are analytical, communication, interpersonal, and problem-solving skills, as well as creativity and attention to detail. The typical entry-level requirement is a bachelor's degree. Employment of construction managers is projected to grow 22 percent from 2019 to 2029, much faster than the average for all occupations (source: www.bls.gov).

- **Dieticians and nutritionists**: Six percent of those who hold a degree in interdisciplinary studies (31,722) are employed in this field. Dietitians and nutritionists advise people on what to eat in order to lead a healthy lifestyle or achieve a specific health-related goal. They work in many settings, including hospitals, nursing homes, clinics, cafeterias, and for state and local governments. The most important qualities for these positions are analytical, communication, organizational, and problem-solving skills, as well as compassion. The typical entry-level requirement is a bachelor's degree. Employment of dieticians and nutritionists is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations (source: www.bls.gov).
- **Registered nurses**: Two percent of those who hold a degree in interdisciplinary studies (10,574) are employed in this field. Nursing education programs usually include courses in anatomy, physiology, microbiology psychology, and other social and behavioral sciences, as well as in liberal arts. A bachelor's or higher degree is often necessary for administrative nursing positions, research, consulting, and teaching. The most important qualities for these positions are critical thinking, communication, and organizational skills, as well as attention to detail, compassion, physical stamina, and emotional stability. Employment of registered nurses is projected to grow 7 percent from 2019 to 2029, faster than the average for all occupations (source: www.bls.gov).
- **Elementary school teachers, except special education**: Seven percent of those who hold a degree in interdisciplinary studies (37,009) are employed in this field. Those with a bachelor's degree in another subject besides education can still become elementary education teachers, but they also must complete their certification to teach. Employment of elementary school teachers is projected to grow 4 percent from 2019 to 2029, as fast as the average for all occupations (source: www.bls.gov).
- **Personal service managers, all other; entertainment and recreation managers, except gambling; and managers, all other**: Three percent of those who hold a degree in interdisciplinary studies (15,861) are employed in this field. Employment of managers in these categories is projected to decline by 2 percent from 2019 to 2029 (source: www.bls.gov).

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

Fourteen associate degree programs and four lower-division certificate programs are currently offered at Maryland community colleges in general studies. For those who want to continue on to earn a bachelor's degree in a general studies or interdisciplinary program, there are six bachelor's degree programs at Maryland public institutions.

Institution	Program	Degree Type	2017 degrees awarded
Allegany College of Maryland	General Studies Transfer	Associates	82

Baltimore City Community College	General Studies Transfer	Associates	105
Carroll Community College	General Studies Transfer	Associates	93
Cecil College	General Studies	Associates	53
College of Southern Maryland	General Studies Transfer	Associates	477
Community College of Baltimore County	General Studies	Associates	784
Frederick Community College	General Studies Transfer	Associates	338
Garrett College	General Studies Transfer	Associates	24
Hagerstown Community College	General Studies	Associates	70
Harford Community College	General Studies Transfer	Associates	269
Howard Community College	General Studies Transfer	Associates	533
Montgomery College	General Studies Transfer	Associates	1008
Prince George's Community College	General Studies Transfer	Associates	399
Wor-Wic Community College	General Studies Transfer	Associates	106
Allegany College of Maryland	General Studies	Lower Division Certificate	10
College of Southern Maryland	General Studies	Lower Division Certificate	393
Community College of Baltimore County	General Studies Transfer	Lower Division Certificate	1
Wor-Wic Community College	General Studies	Lower Division Certificate	0
Mount St. Mary's University	General Studies/Interdisciplinary	Bachelors	9
University of Maryland Eastern Shore	General Studies	Bachelors	9
University of Maryland Global Campus	General Studies	Bachelors	26
Washington Adventist University	General Studies	Bachelors	11

Washington Bible College	General Studies	Bachelors	0
Coppin State University	Interdisciplinary Studies	Bachelors	24
Hood College	Interdisciplinary Studies	Bachelors	1
Johns Hopkins University	Interdisciplinary Studies	Bachelors	0
Loyola University Maryland	Interdisciplinary Studies	Bachelors	49
Salisbury University	Interdisciplinary Studies	Bachelors	64
Stevenson University	Interdisciplinary Studies	Bachelors	53
Towson University	Interdisciplinary Studies	Bachelors	16
University of Baltimore	Interdisciplinary Studies	Bachelors	27

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 six general studies and interdisciplinary studies bachelor's programs offered at Maryland universities, but these are designed to allow students to customize their own majors based upon their career interests. The only fully online program option is UMGC's general studies bachelor's program. However, that program does not have a core and is comprised entirely of electives chosen by the student from two or more discipline areas. FSU's proposed Multidisciplinary Studies program offers a more broad-based overview of the arts, social sciences, and humanities, and business areas, and ensures that students will gain exposure to multiple disciplines through the required core.

School Name	Program Name	CIP	2012	2013	2014	2015	2016	2017
University of Maryland Eastern Shore	General Studies	309999	7	7	10	10	17	9
University of Maryland Global Campus	General Studies	309999	50	45	51	30	30	26
Coppin State University	Interdisciplinary Studies	240101	30	34	28	17	26	24

Salisbury University	Interdisciplinary Studies	240101	67	53	51	58	56	64
Towson University	Interdisciplinary Studies	300000	26	21	18	27	19	16
University of Baltimore	Interdisciplinary Studies	309999	33	33	22	15	17	27

2. Provide justification for the proposed program.

According to the Maryland State Plan for Postsecondary Education, as of 2014, 19.1% of the state's population had completed some college but had not attained a degree. Many of these students may not be explicitly aware of which colleges and programs are available, how college can improve prospects for employment and career success, and how they can benefit from funding through programs such as One Step Away to increase their success. Additionally, prospective students may believe that logistical challenges, such as transportation and childcare, would be too much to overcome in returning to school.

By developing a fully online, asynchronous option for students, FSU will provide an accessible option for non-traditional students to return to college and complete their degrees. This would support both the institution and state's missions to produce a well-educated workforce and support economic development.

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

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

The data related to programs at the Historically Black Institutions is provided in the previous table. These results indicate that University of Maryland Eastern Shore and Coppin State University have Interdisciplinary Studies and General Studies programs, respectively, but the proposed Multidisciplinary Studies degree as demonstrated in the curriculum is unique and distinctive by its less specialized and more-broad based focus.

The numbers of graduates from these institutions are small in comparison to the large numbers of community college graduates in these fields who may be seeking to further their education by earning a generalized, multidisciplinary bachelor's degree.

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.

2. It is not anticipated that the proposed Multidisciplinary Studies program will affect the institutional identities and mission of HBIs.

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 Multidisciplinary Studies program, which would be housed in FSU's College of Liberal Arts and Sciences, would utilize existing courses already developed to comprise its curriculum. Pending approval, the university anticipates enrolling its first cohort of students in spring 2022 and graduating approximately 30 students annually.

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

   This program will have the following educational objectives:

   Students will:

   - Demonstrate knowledge of topics in the arts, humanities, social sciences, and business and their interrelationships in the context of current issues in society (aligns with Undergraduate Institutional Learning Goal #1).
   - Research and critically evaluate information from various perspectives and disciplines (aligns with Undergraduate Institutional Learning Goal #1).
   - Connect knowledge and learning in interdisciplinary fields (algins with Undergraduate Institutional Learning Goal #1).
   - Communicate information and ideas effectively in writing (aligns with Undergraduate Institutional Learning Goal #2).
   - Present ideas and arguments effectively in oral format (align with Undergraduate Institutional Learning Goal #2).

3. Explain how the institution will:
   a) provide for assessment of student achievement of learning outcomes in the program.

      The assessment plan will focus on the evaluation of student work on a research project in the MDST 490 Topics in Multidisciplinary Studies course. The project will provide students the opportunity to look at real world examples of the applications of the arts, humanities, social sciences, and business disciplines acting on everyday life. A grading rubric will be developed linking rubric elements to each of the program learning outcomes.

   b) document student achievement of learning outcomes in the program.

      Annual learning outcome reports are deposited with and evaluated by the College of Liberal Arts and Sciences Assessment Council using a common report hosted by FSU's implementation of Campus Labs' Compliance Assist

platform. The institution- wide Student Learning Assessment Advisory Group annually reviews the state of learning assessment campus-wide based on college-level assessment committee reports and recommendations.

Additionally, all academic programs at FSU undergo an intensive review every seven years. Student learning outcomes and the appropriateness of program learning goals and resources are a major component of this review. These reviewed are coordinated at FSU by the Office of Assessment and Institutional Research and the final reports are maintained by that office.

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

   The courses required for this program are as follows. New courses are highlighted in red. Course descriptions are found in Appendix A.

Multidisciplinary Studies Overall Requirements Summary

Multidisciplinary Studies Major requirements	45
FSU General Education Requirements not covered by Multidisciplinary Studies courses	19-29
Free electives needed to reach 120	46-56
Total credits	**120**

Multidisciplinary Studies Major Required Core Courses (21 credits):

Course	Title	Semester Hours of Credit	General Education Requirement
ART 100	Art Appreciation	3.0	Fine Arts
ACCT 101, ACCT 211, BUAD 100, ECON 201, MGMT 251, or MKTG 261	Choose one from: Life Skills for Money Wellness Financial Accounting Introduction to Business Principles of Economics (Macro) Management of Organizations Principles of Marketing	3.0	ECON 201 satisfies Social Science requirement
CMST 102 or CMST 122	Introduction to Human Communication or Introduction to Public Speaking	3.0	None

COSC 100 or COSC 130	Introduction to Computer Science or Introduction to Programming	3.0	None. However, COSC 100 satisfies tech fluency requirement for graduation
HIST 100	The Contemporary World in Historical Perspective	3.0	Humanities
IDIS 160	Science, Technology and Society	3.0	Natural Science
SOCI 100	Introduction to Sociology	3.0	Social Science

Multidisciplinary Studies Major Electives (21 credits from among the following):

Course	Title	Semester Hours of Credit	General Education Requirement
AAST 400	Africans of the Diaspora	3.0	Identity and Difference
ACCT 420	Tax Accounting	3.0	None
BMIS 455	Management Information Systems	3.0	None
CMST 335	Organizational Communication	3.0	None
CMST 345	Conflict Management	3.0	None
CMST 350	Intercultural Communication	3.0	Identity and Difference
FINA 371	Insurance and Risk Management	3.0	None
GEOG 301	Geography of North America	3.0	None
HIST 462	Revolutionary America, 1755-1799	3.0	None
HIST 465	Gilded Age America, 1877-1913	3.0	None
IDIS 350	Advanced FSU Colloquium	3.0	FSU Colloquia
IDIS 495	Interdisciplinary Experience (can complete for up to 6 credits toward the major)	6.0	None
INTR 330	International Business	3.0	None
LBST 494	Field Experience in Liberal Studies	3.0 – 6.0	None
LBST 499	Directed Study	3.0	None
LEAD 401	Citizen Leadership	3.0	None
MGMT 315	New Business Ventures	3.0	None
MGMT 356	Leadership and Human Behavior	3.0	None
MGMT 357	Human Resources Management	3.0	None
MGMT 391	Management Seminar	3.0	None
MGMT 405	Business Ethics and Social Responsibility	3.0	None

MKTG 366	Consumer Behavior	3.0	None
MKTG 460	Global Marketing	3.0	None
MKTG 466	Services Marketing	3.0	None
MUSC 311	Jazz History	3.0	Identity and Difference
PSYC 318	Social Psychology	3.0	None
PSYC 409	Human Learning and Cognition	3.0	None
SOCI 305	Racial and Cultural Minorities	3.0	Identity and Difference
SOCI 334	Gender and Social Life	3.0	None

Multidisciplinary Studies Major Required Capstone Course (3 credits):

MDST 490	Topics in Multidisciplinary Studies	3.0	Capstone

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

Students in this program will be required to meet FSU's established general education program. Several courses required for the program are part of FSU's general education program.

Required Course	FSU GEP Component
IDIS 160	Mode of Inquiry C (Natural Sciences)
ART 100	Mode of Inquiry A (Fine and Performing Arts)
ECON 201*	Mode of Inquiry D (Social and Behavioral Sciences)
HIST 100	Mode of Inquiry B (Humanities)
SOCI 100	Mode of Inquiry D (Social and Behavioral Sciences)
COSC 100	Tech Fluency requirement

* If ECON 201 is not selected for the core, then students will need to take another GEP social science course. If an Identity and Difference course is not selected as one of the electives, students will need to take a three-credit course to meet that requirement for GEP.

Several of the electives that students can choose for the program also satisfy general education requirements. IDIS 350 can be taken for credit under Mode of Inquiry category E. Several other elective courses can be counted for category F, Identity and Difference: AAST 400, CMST 350, MUSC 311, and SOCI 305. Students in the program will have their choice of available courses for the remainder of the GEP requirements (see table on next page).

The following additional General Education requirements not covered by Major Courses (19-23 credits*) and can be completed by using the following online options:

Categories	Possible Courses within approved FSU GEP	Semester Hours of Credit
Core Skills: Introductory Compositions (one course required)	ENGL 101 First-Year Composition	3.0
Core Skills: Quantitative Reasoning (one course required)	MATH 104 Problem-Solving MATH 109 Statistics	3.0 - 4.0
Core Skills: Advanced Writing (one course required)	ENGL 308 Social Sciences Advanced Composition ENGL 330 Business Writing ENGL 338 Technical Writing	3.0
Fine and Performing Arts (one course required)	Covered by ART 100 in Multidisciplinary Studies Core	0.0
Humanities (two courses required, one course included in Multidisciplinary Studies Core – HIST 100)	PHIL 101 Intro. to Philosophy PHIL 102 Contemporary Ethical Problems	3.0
Natural Science course with laboratory (one course required)	GEOG 103 Physical Geography	4.0
Natural Science course without laboratory (one course required)	Covered by IDIS 160 in Multidisciplinary Studies Core	0.0
Social Science (two courses required, covered by SOCI 100 and ECON 201 in Multidisciplinary Studies Core)	GEOG 104 Human Geography GEOG 110 World Regional Geography POSC 131 Introduction to Comparative Politics PSYC 150 General Psychology	0.0 - 3.0
FSU Colloquium (one course required)	IDIS 150 First-Year Colloquium	3.0
FSU Advanced Colloquium (one course required)	If students do not take IDIS 350 as a Multidisciplinary Studies elective, they will still need to take it to satisfy this requirement	0.0 - 3.0
Identity and Difference (one course required)	If students do not select an eligible Identity and Difference course from program electives, they will need to take one of those courses to satisfy this requirement	0.0 - 3.0
TOTAL		**19-29**

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

   N/A

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

   N/A

4. 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.

   FSU provides all students with sufficient information on curriculum, course and degree requirements, cost financial aid, method of delivery, technology requirements, the Canvas learning management system, and support services through the Undergraduate and Graduate Catalogs, the FSU website, FSU admissions and recruiting materials, and FSU's student information system. All undergraduate students are also provided with an 8-semester plan of study for their chosen academic program(s). First-time students take ORIE 101 Introduction to Higher Education, which provides additional information about advising, registration, and campus resources. Transfer students receive this information through advising and orientation with the department chair or program representative. FSU also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to disclosure requirements for postsecondary institutions.

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

   All program materials will clearly represent the proposed program and services available. All such materials are checked by the academic department, the Admissions Office, and the Office of Publications for accuracy.

H. Adequacy of Articulation

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

   N/A

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 faulty member will teach in the proposed program.

FSU is primarily a teaching institution. The faculty are expected to provide 24 credit hours of teaching per academic year and service to the department, institution, community, and profession/practice. Faculty are expected to publish peer-reviewed journal articles in their field of training and expertise to keep up their skills and provide real-world application of course content to students through the curriculum.

Current full-time tenure track faculty are both academically and experientially qualified to instruct at the undergraduate level and adjunct faculty have expertise in respective fields. These faculty members have been identified in Table 7.

The entirety of instruction will take place in the online environment. The University currently uses Canvas™ to deliver online course content as well as WebEx™ for live and recorded presentations. Instructional designers are available to provide support in design and training for courses.

The core courses in the Multidisciplinary Studies curriculum are general education courses or other high demand services courses taught by a variety of instructors in those departments. The qualifications of instructors for the elective courses are presented in the table below.

Name	Appointment Type	Terminal Degree	Rank	Status	Courses
Eleanor McConnell	Tenured/Tenure-Track	Ph.D. History	Associate Professor	Full-time	HIST 462 Revolutionary America
Greg Wood	Tenured/Tenure-Track	Ph.D. History	Associate Professor	Full-time	HIST 465 Gilded Age America
Alan Bensley	Tenured/Tenure-Track	Ph.D. Psychology	Professor	Full-Time	PSYC 409 Human Learning and Cognition
Paul Bernhardt	Tenured/Tenure-Track	Ph.D. Psychology	Associate Professor	Full-Time	PSYC 318 Social Psychology
Dwane Dean	Tenured/Tenure-Track	Ph.D. Marketing	Associate Professor	Full-Time	MKTG 366 Consumer Behavior
Silvia Eusuf	Adjunct Faculty	M.B.A.	Lecturer	Part-Time	INTR 330 International Business

					MKTG 460 Global Marketing
Thomas Harrison	Adjunct Faculty	B.M. (Bachelor of Music)	Lecturer	Part-Time	MUSC 311 Jazz History
Thuong Harvison	Tenured/Tenure-Track	Ph.D. Finance	Assistant Professor	Full-Time	FINA 371 Insurance and Risk Management
Ryan Kentrus	Full-Time Non-Tenure-Track	DM (Doctor of Management)	Lecturer	Full-Time	MGMT 315 New Business Ventures MGMT 405 Business Ethics and Social Responsibility
Kenneth Levitt	Tenured/Tenure-Track	Ph.D. Human Resources	Associate Professor	Full-Time	MGMT 357 Human Resources Management MGMT 405 Business Ethics and Social Responsibility
Jeff McClellan	Tenured/Tenure-Track	Ph.D. Management	Professor	Full-Time	MGMT 356 Leadership and Human Behavior
Timothy Michaels	Adjunct Faculty	C.P.A.	Lecturer	Part-Time	ACCT 420 Tax
Robert Moore	Tenured/Tenure-Track	Ph.D. Sociology	Professor	Full-Time	SOCI 305 Racial and Cultural Minorities
Duong Nguyen	Tenured/Tenure-Track	Ph.D. Finance	Assistant Professor	Full-Time	FINA 371 Insurance and Risk Management

Charlene Platter	Adjunct Faculty	M.S. Sociology	Lecturer	Part-Time	SOCI 334 Gender and Social Life
Elesha Ruminski	Tenured/Tenure-Track	Ph.D. Communication	Professor	Full-Time	LEAD 401 Citizen Leadership CMST 335 Organizational Communication CMST 345 Conflict Management
James Saku	Tenured/Tenure-Track	Ph.D. Geography	Professor	Full-time	GEOG 301 Geography of North America
JoAnna Shore	Tenured/Tenure-Track	D.B.A.	Associate Professor	Full-Time	BMIS 455 Management Information Systems
Linda Steele	Staff/Adjunct	Ed.D. Educational Leadership	Lecturer	Part-Time	IDIS 495 Interdisciplinary Experience
Molly Stoltz	Non-Tenure Track	Ph.D. Communication	Lecturer	Full-Time	CMST 350 Intercultural Communication
Robin Wynder	Staff/Adjunct	M.S.	Lecturer	Part-Time	AAST 400 Africans of the Diaspora
Various Adjuncts	Adjunct	M.Ed. or MAT Secondary Science	Lecturer	Part-Time	IDIS 160 Science, Technology, and Society

1. 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

    Free training and professional development in pedagogy is provided by FSU's Center for Teaching Excellence which hosts a regional conference on

teaching and learning annually in January, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year.

Additionally, each of the university's academic departments are committed to supporting faculty development within the discipline through the attendance at regional and national conferences.

b) The learning management system

FSU uses Canvas as its Learning Management System. The Office of Instructional Design and Technology provides support and training through the onboarding process for new faculty as well as regularly throughout the year.

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

FSU is a member of both the Maryland Distance Learning Association and Quality Matters, one of the leaders in online education for quality assurance in course design. All training for faculty is based upon Quality Matters standards.

Faculty must complete the Teaching Online Certification course in order to teach online. In this course, they learn best practices of aligning course level objectives to student learning outcomes by designing their courses using a Backward design model. The faculty identify the desired results students will be able to do, determine evidence-based assessments to demonstrate learning, and plan learning experiences and instruction to lead students to the learning outcomes. Faculty learn how to break up the content into learning units (modules) and it is aligned to the learning outcomes as well as the course objectives. Faculty also practice engagement techniques and learn the importance of having presence in the online course.

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.

The Lewis J. Ort Library provides an array of thousands of resources related to an array of disciplines that has been sufficient for supporting the undergraduate and graduate level academic programs at Frostburg State University (FSU). The library licenses electronic resources that provide access to full-text articles, statistical data, and reference material, including Academic Search Complete. There are approximately 37,000 full text journals, magazines, and newspapers available through the total number of databases subscribed to by the library. The scope of

these resources ranges from trade journals and newspapers to scholarly research. Citations from the library's databases also provide links to full text from over 44,000 peer-reviewed open access sources.

The library's OneSearch and Research Port search systems provide access to databases and other electronic resources through the Internet to all currently registered FSU students, faculty and staff on a 24 hour/7-day basis. Materials comprising the library's collection may be searched using its online catalog, catalogUSMAI, as well as OneSearch. A cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges for circulating print materials from any USM library. Additionally, interlibrary loan capabilities extend these privileges to libraries throughout the United States. Electronic resources typically are not permitted to be shared among these libraries pursuant to the terms and conditions governing the licensing of databases and full-text content. As such, students enrolled in Frostburg State University courses will have access to all the online resources subscribed to by the Ort Library.

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

As a fully online program, no physical classroom facilities will be required. All faculty are provided with the necessary office space, computers, and other instructional equipment to deliver their courses effectively online. The university also provides substantial support for faculty online teaching support including a robust LMS system and 24/7 help desk support for both faculty and students. Due to the online nature of this program, this new program proposal places no additional burden on the need for physical facilities, instructional equipment, and other technological infrastructure over what is currently in place and available at FSU.

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					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0

2. Tuition/Fee Revenue (c + g below)	76,406	93.760	109.439	130,439	149,833
a. Number of F/T Students – In-state	3	4	5	6	7
a. Number of F/T Students – Out of state	1	1	1	1	1
b. Annual Tuition/Fee Rate In-state	6,834	6,971	7,110	7,252	7,397
b. Annual Tuition/Fee Rate Out of state	21,320	21,746	22,181	22,625	23,078
c. Total F/T Revenue (a x b)	41,822	49,630	57,731	66,137	74,857
d. Number of P/T Students	12	15	19	21	24
e. Credit Hour Rate – In state	281	287	293	299	305
e. Credit Hour Rate – Out of state	598	610	622	634	647
f. Annual Credit Hour Rate	6	6	6	6	6
g. Total P/T Revenue (d x e x f)	34,584	44,130	52,062	64,302	74,976
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	2,304	2,880	3,456	4,032	4,608
TOTAL (Add 1 – 4)	78,710	96,640	113,249	134,471	154,441

Resource Narrative:

Assumes an increase in enrollment of 5 students per year, up to 40 in year 5. 80% part-time, 20% full-time
75% in-state, 25% out-of-state

1. 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.

Expenditure Narrative:

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	11,980	11,980	11,980	11,980	11,980
a. Number of FTE	0	0	0	0	0
b. Total Salary	11,100	11,100	11,100	11,100	11,100
c. Total Benefits	880	880	880	880	880
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	39,495	39,495	39,495	39,495	39,495
a. Number of FTE	0	0	0	0	0
b. Total Salary	29,255	29,255	29,255	29,255	29,255
c. Total Benefits	10,239	10,239	10,239	10,239	10,239
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0

6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	51,475	51,475	51,475	51,475	51,475

Expenditure Narrative:

- Assumes five adjuncts per year to teach core program courses not already offered fully online
- Support staff – this would be 25% time for existing personnel for program coordination and instructional design

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.

   Faculty members at Frostburg State University are evaluated annually by a peer evaluation process that includes student evaluation of instruction data for each course. The student evaluation instrument is common to all courses at FSU and is administered by the Office of Assessment and Institutional Research. Student learning outcomes for the program are assessed as part of the MDST 490 Topics in Multidisciplinary Studies course, using a rubric linked to the established student learning outcomes for the program.

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.

   All academic programs at FSU undergo an intensive review every seven years as required by the USM. This review covers educational and cost effectiveness, assessment of learning outcomes, and adequacy of human, capital, and fiscal resources.

   Halfway through this cycle, FSU's Office of Assessment and Institutional Research collects information on enrollment and assessment activities using a midterm review template. Also at this time, the Institutional Priorities and Resources Committee will review the program to determine if the program is meeting its enrollment projections and receiving the required resources.

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.

FSU is a public institution committed to a campus environment that values human diversity, equity, and inclusion. FSU has a diverse undergraduate student body (40.2%) and implements a number of programs to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. The Multidisciplinary Studies Program will serve non-traditional students credit hours accumulated who want to come back and earn a bachelor's degree. We expect this new program to attract a diverse student population, and we are committed to the success of all students enrolled in the program.

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.

N/A

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

Frostburg State University has grown from offering just a few online courses in 2003 to offering hundreds of online courses and six-degree programs entirely online – one undergraduate RN to BSN program and five graduate degrees. An emphasis on quality delivery has been a focus and commitment of the university. This commitment is evidenced by the following:

1. Institutional membership in NC-SARA (National Council for State Authorization Reciprocity Agreement). While there are many benefits to institutions which hold such membership, the benefit to distance learners is assurance that participating institutions are committed to the Principles of Good Practice for online education.

2. FSU policy guidelines for online education require that faculty complete a six-week online teaching certification program designed using the standards of Quality Matters, a framework of course delivery designed on best practices supported by literature. This training program is delivered by FSU's instructional design team.

3. FSU offers regular professional development opportunities for faculty to improve teaching skills and knowledge using best practices. The training is delivered by the Instructional Design and Delivery department and is offered in either individual or group sessions.

4. Instructional designers are available to work with faculty on the development, delivery, and assessment of online courses as needed.

Appendix A
• Undergraduate Course Descriptions

- ACCT 101 Life Skills for Money Wellness 3 cr. A practical approach to understanding and applying common financial life skills necessary to gain financial confidence and independence. Coverage of introductory topics include budgeting arrangements, spending and savings plans, personal banking, credit management, loan/debt selection and organization, retirement planning, employment taxes, and more.

- ACCT 211 Financial Accounting 3 cr. An introduction to the principles and concepts of financial accounting, including the basic accounting process, required to make informed decisions based on financial statement information. Credit cannot be earned for ACCT 201and ACCT 211. Every semester. Prerequisite or corequisite: MGMT 110 for all ACCT, BUAD, and ECON majors (Business Economics Concentration) only

- ACCT 420 Tax 3 cr. Federal income taxation of individuals and corporations. Introductory tax research, tax planning, and professional responsibilities. Other topics, such as tax preparation software, at the discretion of the instructor. Fall. Prerequisites: 75 credits and C grade or better in ACCT 312 or permission of instructor.

- ART 100 Art Appreciation 3 cr. Introduction to the appreciation and understanding of the visual arts. Every semester. GEP Group A.

- AAST 400 Africans of the Diaspora 3 cr. Exploration of the main historical trends, cultural tenets, social movements, and intellectual constructions of the African Diaspora with focus on the international connections created by voluntary and forced migrations of people of African descent in antiquity and modern times. Examination of the historical challenges to Africans of the Diaspora and initiatives taken in the face of various Euro-American systems and institutions. Variable. GEP Group F

- BMIS 455 Management Information Systems 3 cr. Relation of MIS to the management functions of planning, control, and decision making. Concepts that underlie MIS: systems management, databases, computers, telecommunications, and general systems design and implementation. Every semester. Prerequisite: MGMT 251.

- BUAD 100 Introduction to Business 3 cr. Introduction to the internal and external environment of contemporary business and a survey of basic concepts, principles, and practices of business organizations. Basic business terminology and concepts for beginning students seeking an introduction to the business world or assistance

in making career decisions. Does not count towards business or accounting majors. Every semester.

- CMST 102 Introduction to Human Communication 3 cr. Fundamental theory and practice of human communication in dyadic, small-group and public situations. Every semester.

- CMST 122 Introduction to Public Communication 3 cr. Introduction to analyzing and responding to public and professional calls to communicate orally for ceremonial, information sharing, persuasive decision making, and marketplace and advocacy purposes. Emphasizes speaking, listening, and rhetoric when delivering individual speeches and participating in public discussions. Every semester.

- CMST 335 Organizational Communication 3 cr. Theory and analysis of organizational communication, with emphasis on applying practical knowledge in organizational contexts. Includes creation of an organizational portfolio. Fall. Prerequisite: CMST 102/112 or CMST 122 or permission of instructor.

- CMST 345 Conflict Management 3 cr. Theoretical and practical examination of the normal, inevitable nature of conflicts with strategies for managing and resolving conflicts in interpersonal, community, organizational, and global contexts. Spring. Prerequisite: CMST 102/112 or CMST 122 or permission of instructor.

- CMST 350 Intercultural Communication 3 cr. Explores concepts, theories, and communication skills relevant to understanding and managing cross-cultural conflicts in interpersonal, organizational, regional, and global contexts. Analyzes and develops skills needed to open channels of communication between and among people of diverse backgrounds as students gain an experiential understanding of the interconnections between communication and culture. Fall. Prerequisite: CMST 102/112 or CMST 122 or permission of instructor.

- COSC 100 Introduction to Computer Science 3 cr. A survey of the historical, technological, and societal aspects of computing with a practical component involving contemporary software applications. Topics include past and future computing, hardware, software, computer systems, data representation and processing, and social and ethical concerns of computing. Practical applications include word processors, spreadsheets, graphics packages, Email, Internet, and web page development basics. Every semester. Tech. Fluency.

- COSC 130 Introduction to Programming 3 cr. Introduction to computer programming; control flow, arrays, variables, functions, file processing; stages of software development. Every semester.

- ECON 201 Principles of Economics (Macro) 3 cr. An introduction to Principles of Economics focusing primarily on the forces determining the economy-wide levels of production, employment, and prices. Examines monetary and fiscal policy and

alternative views of how the economy should be managed. Every semester. GEP Group D.

- FINA 371 Insurance Planning and Risk Management 3 cr. The nature of risk and its effect on the business enterprise. Various types of insurance, underwriting practices, actuarial and contractual problems, and government regulations. Spring

- GEOG 301 Geography of North America 3 cr. Major national and geographic regions of the United States, Canada, and Mexico. Relationship between natural and economic factors. Fall, odd-numbered years. Prerequisite: GEOG 103/113 or GEOG 104/114 or GEOG 110 or permission of instructor.

- HIST 100 The Contemporary World in Historical Perspective 3 cr. A consideration of major historical developments of the last century in diverse areas of the world that illuminate contemporary problems. Every semester. GEP Group B or F.
- HIST 462 Revolutionary America, 1755-1799 3 cr. From the beginning of the French and Indian War to the Adams Presidency. Focusing on the transformation of British rule following the French and Indian War, development of anti-imperial protest, revolution and independence, crises of the 1780s, formation of the United States Constitution and its political and economic consequences in the 1790s. Variable.

- HIST 465 Gilded Age America, 1877-1913 3 cr. From the presidency of Hayes through the Progressive Era: the labor movement, growth of the city, immigration, imperialism, art and architecture, and politics. Variable.
- IDIS 160 Science, Technology and Society 3 cr. Interdisciplinary examination of models of research, development of science and technology, and application and subsequent impact of developments on society and the environment. Every semester. GEP Group C.

- IDIS 350 Advanced FSU Colloquium 3 cr. Fostering a Sense of Understanding through exploration of a current issue, theme, problem, person, or persons, cultural or historical period, world area or national region, or other unifying principle through interdisciplinary inquiry and research. Every semester. To be completed after earning 45 hours. GEP Group E.

- IDIS 495 Interdisciplinary Experience 1-12 cr. Supervised field experience. Academic requirements include proposal and application, log/journal; paper/report; and site supervisor performance appraisal. Repeatable for up to 12 credits. Every semester.

- INTR 330 International Business 3 cr. Introduction to foreign commerce; survey of the environmental, economic, political, and social constraints on doing business abroad; discussion of issues and problems facing managers when firms do business

with and within foreign countries. Credit cannot be earned for both INTR 330 and BUAD 330. Fall. Prerequisite: 42 credits.

- LBST 494 Field Experience in Liberal Studies 3-6 cr. Completion of a work experience as part of focus in Liberal Studies. Work experience must relate directly to academic program. P/F/ Prerequisites: Junior or senior standing. By 12th week of the semester prior to experience, student must submit an application including (1) proposal, (2) letter of acceptance from proposed agency indicating direct supervisor and total number of hours to be worked, (3) agreement to keep a written record of hours worked and reflective journal of each day worked.

- LBST 499 Directed Study 3 cr. Capstone opportunity for Liberal Studies majors: seminar, readings course or independent study. Paper required. Repeatable for up to 6 credits. Every semester. Permission of LBST coordinator required.

- LEAD 401 Citizen Leadership 3 cr. Rhetorical and experiential exploration of leadership related to civic engagement and social change that addresses justice and democracy challenges. Focus is on development of practical understandings of interpersonal, team, and global leadership, particularly in community contexts. Variable. Prerequisite: CMST 102 or 122.

- MGMT 251 Management of Organizations 3 cr. The practice of managing in today's dynamic environment, the purpose, and processes of organizations, managing individuals and groups in organizations. Emphasis is placed on skills needed for managerial success. Credit cannot be earned for both MGMT 251 and MGMT 351. Every semester. Prerequisite: 24 credits. Additional prerequisite or corequisite: MGMT 110 for all ACCT, BUAD and ECON majors (Business Economics Concentration) only.

- MGMT 315 New Business Ventures 3 cr. Examines the problems and challenges of creating and managing a small business. Emphasis on the development and implementation of a business idea, and the practical aspects of starting and managing a small business and its functional components: accounting, finance, management, and marketing. Every semester. Prerequisite: 42 credits.

- MGMT 356 Leadership and Human Behavior 3 cr. Introduction to leadership theories and concepts; emphasis on applications of leadership qualities and human skills required for managerial success and organizational effectiveness. Every semester. Prerequisite: 42 credits.

- MGMT 357 Human Resources Management 3 cr. Effective utilization of human resources in organizations: Emphasis on principles, practices and legal aspects of job analysis, recruitment and selection, training, performance appraisal, compensation, safety and health, employer-employee rights, union-management relations; current issues in the field. Every semester. Prerequisite: a grade of C or better in MGMT 251.

- MGMT 391 Management Seminar 3 cr. Advanced topics presented by faculty and invited guests. Multiple themes chosen under the supervision of the instructor and/or College of Business, with timely relevance to management needs. Variable. Prerequisite: None

- MGMT 405 Business Ethics and Social Responsibility 3 cr. Business ethics; the relationship of business with society; stakeholder relationships and the social responsibility of business to various constituencies; social, ethical, and public policy issues affecting business and the managerial approaches for dealing with these issues. Not open to students who have credit for former BUAD 380 or 480. Every semester. Prerequisite: 42 credits.

- MKTG 261 Principles of Marketing 3 cr. Introduction to basic marketing concepts, strategy, and terminology. Focus on understanding marketing as the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services. Key concepts include relationship marketing, consumer behavior, global marketing, and marketing research. Every semester. Prerequisite or corequisite: MGMT 110 for all ACCT, BUAD and ECON majors (Business Economics Concentration) only.

- MKTG 366 Consumer Behavior 3 cr. Overview of individual and organizational decision- making in the purchase, consumption and disposition of goods and services. Examine factors influencing consumers' decision-making, including internal forces of perception, motivation, learning, personality, lifestyle and attitudes and external forces of culture, demographic, social class, reference group and family. Every semester. Prerequisite: a grade of C or better in MKTG 261.

- MKTG 460 Global Marketing 3 cr. Study the impact of globalization, multilateral trade agreements and national culture and their effect on marketing environment and strategic marketing decision-making. Specific topics include international product adaptation, cross- cultural consumer behavior, multinational distribution, international pricing, and integrated marketing communication in the global marketplace. Spring. Prerequisite: a grade of C or better in MKTG 261.

- MKTG 466 Services Marketing 3 cr. Examines the challenges of marketing services and the importance of the service "product" in the economy. Includes the nature of the service "product" in different industries and the role of customer service. Fall. Prerequisite: a grade of C or better in MKTG 261.

- MUSC 311 Jazz History 3 cr. Exploration of the roots and development of jazz as an American art form from the late 19th to 21st century; examination of influences from Africa, South America, and Europe; discussion of important artists, genres, and style characteristics of instrumental and vocal jazz. Fall. GEP Group F.

- PSYC 318 Social Psychology 3 cr. Theories, methods, and applications of social psychology. A survey of the social and interpersonal factors influencing an individual's behavior. Topics include attitudes, person perception, interpersonal relations, group dynamics, social roles, and conformity. Fall. Not open to students with credit for former PSYC 418. Prerequisite: PSYC 150/151 with a "C" or better.

- PSYC 409 Human Learning and Cognition 3 cr. An examination of human cognitive processes including human learning, memory and recall, attention processes, information processing, problem solving, thinking, and reasoning, language acquisition and communication. Every semester. Prerequisite: PSYC 150/151 with a C or better.

- SOCI 100 Introduction to Sociology 3 cr. Systematic introduction to the study of society. Basic concepts, methods of study, and theories about societal structures and processes. Every semester. Not open to students who have credit for former SOCI 201. GEP Group D.

- SOCI 305 Racial and Cultural Minorities 3 cr. Analysis of minority-majority group situations, their causes, and consequences. Minorities in the United States. Every semester. Not open to students who have credit for former SOCI 220 or 320. Prerequisite: SOCI 100 or SOCI 111. Also offered as SOWK 305. GEP Group F.

- SOCI 334 Gender and Social Life 3 cr. The social construction of gender and gender-based inequalities. Focus on contemporary American society but other cultures included. Variable. Prerequisite: SOCI 100 or SOCI 111.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Frostburg State University: Bachelor of Science in Nursing

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: Frostburg State University's Department of Nursing is proposing a Bachelor of Science in Nursing (BSN) program. This full-time, four-year program will be located on the FSU campus within the new Education and Health Science Building. Students will complete 121 credit hours broken down into 56 credit hours of general education and pre-requisites, 47 credits of lecture and integrated lab hours, and 18 credit hours of practicum and lab hours. Students will complete a total of 720 practicum/lab hours within the skills lab, simulation lab, and bedside care within local healthcare facilities.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam graduates will become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state. This program has received letters of support from UPMC Western Maryland and WVU Medicine (Garrett Regional Medical Center, Potomac Valley Hospital).

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 Frostburg State University to offer the Bachelor of Science in Nursing.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

FROSTBURG STATE UNIVERSITY
One University. A World of Experiences.

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March 21, 2022

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

Frostburg State University Department of Nursing is proposing a Bachelor of Science in Nursing (BSN) program. This full-time four-year program will be located on the FSU campus within the new Education and Health Science Building. If approved, the University will become the only school in Western Maryland to offer a full baccalaureate of science in nursing, and one of six schools to offer the degree within the University System of Maryland. This new program would meet the needs of students that have already chosen FSU as their school of choice and support them in the option to fully earn a degree on FSU's campus.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam graduates will become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state.

This proposed program builds on FSU's accredited RN-BSN program that was established in 2009. All curricula have been developed and revised to meet national practice standards and the new 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education.
Proposal attributes include the following:

Proposal Title:	New Academic Program: Nursing (Pre-licensure)
Award Level:	Bachelor of Science Degree in
Nursing (BSN) CIP:	513801
HEGIS:	120300

We would appreciate your support for this proposal for the new academic program. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Michael B Mathias

Dr. Michael Mathias, Interim Provost and Vice President Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM Dr. Kim Hixson, Dean of the College of College of Liberal Arts and Sciences, FSU Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU

FROSTBURG STATE UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Frostburg State University

Institution Submitting Proposal

Nursing (Pre-licensure)

Title of Proposed Program

Bachelor of Science Degree in Nursing (BSN)		**Fall 2023**
Award to be Offered		Projected Implementation Date
120300		**513801**
Proposed HEGIS Code		Proposed CIP Code
Nursing Department		**Kara Platt, DNP, RN, NEA-BC**
Department in which program will be located		Department Contact
301-687-4791		**knplatt@frostburg.edu**
Contact Phone Number		Contact E-Mail Address
Ronald Nowaczyk		**March 21, 2022**
Signature of President or Designee		Date

Bachelor of Science in Nursing (Pre-Licensure) Program Proposal

Frostburg State University

A. Centrality to Institutional Mission and Planning Priorities:

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, residential, and regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide- ranging research and scholarly activity with the goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real- world situations.

The mission of FSU is to serve as a student-centered teaching and learning institution featuring experiential learning opportunities. FSU currently offers degrees in business, education, liberal arts and sciences, and nursing that provide specialized instruction for students involved in or preparing for professional careers. These programs enhance and enrich the academic environment of the University. The programs meet local and regional workforce needs by offering opportunities for advance learning for the employees of area businesses and professions. In response to local and regional challenges across healthcare provider services, an RN to BS in Nursing was approved and implemented in 2009, a Master of Science in nursing education and leadership and management was approved and implemented in 2014, and a Master of Science in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner was approved and implemented in 2018.

Frostburg State University president, Dr. Ronald Nowaczyk, has expressed a commitment to growing and expanding health science programs. Specifically, the University has begun the process of planning to meet the current and future workforce needs of registered nurses across the state. Developing and implementing the proposed baccalaureate of nursing for prelicensure students is explicitly identified as an action priority according to the College of Liberal Arts and Sciences 2021- 2022 strategic plan (Goal #3 Develop new programs to respond to emerging needs and to workforce shortage areas. Action priority A: Continue to implement and grow the nursing programs). This goal and action priority correlates with the University's strategic plan (Goal #4 to ensure university resources and academic programs meet student and workforce expectations).

Frostburg State University is proposing an undergraduate pre-licensure baccalaureate of science in nursing to further meet local, regional, and state workforce needs. If approved, the new program would begin fall 2023. The University will become the only school in Western Maryland to offer a full baccalaureate of science in nursing, and one

of six schools to offer the degree within the University System of Maryland. This new program would meet the needs of students that have already chosen FSU as their school of choice and support them in the option to fully earn a degree on FSU's campus. The goal is that this program would help increase capacity within the state so that more qualified nurses can enter the nursing profession and meet the workforce shortages across the state.

Therefore, in response to these local and regional challenges, FSU's proposed program will build upon the current undergraduate curriculum of the current RN to BSN curriculum that focuses on professional content areas of nursing such as leadership, informatics, ethics, research, etc. The proposed program will include the above content and encompass the full range of nursing content in the areas of clinical nursing practice across the lifespan, physiology, pathophysiology, and pharmacology.

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

According to the Bureau of Labor Statistics Employment Projections 2019-2029, registered nursing is listed among the top occupations in terms of job growth through 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 (7%). The Bureau also projects 175,900 opening for RNs each year through 2029 with retirements and workforce exits factored into the number of nurses needed in the US. According to the 2018 Strengthening Maryland's Health Care Workforce report there is a yearly average of 3,450 positions opened for Registered Nurses. USM schools are only meeting 41% of this demand with 1,421 USM degrees, and other schools in Maryland are conferring 784 degrees bringing the total to only 64% of the statewide need met between all schools in Maryland.

Table 1: Department of Labor, Licensing, and Regulations, Maryland labor Projections 2018-2028

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2018	2028	Change	Replacement	Total	
29-1141	Registered Nurses	60,796	74,031	13,235 21.77%	9,372	15,602	Associate Degree Bachelor's Degree

The local need for nurses in rural western Maryland is urgent. Currently (9/29/21), there are over 70 nursing positions posted at UPMC Western Maryland. Within the last 14 days, there are over 215 full time RN position postings, within 50 miles of the University's zip code using the Indeed search engine. Letters of support with demonstrated need are included in the appendix of this proposal.

The proposed program also meets the Maryland State Plan for Postsecondary Education 2017-2021 Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The baccalaureate of science in nursing program at FSU will provide students will a streamlined path to complete a four-year nursing program.

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

Registered nurses who hold a BSN are distinguished for entering the workforce with critical thinking skills, case management abilities, leadership, health promotion, and the flexibility to successfully practice in a variety of inpatient and outpatient settings. Further, Magnet hospitals in the United States require all nurse leaders and managers to hold a BSN degree or higher. The National Advisory Council on Nurse Education and Practice (NACNEP) has presented a goal of at least two-thirds of all registered nurses holding a BSN degree, but the nation remains below that goal with only 56% holding a BSN. The **American Association of Colleges of Nursing** (AACN) also provides data showing that patient outcomes are often significantly better when BSN nurses are present at the bedside which indicates that most inpatient settings employ BSN nurses, however, BSN nurses can work in both inpatient and outpatient settings as well as community-based public and private clinics. The proposed program will prepare BSN nurse graduates with skills in acute, chronic, and community-based health care so they will be ready to enter the workforce upon graduation.

According to the Maryland Department of Labor, the Maryland Occupational Projections show a projection of 74,031 positions needed by 2028, which is 13,325 additional positions compared to 2018 statistics. Additionally, out of the top 200 health care occupations in Maryland, registered nurses rank as the number one health care occupation in-demand. According to the most recent data, 3,450 registered nursing positions are open annually and only 64% of those positions are being filled with graduates from the University System of Maryland nursing schools and other Maryland educational institutions. This leaves 1,242 open positions annually, indicating that every 5 years, over 6,000 registered nursing positions are vacant in Maryland.

D. Reasonableness of Program Duplication:

Currently, there are 9 schools of nursing in Maryland that offer a baccalaureate degree in nursing: Bowie State University, Hood College, Stevenson University, University of Maryland (Baltimore), Coppin State University, Morgan State University, Salisbury University, Towson University, and Washington Adventist University. These schools offer traditional baccalaureate nursing programs, in which students can enter as 1st year undergraduates and complete their pre-licensure courses through their bachelor's degrees in nursing. None of these schools are in Western Maryland. The closest university offering a similar program to the proposed program is Hood College and is 102.6 miles away from Western Maryland. The farthest is Salisbury and is 255 miles from Western Maryland.

The proposed program would offer the traditional pathway for prospective students who not only live in Western Maryland, but desire to attend Frostburg State University for a variety of reasons (sports, affordability, smaller campus). Each of the other regional universities offer a bachelor's degree within 4 years of projected program completion when students enter as 1st year undergraduates. Like our proposed program, students must complete pre-requisite and/or general education requirements prior to entering the pre-licensure nursing coursework. However, the other Maryland

universities require students to live at or near the universities to complete the programs, requiring prospective students from Western Maryland to relocate to those areas or commuting to attend.

Frostburg State University currently offers a BSN degree for students who hold unencumbered Registered Nursing licenses, or who have been accepted into a community college in Maryland and desire to work on their BSN simultaneously with their pre-licensure course work. However, there is only one school of nursing, Allegany College of Maryland, in Western Maryland that offers an associate degree in nursing in which students who live in Western Maryland can commute. Additionally, due to the limited cohort sizes that Allegany College of Maryland accepts, many of the students who apply are not offered seats in their program.

Table 2: Baccalaureate of Nursing Programs in Maryland

Institution	Degree Type	Degrees Awarded in 2014	Degrees Awarded in 2019	First Time NCLEX Pass Rate Maryland 2019
Bowie State University	Bachelor	84	55	30
Coppin State University	Bachelor	136	70	43
Salisbury University	Bachelor	86	89	50
Towson University	Bachelor	186	271	143
Univ. Of MD Baltimore	Bachelor	287	411	227
Morgan State University	Bachelor	61	16	7
Hood College	Bachelor	22	24	13
Johns Hopkins University	Bachelor	278	---	-----
Notre Dame of Maryland University	Bachelor	143	95	17
Sojourner-Douglass College	Bachelor	68	0	0
Stevenson University	Bachelor	181	182	50
Washington Adventist University	Bachelor	82	57	34
Total		1,614	1,270	614

Maryland educational institutions awarded 344 less BSN degrees in 2019 than were awarded in 2014. The most recent first-time NCLEX pass rate indicates that only about half of Maryland graduates received their RN licensure in 2019. It is not known whether the remaining graduates delayed sitting for their NCLEX testing or if they tested out of state. However, we know that this number falls short in meeting the open registered nurse positions in the state of Maryland.

Currently, FSU has an estimated 125 pre-nursing students, and this number has grown each year since beginning the current collaborative program with ACM (Allegany College of Maryland) in 2016. However, ACM's capacity does not support both the community applicants and the FSU applicants. FSU's proposed BSN program offers greater opportunity and capacity for pre-nursing students to become nursing students. This program can increase the number of Maryland BSN graduates, which predictively will increase the number of Maryland registered nurse licensees. This will help decrease the gap between the number of graduates and the projected number of open positions.

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

There are four Historically Black Institutions located in the state of Maryland; Morgan State University (Baltimore City), Bowie State University (Prince George's County), University of Maryland Eastern Shore in Princess Anne (Somerset County), and Coppin State University (Baltimore City). While Bowie, Coppin, and Morgan State Universities offer a comparable program to FSU's proposed traditional BSN degree, none of these schools reach rural, western Maryland, including Garrett, Allegany, and Washington Counties. University of Maryland Eastern Shore does not offer nursing programs. Even with Bowie, Coppin, and Morgan State Universities offering similar programs the state of Maryland is still not meeting the demand for nurses. With the proposed program being in a rural location and geographically far from these schools, it is not anticipated that this program would impact their enrollment.

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

There is no impact on the institutional identities and mission of HBIs as this program will be at an institution in rural western Maryland.

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

The curriculum for the pre-licensure baccalaureate of science in nursing program is based on the AACN Essentials (2021). The goal of this program is to prepare nursing students to enter a complex healthcare environment and provide safe, quality care based on evidence-based practice with a high level of ethical and professional integrity. All coursework will be completed on FSU campus within the new Education and Health Sciences building, that is currently under construction and slated to open in 2022. Clinical practicums will be completed at local healthcare facilities including UPMC Western Maryland, and other community agencies.

Faculty for the proposed program are all clinically and experientially prepared within the content areas that they will teach. All faculty are doctoral prepared or in progress of doctoral degrees and have a variety of experience in clinical nursing roles. All faculty are listed on Table 7.

Mission

To prepare the individuals to be a professional health care practitioner who provide compassionate care that is based on scientific evidence and who serves as the link between the patient (individual, family, community, or population) and the health care environment across the lifespan. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens withing the community and across the nation.

Vision

The Department of Nursing at Frostburg State University strives to be the

program of choice for prospective nurses and nurses in Maryland and the surrounding region who choose to pursue an undergraduate or graduate degree in Nursing. Its graduates will demonstrate critical thinking, collaboration with other health care professionals, and willingness to engage individuals, families, and communities in making decisions about their health.

Program Outcomes

Upon completion of the program students will be able to:

1. Utilize critical thinking to address professional practice and patient care issues.
2. Apply leadership concepts and collaborative strategies to the process of nursing care delivery.
3. Utilize quality improvement and safety management principles in clinical nursing practice.
4. Identify and apply basic elements of nursing research.
5. Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.
6. Demonstrate safe use of technology to improve patient care.
7. Describe the ethical, legal, political, and financial influences on the delivery of patient care.
8. Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.
9. Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.
10. Demonstrate the knowledge, skills, and attributes of professional nursing practice.

Current BSN student learning outcomes are based on the AACN Essentials (2021) and link seamlessly with the FSU Undergraduate learning goals.

Table 3: Curricular Alignment with Program, FSU AACN

AACN Essential Domain	BSN Student Learning Goals	FSU Undergraduate Learning Goals	Course Example
Knowledge for Nursing Practice	Utilize critical thinking to address professional practice and patient care issues.	Demonstrate technical and analytic skills that are appropriate to your field of study and applicable to future careers.	NURS 301, 302, 303 315, 415, 417, 419, 421, 423, 425
Person-Centered Care	Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 303, 315, 415, 417, 419, 421, 423, 425

Population Health	Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 315, 415, 417, 419, 421, 423
Scholarship for the Nursing Discipline	Identify and apply basic elements of nursing research.	Comprehend and apply various research methods to evaluate information critically.	NURS 402
Quality and Safety	Utilize quality improvement and safety management principles in clinical nursing practice.	Use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.	NURS 406, 315, 415
Interprofessional Partnerships	Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 303, 315, 415, 417, 419, 421,423, 425
System- Based Practice	Describe the ethical, legal, political, and financial influences on the delivery of patient care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 303, 315, 415, 417, 419, 421,423, 425
Informatics and Healthcare Technologies	Demonstrate safe use of technology to improve patient care.	Use technological resources to access and communicate relevant information.	NURS 404
Professionalism	Demonstrate the knowledge, skills, and attributes of professional nursing practice.	Make professional and personal judgments based on ethical considerations and societal values.	NURS 403, 406, 486, 485
Personal, Professional, and Leadership Development	Apply leadership concepts and collaborative strategies to the process of nursing care delivery.	Demonstrate competencies and achievements appropriate to your field of study.	NURS 403, 406, 485, 486

Admission/Graduation Requirements

Admission to the proposed program is based on holistic admission criteria. Minimum criteria for admission include 3.0 cumulative GPA, completion of admission test, and completion of application. Using the applications materials prospective students will be rated using an admission rubric point system to reflect student success in specific criteria such as GPA in math and science courses, score of admission exam, experience in the field through job shadowing or work, quality of essay and video submission, and quality of recommendation letters. In addition to admission requirements students must complete an American Heart Associate Basic Life Support course and receive

certification prior to starting nursing courses. Students must also pass criminal background checks and drug screenings prior to starting clinical rotations.

Table 4: Admission Criteria	
Admission Requirements	Graduation Requirements
• Minimum cumulative GPA 3.0 • Valid admission test results (HESI A2 exam) • Two letters of recommendation • Personal statement video presenting students desire to become a nurse. • Short essay reflecting on students' skill and ability to be successful within the program. • Students will be required to have a valid AHA Basic Life Support certification prior to entering nursing courses. • Students must pass criminal background check and drug screening prior to entering clinical rotations.	Completion of all general education requirements. Completion of all nursing courses with a grade of "C" or better to count toward the degree.

It is anticipated the number of applicants will far exceed the capacity of 30 students per cohort. In order to rank applicants, a rubric will be used when reviewing applications to identify students that have excelled academically (GPA and admission exam), excelled in professional development (job shadowing, work experience, campus involvement), and presentation of themselves (video, short essay, and letters of recommendation).

Curricular Overview

The BSN program curriculum is based on the 2021 AACN *The Essentials: Core Competencies for Professional Nursing Education*. According to AACN "nursing education for the 21st century ought to reflect a number of contemporary trends and values and address several issues to shape the future

workforce, including diversity, equity, and inclusion; four spheres of care; system-based practice; informatics and technology; academic-practice partnerships; and career-long learning" (AACN Essentials 2021). The proposed curriculum is designed to prepare students to enter the complex healthcare environment with all the tools and knowledge to provide safe quality care and build long lasting careers in the field of nursing.

After successful completion of the required 121 credits, graduates will be eligible to sit for NCLEX- RN licensure examination. Upon passing the NCLEX licensure examination, graduates will be able to take on a variety of nursing roles in areas such as acute care, community health, long term care, etc.

Table 5: Bachelor of Science in Nursing (Pre-Licensure) Program Degree Requirements			
Curriculum Overview			
General Education Requirements (41 credits)		Additional Pre-requisite Requirements (15 credit)	
ENGL 101 Freshman Composition ENGL 308 Advanced Composition MATH 109 Elements Prob. And Statistic Fine Art Humanities BIOL 149 General Biology I CHEM 150 General, Organic Biochemistry PSYC 150 General Psychology SOCI 100 Introduction to Sociology IDIS 150 First-Year Colloquium EXSS 200 Nutrition Identity & Difference	3 3 3 3 6 4 4 3 3 3 3 3	BIOL 304 Microbiology BIOL 322 Anatomy Physiology I BIOL 323 Anatomy Physiology II PSYC 208 Intro. Lifespan Development	4 4 4 3
Nursing Didactic Courses			
49 Credits (ILL= 2 credits/60hours)		Credits	Hours
NURS 301 Principles of Pharmacology (LEC) NURS 302 Pathophysiology & Health Assessment Across Lifespan (ILL) NURS 303 Foundations of Clinical Care (LEC) NURS 315 Nursing Care and Management of Adults I (LEC) NURS 415 Nursing Care and Management of Adults II (LEC) NURS 417 Maternal Nursing Care (LEC) NURS 419 Pediatric Nursing Care (LEC) NURS 421 Psychiatric and Mental Health Nursing Care (LEC) NURS 423 Population Health (LEC) NURS 425 Transition of Care for the Complex Patient (ILL) NURS 402 Nursing Research and Evidenced Based Practice (LEC) NURS 403 Elements of the Professional Nursing Role (LEC) NURS 404 Nursing Informatics (LEC) NURS 406 Leadership for Quality and Safety (LEC) NURS 486 Pre-licensure Capstone (LEC)		3 4 3 5 3 3 3 3 3 4 3 3 3 3 3	30 30

12

Nursing Practicum and Lab Courses		
Practicum= 12 credits/ 540 hours Lab=4 credits/120 hours	Credits	Hours
NURS 304 Foundations of Clinical Care Practicum	2	90
NURS 316 Nursing Care and Management of Adults I	2	90
Practicum NURS 416 Nursing Care and Management	2	90
of Adults II Practicum NURS 418 Maternal Nursing	1	45
Care Practicum	1	45
NURS 420 Pediatric Nursing Care Practicum	1	45
NURS 422 Psychiatric and Mental Health Nursing	2	90
Care Practicum NURS 424 Population Health	3	90
Practicum	1	30
NURS 307 Clinical Skill Lab I	1	45
NURS 308 Clinical Skill Lab II		
NURS 485 Senior Immersion Practicum		
Total	121	720

Course Descriptions

NURS 301 Principles of Pharmacology- 3 credits
The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. This course introduces pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing foundations. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. Lifespan, cultural, legal, and ethical considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. Dosage calculations are evaluated for competency. Three cr. lecture. Variable

NURS 302 Pathophysiology & Health Assessment Across Lifespan- 4 credits
This course will focus on basic principles and processes that are important for a contemporary understanding and physical assessment of common disease throughout the lifespan. Emphasis is placed on the most common alterations according to body symptoms. Content builds on basic anatomy and physiology, microbiology, and chemistry courses previously taken. This course allows students to acquire the knowledge, skills, and attitudes necessary to perform a patient health assessment. Four cr. ILL. Variable

NURS 303 Foundations of Clinical Care- 3 credits
This course provides a foundation for the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. Concentrating on nursing concepts and essential clinical skills fundamental to professional nursing practice, the focus is on providing safe, quality care to promote the health and well-being of clients to achieve the best possible health outcomes. Blending Quality and Safety Education for Nurses (QSEN) competencies and utilizing the nursing

process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. Three cr. lecture. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 304, NURS 307

NURS 304 Foundations of Clinical Care Practicum- 2 credits

Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. Two cr. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 307

NURS 307 Clinical Skill Lab I- 3 credits

This course focuses on clinical nursing skills and utilizes a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to prepare students to perform clinical nursing skills required to provide patient-centered care.

Blending Quality and Safety Education for Nurses (QSEN) and utilizing the nursing process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills required to perform the nursing skills foundational to professional nursing practice. Three cr. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 304

NURS 308 Clinical Skill Lab II- 1 credit

This course focuses on clinical nursing skills and utilizes a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to prepare students to perform clinical nursing skills required to provide patient- centered care. Blending Quality and Safety Education for Nurses (QSEN) and utilizing the nursing process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills required to perform the nursing skills for professional nursing practice. This course builds upon knowledge obtained in Skills Lab 1: Clinical Skills: Foundations of Clinical Care. One cr. Spring. Pre-requisite NURS 301, NURS 302. Co- requisite NURS, 315, NURS 316

NURS 315 Nursing Care and Management of Adults I- 5 credits

This medical surgical course introduces holistic nursing care of adults/geriatric experiencing acute and chronic illness. This course focuses on health promotion and the biological, psychological, and sociological needs encountered by patients experiencing common and predictable medical-surgical problems. The nursing process is used as the framework to organize and deliver nursing care.

Critical thinking is the basis for decision making regarding planning, intervention, and

evaluation of nursing care. Cultural and psychosocial influences are considered in the care of diverse patient populations. This course includes clinical experience to allow the student the opportunity to apply theoretical concepts in clinical practice with diverse populations. Five cr. lecture. Spring. Pre- requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316

NURS 316 Nursing Care and Management of Adults I Practicum- 2 credits
Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. The course builds on concepts learned in Foundations of Clinical Care. Two cr. Spring. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316

NURS 402 Nursing Research and Evidenced Based Practice- 3 credits
Theory and methods of qualitative and quantitative research provide basic knowledge for reading and understanding nursing research. Theory and concepts of evidence based nursing practice, including formulating a clinical problem, identifying sources of evidence, using clinical guidelines, disseminating evidence, and motivating for change based on scientific evidence. Three cr. lecture. Every semester. Pre-requisite MATH 109.

NURS 403 Elements of the Professional Nursing Role- 3 credits
Implementation of the professional nursing role within the rapidly changing healthcare system. Identifying shifting demographic and social trends while maintaining caring and compassionate values. Focuses on concepts such as patient centered care; interdisciplinary collaboration; elements of safe, quality care; nursing diversity in roles, organizations, and culture; and finally, professional identity and image. Three cr. Lecture. Every Semester.

NURS 404 Nursing Informatics- 3 credits
Prepares the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security as it relates to complex decision making and the promotion of safe, quality, and effective care. Three cr. lecture.
Every semester. Tech. Fluency.

NURS 406 Leadership for Quality and Safety- 3 credits
Examination of leadership skills necessary to understand and develop a culture of quality and safe patient care. Concepts include decision-making, conflict resolution, communication, motivation, organizational structure, resource management, quality improvement processes and instruments, and tools for safeguarding patients. These concepts form the basis for examination of quality improvement approaches, nurse

sensitive indicators, and safety principles, in addition to national quality and safety initiatives. Three cr. lecture. Every Semester.

NURS 415 Nursing Care and Management of Adults II- 3 credits
This advanced medical surgical course incorporates and builds on previously learned knowledge from the Medical-Surgical 1 course. This medical surgical course advances comprehensive nursing care and health promotion of the culturally diverse adult/geriatric medical-surgical patient experiencing acute and chronic illness. The nursing process is used as the framework to further organize, prioritize, and deliver nursing care. Critical thinking and clinical reasoning are the basis for decision making about planning, intervention, and evaluation of nursing care in clients with medical surgical disorders. Cultural and psychosocial concepts are applied in the care of diverse populations. This course includes clinical experience to provide students with opportunities to apply theoretical concepts in clinical practice with diverse populations. Three cr. lecture. Fall. Pre- requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 416

NURS 416 Nursing Care and Management of Adults II Practicum - 2 credits
Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. The course builds on concepts learned in Foundations of Clinical Care and Nursing Care and Management of Adults: Medical Surgical I Practicum. Two cr. Fall. Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 415

NURS 417 Maternal Nursing Care- 3 credits
This course will focus on the role of nurses in health promotion and disease prevention for women's health. In this course the student will learn about women during the different stages of their lives including reproductive growth and changes, childbearing, and menopausal periods. A study of the biological, physiological, and sociological concepts applicable to the basic needs of the family, including childbearing and neonatal care. Three cr. lecture. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 418

NURS 418 Maternal Nursing Care Practicum 1 credit
This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for women during their childbearing years. Students will experience maternal nursing by completing simulation activities and work in the maternity areas of local healthcare facilities and offices. One cr. Every Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 417.

NURS 419 Pediatric Nursing Care- 3 credits

This course will focus on the role of the nurse in health promotion and disease prevention for children and their families. In this course, the student will learn about the developmental stages of the pediatric patient and common childhood problems will be investigated in a variety of health care settings. The student will examine the biological, physiological, and sociological concepts applicable to the basic needs of children and their families. Three cr. Lecture. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 420

NURS 420 Pediatric Nursing Care Practicum- 1 credit

This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for children and their families. Students will experience pediatric nursing by completing simulation activities and in a variety of healthcare facilities and offices. One cr. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 419.

NURS 421 Psychiatric and Mental Health Nursing Care - 3 credits

This course provides students with an essential understanding of theoretical and evidence-based nursing principles in the care of clients with psychiatric and mental health disorders. Emphasis is placed on the application of the nursing process, including critical thinking, therapeutic nursing interventions, and the effective use of interpersonal skills for communication with mental health clients. The course offers an integrated approach to care, including psychosocial concepts; cultural, ethical, and legal influences; and wellness of individuals and family groups. Three cr. lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422

NURS 422 Psychiatric and Mental Health Nursing Care Practicum- 1 credit

This practicum course will focus on clinical learning experiences consisting of appropriate assessment, planning, therapeutic communication, educating, applying clinical judgement in the care of mental health patients. Students will experience psychiatric and mental health nursing by completing simulation activities, case studies, and work in the mental health areas of inpatient and outpatient. 1cr. Practicum. Variable Pre-requisite NURS 301, NURS 302. Co-requisite NURS 421

NURS 423 Population Health- 3 credits

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health- based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Three cr. Lecture. Variable. Pre- requisite NURS 301, NURS 302. Co-requisite NURS 424

NURS 424 Population Health Practicum - 2 credits

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health- based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or

advocate. Two cr. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423

NURS 425 Transition of Care for the Complex Patient-4 credits
This course focuses on nursing care of individuals across the life span who are experiencing transitions requiring complex nursing judgment and interventions. It provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. This course continues to develop the role of the professional nurse as a provider of culturally responsive patient-centered care, patient safety advocate, and member of health care team to meet the emergent needs in the care of the complex patient. This course prepares the nurse to provide care in settings where outcomes are less predictable. Four cr. ILL. Variable. Pre-requisite NURS 301, NURS 302

NURS 485 Senior Immersion Practicum- 1 credit
This course prepares the student to assume the professional nursing role in a complex health care delivery system. The student will synthesize knowledge from all previous nursing courses to manage care in an area of clinical practice consistent with their career goals. One hr. practicum. Every semester. Pre-Requisite Department Approval.

NURS 486 Pre-licensure Capstone- 3 credits
Represents the synthesis of theoretical and clinical knowledge and skills for the professional baccalaureate- prepared nurse. Focuses on the skills needed to transition from nursing student to practicing nurse, such as NCLEX examination preparation, applying for licensure, building resume and interview skills, and developing a professional development plan for lifelong learning and growth. Three cr. Variable. Pre-requisite Department Approval

Table 6: Bachelor of Science in Nursing
8-Semester Plan

Year 1	Fall		Spring	
	ORIE 101	1	Fine Art	3
	IDIS 150 First-Year Colloquium ENG 101 Freshman Composition MATH 109 Elements of Prob. Statistics BIOL 149 General Biology I	3 3 3 4	Humanities CHEM 150 General, Organic Biochemistry SOCI 100 Introduction to Sociology PSYC 150 General Psychology	3 4 3 3
	Total	14		16
Year 2	Fall		Spring	
	EXSS 200 Nutrition Identity & Difference BIOL 304 Microbiology BIOL 322 Anatomy & Physiology I	3 3 4 4	ENG 308 Advanced Composition BIOL 323 Anatomy and Physiology II PSYC 208 Intro. to Lifespan Development Humanities NURS 403 Elements of Professional Nursing Role	3 4 3 3 3

	Total	14		16
Year 3	Fall		Spring	
	NURS 301 Principles of Pharmacology	3	NURS 315 Nursing Care and Management of	5
	NURS 302 Pathophysiology & Health Assessment	4	Adults I NURS 316 Nursing Care and	2
	NURS 303 Foundations of Clinical Care	3	Management of Adults I Practicum NURS 421	3
	NURS 304 Foundations of Clinical Care Practicum	2	Psychiatric and Mental Health Nursing Care	
	NURS 307 Clinical Skill Lab I	3	NURS 422 Psychiatric and Mental Health Nursing Care Practicum	1
			NURS 308 Clinical Skill Lab II	1
			NURS 406 Leadership for Quality and Safety	3
	Total	15	Total	15
Year 4	Fall		Spring	
	NURS 415 Nursing Care and Management of	3	NURS 423 Population Health	3
	Adults II NURS 416 Nursing Care and	2	NURS 424 Population Health Practicum NURS 425 Transition of Care for the Complex Patient	2 4
	Management of Adults II Practicum NURS 417 Maternal	3	NURS 485 Senior Immersion	1
	Nursing Care NURS 418 Maternal Nursing Care Practicum	1	Practicum NURS 402 Nursing Research and Evidence Based Practice	3
	NURS 419 Pediatric Nursing Care NURS 420 Pediatric Nursing Care Practicum	3 1	NURS 486 Pre-Licensure Capstone	3
	NURS 404 Nursing Informatics	3		
	Total	16	Total	16

Accreditation Requirements

The new program will require outside accreditation from the American Association of Colleges of Nursing (AACN) accrediting agency, the College of Collegiate Nursing Education (CCNE) that ensures quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public's health.

The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, 2011).

Frostburg State University has received and maintained successful CCNE accreditation for the current RN to BSN program since 2011, with the most recent reaccreditation in 2016 that does not expire until 2026. FSU also has received and maintained CCNE accreditation for the graduate concentrations that does not expire until 2029. The proposed program will be submitted to CCNE as a substantive change to the current

baccalaureate program offerings.

Student Orientation

The Department of Nursing will provide an orientation session, nursing student handbook, and link to the University Undergraduate catalog to all students accepted into the baccalaureate nursing program. Within these sessions and documents students will have access to all degree requirements, nature of faculty/student interactions, technology requirements, policies and procedures related to financial aid and student billing, and links to student resources.

Ethics in Student Recruitment

In compliance with COMAR 10.27.03.14.3.d (10) the Department of Nursing has a clear Ethics in Student Recruitment Policy. This policy assures that advertising, recruiting, and admission materials will clearly and accurately reflect the proposed and current FSU nursing programs. This policy specifies that all recruitment materials including but not limited to print ads, brochures, website, etc. accurately depict the programs available and the admission requirements for each program.

H. Adequacy of Articulation- N/A

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

FSU is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year, service to the department, institution, community, and profession/practice. In respect to this discipline, it is expected that faculty maintain expertise in their field either through continuing education and/or practice. Faculty are expected to bring their expertise into the classroom to provide real-world application of course content to students through the curriculum ultimately meeting CCNE standards.

FSU's Center for Teaching Excellence hosts yearly training and professional development events related to teaching pedagogy and best practices. Annually they host a regional conference on teaching and learning, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year. Additionally, FSU's Office of Information Technology hosts a regional conference on best practices in education technology.

Within the Department of Nursing, faculty are encouraged and supported to attend a variety of conferences and training that are offered across the state and nationally related to nursing education and clinical practice. Many faculty members hold specialty certifications and licensures that require continuing education.

While the nursing faculty resources have been calculated to meet the increased enrollment within the nursing major, it is important to note that we do expect to see an increase in enrollments across the campus in general education courses. It is anticipated that there will be an increase in students attending FSU as pre-nursing majors. During this pre-nursing timeframe students take general education and program pre-requisites. Biology has been identified as an area where additional faculty will be needed to support the program, students will complete 16 credits within the

biology department. Letter of support from the Chair of the Biology Department has been included in Appendix C.

Faculty

Current full-time tenure track, non-tenure track faculty, and part-time adjunct faculty that are both academically and experientially qualified to instruct within this proposed program:

Jill Buterbaugh, Associate Professor in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Pittsburg at Johnstown.; M.S. in Nursing, Widener University; DNP, Salisbury University. ANCC Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care leadership, quality, and safety.

Stefanie Hay, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing Thomas Edison State College, New Jersey, Ed.D., Frostburg State University. Expertise in pediatrics, informatics, education.

Audra Houser, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing University of Maryland; DNP candidate University of Maryland School of Nursing. AANP Board Certified Family Nurse Practitioner. Expertise in medical- surgical nursing, primary care, leadership, quality, and safety.

Mary Beth McCloud, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland, B.S. in Nursing West Virginia University; MSN Western Governors University; PhD, Medical University of South Carolina. Expertise in maternal child health, medical-surgical nursing, research, and education.

Lauren Pelesky, Lecture in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Frostburg State University; M.S. in Nursing, University of Maryland; DNP student Salisbury University. Expertise in maternal child health, population health, leadership.

Kara Platt, Associate Professor and Chair of the Department of Nursing, RN, B.S. in Nursing Shenandoah University, M.S. in Nursing University of Maryland; DNP, Johns Hopkins University. Expertise in maternal child health, leadership, management, health policy, population health.

Lindsey Staggers-Gardner, Assistant Professor in the Department of Nursing, RN, B.S. in Nursing Mountain State University; M.S. in Nursing West Virginia University; DNP candidate Maryville University. AANP Board Certified Family Nurse Practitioner. Expertise in mental health, med- surgical nursing, primary care, research.

Jaime Striplin, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Towson University; M.S in Nursing, Towson University; EdD student Frostburg State University. Expertise in medical-surgical nursing, population health.

Table 7: Faculty Resources for Bachelor of Nursing Program			
Faculty Member	Terminal Degree	FT or PT	Courses
Jill Buterbaugh	DNP	FTT	NURS 301
Mary Beth McCloud	PhD	FTT	NURS 423, 424, 486
Lindsey Staggers-Gardner	MSN	FTTT	NURS 315, 316, 421, 422
Stefanie Hay	EdD	FTT	NURS 404, 406
Audra Houser	MSN	FTTT	NURS 302, 415, 416, 425
Jaime Striplin	MSN	FTTT	NURS 303, 403, 304
Kara Platt	DNP	FTT	NURS 417, 402,
Lauren Pelesky	MSN	PT	NURS 418, 485
Additional Faculty			NURS 307, 308, 419, 420

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

The Lewis J. Ort Library at FSU provides resources for the current online RN-BSN and MSN students as well as those enrolled in the Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner programs. The library holds licensure to the following databases: AccessMedicine, CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Premium, PsycARTICLES, PsycINFO, and UpToDate. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Ultimate, Dissertations & Theses Global, Nexis Uni, and Web of Science that contain articles related to nursing and medicine. The library also maintains current subscriptions to a variety of nursing specific journals. The use of current subscriptions is assessed and the need for additional electronic journals is considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

The library has access to over 75 electronic databases that include approximately 72,000 full-text journals, magazines, and newspapers, and provides direct links to more than 70,000 additional open access periodicals. Over 245,000 electronic books and 25,000 on-demand streaming videos are also made available to students, faculty, and staff. The OneSearch interface supporting the databases is accessible through the internet and is available to all registered Library users from anywhere in the world on a 24 hour/ 7-day basis. The cooperative sharing program between University System of Maryland (USM) institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, an interlibrary loan service is available to provide expedited processing of research materials from other libraries.

The library provides a dedicated librarian liaison to the Nursing Department who maintains an online nursing subject guide that gives students easy access to Library services, databases and journals, and various nursing and medicine specific websites. The Ort Library also provides video tutorials on how to use various services as well as

how to access and effectively use the databases. In the event a student needs further assistance with accessing resources, they may call, email, or use a chat service to connect with a reference librarian.

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

The new Education and Health Sciences Center has begun to take shape on campus. Scheduled for completion in the summer of 2022, this new building will house the College of Education, the disciplines of Kinesiology and Education, Nursing and Health Sciences. It will also be the new home for the Brady Health Center and Counseling and Psychological Services (CAPS), uniting the student healthcare operations in modern surroundings.

Nursing will have dedicated faculty office, classroom, and simulation lab spaces. Staff and faculty offices for the nursing department will be provided on the fourth floor. Classroom and simulation lab spaces will be on the third floor. Several, flexible classrooms are located on the third floor.
These classrooms can be divided into three smaller rooms or opened into one large room depending on size and scheduled activity. These flexible learning spaces are equipped with audio and visual capabilities and will be ideal for flipping the classroom.

The nursing simulation labs will accommodate medical surgical and labor & delivery health care simulations using high-fidelity manikins. Students will have the opportunity to participate in structured simulations where they can develop and hone their clinical judgment skills within a controlled and safe setting with learning as the primary goal. Each lab setting will have a control room and audio, visual, and recording abilities. The nursing simulation suite also houses a debriefing room, which is essential to effectively using simulation as a learning strategy. If more space is needed the flexible classroom space can also function as an additional debriefing room, which provides an opportunity for more than one simulation to be running simultaneously.

In addition to the high-fidelity simulation area, there is also a standardized patient (SP) simulation area space. This area includes an SP lounge, so that the actors can remain in character in between simulations and not interact with the students outside of the simulation. SP's can be used in simulation in a variety of ways including when students are performing a health history interview on a patient or when sharing devastating news with a patient's family. These are just two examples of how SP's can provide an experiential learning opportunity for students. Debriefing will also be used with simulations involving SP's so that students can reflect on and learn from the experience.

There is also a lab space reserved for flexible skills. This space provides the opportunity for students to interact with a variety of equipment that they will encounter in the clinical setting including an electronic health record, a Pyxis™ MedStation™, intravenous pump machines, glucose monitoring devices, and other additional equipment. Additionally, students will have the opportunity to practice a variety of clinical skills including urinary catherization, tracheostomy care, subcutaneous and intramuscular injections, and sterile dressing changes to name a few.

Storage is provided throughout the simulation lab spaces for the equipment including supply closets, and clean and dirty utility rooms equipped with a washer and dryer.

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

Financial Table 1: Resources and Narrative Rationale.

FINANCIAL TABLE 1: RESOURCES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	353,640	740,208	758,706	777,696	797,145
(c + g below)	0	0	0	0	0
a. Number of F/T Students In-state	26	51	51	51	51
a. Number of F/T Students Out-of-state	4	9	9	9	9
b. Annual Tuition/Fee Rate In-state	9,804	10,049	10,300	10,558	10,822
b. Annual Tuition/Fee Rate Out-of-state	24,684	25,301	25,934	26,582	27,247
c. Total F/T Revenue (a x b)	353,640	740,208	758,706	777,696	797,145
d. Number of P/T Students In-State	0-	0	0	0	0
d. Number of P/T Students Out-of-State	-0	0	0	0	0
e. Credit Hour Rate In-State	286	293	300	308	316
e. Credit Hour Rate Out-of-State	612	627	643	659	676
f. Annual Credit Hour Rate	30	30	30	30	30
g. Total P/T Revenue In & Out-of-State	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (Nursing Fees)	48,180	96,360	96,360	96,360	96,360
TOTAL (Add 1 – 4)	401,820	836,568	855,066	874,056	893,505

Financial Table 1 Budget Narrative

1. *Reallocated Funds*- there are no funds being reallocated to this program.
2. *Tuition/Fee Revenue*- Student numbers are based on cohort size of 30 full-time students, with an estimate of 85% of students from in-state and 15% of students from out of state. The tuition rate aligns with FSU's undergraduate tuition rate for both in-state and out of state students. Year one reflects tuition for 30 full-time students and year two through five reflects tuition for a total of 60 full-time students.
3. *Grants, Contracts & Other External Sources*- there are no grant or contract funds that have been awarded at this time.
4. *Other Sources*- Nursing students will continue to pay a Nursing student fee of $8/credit hour for all NURS courses. There is a total of 65 NURS course credits where students will receive the Nursing Fee charge. Students will also pay $150/practicum credit hour to cover the additional costs of lab/practicum education. There is a total of 18 NURS lab/practicum course credits that

students will incur this additional fee across the BSN program.

Financial Table 2: Program Expenditures and Narrative Rationale.

FINANICAL TABLE 2: EXPENDITURES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	256,500	338,295	345,746	353,366	361,160
a. # FTE	6.00	6.00	6.00	6.00	6.00
b. Total Salary	190,000	269,800	275,196	280,700	286,314
c. Total Benefits	66,500	68,495	70,550	72,666	74,846
2. Admin. Staff (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
3. Support Staff (b + c below)	81,320	83,584	85,912	88,306	90,769
a. # FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	60,237	62,044	63,905	65,823	67,797
c. Total Benefits	21,083	21,540	22,006	22,484	22,972
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	85,500	85,500	85,500	85,500	85,500
TOTAL (Add 1 – 7)	423,320	507,379	517,158	527,173	537,429
Surplus	(21,500)	329,189	337,908	346,883	356,076

Financial Table 2 Budget Narrative

1. *Faculty*- This program will require four additional nursing faculty positions to cover the additional credit hours of didactic and practicum courses. FSU received workforce development initiative funds to support two of these four additional positions.
2. *Administrative Staff*- There is no additional administrative staff required for this program.
3. *Support Staff*- Additional support positions and funding are needed to ensure quality coverage of support staff for student success. This line item covers 50% of the salary and benefits for Clinical Placement Assistant, Simulation & Instructional Design, additional adjunct faculty, and increased stipend for Department Chair for summer contract. The other 50% of these fees are included in the Licensed Practical Nurse to Bachelor of Science in Nursing Program Proposal, as these staff members will work to support both programs.
4. *Equipment*- No equipment is included in this budget. Additional equipment for

skill and simulation laboratories has been approved for purchase through the new Education and Health Science Building fund.

5. *Library*- There are no additional library funds needed for this program. All required databases and books have been purchased through previously implemented nursing programs.
6. *New or Renovated Space*- there is no additional funds needed for learning space, space for this new program is covered in the building costs of the Education and Health Sciences building.
7. *Other Expenses*- While the cost of equipment is not required maintenance of the equipment and warranties are included in this line item as other costs. This line item also includes required professional development costs, accreditation and membership fees, and fees for clinical support. These costs are shared across all programs within the Department of Nursing the amount in this budget reflects a portion of the total operational costs.

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

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN hold nursing programs accountable to the community of interest- the nursing profession, consumers, employers, higher education, students, and their families, nurse residents, and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, 2018). The nursing institution must demonstrate the following:

- Mission and Governance: The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
- Quality in Institutional Commitment and Resources: The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its missions, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.
- Quality in Curriculum and Teaching-Learning Practices: The curriculum is developed in accordance with the program's missions, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes.

The environment for teaching-learning fosters achievement of expected student outcomes.

- Assessment and Achievement of Program Outcomes: The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

The proposed program will be required to run for a full year (two semesters) before a letter of intent to CCNE is sent to request an accreditation review of the program. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site evaluation. This review addresses courses, pedagogical effectiveness, and student learning outcomes. At this time, the Department of Nursing is fully accredited by CCNE for the undergraduate RN-BSN and all four graduate concentrations.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi- cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other."" Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President. Frostburg State University also has an initiative to increase the number of international students on campus. Nursing has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidence by these statistics:

Table 8: FSU Department of Nursing Diversity Data

	Fall 2018		**Fall 2019**		**Fall 2020**	
	RN-BSN	MSN	RN-BSN	MSN	RN-BSN	MSN
Total Students	483	35	438	56	424	77
American Indian or Alaskan Native	0	0	1	0	3	0
Asian (not of Hispanic Origin)	29	1	17	0	17	4
Black or African American (not of Hispanic Origin)	109	2	105	8	93	15
Hispanic or Latino	26	1	24	0	31	1

Native Hawaiian or another Pacific Islander	1	0	0	0	0	0
White (not of Hispanic Origin)	289	26	270	42	263	54
Two or More Races	17	0	14	0	12	1
Race/Ethnicity Unknown	10	5	6	3	4	2
Males	45	0	46	0	41	5

The RN-BSN and master's programs have seen an increase in the number of culturally and linguistically diverse students, averaging 35% of our student population and has been successful in assisting these students through the program by way of faculty support and advising, and the use of other campus support services such as the writing center. Faculty meetings are held to discuss the unique needs of our diverse student body including discussions to address curriculum in terms of content, course design, assignments, grading, and rubrics.

Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, tutoring services, and other academic support. The faculty provides multi-modal learning opportunities, face-to-face meeting times, and phone assistance as needed on an individual basis.

Admission criteria is defined clearly in section G. Admissions will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature. Admission criteria that are more subjective will be assessed using a standardized rubric to ensure that the same standards are being utilized with each perspective student.

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

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

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's Middle States Commission on Higher Education Statement of Accreditation Status. This program supports a face-to-face learning environment, while some courses could be facilitated in an online modality, most are face to face. FSU is an approved institutional member of the National Council of State Authorization Reciprocity Agreement (NC-SARA).

Appendix A

Letter of Support: WVU Medicine

GARRETT REGIONAL MEDICAL CENTER
A PROUD AFFILIATE OF WVU Medicine

WVU Medicine
POTOMAC VALLEY HOSPITAL

October 27, 2021

To Whom It May Concern:

As the President & CEO of Garrett Regional Medical Center, a 55-bed acute care hospital located in Garrett County, MD, and Potomac Valley Hospital, a critical care hospital located in Keyser, WV, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing as well as a 3-year online program to help Licensed Practical Nurses earn a BSN.

The programs will provide opportunities for area residents to receive the education needed to enter and grow in the highly respected, professional field of nursing, where jobs are abundant. They will also provide a well-trained workforce for area health care providers. It is extremely challenging to recruit nurses to Western Maryland as well as nearby communities in West Virginia. The ability to train the local workforce for these highly regarded professional positions will help local hospitals as well as private practices and Federally Qualified Health Centers recruit the staff they need.

Frostburg State University provides people throughout the region with educational opportunities close to their home communities. The two nursing programs will enhance those opportunities while also supporting the health care providers so vital to our area.

Sincerely,

Mark Boucot, MBA, FACHE
President & CEO
Garrett Regional Medical Center
Potomac Valley Hospital

Appendix B

Letter of Support: UMPC Western Maryland

UPMC | WESTERN MARYLAND

November 2, 2021

To Whom It May Concern:

As the Chief Nursing Office of UPMC Western Maryland, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing and the 3-year online program to help Licensed Practical Nurses earn a BSN.

UPMC Western Maryland will support clinical education/rotation for Frostburg State University students.

Frostburg State University Department of Nursing has a history of offering quality education for nurses. The two nursing programs will enhance those opportunities while also supporting the health care providers and fulfill the need to increase nursing capacity that is so critical in Western Maryland.

Sincerely,

James M. Karstetter II, BSN, MBA-HC, RN
Vice President and Chief Nursing Officer

Appendix C: Course Inventory

Bachelor of Science in Nursing Course Inventory						
NURS #	Course Name	Credits	Program	Type	Format	Pre/Co-requisites
301	Principles of Pharmacology	3	LPN-BSN BSN	LEC	F2F	
302	Pathophysiology & Health Assessment Across Lifespan	4	LPN-BSN BSN	ILL	F2F	
303	Foundations of Clinical Care	3	BSN	LEC	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 304, NURS 307
304	Foundations of Clinical Care Practicum	3	BSN	LEC	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 307
307	Clinical Skill Lab I	3	BSN	LAB	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 304
308	Clinical Skill Lab II	1	BSN	LAB	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS, 315, NURS 316
315	Nursing Care and Management of Adults I	5	BSN	LEC	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316
316	Nursing Care and Management of Adults I Practicum	2	BSN	PRA	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316
402	Nursing Research and Evidenced Based Practice	3	LPN-BSN BSN RN-BSN	LEC	Hybrid	MATH 109
403	Elements of the Professional Nursing Role	3	LPN-BSN BSN RN-BSN	LEC	Hybrid	
404	Nursing Informatics	3	LPN-BSN BSN RN-BSN	LEC	Hybrid	
406	Leadership for Quality and Safety	3	LPN-BSN BSN RN-BSN	LEC	Hybrid	

415	Nursing Care and Management of Adults II	3	BSN	LEC	F2F	Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 416
416	Nursing Care and Management of Adults II Practicum	2	BSN	PRAC	F2F	Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 415
417	Maternal Nursing Care	3	BSN	LEC	F2F	Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 418
418	Maternal Nursing Care Practicum	1	BSN	PRA	F2F	Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 417.
419	Pediatric Nursing Care	3	BSN	LEC	F2F	Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 420
420	Pediatric Nursing Care Practicum	1	BSN	PRA	F2F	Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 419.
421	Psychiatric and Mental Health Nursing Care	3	LPN-BSN BSN	LEC	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422
422	Psychiatric and Mental Health Nursing Care Practicum	1	LPN-BSN BSN	PRA	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 421
423	Population Health	3	LPN-BSN BSN	LEC	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424
424	Population Health Practicum	2	LPN-BSN BSN	PRA	F2F	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423
425	Transition of Care for the Complex Patient	4	LPN-BSN BSN	ILL	F2F	Pre-requisite NURS 301, NURS 302
485	Senior Immersion Practicum	1	BSN	PRA	F2F	Department Approval
486	Pre-licensure Capstone	3	LPN-BSN BSN	LEC	F2F	Department Approval

References

1. Bureau of Labor Statistics Employment Projections 2019-2029 https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
2. USM Strengthening Maryland's Health Care Workforce (2018). https://www.nursing.umaryland.edu/media/umb/umson-mnwc/Health-Care-Workforce- Report-FINAL-Jan-2019.pdf
3. Maryland State Plan for Postsecondary Education 2017-2021 https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx
4. Maryland Department of Labor https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
5. Maryland Higher Education Trend: Degree Trend Data https://data.mhec.state.md.us/mac_Trend.asp
6. NCLEX Pass Rate Performance for Maryland Schools https://mbon.maryland.gov/Documents/nclex-rn-stats-fy2019.pdf
7. Maryland Long Term Occupational Projections (2018-2028) https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Frostburg State University: Licensed Practical Nurse to Bachelor of Science in Nursing

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: Frostburg State University's Department of Nursing is proposing a Licensed Practical Nurse (L.P.N.) to Bachelor of Science in Nursing (B.S.N.) program. This part-time, two-year program including summer session will be a fully online program. The online part-time format allows working LPNs to continue working while pursuing their education. The program will build upon the knowledge gained in the student's LPN program and is a total of 121 credit hours, broken down into 56 credit hours of general education and pre-requisites, 39 credits of lecture, 11 credit hours of practicum and lab hours, and 15 credits awarded for LPN license. The 15 credits awarded for LPN licensure is in lieu of transferring LPN courses. Student will complete a total of 435 practicum/lab hours of clinical skills lab, and bedside care within healthcare facilities that are local to the student.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam, graduates become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state. This program has received letters of support from UPMC Western Maryland and WVU Medicine (Garrett Regional Medical Center, Potomac Valley Hospital).

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 Frostburg State University to offer the Licensed Practical Nurse to Bachelor of Science in Nursing.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

FROSTBURG STATE UNIVERSITY
One University. A World of Experiences.

OFFICE OF THE PROVOST 101
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March 21, 2022

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

Frostburg State University Department of Nursing is proposing a Licensed Practical Nurse to Bachelor of Science in Nursing program. The online part-time format provides an opportunity for working LPNs to continue working, while pursuing their education to further meet local, regional, and state workforce needs. If approved, the program would begin Fall 2023 and become the only school in the state to offer a fully online LPN to BSN degree option.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam graduates become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state. This program has received letters of support from UPMC Western Maryland and WVU Medicine (Garrett Regional Medical Center and Potomac Valley Hospital).

This proposed program builds upon FSU's accredited RN-BSN program that was established in 2009. All curricula have been developed and revised to meet national practice standards and the new 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education. Proposal attributes include the following:

Proposal Title:	New Academic Program
Program:	Nursing (LPN to BSN)
Award Level:	Bachelor of Science Degree in Nursing (BSN)
CIP:	513801
HEGIS:	120300

We would appreciate your support for this proposal for the new academic program. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC
Dr. Kim Hixson, Dean of the College of College of Liberal Arts and Sciences, FSU
Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Frostburg State University

Institution Submitting Proposal

Nursing (LPN to BSN)

Title of Proposed Program

Bachelor of Science Degree in Nursing		**Fall 2023**
Award to be Offered		Projected Implementation Date
120300		**51381**
Proposed HEGIS Code		Proposed CIP Code
Nursing Department		**Kara Platt, DNP, RN, NEA-BC**
Department in which program will be located		Department Contact
301-687-4791		**knplatt@frostburg.edu**
Contact Phone Number		Contact E-Mail Address
		March 21, 2022
Signature of President or Designee		Date

Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) Program Proposal

Frostburg State University

A. Centrality to Institutional Mission and Planning Priorities:

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, residential, regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide- ranging research and scholarly activity with the goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations.

The mission of FSU is to serve as a student-centered teaching and learning institution featuring experiential learning opportunities. FSU currently offers degrees in business, education, liberal arts and sciences, and nursing that provide specialized instruction for students involved in or preparing for professional careers. These programs enhance and enrich the academic environment of the University while seeking to meet local and regional workforce needs by offering opportunities for advance learning for the employees of area businesses and professions. In response to local and regional challenges across healthcare provider services, an RN to BS in Nursing was approved and implemented in 2009, a Master of Science in nursing education and leadership and management was approved and implemented in 2014, and a Master of Science in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner was approved and implemented in 2018.

Frostburg State University president, Dr. Ronald Nowaczyk, has expressed a commitment to growing and expanding health science programs. Specifically, the University has begun the process of planning to meet the current and future workforce needs of registered nurses across the state. Developing and implementing the proposed baccalaureate of nursing for prelicensure students is explicitly identified as an action priority according to the College of Liberal Arts and Sciences 2021-2022 strategic plan (Goal #3 Develop new programs to respond to emerging needs and to workforce shortage areas. Action priority A: Continue to implement and grow the nursing programs). This goal and action priority correlates with the University's strategic plan (Goal #4 to ensure university resources and academic programs meet student and workforce expectations).

Frostburg State University is proposing an undergraduate pre-licensure licensed practical nurse (LPN) to Bachelor of Science (BSN) in nursing program to further meet local, regional, and state workforce needs. If approved, the program would begin Fall 2023. The University will become the only school in the state to offer a fully on-line LPN to BSN degree option. This new program would meet the needs of LPNs that are working practical nurses who desire to return to school to achieve their BSN degree through FSU's on-line

program. The goal is that this program would help increase capacity within the state so that more qualified nurses can enter the nursing profession and meet the workforce shortages across the state.

Therefore, in response to these local and regional challenges, FSU's proposed program will build upon previous LPN education and knowledge and the current undergraduate curriculum of the current RN to BSN curriculum that focuses on professional content areas of nursing such as leadership, informatics, ethics, research, etc.

The proposed program will include the above content and encompass the full range of nursing content in the areas of clinical nursing practice across the lifespan, physiology, pathophysiology, and pharmacology.

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

According to the Bureau of Labor Statistics Employment Projections 2019-2029, registered nursing is listed among the top occupations in terms of job growth throughout 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 (7%). The Bureau also projects 175,900 opening for RNs each year through 2029 with retirements and workforce exits are factored into the number of nurses needed in the US. According to the 2018 Strengthening Maryland's Health Care Workforce report there is a yearly average of 3,450 positions opened for Registered Nurses. USM schools are only meeting 41% of this demand with 1,421 USM degrees, and other schools in Maryland are conferring 784 degrees bring the total to only 64% of the statewide need met between all schools in Maryland.

Table 1: Department of Labor, Licensing, and Regulations, Maryland labor Projections 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2018	2028	Change	Replacement	Total	
29-1141	Registered Nurses	60,796	74,031	13,235 21.77%	9,372	15,602	Associate Degree Bachelor's Degree

The local need for nurses in rural western Maryland is urgent. Currently (9/29/21), there are over 70 positions posted for nursing positions at UPMC Western Maryland. Within the last 14 days, there are over 215 full time RN position postings, within 50 miles of the University's zip code using the Indeed search engine. Letters of support with demonstrated need are included as an appendix to this proposal.

The proposed program also meets the Maryland State Plan for Postsecondary Education 2017-2021 Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The LPN to BSN in nursing program at FSU will provide LPNs a streamlined path to complete their baccalaureate degree.

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

Registered nurses who hold a BSN are distinguished for entering the workforce with critical thinking skills, case management abilities, leadership, health promotion, and the flexibility to successfully practice in a variety of inpatient and outpatient settings. Further, Magnet hospitals in the United States require all nurse leaders and managers to hold a BSN degree or higher. The National Advisory Council on Nurse Education and Practice (NACNEP) has presented a goal of at least two-thirds of all registered nurses holding a BSN degree, but the nation remains below that goal with only 56% holding a BSN. The American Association of Colleges of Nursing (AACN) also provides data showing that patient outcomes are often significantly better when BSN nurses are present at the bedside which indicates that most inpatient settings employ BSN nurses, however, BSN nurses can work in both inpatient and outpatient settings as well as community-based public and private clinics. The proposed program will build on the clinical knowledge and skills that Licensed Practical nurses have received and prepare them to meet the registered nurse role.

According to the Maryland Department of Labor, the Maryland Occupational Projections show a projection of 74,031 positions needed by 2028, which is 13,325 additional positions compared to 2018 statistics. Additionally, out of the top 200 health care occupations in Maryland, registered nurses rank as the number one health care occupation in-demand. According to the most recent data, 3,450 registered nursing positions are open annually and only 64% of those positions are being filled with graduates from the University System of Maryland nursing schools and other Maryland educational institutions. This leaves 1,242 open positions annually, indicating that every 5 years, over 6,000 registered nursing positions are vacant in Maryland.

Currently, there are 13,538 Licensed Practical Nurses in the state of Maryland. It is critical to provide accessible LPN to BSN programs within the state so these nurses can advance their careers and fill critical nursing vacancies. Currently, the Maryland Board of Nursing has approved only two online programs, one is Allegany College of Maryland's online LPN to RN (ADN), and the second is Indiana State University's online LPN to BSN program. Both programs are competitive and reach capacity each year.

D. Reasonableness of Program Duplication:

The proposed LPN to BSN is not currently offered within the state of Maryland. Currently in Maryland there are 12 associate degree programs that offer an LPN to RN. 11 of these programs are on campus, with only one being an online option. While these programs do provide opportunities for LPNs to further their education, the on-campus demands are difficult for non-traditional adults that are working as LPNs in their community. Also, there is a great push nationally and within Maryland for nurses to be bachelors prepared. The programs currently offered within the state do not allow students to reach the BSN level. Once these students finish the current LPN to RN associate degree programs, they must

then continue their education at a 4-year university to finish their bachelor's degree to meet many employers' requirements.

Frostburg State University's LPN-BSN program would expand the opportunity for more Maryland students to obtain their BSN while affording them the opportunity to continue to work and remove the travel barriers that currently exist within other programs across the state. The proposed program would offer LPNs who desire to achieve their BSN degree with the opportunity to receive credit for their LPN licensure and experience which will be applied to their BSN credits. Students must complete pre-requisite and/or general education requirements prior to entering the pre-licensure nursing coursework. However, the other Maryland universities require students to live at or near the university to complete the programs, limiting prospective students from Western Maryland from moving to those areas or commuting to attend.

Table 2: LPN to RN Programs in Maryland		
School	Modality	Degree
Allegany College of Maryland	Online	Associate Degree
Anne Arundel Community College	On Campus	Associate Degree
Carrol Community College	On Campus	Associate Degree
Cecil Community College	On Campus	Associate Degree
Chesapeake College	On Campus	Associate Degree
College of Southern Maryland	On Campus	Associate Degree
Community College of Baltimore County	On Campus	Associate Degree
Frederick Community College	On Campus	Associate Degree
Hagerstown Community College	On Campus	Associate Degree
Harford Community College	On Campus	Associate Degree
Montgomery College	On Campus	Associate Degree
Prince George's Community College	On Campus	Associate Degree

*Data not available on how many of the graduates from these programs entered as LPNs.

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

There are four Historically Black Institutions located in the state of Maryland; Morgan State University (Baltimore City), Bowie State University (Prince George's County), University of Maryland Eastern Shore in Princess Anne (Somerset County), and Coppin State University (Baltimore City). While Bowie, Coppin, and Morgan State Universities offer traditional BSN degree programs, none of these schools offer an LPN to BSN option or discuss an opportunity for LPNs to be admitted to their program at a more advanced placement in the progression. University of Maryland Eastern Shore does not offer nursing programs. With the lack of this specific LPN to BSN option, it is not anticipated that this program would impact their enrollments.

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

There is no impact on the institutional identities and mission of HBIs as this program will be at an institution in rural western Maryland.

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

The curriculum for the Licensed Practical Nurse to Baccalaureate of Science in Nursing program is based on the AACN Essentials (2021). The goal of this program is to prepare nursing students to enter a complex healthcare environment and provide safe, quality care based on evidence-based practice with a high level of ethical and professional integrity. All coursework will be completed on-line to allow the students to have flexibility to continue working, if desired. Clinical practicums will be completed at healthcare facilities local to the students.

Faculty for the proposed program are all clinically and experientially prepared within the content areas that they will teach. All faculty are doctoral prepared or in progress of doctoral degrees and have a variety of experience in clinical nursing roles. All faculty are listed in the table in Section I.

Mission

To prepare the individuals to be a professional health care practitioner who provides compassionate care that is based on scientific evidence and who serves as the link between the patient (individual, family, community, or population) and the health care environment across the lifespan. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens withing the community and across the nation.

Vision

The Department of Nursing at Frostburg State University strives to be the program of choice for prospective nurses and nurses in Maryland and the surrounding region who choose to pursue an undergraduate or graduate degree in Nursing. Its graduates will demonstrate critical thinking, collaboration with other health care professionals, and willingness to engage individuals, families, and communities in making decisions about their health.

Program Outcomes

Upon completion of the program students will be able to:

1. Utilize critical thinking to address professional practice and patient care issues.
2. Apply leadership concepts and collaborative strategies to the process of nursing care delivery.
3. Utilize quality improvement and safety management principles in clinical nursing practice.
4. Identify and apply basic elements of nursing research.
5. Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.
6. Demonstrate safe use of technology to improve patient care.

7. Describe the ethical, legal, political, and financial influences on the delivery of patient care.
8. Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.
9. Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.
10. Demonstrate the knowledge, skills, and attributes of professional nursing practice.

Current LPN to BSN student learning outcomes is based on the AACN Essentials (2021) and link seamlessly with the FSU Undergraduate learning goals.

Table 3: Curricular Alignment with program, FSU, AACN			
AACN Essential Domain	BSN Student Learning Goals	FSU Undergraduate Learning Goals	Course Example
Knowledge for Nursing Practice	Utilize critical thinking to address professional practice and patient care issues.	Demonstrate technical and analytic skills that are appropriate to your field of study and applicable to future careers.	NURS 301, 302, 426, 430, 428, 421, 423, 425
Person-Centered Care	Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 303, 426, 430, 428, 421, 423, 425
Population Health	Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 428, 430, 421, 423
Scholarship for the Nursing Discipline	Identify and apply basic elements of nursing research.	Comprehend and apply various research methods to evaluate information critically.	NURS 402
Quality and Safety	Utilize quality improvement and safety management principles in clinical nursing practice.	Use problem-defining and problem-solving skills by synthesizing	NURS 406

		ideas within and across disciplines.	
Interprofessional Partnerships	Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 426, 430, 428, 421,423
System- Based Practice	Describe the ethical, legal, political and financial influences on the delivery of patient care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 426, 428, 430, 421,423
Informatics and Healthcare Technologies	Demonstrate safe use of technology to improve patient care.	Use technological resources to access and communicate relevant information.	NURS 404
Professionalism	Demonstrate the knowledge, skills, and attributes of professional nursing practice.	Make professional and personal judgments based on ethical considerations and societal values.	NURS 403, 486,
Personal, Professional, and Leadership Development	Apply leadership concepts and collaborative strategies to the process of nursing care delivery.	Demonstrate competencies and achievements appropriate to your field of study.	NURS 404, 406, 486

Admission/ Graduation Requirements

Table 4: Admission Criteria	
Admission Requirements	Graduation Requirements
• Unencumbered LPN license • Minimum HESI A2 admission exam score of 65 • Two letters of recommendation • Valid AHA Basic Life Support certification • Students must pass criminal background check and drug screening prior to entering clinical rotations. • Completion of all pre-requisite courses with a C or better.	Completion of all general education requirements. Nursing courses with a grade of "C" or better to count toward the degree.

It is anticipated that the number of applications will exceed the capacity of the program. Students will be ranked and accepted based on the admission exam.

Curricular Overview

The LPN to BSN program curriculum is based on the 2021 AACN Essential Domains and Concepts of nursing practice. According to AACN "nursing education for the 21st century ought to reflect a number of contemporary trends and values and address several issues to shape the future workforce, including diversity, equity, and inclusion: four spheres of care; system-based practice; informatics and technology; academic-practice partnerships; and career-long learning" (AACN Essentials 2021). The proposed curriculum is designed to prepare students to enter the complex healthcare environment with all the tools and knowledge to provide safe quality care and build long lasting careers in the field of nursing.

After successful completion of the required 121 credits graduates will be eligible to sit for NCLEX-RN licensure examination. Upon passing the NCLEX license examination graduates will be able to take on a variety of nursing roles in areas such as acute care, community health, long term care, etc.

Table 5: Bachelor of Science in Nursing (LPN to BSN) Program Degree Requirements

Curriculum Overview			
General Education Requirements (41 credits)		Additional Pre-requisite Requirements (15 credit)	
ENGL 101 Freshman Composition *	3	BIOL 304 Microbiology *	4
ENGL 308 Advanced Composition	3	BIOL 322 Anatomy Physiology I *	4
MATH 109 Elements Prob. And *	3	BIOL 323 Anatomy Physiology II *	4
Statistic	3	PSYC 208 Intro. Lifespan	3
Fine Art	6	Development *	
Humanities	4		
BIOL 149 General Biology I *	4	***Pre-requisite courses to be**	
CHEM 150 General, Organic	3	**completed prior to acceptance**	
Biochemistry *	3	**into the program.**	
PSYC 150 General Psychology *	3		
SOCI 100 Introduction to Sociology *	3		
IDIS 150 First-Year Colloquium	3		
EXSS 200 Nutrition			
Identity & Difference			

Nursing Didactic Courses		
43 Credits Total (ILL=4 credits/120 hours)	Credits	Hours
NURS 309 Transition to BSN Professional Nursing Practice (ILL)	3	60
NURS 301 Principles of Pharmacology (LEC)	3	
NURS 302 Pathophysiology & Health Assessment Across Lifespan (ILL)	4	30
NURS 426 Nursing Care and Management of Adults for Practical Nurses (LEC)	4	
NURS 428 Pediatric Nursing Care for Practical Nurses (LEC)	2	
NURS 430 Maternal Nursing Care for Practical Nurses (LEC)	2	
	3	

NURS 421 Psychiatric and Mental Health Nursing Care (LEC) NURS 423 Population Health (LEC) NURS 425 Transition of Care for the Complex Patient (ILL) NURS 402 Nursing Research and Evidenced Based Practice (LEC) NURS 403 Elements of the Professional Nursing Role (LEC) NURS 404 Nursing Informatics (LEC) NURS 406 Leadership for Quality and Safety (LEC) NURS 486 Pre-licensure Capstone (LEC)	3 4 3 3 3 3 3	30
Nursing Practicum and Lab Courses		
Practicum= 7 credits/315hour	Credits	Hours
NURS 427 Nursing Care and Management of Adults Practicum (PRA)	2	90
NURS 429 Pediatric Nursing Care for Practical Nurses Practicum (PRA)	1	45
NURS 431 Maternal Nursing Care for Practical Nurses Practicum (PRA)	1	45
NURS 422 Psychiatric and Mental Health Nursing Care Practicum (PRA)	1	45
NURS 424 Population Health Practicum (PRA)	2	90
Credits Awarded for unencumbered LPN license	15	
Total Credits	121	435 hrs.

Course Descriptions

NURS 301 Principles of Pharmacology- 3 credits

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. This course introduces pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing foundations. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. Lifespan, cultural, legal, and ethical considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. Dosage calculations are evaluated for competency. Three hrs. lecture. Variable.

NURS 302 Pathophysiology & Health Assessment Across Lifespan- 4 credits

This course will focus on basic principles and processes that are important for a contemporary understanding and physical assessment of common disease throughout the lifespan. Emphasis is placed on the most common alterations according to body symptoms. Content builds on basic anatomy and physiology, microbiology, and chemistry courses previously taken. This course allows students to acquire the knowledge, skills, and attitudes necessary to perform a patient health assessment. Four hrs. ILL Variable.

NURS 309 Transition to BSN Professional Nursing Practice-3 credits

This course will bridge the educational needs of the LPN/LVN-prepared nurse transitioning into the role of BSN-level practice. The course will focus on leadership and management, critical thinking, cultural competence and diversity, information technology, legal and ethical practice considerations, and professional communication and writing. This course will help prepare the nurse to be an independent practitioner while working collaboratively with the healthcare team. This course builds on select clinical skills previously acquired through other formal training and includes a structured Clinical Skill Lab to evaluate competency according to evidence-based practice and criteria outlined by the skills and procedural guidelines found in the required text. Select clinical skills previously acquired through other formal training that

will be evaluated for competency according to evidence-based practice and criteria outlined by the skills and procedural guidelines found in the selected text. ILL 1 hr. lecture/ 2 hr. lab. Variable.

NURS 402 Nursing Research and Evidenced Based Practice- 3 credits
Theory and methods of qualitative and quantitative research provide basic knowledge for reading and understanding nursing research. Theory and concepts of evidence based nursing practice, including formulating a clinical problem, identifying sources of evidence, using clinical guidelines, disseminating evidence, and motivating for change based on scientific evidence. Three hrs. lecture. Every semester. Pre-requisite MATH 109.

NURS 403 Elements of the Professional Nursing Role- 3 credits
Implementation of the professional nursing role within the rapidly changing healthcare system. Identifying shifting demographic and social trends while maintaining caring and compassionate values. Focuses on concepts such as patient centered care; interdisciplinary collaboration; elements of safe, quality care; nursing diversity in roles, organizations, and culture; and finally, professional identity and image. Three hrs. Lecture. Every semester.

NURS 404 Nursing Informatics- 3 credits
Prepares the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security as it relates to complex decision making and the promotion of safe, quality, and effective care. Three hrs. lecture. Every semester. Tech. Fluency.

NURS 406 Leadership for Quality and Safety- 3 credits
Examination of leadership skills necessary to understand and develop a culture of quality and safe patient care. Concepts include decision-making, conflict resolution, communication, motivation, organizational structure, resource management, quality improvement processes and instruments, and tools for safeguarding patients. These concepts form the basis for examination of quality improvement approaches, nurse sensitive indicators, and safety principles, in addition to national quality and safety initiatives. Three hrs. lecture. Every Semester.

NURS 421 Psychiatric and Mental Health Nursing Care - 3 credits
This course provides students with an essential understanding of theoretical and evidence-based nursing principles in the care of clients with psychiatric and mental health disorders. Emphasis is placed on the application of the nursing process, including critical thinking, therapeutic nursing interventions, and the effective use of interpersonal skills for communication with mental health clients. The course offers an integrated approach to care, including psychosocial concepts; cultural, ethical, and legal influences; and wellness of individuals and family groups. Three hrs. lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422.

NURS 422 Psychiatric and Mental Health Nursing Care Practicum – 1 credit
This practicum course will focus on clinical learning experiences consisting of appropriate assessment, planning, therapeutic communication, educating, applying clinical judgement in the care of mental health patients. Students will experience psychiatric and mental health nursing by completing simulation activities, case studies, and work in the mental health areas of inpatient and outpatient. 1 hr. Practicum. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422.

NURS 423 Population Health- 3 credits
Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Three hrs. Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424.

NURS 424 Population Health Practicum - 2 credits
Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Two credits lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423.

NURS 425 Transition of Care for the Complex Patient-4 credits
This course focuses on nursing care of individuals across the life span who are experiencing transitions requiring complex nursing judgment and interventions. It provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. This course continues to develop the role of the professional nurse as a provider of culturally responsive patient-centered care, patient safety advocate, and member of health care team to meet the emergent needs in the care of the complex patient. This course prepares the nurse to provide care in settings where outcomes are less predictable. Four hrs. ILL. Variable. Pre-requisite NURS 301, NURS 302.

NURS 426 Nursing Care and Management of Adults for Practical Nurses- 4 credits
This advanced medical surgical course incorporates and builds on previously learned knowledge of the practical nurse. This medical surgical course advances comprehensive nursing care and health promotion of the culturally diverse adult/geriatric medical-surgical patient experiencing acute and chronic illness. The nursing process is used as the framework to further organize, prioritize, and deliver nursing care. Critical thinking and clinical reasoning are the basis for decision making about planning, intervention, and evaluation of nursing care in clients with medical surgical disorders.

Cultural and psychosocial concepts are applied in the care of diverse populations. This course includes clinical experience to provide students with opportunities to apply theoretical concepts in clinical practice with diverse populations. Four hours Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 427.

NURS 427 Nursing Care and Management of Adults for Practical Nurses Practicum- 2 credits
Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide

patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. 2 hours. Practicum. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 426.

NURS 428 Pediatric Nursing Care for Practical Nurses- 2 credits
This course will focus on the role of the nurse in health promotion and disease prevention for children and their families. In this course, the student will learn about the developmental stages of the pediatric patient and common childhood problems will be investigated in a variety of health care settings. The student will examine the biological, physiological, and sociological concepts applicable to the basic needs of children and their families. Two hrs. Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 429.

NURS 429 Pediatric Nursing Care for Practical Nurses Practicum- 1 credit
This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for children and their families. Students will experience pediatric nursing by completing simulation activities and in a variety of healthcare facilities and offices. One Credit. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 428.

NURS 430 Maternal Nursing Care for Practical Nurses- 2 credits
This course will focus on the role of the nurse in health promotion and disease prevention for women's health. In this course the student will learn about women during the different stages of their lives including reproductive growth and changes, childbearing, and menopausal periods. A study of the biological, physiological, and sociological concepts applicable to the basic needs of the family, including childbearing and neonatal care. 2hr lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 431

NURS 431 Maternal Nursing Care for Practical Nurses Practicum- 1 credit
This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for women during childbearing years. Students will experience maternal nursing by completing simulation activities and work in the maternity area of local healthcare facilities and offices. 1cr practicum. Variable Pre-requisite NURS 301, NURS 302. Co-requisite NURS 430.

NURS 486 Pre-licensure Capstone- 3 credits
Represents the synthesis of theoretical and clinical knowledge and skills for the professional baccalaureate- prepared nurse. Focuses on the skills needed to transition from nursing student to practicing nurse, such as NCLEX examination preparation, applying for licensure, building resume and interview skills, and developing a professional development plan for lifelong learning and growth. Three credits. Variable. Pre-requisite Department Approval.

Table 6: Bachelor of Science in Nursing (LPN to BSN) Progression Plan							
*Pre-Requisite/ Transfer Credits				*Additional Graduation Requirements			
ENGL 101 MATH 109 BIOL 149 CHEM 150 PSYC 150 SOCI 100 BIOL 304 BIOL 322 BIOL 323 PSYC 208	3 3 4 4 3 3 3 4 4 4			ENGL 308 EXSS 200 Nutrition Fine Art Humanities Identity & Difference IDIS 150 *These courses can be transferred or taken along with progression below	3 3 6 3 3		
	38				18		
Year 1	Fall			Spring		Summer	
	NURS 309 Transition to BSN Professional Nursing Practice **NURS 301** Principles of Pharmacology **NURS 421** Psychiatric and Mental Health Nursing Care **NURS 422** Psychiatric Mental Health Nursing Practicum	3 3 3 1		**NURS 302** Pathophysiology & Health Assessment **NURS 428** Pediatric Nursing Care for Practical Nurses **NURS 429** Pediatrics for Practical Nurses Practicum **NURS 430** Maternal Nursing Care for Practical Nurses **NURS 431** Maternal Nursing Practicum for Practical Nurses	4 2 1 2 1	**NURS 426** Nursing Care and Management Adults for Practical Nurses **NURS 427** Nursing Care and Management Adults Practicum Practical Nurses **NURS 402** Nursing Research and EBP	4 2 3
	Total	10		Total	10	Total	9
Year 2	Fall			Spring			
	NURS 423 Population Health	3 2		**NURS 425** Transition of Care for the Complex Patient	4 3		
	NURS 424 Population Health Practicum **NURS 406 Leadership for Quality and Safety** **NURS 403 Elements of Professional Nursing**	3 3		**NURS 486 Pre-Licensure Capstone** **NURS 404 Nursing Informatics**	3		
	Total	11		**Total**	10		

Accreditation Requirements
The new program will require outside accreditation from the American Association of Colleges of Nursing (AACN) accrediting agency, the College of Collegiate Nursing Education (CCNE) that ensures quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public's health. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, 2011).

Frostburg State University has received and maintained successful CCNE accreditation for the current RN to BSN program since 2011, with the most recent reaccreditation in 2016 that does not expire until 2026. FSU also has received and maintained CCNE accreditation for the graduate concentrations that does not expire until 2029. The proposed program will be submitted to CCNE as a substantive change to the current baccalaureate program offerings.

Student Orientation
The Department of Nursing will provide an online orientation session, nursing student handbook, and link to the University Undergraduate catalog to all students accepted into the LPN to BSN program. Within these sessions and documents students will have access to all degree requirements, nature of faculty/student interactions, technology requirements, policies and procedures related to financial aid and student billing, and links to student resources.

Ethics in Student Recruitment
In compliance with COMAR 10.27.03.14.3.d (10) the Department of Nursing has a clear Ethics in Student Recruitment Policy. This policy assures that advertising, recruiting, and admission materials will clearly and accurately reflect the proposed and current FSU nursing programs. This policy specifies that all recruitment materials including but not limited to print ads, brochures, website, etc. accurately depict the programs available and the admission requirements for each program.

H. Adequacy of Articulation- N/A

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

FSU is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year and service to the department, institution, community, and profession/practice. In respect to this discipline, it is expected that faculty maintain expertise in their field either through continuing education and/or practice. Faculty are expected to bring their expertise into the classroom to provide real- world application of course content to students through the curriculum ultimately meeting CCNE standards.

FSU's Center for Teaching Excellence hosts yearly training and professional development events related to teaching pedagogy and best practices. Annually they host a regional conference on teaching and learning, annual teaching orientations for new faculty, and

periodic workshops on various topics throughout the academic year. Additionally, FSU's Office of Information Technology hosts a regional conference on best practices in education technology.

Within the Department of Nursing faculty are encouraged and supported to attend a variety of conferences and training that are offered across the state and nationally related to nursing education and clinical practice. Many faculty members hold specialty certifications and licensures that require continuing education.

Faculty
Current full-time tenure, non-tenure track, and adjunct faculty that are both academically and experientially qualified to instruct within this proposed program:

Cynthia Bridges, Lecture in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Maryland; M.S. Clinical Nurse Specialist, University of Maryland; MBA, Master of Business Administration, Frostburg State University. Expertise in medical-surgical nursing, leadership, management, nursing education.

Jill Buterbaugh, Associate Professor in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Pittsburg at Johnstown.; M.S. in Nursing, Widener University; DNP, Salisbury University. ANCC Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care leadership, quality, and safety.

Anne K. Eby, Lecture in the Department of Nursing, RN, Associate Degree, Excelsior College; B.S. in Nursing, Excelsior College, M.S. in Nursing Family Nurse Practitioner, University of Colorado; DNP, Doctor of Nursing Practice, University of Colorado; AGACNP, University of Colorado. Expertise in acute care, internal medicine, geriatrics, and emergency nursing.

Stefanie Hay, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing Thomas Edison State College, New Jersey, Ed.D., Frostburg State University. Expertise in pediatrics, informatics, education.

Audra Houser, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing University of Maryland; DNP candidate University of Maryland School of Nursing. AANP Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care, leadership, quality, and safety.

Mary Beth McCloud, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland, B.S. in Nursing West Virginia University; MSN Western Governors University; PhD, Medical University of South Carolina. Expertise in maternal child health, medical-surgical nursing, research, and education.

Lauren Pelesky, Lecture in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Frostburg State University; M.S. in Nursing, University of Maryland; DNP student Salisbury University. Expertise in maternal child health, population health, leadership.

Kara Platt, Associate Professor and Chair of the Department of Nursing, RN, B.S. in Nursing Shenandoah University, M.S. in Nursing University of Maryland; DNP, Johns Hopkins University. Expertise in maternal child health,

leadership, management, health policy, population health.
Lindsey Staggers-Gardner, Assistant Professor in the Department of Nursing, RN, B.S. in Nursing Mountain State University; M.S. in Nursing West Virginia University; DNP candidate Maryville University. AANP Board Certified Family Nurse Practitioner. Expertise in mental health, med-surgical nursing, primary care, research.
Jaime Striplin, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Towson University; M.S in Nursing, Towson University; EdD student Frostburg State University. Expertise in medical-surgical nursing, population health.

Table 7: Faculty Resources for Bachelor of Nursing Program (LPN-BSN)			
Faculty Member	Terminal Degree	FT or PT	Courses
Cynthia Bridges	MSN	FTNTT	NURS 426,
Jill Buterbaugh	DNP	FTT	NURS 425
Anne Eby	DNP	FTNTT	NURS 427,
Mary Beth McCloud	PhD	FTT	NURS 430, 431, 423,
Lindsey Staggers-Gardner	MSN	FTTT	NURS 421, 422
Stefanie Hay	EdD	FTT	NURS 404,
Audra Houser	MSN	FTTT	NURS 301, 302,
Jaime Striplin	MSN	FTTT	NURS 309
Kara Platt	DNP	FTT	NURS 402, 406, 486
Lauren Pelesky	MSN	PT	NURS 403,
Additional Faculty			NURS 428, 429, 424

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

CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Premium, PsycARTICLES, PsycINFO, and UpToDate. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Ultimate, Dissertations & Theses Global, Nexis Uni, and Web of Science that contain articles related to nursing and medicine. The library also maintains current subscriptions to a variety of nursing specific journals. The use of current subscriptions is assessed and the need for additional electronic journals is considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

The library has access to over 75 electronic databases that include approximately 72,000 full-text journals, magazines, and newspapers, and provides direct links to more than 70,000 additional open access periodicals. Over 245,000 electronic books and 25,000 on-demand streaming videos are also made available to students, faculty, and staff. The OneSearch interface supporting the databases is accessible through the internet and is available to all registered Library users from anywhere in the world on a 24 hour/ 7-day basis. The cooperative sharing program between University System of Maryland (USM) institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, an interlibrary loan service is available to provide expedited processing of research materials from other libraries.

The library provides a dedicated librarian liaison to the Nursing Department who maintains an online nursing subject guide that gives students easy access to Library services, databases, journals, and various nursing and medicine specific websites. The Ort Library also provides video tutorials on how to use various services as well as how to access and effectively use the databases. In the event a student needs further assistance with accessing resources, they may call, email, or use a chat service to connect with a reference librarian.

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

The Department of Nursing at Frostburg State University has successfully implemented a fully online RN-BSN program and will support this proposed online LPN to BSN program with the same quality standards to support faculty and students at a distance. All students in the online LPN to BSN program will complete the Department of Nursing online student orientation, which is a 6-week self-paced course that introduces all FSU systems and resources to the student. New faculty are also encouraged to complete training through the Office of Information Technology to gain knowledge in delivering online education and the learning management system Canvas. All online courses are offered through the learning management system Canvas. Students and faculty always have access to their courses through this learning management system during the semester.

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

Financial Table 1: Resources and Narrative Rationale

FINANCIAL TABLE 1: RESOURCES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	-	-	-	-	-
2. Tuition/Fee Revenue	333,120	682,752	699,509	717,477	735,701
(c + g below)	-	-	-	-	-
a. Number of F/T Students In-state	-	-	-	-	-
a. Number of F/T Students Out-of-state	-	-	-	-	-
b. Annual Tuition/Fee Rate In-state	9,804	10,049	10,300	10,558	10,822
b. Annual Tuition/Fee Rate Out-of-state	24,684	25,301	25,934	26,582	27,247
c. Total F/T Revenue (a x b)	-	-	-	-	-
d. Number of P/T Students In-State	24	48	48	48	48
d. Number of P/T Students Out-of-State	16	32	32	32	32
e. Credit Hour Rate In-State	286	293	300	308	316
e. Credit Hour Rate Out-of-State	612	627	643	659	676
f. Annual Credit Hour Rate	20	20	20	20	20
g. Total P/T Revenue In & Out-of-State	333,120	682,752	699,509	717,477	735,701
(d x e x f)	-	-	-	-	-
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources (Nursing Fees)	42,400	84,800	84,800	84,800	84,800
TOTAL (Add 1 – 4)	375,520	767,552	784,309	802,277	820,501

Resources Narrative:

1. *Reallocated Funds*- there are no funds being reallocated to this program.
2. *Tuition/Fee Revenue*- Student numbers are based on 2 cohorts per year for a total of 40 new part time students, with an estimate of 60% of students from in-state and 40% of students from out of state. The tuition rate is aligned with FSU's undergraduate tuition rate for both in-state and out of state students. Year one reflects two cohorts for a total of 40 students, and year two through five reflects a total of 80 students.
3. *Grants, Contracts, Other External Sources*- there are no grant or contract funds that been awarded at this time.
4. *Other Sources*- Nursing students will continue to pay a Nursing student fee of $8/credit hour for all NURS courses. There is a total of 50 NURS course credits where students will receive the Nursing Fee charge. Students will also pay $150/practicum credit hour to cover the additional costs of lab/practicum education. There is a total of 11 NURS lab/practicum course credits that students will incur this additional fee across the BSN program.

Financial Table 2: Program Expenditures and Narrative Rationale

FINANCIAL TABLE 2: EXPENDITURES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	153,900	233,377	238,456	243,648	248,957
a. # FTE	6.00	6.00	6.00	6.00	6.00
b. Total Salary	114,000	192,280	196,126	200,048	204,049
c. Total Benefits	39,900	41,097	42,330	43,600	44,908
2. Admin. Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	96,824	99,538	102,329	105,201	108,154
a. # FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	77,737	80,069	82,471	84,945	87,494
c. Total Benefits	19,087	19,469	19,858	20,255	20,660
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	24,500	24,500	24,500	24,500	24,500
TOTAL (Add 1 – 7)	275,224	357,415	365,285	373,348	381,611
Surplus	100,296	410,137	419,024	428,928	438,891

Expenditure Narrative:

1. Faculty- This program will require two additional nursing faculty positions to cover the additional credit hours generated by didactic and practicum courses.
2. Administrative Staff- There is no additional administrative staff required for this program.
3. Support Staff- Additional support positions and funding are needed to ensure quality coverage of support staff for student success. This line item covers 50% of the salary and benefits for Clinical Placement Assistant, Simulation & Instructional Design, additional adjunct faculty, and increased stipend for Department Chair for

summer contract. The other 50% of these staff expense is shared with the Bachelor of Science in Nursing Program Proposal.

4. Equipment- There is no additional equipment required for this program.
5. Library- There are no additional library funds needed for this program. All required databases and books have been purchased through previously implemented nursing programs.
6. New or Renovated Space- There is no additional space or renovations needed to support this online program.
7. Other Expenses- This line item includes required professional development costs, accreditation and membership fees, and fees for clinical support. These costs are shared across all programs within the Department of Nursing the amount in this budget reflects a portion of the total operational costs.

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

On the institution level, FSU's academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM's Board of Regents.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN hold nursing programs accountable to the community of interest- the nursing profession, consumers, employers, higher education, students, and their families, nurse residents- and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, 2018). The nursing institution must demonstrate the following:

- Mission and Governance: The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

- Quality in Institutional Commitment and Resources: The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its missions, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.

- Quality in Curriculum and Teaching-Learning Practices: The curriculum is developed in accordance with the program's missions, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

- Assessment and Achievement of Program Outcomes: The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty

  outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

The proposed program will be required to run for a full year (two semesters) before a letter of intent to CCNE is sent to request an accreditation review of the program. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site evaluation. This review addresses courses, pedagogical effectiveness, and student learning outcomes. At this time, the Department of Nursing is fully accredited by CCNE for the undergraduate RN-BSN and all four graduate concentrations.

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

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other." Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President. Frostburg State University also has an initiative to increase the number of international students on campus. Nursing has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidence by these statistics:

Table 8: FSU Department of Nursing Diversity Data

	Fall 2018		**Fall 2019**		**Fall 2020**	
	RN-BSN	MSN	RN-BSN	MSN	RN-BSN	MSN
Total Students	483	35	438	56	424	77
American Indian or Alaskan Native	0	0	1	0	3	0
Asian (not of Hispanic Origin)	29	1	17	0	17	4

Black or African American (not of Hispanic Origin)	109	2	105	8	93	15
Hispanic or Latino	26	1	24	0	31	1
Native Hawaiian or another Pacific Islander	1	0	0	0	0	0
White (not of Hispanic Origin)	289	26	270	42	263	54
Two or More Races	17	0	14	0	12	1
Race/Ethnicity Unknown	10	5	6	3	4	2
Males	45	0	46	0	41	5

The RN-BSN and master's programs have seen an increase in the number of culturally and linguistically diverse students, averaging 35% of our student population and has been successful in assisting these students through the program by way of faculty support and advising, and the use of other campus support services such as the writing center. regular faculty meetings are held to discuss the unique needs of our diverse student body including discussions to address curriculum in terms of content, course design, assignments, grading, and rubrics.

Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, tutoring services, and other academic support. The faculty provides multi-modal learning opportunities, face-to-face meeting times, and phone assistance as needed on an individual basis.

Admission criteria is defined clearly in section G. Admissions will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature. Admission criteria that are more subjective will be assessed using a standardized rubric to ensure that the same standards are being utilized with each perspective student.

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

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

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's Middle State Commission on Higher Education Statement of Accreditation Status. FSU is an approved institutional member of the National Council of State Authorization Reciprocity agreement (NC-SARA).

Appendix A

Letter of Support: WVU Medicine

GARRETT REGIONAL MEDICAL CENTER
A PROUD AFFILIATE OF WVU Medicine

WVU Medicine
POTOMAC VALLEY HOSPITAL

October 27, 2021

To Whom It May Concern:

As the President & CEO of Garrett Regional Medical Center, a 55-bed acute care hospital located in Garrett County, MD, and Potomac Valley Hospital, a critical care hospital located in Keyser, WV, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing as well as a 3-year online program to help Licensed Practical Nurses earn a BSN.

The programs will provide opportunities for area residents to receive the education needed to enter and grow in the highly respected, professional field of nursing, where jobs are abundant. They will also provide a well-trained workforce for area health care providers. It is extremely challenging to recruit nurses to Western Maryland as well as nearby communities in West Virginia. The ability to train the local workforce for these highly regarded professional positions will help local hospitals as well as private practices and Federally Qualified Health Centers recruit the staff they need.

Frostburg State University provides people throughout the region with educational opportunities close to their home communities. The two nursing programs will enhance those opportunities while also supporting the health care providers so vital to our area.

Sincerely,

Mark Boucot, MBA, FACHE
President & CEO
Garrett Regional Medical Center
Potomac Valley Hospital

Appendix B

Letter of Support: UPMC Western Maryland

UPMC | WESTERN MARYLAND

November 2, 2021

To Whom It May Concern:

As the Chief Nursing Office of UPMC Western Maryland, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing and the 3-year online program to help Licensed Practical Nurses earn a BSN.

UPMC Western Maryland will support clinical education/rotation for Frostburg State University students.

Frostburg State University Department of Nursing has a history of offering quality education for nurses. The two nursing programs will enhance those opportunities while also supporting the health care providers and fulfill the need to increase nursing capacity that is so critical in Western Maryland.

Sincerely,

James M. Karstetter II, BSN, MBA-HC, RN
Vice President and Chief Nursing Officer

Appendix C:

Course Inventory

Licensed Practical Nurse to Bachelor of Science in Nursing Course Inventory						
NURS #	Course Name	Credits	Program	Type	Format	Pre/Co-requisites
301	Principles of Pharmacology	3	LPN-BSN BSN	LEC	Online	
302	Pathophysiology & Health Assessment Across Lifespan	3	LPN-BSN BSN	ILL	Online	
309	Transition to BSN Professional Nursing Practice	3	LPN-BSN BSN	ILL	Online	
402	Nursing Research and Evidenced Based Practice	3	LPN-BSN BSN RN-BSN	LEC	Online	MATH 109
403	Elements of the Professional Nursing Role	3	LPN-BSN BSN RN-BSN	LEC	Online	
404	Nursing Informatics	3	LPN-BSN BSN RN-BSN	LEC	Online	
406	Leadership for Quality and Safety	3	LPN-BSN BSN RN-BSN	LEC	Online	
421	Psychiatric and Mental Health Nursing Care	3	LPN-BSN BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422
422	Psychiatric and Mental Health Nursing Care Practicum	1	LPN-BSN BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422
423	Population Health	3	LPN-BSN BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424
424	Population Health Practicum	2	LPN-BSN BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423
425	Transition of Care for the Complex Patient	4	LPN-BSN BSN	ILL	Online	Pre-requisite NURS 301, NURS 302.

426	Nursing Care and Management of Adults for Practical Nurses	4	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 427
427	Nursing Care and Management of Adults Practical Nurses Practicum	2	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 426
428	Pediatric Nursing Care for Practical Nurses	2	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 429
429	Pediatric Nursing Care for Practical Nurses Practicum	1	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 428
430	Maternal Nursing Care for Practical Nurses	2	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 431
431	Maternal Nursing Care for Practical Nurses Practicum	1	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 430
486	Pre-licensure Capstone	3	LPN-BSN BSN	LEC	Online	Pre-requisite Department Approval.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Bowie State University: Bachelor of Science in Philosophy, Politics, and Economics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: This Bachelor of Science (B.S.) in Philosophy, Politics, and Economics (PP&E) program consists of courses in philosophy, government, and economics, along with a Foundations of Philosophy, Politics and Economics course and a Philosophy, Politics, and Economics Research Seminar. These courses work together to instruct students in methodologies for assessing political priorities and policy agendas; evaluating economic policy, business objectives and management decisions; and forming moral stances and responsible choices essential to mature leadership. The PP&E program encourages the study of approaches used by communities and institutions for evaluating how priorities and policies are formed and implemented in democratic ways.

This 120-credit program emphasizes the themes: leadership, economics, and strategic management; globalization and post-globalization; ethics and social responsibility; and public policy and governance. Committed to the academic and professional development of students toward careers in attractive and important fields essential to the greater Washington, D.C. metropolitan area and beyond, this program will serve as a conduit for entry into postgraduate programs at universities in the region, and in several professional fields, including law, public administration, political science, international studies, management, and economics. The PP&E program instructs students in the skills of critical thinking and moral reasoning, and illustrates their application in social, government, and business contexts where decisions and policies have community-level, countrywide, and possibly international consequences.

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 Bowie State University to offer the Bachelor of Science in Philosophy, Politics, and Economics.

COMMITTEE RECOMMENDATION:	DATE: May 10, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715
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E president@bowiestate.edu
bowiestate.edu

April 4, 2022

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

RE: New Academic Program Proposal - Bachelor of Science in Philosophy, Politics, and Economics

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University, Bachelor of Science in Philosophy, Politics, and Economics - HEGIS 2299 (Social Science, Others) / CIP 45.1004 (Political Economy).

This Philosophy, Politics, and Economics (PP&E) program consists of courses in philosophy, government, and economics, along with a Foundations of Philosophy, Politics and Economics course and a Philosophy, Politics, and Economics Research Seminar. These courses work together to instruct students in methodologies for assessing political priorities and policy agendas, evaluating economic policy; business objectives and management decisions; and forming moral stances and responsible choices essential to mature leadership. This PP&E program encourages the study of approaches used by communities and institutions for evaluating how priorities and policies are formed and implemented in democratic ways.

Our program emphasizes the themes: leadership, economics, and strategic management; globalization and post-globalization; ethics and social responsibility; and public policy and governance. This program will be administered by the Department of History and Government, along with the Department of Accounting, Finance, & Economics which will offer some core and elective courses.

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

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Karen Cook-Bell, Department Chair, History and Government
Dr. George Acquaah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Office of Planning, Analysis and Accountability

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Philosophy, Politics, and Economics
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall, 2023
Projected Implementation Date

Proposed HEGIS Code

38.0101
Proposed CIP Code

Department of History and Government
Department in which program will be located

Dr. Karen Cook Bell
Department Contact

301-860-3675
Contact Phone Number

kcookbell@bowiestate.edu
Contact E-Mail Address

Signature of President or Designee

4-4-22
Date

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BOWIE STATE UNIVERSITY
B.S. in PHILOSOPHY, POLITICS, AND ECONOMICS

MISSION

A. Centrality to Institutional Mission and Planning Priorities

This Philosophy, Politics, and Economics (PP&E) program consists of courses in philosophy, government, and economics, along with a Foundations of Philosophy, Politics and Economics course and a Philosophy, Politics, and Economics Research Seminar. These courses work together to instruct students in methodologies for assessing political priorities and policy agendas, evaluating economic policy; business objectives and management decisions; and forming moral stances and responsible choices essential to mature leadership. This PP&E program encourages the study of approaches used by communities and institutions for evaluating how priorities and policies are formed and implemented in democratic ways.

This program follows the example set by numerous programs that combine philosophy, politics, and economics, including Oxford University (www.ppe.ox.ac.uk), University of Pennsylvania (ppe.sas.upenn.edu), George Mason University (ppe.gmu.edu), and University of North Carolina (ppe.unc.edu). Our program emphasizes these themes: leadership, economics, and strategic management; globalization and post-globalization; ethics and social responsibility; and public policy and governance. This program will be administered by the Department of History and Government, along with the Department of Accounting, Finance, & Economics which will offer some core and elective courses.

This program supports Bowie State University's mission as a comprehensive educational resource serving a diverse population to build academic excellence, innovation, and student success.

"My vision for Bowie State University is to build on strength and excellence together as a community of learners to:

- Preserve the lasting legacy of Bowie State University as the first Historically Black Institution in the State of Maryland.
- Continue to build academic excellence.
- Create curricular and co-curricular opportunities supportive and engaging of 21st generation of learners.
- Encourage and support the diversity of learners enrolled at Bowie State University.
- Create new partnerships in our local and global communities.
- Develop new and distinctive programs that uniquely define Bowie State University.
- Demonstrate fiscally sound models, metrics, and accountability measures to our internal and external stakeholders in public higher education.
- Promote the value of the quality educational experience provided by Bowie State University faculty, staff, and administrators.

- And ensure the long-term viability of the university - growing the resources we need to support our mission for access and affordability to a quality education."

From: https://www.bowiestate.edu/about/administration-and-governance/office-of-the-president/presidents-vision.php

This program promotes President Aminta H. Breaux's vision statement of building and strengthening Bowie State's community of learners by:

- *Preserving the lasting legacy of BSU.* This PP&E program enhances BSU's legacy of providing educational and career opportunities, instilling a sense of social responsibility, and engaging with government, business, and the broader community on issues of public concern.
- *Building academic excellence*. This program increases opportunities for experiential and high-impact learning. It keeps BSU at the forefront of meeting the academic challenge to prepare students for the careers and leadership roles increasing needed in the economic and political spheres.
- *Creating opportunities to support and engage 21st century generation of learners.* This program's training will only be in greater demand as community, business, government, and public administration converge on creative efforts to solve public problems of increasing complexity and ethical consequence. Partnering with local governing, community, and corporate resources will provide opportunities for BSU students to contribute to dramatic decisions affecting millions of citizens.
- *Encouraging and supporting the diversity of learners enrolled at BSU*. This program fosters a community of learners that is inclusive of diverse perspectives and populations. It will attract new students from many different backgrounds that reflect the diversity of the Washington D.C. metropolitan area.
- *Developing new and distinctive programs that uniquely define Bowie State University.* This program distinguishes BSU from other Maryland institutions as well as peer institutions in the region. There is no other HBCU in Maryland or the entire Mid-Atlantic region offering a PP&E program.

CHARACTERISTICS OF THE PROPOSED PROGRAM

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

Over one hundred universities, such as the University of Pennsylvania, the University of Michigan, and the University of Virginia, offer either the PP&E degree or variants upon it (such as "Political Philosophy, Policy, and Law"). Bowie State's program follows the template of combining instruction in the rigorous skills of philosophy (a humanities discipline) with the theoretical study of politics and economics (social science disciplines). This type of program offers a distinctive course of study providing expertise essential to business management and consulting, government administration, public policy, and public service.

This interdisciplinary degree program is committed to the academic and professional development of students toward careers in attractive and important fields essential to the greater Washington, D.C. metropolitan area and beyond. This program will serve as a conduit for entry into postgraduate programs at universities in the region, in several professional fields, including law, public administration, political science, international studies, management, and economics. Bowie State's PP&E program will expand educational opportunities for its minority students since there is no academic alternative for this minority population in the State of Maryland, and BSU's students are greatly in need of this type of educational and professional opportunity. This PP&E program instructs students in the skills of critical thinking and moral reasoning, and illustrates their application in social, government, and business contexts where decisions and policies have community-level, countrywide, and possibly international consequences. The program's courses provide the knowledge bases, analytical skills, and ethical insights to enable students to become effective and socially responsible leaders.

Bowie State's African American student population has no similar program already accessible. This population has long been under-served by regional universities ignoring the need for greater minority opportunity in business and government. Bowie State is close to Washington D.C.'s sprawling hub for corporate headquarters, government departments and agencies, and policy think tanks, and several other Baltimore-DC area universities such as Johns Hopkins University, University of Maryland, American University, and George Washington University offer numerous advanced degrees where PP&E graduates would be welcomed.

This new program is entirely consistent with the Maryland State Plan for Postsecondary Education. This program enhances postsecondary educational options for Maryland residents and effectively fulfills the evolving educational needs of students, the state, and the nation in accordance with the six goals set forth in Maryland Ready: 2013-2017 State Plan for Postsecondary Education. The quality and effectiveness of this program inheres in the high value of philosophical, political, and economic studies. The future impacts of an education in ethics, politics, policy analysis, and business are not limited to academia; they have great value to students preparing for many non-academic professions and workforce positions. Additionally, students in this program will develop the key employment skills of analytical thinking, rational problem solving, and effective communication. More generally, because of Bowie State University's commitments to access, affordability, and timely completion, this program embodies these priorities. Two particular features of this program's design can be additionally recognized. First, the required courses can be successfully completed in four years. A student deciding to pursue this major during the freshman year, or even the first semester of the sophomore year, would be able to complete all requirements for the degree without delaying graduation past the four-year timeline. Second, the current faculty in the supporting departments can offer a portion of these courses online in order to assist accessibility and timely program completion.

This program's worthy purposes and its exemplification of Bowie State University's mission of providing educational opportunities to historically disadvantaged minorities support Maryland's goals of diversity. Moreover, because of the disciplinary skills this kind of program promotes the state's goals of innovation and economic vitality also are served. Such skills have proven to be essential for success in numerous careers that have vitalized this country's economy.

C. Reasonableness of Program Duplication

Two other institutions in Maryland are offering a PP&E program: University of Maryland College Park (a large non-minority-oriented university) and Mount St. Mary's University (a small private Catholic University). Neither institution crafted its program for the minority population served by Bowie State University. Our PP&E program is uniquely inspired by its legacy as a normal school, with education practiced as a social mission, and informed by the liberatory traditions of Martin Luther King, Jr., Nelson Mandela, and Enrique Dussel. This BSU PP&E program takes as its point of departure an ethical perspective aimed at the critique of extreme economic inequality, the overcoming of multiple hierarchies of domination, and the construction of cooperative international relations in a multipolar world. BSU's program consciously seeks to recuperate and advance the liberatory tradition within which it has its origins as a normal school and has practiced community involvement for more than 150 years.

BSU's PP&E program, in accord with this critical ethical perspective, demands government coursework on *international relations* and economics courses on *international trade and finance* as well as the *economics of poverty and income distribution*. The other programs have no place for this orientation. Furthermore, BSU's Department of History and Government has had a long-term relationship with the State Department and other government agencies, and graduates of the PP&E program can take advantage of this relationship regarding employment opportunities. BSU has also implemented travel abroad programs to countries in Africa, Latin America and the Caribbean, the Middle East, and Asia. Its PP&E program, with the above-mentioned coursework, is organically linked to BSU's international outreach efforts.

Any PP&E program, such as UMCP and St. Mary's, include a course or two in philosophy. BSU's program includes a course on Philosophies of Human Nature as a core requirement because it provides a foundation for a critique of modernity and raises urgent questions about the relationship between human beings and the biosphere. Also, only BSU offers an ethics course that emphasizes liberation ethics (a foundational course) which includes theories of the Global South. Liberation ethics includes a decolonizing perspective that envisions a multipolar world of mutual cooperation among nations. Another large difference is BSU's stress on writing intensity and experiential learning. Students may pursue either choice in the senior capstone course where they have a thesis or internship option. Our proposal is designed to enhance the student and career success of the minority population of Maryland. No historically black institution in the region offers a PP&E program.

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

Bowie State University is an HBI, and this program will be a high-demand program, for reasons provided above. Philosophy, politics, and economics is intentionally designed to prepare students for high-demand jobs in both the public and private sectors. The skillset and knowledge base that form the core of the program are consistent with those identified and labeled as highly desirable by major employers in the state and region. This unique blending of philosophy, political science, and economics will be especially critical for students desiring employment in the areas of business management, public policy, social services, and economic development. Noteworthy will be the emphasis on critical thinking, quantitative reasoning, ethical decision making, and

social justice. This is a unique and innovative curriculum design that will place Bowie State University on a platform of educational excellence, by aggressively enhancing and upgrading its program offerings. It is certain to attract students interested in these ever-increasing employment opportunities. There is a significant number of high-demand positions in the state of Maryland and in the region that require graduates prepared with the skills that this program provides.

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

Bowie State University is a historically black institution, and this new program does not impact other Maryland HBIs. No other institution of higher education in the state offers this kind of undergraduate program. Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504. Furthermore, as one of Maryland's historically black institutions, Bowie State serves an under-represented minority population, and respect and understanding of diversity is central to its mission of advancing minority student achievement. The goals of this new program are motivated by these high educational aims. It is probably axiomatic that HBIs have generally placed an emphasis on elevating persons who have experienced a multitude of disadvantages, including the disadvantages accruing from the pattern of racial discrimination. Historically, HBIs have stressed the importance of educating both the head and the heart. This is central to their identity and mission. Accordingly, a student graduating from a HBI hopefully will always be concerned about others, especially those who are poor or marginalized. The adage that BSU educates the whole person is a cornerstone of such institutions.

The Philosophy, Politics, and Economics program will continue to emphasize and impact both the mission and identity of Bowie State University. A graduate of this program will have studied politics and economics from a critical ethical perspective and thereby have a great deal to offer in both the private and public sectors. The Bowie State graduate will be able to have significant input into key questions, such as: (1) What is the economic benefit? (2) What is the impact on human life? and (3) What is the impact on the biosphere? Hence, when a Bowie State University graduate is involved in a public or private enterprise decision that will impact human life and the earth's ecosystems, he or she will be able and courageous enough to articulate positions that are consistent with the interests of the enterprise, and in accord with social and economic justice.

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

Bowie State University, one of Maryland's historically black institutions, proposes this new program in order to address minority student access & success, as explained in Section B. This new program also fits with Bowie State's cultural diversity goals and initiatives, as explained in Section A.

G. Relationship to Low Productivity Programs Identified by the Commission.

Not Applicable.

ADEQUACY OF CURRICULUM DESIGN AND DELIVERY TO RELATED LEARNING OUTCOMES

H. Program Curriculum Design

Foundational Courses: 7 courses (21 credits)
ECON 211: Principles of Macroeconomics
This course is a study of the basic macroeconomic concepts, economic institutions, and tools of analysis used in understanding the problems of inflation and unemployment, and the effects of fiscal and monetary policies on economic stability and growth.

ECON 212: Principles of Microeconomics
This course is a study of microeconomics, explaining how the price of a product or a resource is determined under various market structures, how an economy's resources are allocated, and how factor incomes are determined. Current problems in domestic and international economics are explored. (Note: May be taken for honors credit)
GOVT 130: Introduction to Political Science
This course is an introduction to the basic concepts, theories, and perennial issues of the discipline.

GOVT 150: Introduction to Public Policy
This course is an introduction to the study of public policy and the models' political scientists use to describe and explain political life.

PHIL 101: Introduction to Philosophy
This is a general course designed to introduce students to the theory of knowledge, ethics, and metaphysics through a multicultural survey of the history of philosophy.

PHIL 215: Liberation Ethics and Global Justice
The world's moral quandaries, injustices, and tragedies can be addressed by theories of ethics and social justice. This course examines strategies for promoting international understandings and inter-cultural agreements about moral principles and human rights to deal with the planet's urgent problems.

PP&E 160: Foundations of Philosophy, Politics, and Economics
This course is a foundational survey of basic concepts and theories involved with the intersections of philosophy, politics, and economics.

Core courses: 10 courses (30 credits)
ECON 351: Business/Economic Statistics
This course focuses on the business and economics applications of descriptive and inferential statistics, including measures of central tendencies, dispersion, probability, regression and correlation analysis, hypothesis testing and parameter estimation.

ECON 422: Public Finance and Budgeting
This course is a survey of the welfare implications of government expenditures, revenues, and debt systems in view of principles of taxation and the criteria for public expenditures, with special reference to allocation, stabilization, and redistribution functions of the public sector.

ECON 423: Monetary and Fiscal Policy
This course is a study of the Monetarist and Keynesian Models and their applications to monetary and fiscal stabilization policies for the nation's economy.

ENGL 255: Advanced Composition.
This course builds on the competencies developed in ENGL 101-102, stressing greater awareness of vocabulary, logic, rhetoric, and grammar. Through interdisciplinary readings, this course assists the students in communicating their ideas with simplicity and clarity. (ENGL 361 substitution)

GOVT 283: Urban Politics and Policy Analysis
This course is an analysis of the politics and governments of urban areas with a focus on how those governments generate and allocate resources in an attempt to cope with human problems in their polities.

GOVT 342: International Relations
This course is an examination of the concepts and themes of international politics as well as the basic factors that motivate and guide interactions in international society.

PHIL 300: Philosophies of Human Nature.
This course studies a number of different theories of what constitutes being human. This course is interdisciplinary because it includes naturalistic, dialectical, and feminist points of view. It is also multicultural because it encourages examination of philosophical perspectives from around the world. Among the questions raised are: Do human beings have a (unique) nature? Do human beings have a (singular) destiny? Is there a divine being to which or to whom human beings are related? Will high technology computers be able to have conscious mental states? Are humans animals?

PHIL 305: Ethics and Public Policy
This course is an introduction to the major trends in ethical theory, including the relativist, consequentialist, virtue, and deontological points of view. Students will apply the theories to current public policy debates.

PP&E 490: Capstone 1: Seminar in Philosophy, Politics, and Economics
This seminar is a review of the major concepts, themes, and methods in the disciplines of philosophy, politics, and economics to enable students to prepare for and pass the required interdisciplinary comprehensive examination.

PP&E 491 Capstone 2: Internship or Thesis:
This seminar allows students to complete a thesis paper or internship. The internship experience provides students with opportunities to practice the methods and critical analysis gained in the

classroom in work related to public policy, while the thesis option requires the student to assess the ethical, political, and economic features of an actual case, and integrate the multidimensional analysis into a thesis that takes a position on policy directives.

Electives: An additional 23 elective hours are required for the degree.
The following electives are suggested. Other electives will be approved by a PP&E program advisor.

ECON 311: Intermediate Macroeconomics
This course is an extension of macroeconomic and microeconomic theories to serve as a bond between the principles (level) and the advanced dimensions of economics.

ECON 341: International Trade and Finance
This course focuses on the theory of international trade, commercial policy, and its relation to economic development. Balance of payments, international capital movements, and foreign exchange are examined against the background of current theories and policies.

ECON: 353: Health Economics
This course explores economic principles and its relationship to the field of health care. It will provide an introduction to the health care system in the U.S. Discusses some of the key concepts that health economists use to analyze health care markets. Finally, the course will apply these concepts to selected current issues in health policy.

ECON 383: Economics of Poverty and Income Distribution
This course explores how economics can be used to explain and analyze the concepts, causes and effects of poverty and income inequality on various population groups. It will introduce students to the relevant economic theories of poverty and inequality and use empirical facts to define and measure poverty and inequality and assess the effectiveness of policies aimed at combating poverty and inequality in the United States and the developing world.

GOVT 231: U.S. National Government
This course is a study of both the structure of the national government and the process of power and influences in the political system.

GOVT 232: U.S. State and Local Government
This course is an examination of the constitutional basis, organization, and functions of state and local governments, including their political processes and intergovernmental relations.

I. The Program and the General Education Requirements

"Foundational Courses" – required before entering the Core courses

Course Number	Course Title	Credit Hours
ECON 211	Principles of Macroeconomics	3
ECON 212	Principles of Microeconomics	3

GOVT 130	Introduction to Political Science	3
GOVT 150	Introduction to Public Policy	3
PHIL 101	Introduction to Philosophy	3
PHIL 215	Liberation Ethics and Global Justice	3
PP&E 160	Foundations of Philosophy, Politics and Economics	3
Total Foundational Requirements		**21**

"Core Requirements"

Course Number	**Course Title**	**Credit Hours**
ECON 351	Business/Economics Statistics	3
ECON 422	Public Finance and Budgeting	3
ECON 423	Monetary and Fiscal Policy	3
ENGL 255 or ENGL 361	Advanced Composition or Technical Writing	3
GOVT 283	Urban Politics and Policy Analysis	3
GOVT 342	International Relations	3
PHIL 300	Philosophies of Human Nature	3
PHIL 305	Ethics and Public Policy	3
PP&E 490	Capstone Exam	3
PP&E 491	Internship or Thesis Paper	3
Total Core Requirements		**30**

"Electives" – Select 7 or 8 more courses including choices from the following

Course Number	**Course Title**	**Credit Hours**
ECON 311	Intermediate Macroeconomics	3
ECON 341	International Trade and Finance	3
ECON 353	Health Economics	3
ECON 383	Economics of Poverty and Income Distribution	3
GOVT 231	U.S. National Government	3
GOVT 232	U.S. State and Local Government	3
	other	3
	other (if needed)	3
Total Electives		**21-24**

General Education Requirements

Course Number	Course Title	Credit Hours
English Composition		
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3

Arts and Humanities		
COMM 101	Oral Communication	3
*XXXX	A foreign Language	3
Social and Behavioral Sciences		
HIST 114 or 115	African American History to 1865 or since 1865	3
XXXX	Select from any other except ECON 211, ECON 212, & GOVT 130	3
Natural Sciences – 2 courses, at least one with a lab		7 – 8
Mathematics – Select one: MATH 125, MATH 141, or MATH 150		3
Technology – Select one: BUIS 260, COSC 110, COSC 111 or COSC 112		3
Free Electives – Select any three except ECON 211, ECON 212, GOVT 130 & PHIL101		9
Institutional Requirements		
FRSE 101	Freshman Seminar	3
HEED 102	Life & Health	3
Total General Education		**47 - 48**

** For the Bachelor of Arts degree students must complete an additional 9 hours of progressive classes in a single foreign language.*

TOTAL hours required for graduation

Courses	**Number of Credit Hours**
Foundational	30
Core	21
Electives	21-24
BSU General Education courses	47-48
TOTAL	**120 credits (Minimum)**

J. Program Modality

This program is not proposed as a 100% online distance education program. However, BSU pledges flexible learning, and some courses during any semester will delivered as either (a) online asynchronously or (b) online synchronously with class meetings by live video at a given hour (e.g., MWF 10am). This vision for offering a mixture of in-class, hybrid, and asynchronous classes has long been the practice of Bowie State University. BSU utilizes Blackboard as its learning management system. Online and hybrid courses are conducted in accordance with the university's policies and procedures overseen by the Division of Academic Affairs and the Division of Information Technology's (DIT) Academic Computing and Instructional Technology unit.

K. Adequacy of Provisions for Evaluation of Program

1. Program Objectives

1. Cultivate basic understanding of philosophy, politics, and economics and their intersection.

2. Encourage students to apply the acquired knowledge, ethical standards, and skills to public policymaking and business decisions.
3. Prepare students for employment and/or graduate level interdisciplinary research in philosophy, political science, economics, and related fields.
4. Develop student writing and speaking skills aimed at the effective use of empirical research methods and sound arguments in public policy debates.

2. Student Learning Outcomes

1. Students will apply ethical reasoning to evaluate practices, policies and institutions that impact global and local politics and social-economic conditions.
2. Students will apply empirical and analytical research methods to address public policy issues in the political and economic fields.
3. Students will write argumentative essays and present sound oral arguments on the ethical, political, and economic issues of urgent local and global concern.

3. Assessment Plan

The Department of History & Government and the Department of Accounting, Finance, & Economics use a variety of instruments for assessing student achievements in learning outcomes. At the onset of the program, the primary assessment tool will be two capstone courses that will provide a summative snapshot of student proficiency in the three SLOs (Student Learning Outcomes). The first capstone course will have comprehensive exam to evaluate SLO 1, while the second capstone course will give students an option of completing an internship or a thesis paper to demonstrate their proficiency with the second and third SLO. As the program develops, there will be implemented a more robust assessment plan that seeks to map the SLOs and learning outcomes to the course level as well. The Appendices provides a more detailed discussion of our assessment strategy as well as sample rubrics for the capstone courses.

DOCUMENTATION OF MARKET SUPPLY AND DEMAND IN THE REGION AND STATE

L. Potential Industries and Employment Opportunities

A bachelor's degree in philosophy, politics, and economics offers career opportunities in industry, journalism, politics, management, marketing, industrial organization, government agencies, education, law, and not-for-profit organizations. The advanced analytical skills that students acquire in the three components of the program (philosophy, politics, and economics) allows them to understand crucial economic issues and effective policy design and implementation and provides our PP&E graduate with a unique advantage over graduates from other majors. For example, a PP&E graduate would have opportunities to work as a staff member in the office of a member of Congress or in the Congressional Budget Office.
This is a sampling of actual job titles of graduates, provided by a sampling from websites of PP&E programs around the country:

- outreach coordinator for a community health center
- tax lawyer using behavioral economics
- marketing executive with Google

- management consulting with J.P. Morgan
- head of business operations for a start-up in agriculture technology
- tech research and consulting for a company advising CIOs of Fortune 500 companies
- lawyer specializing in microfinance regulation
- director of the Legal Assistance Foundation
- executive for a healthcare software company
- projects director for a medical software engineering firm
- research fellow for a public policy think tank
- healthcare policy assistant, US Senate
- sales and analytics department, Bloomberg

M. Projecting Market Demand and Availability of Openings in Job Markets

A degree in philosophy, politics, and economics is widely recognized as the gateway to many of the most high-demand careers today and in the future, such as business management, economic policy, law, banking and finance, consultancy, public relations, and marketing and advertising. Philosophical training and policy expertise, when combined with economic knowledge, is an excellent preparation for the kinds of careers that reward intellectual expertise, experimentation, the promotion of human life and the biosphere, and bold entrepreneurship. Philosophy, politics, and economics are three disciplinary areas that are in demand, as evidenced by the fact that graduates in these fields enjoy high salaries in the United States. PayScale's recent survey of 1.2 million graduates with a bachelor's degree ranks majors by starting and mid-career (10 years in) salaries (www.visualcapitalist.com/visualizing-salaries-college-degrees/). This data demonstrates that economics, philosophy, and politics are all in the top 21 positions of over one hundred majors:

Rank	Undergraduate Major	Starting Salary	Mid-Career Salary
#5	Economics	$50,100	$98,600
#16	Philosophy	$39,900	$81,200
#21	Political Science	$40,800	$78,200

N. Maryland Occupational Projections

In Maryland, the Department of Labor, Licensing and Regulation compiles "Maryland Occupational Projections, 2016-2026." Occupations which require specialized economic, business, and management abilities are listed below. Most of these occupations provide thousands of jobs in Maryland, and they all will enjoy strong job growth over coming years to 2026 (www.dllr.state.md.us/lmi/iandoproj/maryland.shtml).

Occupation	2016	2026	% change
Business Operations Specialists	22,259	23,140	3.96%
Financial Managers	10,919	11,578	6.04%
General and Operations Managers	48,160	51,490	6.91%
Management Analysts	22,475	23,722	5.77%
Operations Research Analysts	3,092	3,266	5.63%
Social and Community Service Managers	2,522	2,718	7.77%

RESOURCES AND FINANCE

O. Faculty Resources

A total of thirteen full-time faculty, from two current departments, will constitute the core faculty at the program's inception. Faculty members will share in the teaching and advisement responsibilities of the program.

Politics, Philosophy and Economics Faculty (All Faculty are Full-Time)		
Name, Degree(s)	Courses to be taught	Rank
Benjamin Arah PhD Political Science, MA Philosophy	Government, Philosophy, and PP&E courses	Professor
William Lewis, PhD Political Science	Government and PP&E courses	Professor
Weldon Jackson, PhD Political Science	Government and PP&E courses	Professor
Diarra Robertson, PhD Political Science	Government and PP&E courses	Associate Professor
Carmen Walker, PhD Political Science	Government and PP&E courses	Associate Professor
Robert Birt, PhD Philosophy	Philosophy and PP&E Courses	Assistant professor
Fred Mills, PhD Philosophy	Philosophy and PP&E Courses	Professor
John Shook, PhD Philosophy	Philosophy and PP&E Courses	Lecturer
Thadee Badibanga, PhD Economics	Economic and PP&E Courses	Assistant Professor
LaTanya Brown-Robertson, PhD Economics	Economic and PP&E Courses	Professor
Shadiya Hossain, PhD Economics	Economic and PP&E Courses	Assistant Professor
Augustin Ntembe, PhD Economics	Economic and PP&E Courses	Associate Professor
Regina Tawah, PhD Economics	Economic and PP&E Courses	Associate Professor

O. Library Resources

The Thurgood Marshall Library of Bowie State University supports the university's mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over

700 academic subscription titles, an electronic portal (ResearchPort) to over 70 databases, as well as videos and DVD recordings, and an experienced staff. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information.

As a member of the University System of Maryland and Affiliated Institutions (USMAI), Bowie State also has access to the collections of thirteen university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI.

The library's physical collection of books in the fields of philosophy, government, and economics are typical in scope and size for a university the size of Bowie State University. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all of this program's core and elective courses, the program's faculty are making requests for acquisitions of hundreds of additional volumes, and those requests will be fulfilled during the coming academic year.

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

This new program will not make a discernable impact on the use of existing facilities and instruction equipment. This program has access to classrooms in the Martin Luther King, Jr. building where the Department of History & Government resides, and classrooms in the Center for Business and Graduate Studies where the Department of Accounting, Finance & Economics resides. All classrooms are equipped with smartboards, computers, and overhead projection. The small incremental increase in class sections each semester for the majors will not strain the usage of classroom space or instructional resources. Bowie State will provide the program's students with full access to campus counseling and student advisement services, IT support services, and other administrative resources.

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

1. Resources and Narrative Rationale.

   This proposal's enrollment and resources projections are conservative. Its projection states that four students would adopt the major initially and it would gain at least two additional students in the following years. Moreover, we project at least one student will adopt the major on a part time basis each year. By the fifth year it projects 12 full time students and five part-time students (Tables 1 & 2: Resources and Expenditures).

2. Program Expenditures and Narrative Rationale.

   No program expenditures beyond current capabilities are requested. Because this program would be operated and taught by current faculty in the Department of History &

Government and the Department of Accounting, Finance, & Economics, no additional faculty are needed, and no additional support staff are needed. Because the library already accumulates philosophy, government, and economics materials each year, no additional Library funding is needed to establish this new program, nor is any additional/altered instructional space required. The funding required for this program consists of present faculty already in the Department of History & Government and the Department of Accounting, Finance & Economics. The chairs of these departments will ensure that the upper-level courses needed for timely completion of this program will be assigned to faculty each semester. No new faculty or staff positions are needed at this time. These two departments are committed to providing the faculty and the course offerings needed for this program. The Bowie State University administration affirms that the PP&E program will be a priority of the Department of History & Government and the Department of Accounting, Finance & Economics. BSU's administration affirms that these departments will have funding levels to ensure the program's needed faculty staffing and technical support.

RESOURCES AND EXPENDITURES

S. Resources

TABLE 1: Resources					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds*	14,800	14,800	14,800	14,800	14,800
2. Tuition/Fee Revenue	38,284	31,476	86,224	112,008	139,512
a. #F.T Students	4	6	8	10	12
b. Annual Tuition/Fee	8446	8,698	8,960	9,228	9,506
X 2c. Annual Full Time Revenue (a x b)	33,784	52,188	71,860	92,280	114,072
d. # Part Time Students	1	2	3	4	5
e. Credit Hour Rate	375	387	399	411	424
f. Annual Credit Hours 12 PER YR	2,250 X 2=4500	2322 X 2=4644	2,394 X 2=4788	2,466 X2=4932	2544 X2=5088

g. Total Part Time Revenue (d x e x f)	4500	9,288	14,364	19,728	25,440
3. Grants, Contracts, etc.	N/A	N/A	N/A	N/A	N/A
TOTAL	23,484	46,676	71,424	97,208	124,712
Although additional program resources are not required, adjunct allocations will have to be increased to cover survey classes so that full time faculty can cover the new upper-level courses. Our current adjunct rate is approximately $3700 per class with benefits. There may be a need for some additional sections covered by adjuncts during a semester.					

T. Expenditures

TABLE 2: EXPENDITURES*					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty 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
2. Total Administrative 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
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

4. Equipment	0				
5. Library	0				
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL	0	0	0	0	0
*All expenditures will be derived from the annual budgets of the Department of History & Government and the Department of Accounting, Finance & Economics. Any budgetary reallocation will be deducted from the budgets of the two departments as indicated in Table 1.					

Appendix A: Assessment Strategy

Assessment, Comprehensive Exam Instructions, Thesis Rubric, and Internship Evaluation Forms

Assessment Strategy:
Bowie State University (BSU) has a longstanding tradition of evaluation with courses consistently evaluated. The Office of Planning, Analysis and Accountability (OPAA) administers them to students every semester and the feedback from students is shared with faculty the following semester. In addition, each course is peer reviewed annually. The students evaluate their instructor each semester while faculty peers and the department chairs evaluate faculty annually. All degree programs undergo comprehensive review every seven years as mandated by the University System of Maryland.

BSU's Center for Academic Program Assessment (CAPA) has the goal "to assist chairs, deans, faculty, staff, and administrators as they develop assessment plans at the institutional level, college level, departmental level, and the academic program level." The Department of History & Government and the Department of Accounting, Finance & Economics have kept up the culture of assessment, working closely with CAPA. The AFE Department is also subjected to external reviews of its program by the accreditation body, Accreditation Council for Business Schools and Programs (ACBSP). The evaluation of the PP&E curriculum, faculty, and the student learning outcomes therefore will be routine.

The courses and internship requirements are designed to achieve the program objectives and the student learning outcomes. When launched, various assessment activities will be included in selected courses. These will help monitor the progress in students' learning and help instructors improve their teaching. Summative assessment of the program outcomes will take place in the capstone courses. The data collected and results of analysis will be shared with faculty in the program for use in making any necessary decisions to improve the attainment of student learning outcomes. Assessment results will be published on the university's website and also be archived.

Comprehensive Exam Instructions:
The student must answer five total questions. Three of the questions are in the disciplines of politics, philosophy, or economics. The fourth question is an interdisciplinary question that combines the three fields. Each question is worth 20 points for a total of 100 points. A student must have an aggregate score of 70 to pass the exam.

Appendix B: Capstone Rubric

PP&E Capstone 1 Exam Rubric
Question Field:(Politics, Philosophy, Economics, or PP&E)
Student ID#_____

Capstone 1 Exam Rubric					
Category	**Superior**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**	
Content 70 pts Total	• Fully responds to all criteria of the subfield question, • Clearly identifies and fully develops all ideas/ themes, • Provides logical, valid and specific details and support, • Effectively uses all relevant information, including outside sources, and • Draws clear and appropriate conclusions.	• Sufficiently responds to most criteria of the question. • Identifies and develops main ideas/themes, but some may lack clarity or depth.	• Does not respond or incompletely responds to some criteria of the question. • Does not identify or develop some main ideas/themes. • Provides support but may not be logical or valid; some details may be missing.	• Does not respond to most criteria of the question. • Does not identify or develop most ideas/themes. • Provides few details and little support or support that is illogical or invalid. • Omits relevant information; outside sources are inappropriate or missing. • Draws unclear/inappropriate • conclusions.	___pts out of 70

Organization/ Length 20 pts Total	• Information is very organized with well-constructed paragraphs. • The essay is a minimum of 5 pages long.	• Information is organized with well-constructed paragraphs. • The essay is a minimum of 3 pages long	• Information is organized, but paragraphs are not well-constructed. • The essay is a minimum of 2 pages long.	• The information appears to be disorganized. • The essay is too short.	___pts out of 20
Mechanics 10 pts Total	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	___pts out of 10
				Total points =	**/100**

Appendix C: Internship Evaluation Forms

Politics, Philosophy, and Economics

PP&E 491: FIELDWORK/INTERNSHIP LEARNING AGREEMENT FORM

Instructions: a) The student must fill-out and sign this form; and b) Return the completed form to the professor/instructor prior to the start of the program.

STUDENT-FACULTY MEMORANDUM OF UNDERSTANDING (This form must be completed and signed by the student prior to undertaking the fieldwork/internship program):

Name of the Student: _____ SID #: _____
Course Title & Number: _____
Department: _____ Semester & Year: _____
Student's Contact Phone #: _____ _____
Student's (Current) E-Mail Address: _____
Work Placement Address: _____
_____
Name & Title of Immediate Supervisor: _____
His/her Contact Phone #: _____ Fax #: _____
E-Mail Address (es): _____
Is this fieldwork an internship opportunity? ( ) Yes ( ) No

STUDENT'S RESPONSIBILITIES: As a student seeking course credit for fieldwork in politics, philosophy, & economics. Please agree to the following terms that I will:

1. Endeavor to receive my job description and orientation from my workplace supervisor.
2. Be respectful, deferential to, and supportive of my supervisor and colleagues at the workplace.
3. Learn and perform the assigned duties and responsibilities to the best of my ability.
4. Follow the rules, instructions and guidelines as provided for the desired outcomes.
5. Be both a reliable and dependable, as well as collaborative and trusting, team player.
6. Have the ability to learn fast, communicate effectively, and make the right choices., and
7. Exercise exemplary leadership style, professional skills, and ethical judgment.

Student's Signature: _____ Date: _____

Politics, Philosophy, and Economics

FIELDWORK (OR INTERNSHIP) LEARNING AGREEMENT FORM

Instructions: a) The workplace site supervisor must fill-out and sign this form; and b) Return the completed form to the professor/instructor, fax or e-mail it to him/her prior to the start of the program.

FIELDWORK OR INTERNSHIP SITE SUPERVISOR (This form must be completed and signed by the appropriate workplace site supervisor or representative):

Name of the Supervisor: _____ Title: _____
Name of the Organization or Agency: _____
Department: _____
Workplace Address: _____

_____
Contact Phone #: _____ Fax #: _____
E-Mail Address (es): _____

SITE OR PLACEMENT SUPERVISOR'S RESPONSIBILITIES (Our academic institution appreciates your participation in our program, and we value your support for our students. Your role is critical and integral to making the student's fieldwork successful and a rewarding learning experience). As the site supervisor, I do agree to:

- Clearly guide and discuss the requirements of the program with the student upon arrival.
- Work with the student to complete the onsite goals, duties and learning objectives.
- Providing an ongoing supervision and feedback to the student for high performance.
- Periodically discuss with the professor/instructor to ascertain the student's performance or progress., and
- At the completion of the fieldwork or internship, please complete the (enclosed) SUPERVISOR'S EVALUATION FORM.

Site Supervisor's Signature: _____**Date**: _____

Politics, Philosophy, and Economics

PP&E491: Fieldwork/Internship
SUPERVISOR'S EVALUATION FORM

Name of the Student: _____ Semester/Year: _____
Name of the Organization/Agency/Fieldwork Site: _____
Mailing Address: _____
Program Start Date: _____ End Date: _____
Number of Weeks: _____ Approximate Number of Hours: _____

Please rank the student in the following categories:

Qualities	Below Standard (F)	Below Average (D)	Average (C)	Very Good (B)	Excellent (A)
Ability of Accept Criticism					
Ability to Listen, Communicate					
Ability to Learn, Improve, Adapt					
Attendance					
Positive Attitude					
Collaborative & Cooperative					
Dependability & Good Judgment					
Professionalism					
Initiative & Self-Direction					

Please describe the work performed by the student during the time that he/she interned with your organization/agency:

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Overall Assessment:

The Assessment Questions	Yes	Maybe	No
Would you like to supervise this student again, in the future?			
Would your organization host or accommodate the student again?			
Would you recommend the student to work for any other organization?			
Were you satisfied of the student's overall performance or quality of work?			

Supervisor's Name: _____ Position: _____

Supervisor's Signature: _____ Date: _____

FIELDWORK (OR INTERNSHIP) LEARNING AGREEMENT FORM

FIELDWORK OR INTERNSHIP FACULTY ADVISOR OR FACILITATOR (This form must be completed and signed by the appropriate professor/instructor or departmental representative):
Name of the Professor/Instructor: _____ Title: _____
Name of the Department: _____
Course Title & Number: _____
Workplace Address: _____
_____
Contact Phone #: _____ Fax #: _____
E-Mail Address (es): _____

1. **FACULTY ADVISOR'S RESPONSIBILITIES** (The professor's role is critical and integral to making the student's fieldwork successful and a rewarding learning experience). As the faculty advisor or facilitator, I do agree to:

- Keep in weekly contact or meet with the student (at least, once a week) to provide guidance, direction, and support,
- Visit the student's workplace or site, when or if appropriate, and occasionally contact or communicate with the Site Supervisor to discuss student's performance,
- Review student's weekly online conference with other students for collaboration and shared experience, monitor student's journal or log,
- Periodically discuss with and evaluate the student submitted assignments to ascertain the level of quality performance and progress, and
- At the completion of the fieldwork or internship, the professor/instructor will provide an overall evaluation and issue the student with the final grade.

Faculty Advisor/Facilitator's Signature: _____ Date: _____

WORKPLACE OR SITE SUPERVISOR'S ASSESSMENT FORM

( ) MIDTERM ASSESSMENT FOR THE STUDENT FIELDWORKER
( ) FINAL ASSESSMENT FOR THE STUDENT FIELDWORKER

Student's Name: _____
Name of the Organization or Agency: _____

The purpose of the Supervisor's Assessment is to help us provide the student with corrective and substantive feedback regarding his/her performance and growth in this fieldwork learning experience. This particular evaluation is designed to focus on both the general and specific professional skills and critical competency areas as follows: cognitive, communicative, and personal and professional domains. Please we ask that you, as an evaluator, be objective and candid in your assessment and to make the assessment, at the end, a rewarding and growth experience by discussing it with the student.

Instructions & Directions: Based on your close observations, communicative interactions, and other forms of interpersonal relationships with the student, please evaluate the student based on the following work-related skills and competencies as per listed below (by checking the appropriate box), and which should range from 5 (highest, positive) to 1 (lowest, negative).

	COGNITIVE SKILLS	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
	A): Learning Style						
1	Observes and/or pays attention to others						
2	Asks pertinent/purposeful questions						
3	Able to find and utilize appropriate resources						
4	Accepts responsibility for mistakes and learns from experiences						
5	Is always open to new ideas, challenges and experiences						
	B): Creative Thinking & Problem-Solving Skills						
6	Seeks to comprehend and understand issues in their larger context						
7	Breaks down complex tasks or problems into managerial pieces						

8	Brainstorms or develops opinions and ideas						
9	Respects input and ideas from other sources and people						
10	Demonstrates an analytical capacity						
	C): Applies Knowledge and Skills to Tasks						
11	Shows understanding of industry customs and practices						
12	Acquires and evaluates information						
13	Interprets and communicates information effectively						
14	Understands and complies with legal regulation						
15	Identifies, understands, and works with systems						
16	Monitors and corrects own performance						
17	Applies knowledge to the task or solution of the problem at hand						
18	Selects and uses appropriate technology						
19	Demonstrates computer literacy						
20	Manages multiple competing priorities at one time						
	COMMUNICATION SKILLS						
	D): Reading/Writing & Computational Skills						
1	Reads, comprehends, and follows written materials						
2	Communicates ideas and concepts clearly and accurately in writing						
3	Works with mathematical procedures appropriate to the job						
	E): Oral Communication & Listening Skills						
4	Listens to others in an active and attentive manner						

5	Comprehends and follows verbal instructions						
6	Participates in meetings or group settings effectively						
7	Communicates effectively and appropriately with clients, superiors, and colleagues						
8	Uses industry specific terminology appropriately						
9	Teaches or shares useful knowledge, information, and expertise with others freely						
10	Verbally expresses ideas clearly, coherently, accurately, and persuasively						
	PERSONAL AND PROFESSIONAL SKILLS						
	F): Personal Characteristics						
1	Seeks to understand personal strengths and weaknesses						
2	Exhibits self-motivated approach to work						
3	Has professional attitude/behavior						
4	Demonstrates ability to set appropriate priorities and goals						
5	Works independently with minimum supervision						
6	Self-motivated, but seeks clarification and guidance from appropriate supervisions for quality performance						
	G): Interpersonal Skills & Teamwork Spirit						
7	Relates to co-workers effectively and amicably with a deep sense of limit						
8	Manages and resolves conflicts in an effective manner						
9	Supports and contributes to a team building atmosphere						
10	Participates and accepts responsibilities as a member of a team						

11	Controls emotions in a disciplined manner appropriate for the workplace environment						
	H): Organizational Effectiveness Skills						
12	Seeks to understand and support the organization's mission/goals						
13	Works within the norms and expectations of the organization						
14	Works within appropriate authority and decision-making channels						
15	Interacts effectively and appropriately with supervisor(s) and colleagues						
16	Plans and allocates time effectively						
17	Exercises leadership skills						
18	Works well in cross-cultural or multi-cultural settings and projects						
19	Demonstrates ethical behavior						
	I): Work Ethic, Values, Habits & Style						
20	Dresses appropriately with professional appearance for the position and environment						
21	Reports to works as when scheduled, promptly and with excitement/enthusiasm						
22	Attends scheduled meetings promptly and with the right comportment						
23	Accepts constructive criticisms and solicits advice for self-improvement						
	J): Character Attributes						
24	Brings a sense of value and integrity to the job						
25	Always humbled, and seeks to serve others even at the risk of personal inconvenience						

26	Acknowledges and respects the differences in people, and does not evade peoples' privacy						
27	Maintains confidentiality when trusted with classified or sensitive information or confronted with such situations						
28	Can be trusting						
29	Highly ethical, non-judgmental, and professional in the quest for excellence						
30	Welcomes and respects diversity in terms of ethnic, cultural, religious, opinions						

Evaluator's Name: _____ Date: _____

STUDENT'S ASSESSMENT FORM OF THE FIELDWORK EXPERIENCE

Student's Name: _____ **Semester & Year**: _____
Name of the Organization or Agency: _____
Name of the Workplace/Site Supervisor: _____
Name of the Faculty Advisor/Facilitator: _____

The purpose of the student's assessment is to help us provide the workplace/site supervisor and faculty advisor with the needed feedback regarding the student's overall perception, quality of the learning experience and to provide some information for improvement. This particular evaluation is designed to highlight the adequacy of the workplace, the quality of the work and learning environment, personal relationships, and human development for future reference. Students should truthfully and objectively respond to the following questions to the best of their knowledge, ability, and recollection. Thus, based on your close observations, communicative interactions, and other forms of interpersonal relationships with the people (supervisor and other colleagues at the workplace), please complete the survey below and rank your answers from 5 (highest, positive) to 1 (lowest, negative) in response to the questions.

	A): THE WORKPLACE ENVIRONMENT	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
1	The physical environment was clean						
2	The physical environment was safe						
3	An orientation to the job and organization was provided						
4	Necessary training and in-service were provided						
5	Adequate resources were available to enable staff to complete the assigned projects and successfully accomplish the desired goals						
6	Co-workers/colleagues were accommodating, helpful, supportive						

	B): SUPERVISOR & COLLEAGUES	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
7	Friendly & understanding						
8	Encouraging and supportive						
9	Collegial, respectful, and professional						
10	Role models and exemplary						
	C): LEARNING EXPERIENCE	Exceptional (5)	Strong or Good (4)	Average, Adequate (3)	Needs Improving (2)	Not Satisfactory (1)	N/A (0)
14	Intellectually challenging						
15	Opportunities for networking						
16	Engaging, interactive and enjoyable						
17	Provided needed exposure						
18	Expanded personal portfolio						
19	Would recommend to other students						

Signature of Student: _____ Date: _____

NOTE: Please make sure that all these forms are clearly filled out and signed appropriately. It is the student's responsibility to submit the required forms to the instructor for grade consideration.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Bowie State University: Master of Science in Applied Biotechnology and Molecular Biology

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The proposed Master of Science (M.S.) program in Applied Biotechnology and Molecular Biology (ABMB) is designed to provide a comprehensive exploration of the biological, biotechnological, and applied molecular biology sciences with unique emphasis on recent advances in the field such that students can gain technical mastery through hands-on laboratory research experiences. This program is critical to the outlined priorities for the State of Maryland and for the University across several metrics such as capacity building, workforce development, and equitable access. The proposed program will attract new undergraduate and master's degree candidates because of Bowie State University's enhanced visibility of innovative and high-demand academic programs, student support, and state-of-the-art equipment and modern facilities.

The ABMB Program offers a thesis track with 36 credits and a non-thesis track, with 31 credits. In each track, students have 12 credits for graduate electives, with 19 credit hours of core course curriculum for the non-thesis MS students and 24 credit hours of core graduate courses for the thesis MS students. The program anticipates serving current undergraduates, as well as all those interested in entering the biotech and molecular biology fields. The program will leverage Bowie State University's proximity to regional and national laboratories for future partnerships to promote student success.

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 Bowie State University to offer the Master of Science in Applied Biotechnology and Molecular Biology.

COMMITTEE RECOMMENDATION:	DATE: May 10, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715
P 301-860-3555
F 301-860-3510
E president@bowiestate.edu
bowiestate.edu

April 4, 2022

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

RE: New Academic Program Proposal - Master of Science in Applied Biotechnology and Molecular Biology

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University for a Master of Science degree in Applied Biotechnology and Molecular Biology (HEGIS 41600.00 / CIP 26.0204).

A Master of Science degree in Applied Biotechnology & Molecular Biology (ABMB) in the Department of Natural Sciences will prepare students comprehensively for doctoral programs and work in biotechnology and related biosciences disciplines. This program, designed to develop skills such as innovative thinking, communication skills, and the ability to work with diverse teams, helps Bowie State University (BSU) to empower a diverse student population so that they can reach their potential through innovative academic programs and transformational experiences.

Through the proposed program, BSU, the oldest of the historically Black colleges and universities (HBCUs) in Maryland, builds on its legacy as a teaching college for African Americans since 1865. BSU upholds its reputation as one of the most affordable universities in the University System of Maryland (USM) and offers a world-class education to underserved students as they prepare for careers, lifelong learning, and civic responsibility. BSU continues to strive to support Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit the local, state, national, and global communities.

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

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. George Ude, Department Chair, Natural Sciences
Dr. George Acquaah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Assistant Vice President, Office of Planning, Analysis and Accountability

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Applied Biotechnology and Molecular Biology
Title of Proposed Program

Master of Science
Award to be Offered

Fall, 2022
Projected Implementation Date

41600.00
Proposed HEGIS Code

26.0204
Proposed CIP Code

Department of Natural Sciences
Department in which program will be located

Dr. Chimdimnma Esimai
Department Contact

301-860-4344
Contact Phone Number

cesimai@bowiestate.edu
Contact E-Mail Address

Signature of President or Designee

4-4-22
Date

Bowie State University

Master's Degree in Applied Biotechnology and Molecular Biology New Program Proposal

A. Centrality to Institutional Mission and Planning Priorities:

A Master of Science degree in Applied Biotechnology & Molecular Biology (ABMB) in the Department of Natural Sciences will prepare students comprehensively for doctoral programs and work in biotechnology and related biosciences disciplines. This program, designed to develop skills such as innovative thinking, communication skills, and the ability to work with diverse teams, helps Bowie State University (BSU) to empower a diverse student population so that they can reach **t**heir potential through innovative academic programs and transformational experiences. Through the proposed program, BSU, the oldest of the historically Black colleges and universities (HBCUs) in Maryland, builds on its legacy as a teaching college for African Americans since 1865. BSU upholds its reputation as one of the most affordable universities in the University System of Maryland (USM) and offers a world-class education to underserved students as they prepare for careers, lifelong learning, and civic responsibility. BSU continues to strive to support Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit the local, state, national, and global communities.

The highest-priority goal set by President Aminta H. Breaux is to develop and deliver high-demand, cross-disciplinary, and innovative academic programs and to encourage student and faculty enterprise. BSU's strategic plan for the years 2019-2024 enables the institution to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10).[1] The current ABMB proposal aligns with the strategic goals 4-10 as contained in the University Strategic Plan. This program targets the specific demand for qualified STEM graduates who can accelerate innovation and growth in specific STEM workforce sectors through the advanced skillsets gained through graduate education.

Program Justification

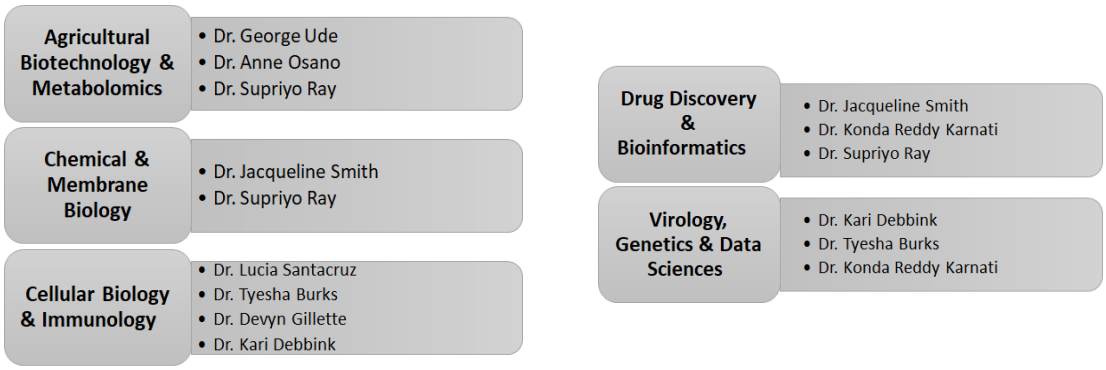
Primarily, this ABMB master's degree program provides a strong academic and scientific training for students who aspire to doctoral programs and to equip others with skillsets for success in the biomedical/biotech industries. The program will provide a comprehensive exploration of the basic sciences and applied sciences with an industry focus on recent advances in the field as well as on the technical aspects of research/discovery through hands-on laboratory research experiences.

[1] See https://bowiestate.edu/about/administration-and-governance/office-of-the-president/strategic-plan/.

The proposed ABMB program addresses the specific priorities to develop new and innovative programs, found in both the USM and BSU strategic plans.[2] The new science building, with all the modern research facilities, provides an opportunity for the first graduate program in the Department of Natural Sciences at Bowie State University. This new program will be supported by the existing undergraduate programs, which include the Biology, Chemistry, Bioinformatics, and Science Education programs.

The Department of Natural Sciences at BSU is home to highly experienced and specialized faculty in the fields of agricultural biotechnology and metabolomics, chemical and membrane biology, cellular biology and immunology, drug discovery and bioinformatics and virology, and finally, genetics and data sciences. In 2017, the Department of Natural Sciences moved into the modern $100 million Center for Natural Sciences, Mathematics and Nursing. This facility contains state-of the art laboratory spaces, flexible classrooms, active learning classrooms, and fully equipped greenhouse and hydroponics laboratory. It features enhanced instrumentation suitable for training students for careers in Applied Biotechnology and Molecular Biology and other allied fields.

The expertise of Natural Sciences Department research faculty will be aligned into the five major streams as shown below:



Biotechnology is a very diverse interdisciplinary field which integrates all sciences for commercial gains and for human welfare by addressing the remaining challenges in biomedical sciences. This is achieved by the amalgamation of engineering with biosciences through which either complete or parts of living cells or organisms are used to make new products or provide services.

As noted in the subsequent sections, Maryland enjoys a regional advantage and one of the strongest national economies for the life sciences and biotechnology sectors. This program will answer the urgent demand for a well-qualified workforce and will help Maryland maintain its economic position. Students in the Applied Biotechnology and Molecular Biology will be equipped with both theoretical and practical experience in these specific disciplines that prepare them for doctoral programs and for the industrial workforce. Specifically, students will be well-trained on cutting-edge instrumentation in chemical biology, drug discovery, membrane lipids in

[2] See https://www.usmd.edu/10yrplan/.

infectious diseases, enzymology, data sciences and epidemiology, proteomics, immune response to bacterial infections, virus structure and function, plant genomics, and more. This training will prepare the students to join the workforce in the biotechnology, molecular biology, and biomedical sciences sectors, as well as related fields.

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

According to the Maryland State Workforce Development Plan (2020-2024), "cultivating and growing the state's base of STEM workers has emerged as *the* priority skill in demand.[3]" Building the capacity of the STEM workforce is paramount, as Maryland is home to more than 500 biotechnology industries and close to 2,700 life sciences firms. Thus, there is a continuous need for talented and competent personnel with expertise in the fields of biotechnology, chemical and cellular biology, immunology, drug discovery, bioinformatics, virology, genetics, and data sciences. In addition, the 2021-2025 Maryland State Plan for Higher Education Commission, finalized by the Maryland Higher Education Commission (MHEC), has identified student access, student success, and innovation as critical focus areas.[4] MHEC's strategic priorities are to ensure equitable access to "affordable and quality postsecondary education for all," to "promote and implement policies that will ensure student success," and to "foster innovation in all aspects of Maryland's higher education." A research study commissioned by Bowie State University shows that existing programs cannot meet current demand for a highly trained STEM workforce, and access and affordability for minority and underrepresented students remains a critical gap.

BSU can contribute to building capacity for a robust workforce pipeline to bridge the gap in the growing biotechnology market. A 2018 *Nature Biotechnology* report highlights stark racial disparities in the biotechnology industry workforce.[5] Although African Americans represent 13.3 percent of the general US population, they have the least representation in biotechnology research, development, and management when compared to other populations in the United States (Figure 1). Another 2018 study, published by the Pew Research Center, reports that African Americans are the most underrepresented in the STEM workforce, with worse metrics for African American women in science.[6] A 2019 study published by National Student Clearing House highlights consistent drops in student enrollment in US colleges since 2011.[7] Financial difficulties and rising tuition were the key reasons attributed to decreased enrollment, disproportionately affecting minorities. Affordability is an important consideration for new programs.

[3] See http://www.dllr.state.md.us/wdplan/wiaworkforceplan.pdf.
[4] See https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx.
[5] Huggett, B. Biotech's pale shadow. *Nat Biotechnol* **36,** 20–30 (2018). https://doi.org/10.1038/nbt.4046.
[6] Funk, C., & Parker, K. (2019, December 31). *Diversity in the STEM workforce varies widely across jobs*. Pew Research Center's Social & Demographic Trends Project. https://www.pewresearch.org/social-trends/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/.
[7] National Student Clearinghouse. (2019, December 14). *Fall enrollments decline for 8th consecutive year*. Clearinghouse Today Blog. https://www.studentclearinghouse.org/nscblog/fall-enrollments-decline-for-8th-consecutive-year/.

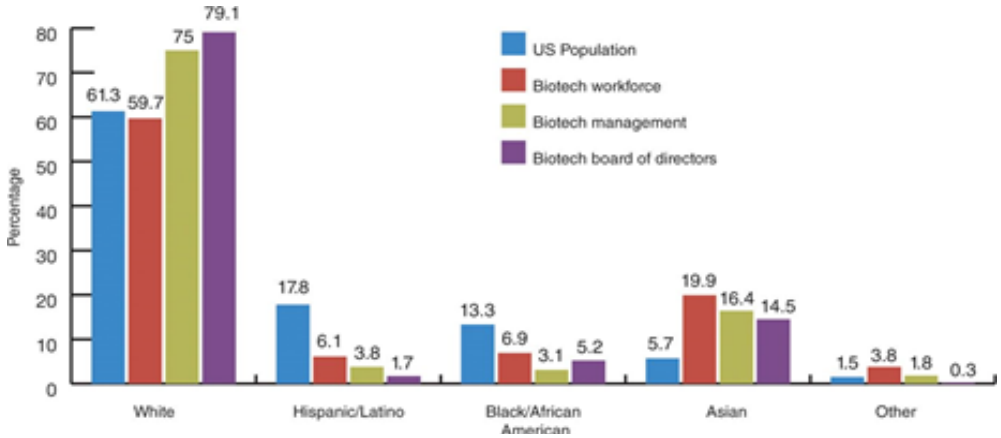


Figure 1. Representation of minorities in the biotech industry in the United States

Taken together, these statistics are alarming and highlight severe barriers to access, namely that **African Americans and minority populations are both underrepresented and under-promoted in the field of biotechnology.** Therefore, an innovative approach is required to prepare a more skilled workforce and to bridge the gap in representation of African American and minority populations in the biotech industry.

The Natural Sciences Department at the Bowie State University aims to provide an immediate solution through the proposed ABMB program. The program can plug the pipeline in the workforce by providing students a strong technical foundation, coupled with the STEM skills required to be successful in the biotechnology sector. As the oldest HBCU in Maryland, the fourth oldest in the United States, and one of the most affordable overall, Bowie State University **has a unique opportunity to become the standard-bearer for promoting biotechnological excellence and to set an example for other colleges to follow. This master's degree provides the opportunity for BSU to address issues of equal access, student success, and STEM innovation so that African Americans and minorities, who are underrepresented and under-promoted, can secure lucrative careers in the life sciences and biotechnology sectors.**

Program Justification

This ABMB master's degree program will provide a strong academic/scientific training primarily to students who aspire to doctoral programs or to success in the biomedical/biotech industries. The program offers a comprehensive exploration of the basic sciences and applied sciences with a focus on recent advances in the field as well as on the technical mastery gained through hands-on laboratory research experiences.

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

The challenges of the COVID-19 pandemic have brought the value and importance of biotechnology research to the forefront. Indeed, there is great need for trained biological scientists, biotechnologists, bioinformatics scientists, biochemists, and other degree holders in biology-related fields to meet the growing needs in industry and academia and to accelerate

innovation and discovery. The Smithsonian Science Education Center estimates that 2.4 million STEM jobs will go unfilled worldwide because the citizenry fluent in STEM skills that is needed to rise to the challenges of our changing global economy may have barriers to access for STEM degrees.[8] Innovative research opportunities at the crossroads of disciplines, which can help improve health outcomes, has spurred job creation. A 2020 report from the United States Bureau of Labor Statistics (BLS) and the Employment and Training Administration projects between a 5 - 6.7 percent job growth for biotechnology sciences professionals entering the workforce, with an additional 9,800 jobs to be created in the next ten years.[9] Recent calculations project 90,700 positions to be available in the United States job market in the next ten years, a growth rate much faster than the current national average. In the state of Maryland, which showcases a rich culture of research productivity and a concentration of biotechnology/life sciences (Figure 2), the BLS data are more promising. Reports project an 8.6 percent growth in the job market in the state of Maryland, with an average job expansion of 330 jobs annually and a projected 2,700 new jobs in the next ten years.

Maryland Employment – May 2018

Selected Occupations	Employment	Location Quotient*	
		Index	Rank
Biochemists and biophysicists	970	1.83	5
Biological scientists, all other	4,100	5.19	1
Biological technicians	3,520	2.45	3
Biomedical engineers	670	1.91	4
Chemists	3,100	1.98	3
Clinical laboratory technologists and technicians	7,550	1.27	7
Epidemiologists	310	2.40	3
Life scientists, all other	360	2.87	5
Medical scientists, except epidemiologists	5,010	2.24	2
Microbiologists	1,820	4.91	1
Physical scientists, all other	1,690	5.25	2

* Location Quotient indicates concentration of the occupation in Maryland, with national average equal to 1.0. Rank indicates Maryland's rank among the 50 states.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics.

Figure 2. National rankings for the concentration of STEM occupations in Maryland (2018)

A BSU-commissioned research study by a higher education management think tank conducted exhaustive analyses on job demand, growth, and outcome data for the Maryland, District of Columbia, and northern Virginia (DMV) region. Among Standard Occupational Classification (SOC) codes associated with applied biotechnology and molecular biology, the top five jobs in the sector employ over 5,000 people and show promising growth for job openings annually at the master's level (Figure 3). Within the region, there were 3,276 unique job postings overall requiring a master's degree (out of 10,592 jobs total), which indicates that graduate programs will be important for future career success.

[8] See https://ssec.si.edu/stem-imperative.
[9] See https://www.bls.gov/ooh/life-physical-and-social-science/biological-technicians.htm.

Occupation	2020 Jobs	Annual Openings
Natural Sciences Managers	2,270	164
Biological Scientists, All Other	1,712	146
Microbiologists	616	55
Biochemists and Biophysicists	473	44
Biological Technicians	406	47

Figure 3. Top five 2020 jobs and annual openings requiring master's degrees in biotech/life sciences

To support the justification of the ABMB degree program, the commissioned report analyzed job skills and qualified credentials required for annual openings in the field. Within the region, hard skills required on job postings associated with SOC codes are highly technical and require specific skillsets, establishing the urgent need to cultivate and grow the state's base of STEM workers (Figure 4). These subject matter competencies include both theoretical instruction and hands-on experimental skills acquisition. Graduates of the proposed ABMB program will receive ample opportunity to acquire, practice, and master competencies in these knowledge, skills, and abilities (KSAs) required by top employers in the region.

Skill	Frequency in Postings	Skill	Frequency in Postings
Biology	32%	Biochemical Assays	13%
Clinical Trials	25%	Cell Cultures	13%
Data Analysis	24%	Life Sciences	12%
Clinical Research	22%	Data Management	11%
Pharmaceuticals	15%	Biotechnology	11%
Data Collection	15%	R (Programming)	11%
Molecular Biology	14%	Quality Control	10%
Biochemistry	14%	Immunology	9%
Chemistry	13%	Cell Biology	8%

Figure 4. Top technical competencies required by local job postings in biotech/life sciences (2020)

The commissioned report highlights a major fault line in the current Maryland workforce development pipeline, which is that most degree completions associated with biotechnology, biology, and related fields are at the bachelor's level, according to 2019 baseline data (Figure 5). Within the region, most students end their education after the bachelor's degree and enter the workforce. This trend puts students at a major disadvantage, as most skills required for industry success lie beyond the bachelor's and require a thorough graduate education for technical mastery. The current framework for producing degree completions within the state must be disrupted, therefore, to meet the demand, and the ABMB program offers an immediate solution. The proposed ABMB program offers a pathway for current undergraduates to acquire the

competencies required for workforce success through the accelerated program track and for recent graduates to undertake the program through the thesis and non-thesis tracks.

Degree Level	Percent of Completions
Award of less than 1 academic year	1%
Award of at least 1 but less than 2 academic years	0%
Associate's Degree	2%
Award of at least 2 but less than 4 academic years	0%
Bachelor's Degree	87%
Postbaccalaureate certificate	0%
Master's Degree	6%
Post-masters certificate	0%
Doctor's Degree	4%

Figure 5. Applied biotechnology and related degree completions for Maryland institutions (2019)

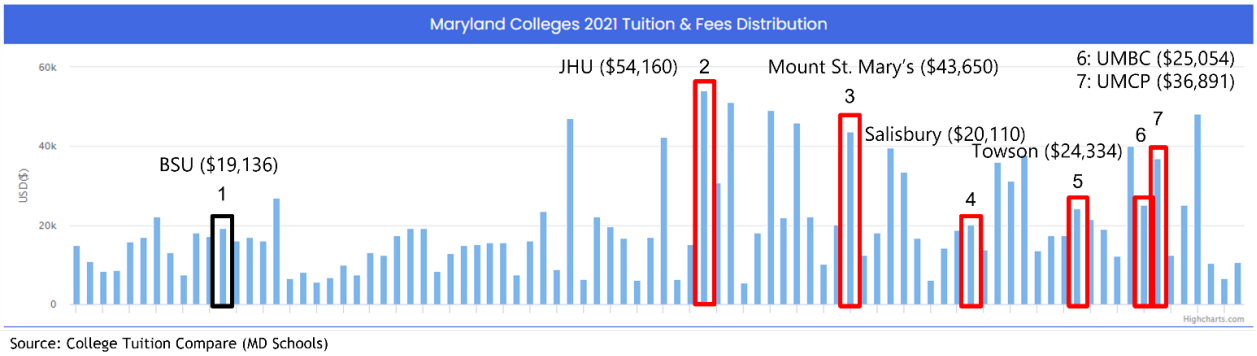
Employment statistics reveal a stark disparity for the racial/ethnic distribution of regional biotech/life sciences employees as well as for those who complete master's degrees (Figure 6). When analyzing the entire population of those employed within occupations related to applied biotechnology and molecular biology, the largest percentage of employees in the field is White. This is followed by those who identify as Asian and then by those who identify as African American. As reference, Maryland has a makeup of 31 percent Black/African Americans and 11 percent Hispanic or Latino, as compared to 59 percent Whites and 7 percent Asian.[10] Thus, African Americans and Hispanics trail their counterparts significantly in representation. The commissioned report exposed an even more troubling trend of the percentage makeup for those with degree completions in the field. Not only do Whites show great representation in employee distribution, but White students also made up the largest proportion of completions in the Classification of Instructional Programs (CIP) codes under investigation (43 percent), outperforming overall master's degree completions statewide (41 percent). Asian populations also outperform the overall master's degree completion percentage by over 10 percent. This came at the expense of the Blacks and African Americans, who suffer underrepresentation in the workforce and who underperformed in all master's degree completions by five percent among the selected CIP codes. The current supply for qualified STEM graduates overall is not enough to meet the demand for employees. HBCUs can play a critical role in increasing the number of minority STEM graduates. BSU is an excellent choice for producing top talent in the region because the ABMB program outcomes align with the core competencies needed for a STEM-ready workforce.

[10] See https://www.census.gov/quickfacts/fact/table/MD/PST045219.

Race/Ethnicity	Percent Within Occupation Greater Maryland Region All Employed	Percent of Completions Within CIP Codes	Percent of Completions All CIP Codes
White	66%	43%	41%
Asian	15%	18%	7%
Black or African American	12%	14%	19%
Hispanic or Latino	5%	7%	5%
Two or More Races	2%	3%	3%
	Percentage Employed in MD region by race/ethnicity	% completing ABMB-like programs	% completing MS degree programs overall

Figure 6. Racial/ethnic employment representation and CIP-associated degree completions (2019)

BSU enjoys a long history of quality and innovative programs at excellent value. Rising tuition costs and associated fees continue to be a barrier to access for students, especially for recent graduates who may opt for entering the workforce immediately instead of completing a graduate degree. An exhaustive comparison with other degree programs in University System of Maryland who offer biology-related master's degrees shows that BSU is unmatched in value, making it an excellent candidate to host a master's degree (Figure 7). The proposed ABMB program supports MHEC's strategic priorities for equal access, student success, and innovative programs and bridges the gap for a sustainable talent pipeline for the regional STEM workforce.



Source: College Tuition Compare (MD Schools)

Figure 7. Tuition cost comparison between BSU and other USM institutions (2021 data)

D. Reasonableness of Program Duplication:

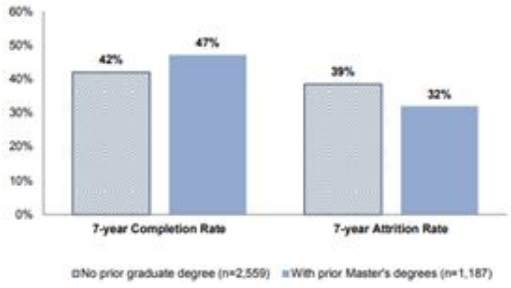
Upon approval of the proposed program, Bowie State University will be the only HBCU that is offering an integrated master's degree in Applied Biotechnology and Molecular Biology (ABMB), unlike other colleges that are offering either a master's in Biotechnology or Biology. As at the time of the commissioned research study, only seven programs in the state offer biology-related master's degree programs. Most are in biology or biological sciences, with few degree completions annually. The proposed ABMB program is unique because it fills a significant curricular gap by addressing the required competencies of the regional STEM

workforce demand through an integrated and robust program. The current completions from these institutions do not fulfill the unmet need in the state, and these schools do not traditionally serve minorities or people of color. Moreover, these schools are cost-intensive, which may exacerbate the gaps in the talent pipeline (Figure 7).

The ABMB program proposes to offer an accelerated version of the master's program to BSU undergraduate students who matriculate from the Natural Sciences department. Although other USM institutions, such as Towson University and University of Maryland offer related programs, the key factors that justify and make this program unique are as follows:

- No other HBCU has an integrated Applied Biotechnology and Molecular Biology program.
- The Natural Sciences Department possess a rare combination of experienced faculty with Biotechnology expertise with active-funded research programs and the facilities to support an expansion in education and research.
- *US News & World Repo*rt has ranked BSU #35 in undergraduate teaching. Additionally, the high-impact and cross-curricular Course-based Undergraduate Research Experiences (CURE) Program is a flagship program in experiential learning in the Natural Sciences Department that enables entire classes to participate in research to answer questions of interest to the scientific community. The ABMB program accelerates and expands Natural Sciences Department's capacity for a high-quality and sustainable research agenda.
- *US News & World Repor*t also reports that BSU is one of the top ranked universities in social mobility and this program will give Natural Sciences graduates better job security and career options both in academia and industry.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs):
Though trend data from the United States Census Bureau shows that those above the age of 25 who earn master's degrees has doubled since 2000,[11] the National Center for Education Statistics shows that the percentages of master's degrees conferred by historically Black institutions (HBIs) and to African Americans has decreased overall.[12] The proposed accelerated MS in ABMB Program aims to capture all the underrepresented graduates including current BSU undergraduate students interested in graduate study who otherwise would not pursue a master's degree after graduation due to financial burdens. The proposed accelerated program will also decrease financial barriers for a successful transition to graduate school after a bachelor's degree.



[11] See https://www.census.gov/library/stories/2019/02/number-of-people-with-masters-and-phd-degrees-double-since-2000.html.
[12] See https://nces.ed.gov/fastfacts/display.asp?id=667.

Figure 8. Seven-year doctoral completion and attrition rates of underrepresented minority students

A recent longitudinal study conducted by the Council of Graduate Studies from 1992 to 2012 investigated reasons why underrepresented minority students (Hispanic/Black/African American) populations have poor attrition rates in STEM doctoral degrees.[13] Results suggest that graduation rates significantly improved, and the attrition rates reduced for all underrepresented minority students if they had a prior master's degree (Figure 8). This data provides a strong case for the development of a rigorous ABMB master's program to improve graduation rates and lower attrition rates for minority students who continue to doctoral degrees.

To investigate the problem of attrition, researchers have looked at the time taken for attrition across all major doctoral programs and compared it all minority populations (Figure 9).

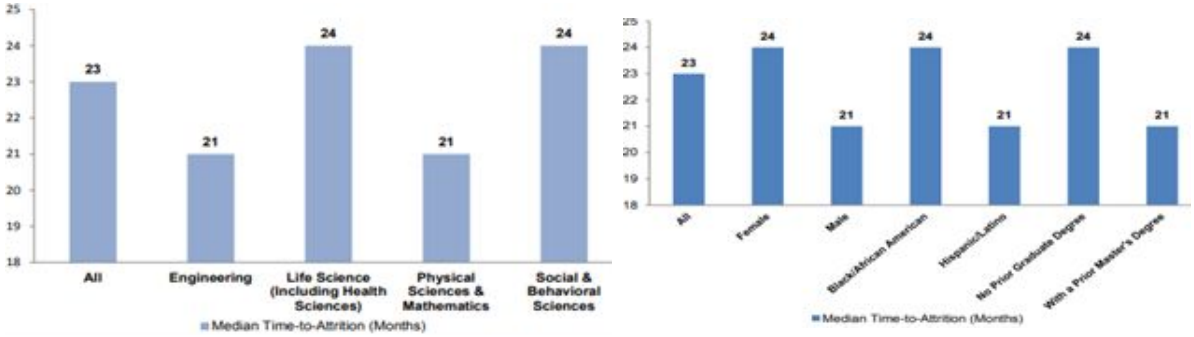


Figure 9. Median time (in months) to attrition of underrepresented minority students: (a) based on the field of study (b) based on demographic criteria.

Data from the Council of Graduate Studies suggest that attrition takes place within the first two years (24 months) in all doctoral study programs related to life sciences (Figure 9a) and that the Black/ African American students dropped out within the first two years of the doctoral program (Figure 9b). The first two years comprises all the major coursework in a doctoral program. Prior data showed that receiving a prior master's degree appears to significantly decrease the attrition rate and improve graduation rates (Figure 8). This suggests that there is a dearth of academic preparedness for doctoral degrees among underrepresented students. The proposed ABMB program will provide targeted coverage of concepts and techniques in biotechnology and molecular biology and give students competitive advantage for doctoral work. Taken together, the rigorous academic preparedness of minority students through the ABMB program will have a significant positive impact on doctoral degree completion.

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

Currently, there are no HBCUs in USM which offer this integrated master's program in Applied Biotechnology and Molecular Biology. As part of Maryland's oldest HBCU, the Natural Sciences

[13] Sowell, R., Allum, J., & Okahana, H. (2015). *Doctoral initiative on minority attrition and completion.* Washington, DC: Council of Graduate Schools.

Department commits to meeting the demand for STEM excellence in the future workforce while fulfilling its mission of advancing minority student achievement in alignment the BSU core values of academic excellence, student success, and longtime viability of the institution.

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

This proposed program was born out of a commitment to excellence in STEM education and the need to establish a master's program unmatched to any other HBI and/or USM institution. Pursuant to meeting the demands of regional and state priorities, and in alignment with BSU institutional priorities, this program is designed for students to attain advanced knowledge in applied biotechnology, molecular biology, and related topics, and to support existing Biology, Bioinformatics, Chemistry, and Science Education programs within the Department of Natural Sciences. The ABMB degree will prepare students for theory and practice in the innovative areas of biotechnology/biomedical sciences research that will foster student success in the biotechnology industry workforce, while also providing them with skills for a successful doctoral program should they choose to continue their education.

The Specific Program Goals are to:

1. Prepare students for future careers in biotechnology and biomedical sciences industry by exposing them to advanced concepts in all major areas of research in applied biotechnology & molecular biology.
2. Prepare underrepresented students rigorously and intentionally for success in future doctoral degree endeavors in the fields of biotechnology, molecular biology, and biomedical sciences.
3. Develop proficiency in critical thinking, experimental design and troubleshooting scientific problems.
4. Develop experience and expertise in handling advanced scientific instruments and technology.
5. Provide experience and expertise in grant and scientific writing/presentation.

The Program Student Learning Outcomes include:

1. Assimilate advanced research concepts, theoretical principles, and experimental findings in biotechnology and molecular biology.
2. Mastery in basic scientific research skills through developing hypothesis, experimental design, data analysis, data interpretation, while employing safe laboratory practices with the highest ethical conduct.
3. Select, utilize, and integrate information from various sources, including electronic and print resources, library and technology tools, community resources, and publicly accessible databases.
4. Mastery in handling of advanced scientific instruments and explain related scientific principles.
5. Employ critical thinking and effective problem-solving techniques in the classroom and in the laboratory to model solutions for questions related to Applied Biotechnology and Molecular Biology.

6. Develop grant writing and written/oral communication skills mastery in communicating ideas and research findings effectively and professionally.

The curriculum design and learning outcomes of the proposed program are strongly aligned with the job requirements in the industry as well as doctoral programs domestically and internationally. Broad-based coursework will provide sound academic preparation to apply for jobs in the biotechnology sector and other allied sciences. The course content is aligned to the most recent advances made in the field to help prepare prospective students for the jobs both in academia and industry.

An annual program assessment report is required for all of Bowie State University's academic programs. A curriculum map of program and student learning outcomes will identify in which courses concepts are introduced, reinforced, and mastered. Learning outcomes data will be evaluated annually according to the program assessment plan and student learning outcomes will also be assessed by administering an exit interview for all prospective graduates. Findings from the annual review will be shared and discussed with Departmental faculty and improvements developed according to the findings.

The master's program is proposed to be offered as either a 4-semester non-thesis program, a 5-semester thesis program, or a 5-year accelerated MS program (4-year bachelor's with a 1-year accelerated master's program). Admission requirements for the program, to be submitted as part of the application, include biographical information about the candidate, an updated resume, a personal statement, unofficial transcripts from each institution where course credit has been earned, and at least two letters of recommendation, with a required recommendation from a faculty member who can speak to the candidate's abilities. The personal statement should include unique attributes of the candidate such as reasons for interest in the program, how to contribute to the program, and career plans upon graduation. All application materials must be received in the English language.

Non-thesis Master's Degree

Non-thesis requirements include 19 credits of core graduate courses and 12 graduate elective courses. Non-thesis students will participate in industry internships or faculty research during the summer months. These students will be exposed to a wide range of disciplines. Therefore, upon completion of this program, non-thesis students will be prepared to work in biotechnology companies as well as other government and private research labs.

Thesis Master's Degree

This degree program will include 24 credits of core and supporting courses and 12 credits of graduate electives for the thesis option. Thesis students will receive specialized training and conduct research in a specific discipline. As a result, students who complete this degree program will be better prepared to enter Doctoral programs in the fields of biochemistry, molecular biology, biotechnology, botany, chemistry, cell biology, cancer biology as well as other related fields.

Accelerated Master's Degree

Many of the department's academically sound students are still not able to pursue master's degree programs for the following reasons, which further justifies the need for the ABMB program:
1) The few universities offering master's degrees in Maryland are highly competitive, both nationally and internationally, and do not provide enough completions to meet market demand.
2) Other alternatives, especially the out-of-state-schools, either do not provide an adequate curriculum or are too expensive/unaffordable for underrepresented minority students that Bowie State University serves.
3) Bowie State University offers both a strong curriculum and an affordable alternative to these institutions, making workforce training/development attainable for students who complete the program.

In 2015, *US News* published an article which stated that a growing number of Universities are offering accelerated master's degree programs. UMBC is offering an accelerated master's (4+1) in Applied Molecular Biology. Other prominent schools such as Arizona State University at Tempe is offering an accelerated master's in multiple disciplines such as applied biological sciences, biochemistry, and biomedical informatics etc. Similarly, Creighton University at Omaha is offering an accelerated program in Neurosciences. To serve a diverse learning population and offer affordable graduate options, it is highly imperative that a unique, rigorous, affordable, holistic master's program is developed such as the proposed Applied Biotechnology & Molecular Biology (ABMB) to encompass all the aspects of modern biotechnology and molecular Biology not only to prepare for the industrial biotech workforce but also for academia. The curriculum as designed prepares students from agricultural biotechnology to bioinformatics to data sciences to cell biology, enzymology, chemical biology, and drug discovery. This program would afford more students the opportunity to complete an innovative program in a highly competitive field at exceptional cost. An accelerated master's program also cuts down cost by reducing the time spent to work towards the degree. Bowie State University is in the unique position to offer this degree, which will serve first generation college students and those looking for an affordable alternative, and to provide necessary support to students pursuing graduate level work.

The proposed accelerated ABMB program is geared towards the BSU Natural Sciences undergraduate students. In their junior year, interested students may apply for candidacy to the accelerated program and must complete general admission requirements. These include a biographical information about the candidate, an updated resume, a personal statement, unofficial transcripts from each institution, and at least two letters of recommendation, with a required recommendation from a faculty member who can speak to the candidate's abilities. In addition, they will be required to provide proof of enrollment or the completion of at least four (4) credits of Advanced Electives (500 level or 400/500 combination courses). Once accepted into the program, students will be required to take courses in Advanced Molecular Biology (BIOL 503-4 credits; will be counted towards master's degree), and Advanced Biochemistry (CHEM 412). Students will also be required to take 5 credits of Investigations in Research (BIOL 405).

All students will receive clear, complete, and timely information on course progression, with ample opportunity for advisement and career mentorship through frequent faculty advisor interactions. Students will complete mandatory advanced coursework with immersive laboratory rotations featuring skills-based techniques in their first year. Students will be trained on all aspects of technological competence, including communication skills, scientific presentations, experimental design, research conduct, ethics in research, and grant writing. All students are expected to present their research during the Graduate Symposium. All BSU students are supported by the Office of Academic Computing, the Advisement Center, the Office of Financial Aid, the Provost's Office for Academic Affairs, and the Office of Research and Sponsored programs, among others. Overall, the ABMB program will be administered under the oversight of the BSU Graduate Program.

Below is the proposed course progression for core courses and graduate electives. Core and graduate descriptions are included in Appendix A.

Core Courses:

- BIOL 598- Comprehensive Course in Applied Biotechnology & Molecular Biology I
- BIOL 599- Comprehensive Course in Applied Biotechnology & Molecular Biology II
- BIOL 600- Advanced Laboratory Techniques in Biological Science I
- BIOL 601- Advanced Laboratory Techniques in Biological Science II
- BIOL 700- Graduate Seminar & Introduction to the Graduate Experience
- BIOL 709 Grant Writing & Literature Research Tutorial
- BIOL 750- Special Techniques in Biotechnology Lab I
- BIOL 751- Special Techniques in Biotechnology Lab II
- BIOL 505 - Independent Studies (**Thesis only)**
- BIOL 798 - Master's Thesis Research I **(Thesis only)**
- BIOL 799 - Master's Thesis Research II **(Thesis only)**

Elective Courses:

- BIOL 503 - Advanced Molecular Biology **(Required for Accelerated Program**)
- BIOL 510 - Immunology
- BIOL 521 - Advanced Bioinformatics
- BIOL 603 - Advanced Topics in Enzymology
- BIOL 721 - Advanced Topics in Membrane Biology
- CHEM 501 – Modern Chemical Biology
- MATH 544- Applied Statistics

Proposed Course Progression for the Program:

Thesis Track	**Non-Thesis Track**
Year 1 – Fall Semester	**Year 1- Fall Semester**
BIOL 598 – Comprehensive Course in Applied Biotechnology & Molecular Biology I (4 credits)	BIOL 598 – Comprehensive Course in Applied Biotechnology & Molecular Biology I (4 credits)
BIOL 600 - Advanced Laboratory Techniques in Biological Science (3 Credits)	BIOL 600 - Advanced Laboratory Techniques in Biological Science (3 Credits)
BIOL 700 - Graduate Seminar & Introduction to the Graduate Experience (1 Credit)	BIOL 700 - Graduate Seminar & Introduction to the Graduate Experience (1 Credit)
BIOL 750 - Special Techniques in Biotech. Lab I (1 Credit)	BIOL 750 - Special Techniques in Biotech. Lab I (1 Credit)
Year 1 - Spring Semester	**Year 1- Spring Semester**
BIOL 599- Comprehensive Course in Applied Biotechnology & Molecular Biology II (4 credits)	BIOL 599- Comprehensive Course in Applied Biotechnology & Molecular Biology II (4 credits)
BIOL 601 - Advanced Laboratory Techniques in Biological Science (3 Credits) - Elective	BIOL 601 - Advanced Laboratory Techniques in Biological Science (3 Credits) - Elective
BIOL 709 Grant Writing & Literature Research Tutorial (1 Credit)	BIOL 709 Grant Writing & Literature Research Tutorial (1 Credit)
BIOL 751- Special Techniques in Biotech. Lab II (1 Credit)	BIOL 751- Special Techniques in Biotech. Lab II (1 Credit) - Rotations
Decide thesis or non-thesis track	
Summer Semester – BIOL 505: Independent Studies (Thesis Research): (3 Credits) **(End of Summer - Proposal Defense)**	**Summer Semester - Internship/Faculty-Mentored Research** (3 Credits)
Year 2 - Fall Semester	**Year 2 - Fall Semester**
Elective (3 Credits)	Elective (3 Credits)

Elective (3 Credits)	Elective (3 Credits)
BIOL 798 - Master's Thesis Research (3 Credits)	Elective (3 Credits)
Graduate Symposium	**Graduate Symposium**
	Comprehensive Pass out Exam
Year 2 - Spring Semester	
Elective (3 Credits)	
BIOL 799 - Master's Thesis Research (3 Credits)	
Thesis Defense	
Total Credits: 36	**Total Credits: 31**

Accelerated MS Program (4+1) Program
Spring Year 4 of Undergraduate Degree
BIOL 503- Advanced Molecular Biology (4 credits)
BIOL 405 - Investigations in Research (5 credits)
CHEM 412- Biochemistry II (3 credits)
BIOL elective
Year 1- Fall Semester
BIOL 598 - Comprehensive Course in Applied Biotechnology & Molecular Biology I (4 credits)
BIOL 600 - Advanced Laboratory Techniques in Biological Science (3 Credits)
BIOL 700 - Graduate Seminar & Introduction to the Graduate Experience (1 Credit)
BIOL 798 - Master's Thesis Research (3 Credits)
(Proposal defense)
Year 1- Spring Semester
BIOL 599 - Comprehensive Course in Applied Biotechnology & Mol. Bio. II (4 credits)

BIOL 601 - Advanced Laboratory Techniques in Biological Science (3 Credits) - Elective
BIOL 799 - Master's Thesis Research (3 Credits)
BIOL 709 **-** Grant Writing & Literature Research Tutorial (1 Credit)
Summer Semester – BIOL 505: Independent Studies (Thesis Research): (3 Credits) **(Thesis defense)**
Twelve **(**12) credits of upper-level electives will be transferred to count towards the master's degree
Total Credits: 36

Information Dissemination:

Information about this new master's program will be clearly and accurately disseminated through advertising, recruiting and admissions materials. Once approved, University Admissions and University Relations & Marketing will update application information and recruiting materials. Additionally, information about the program will be shared through value-added collaborations with external stakeholders such as community colleges and other institutions.

H. Adequacy of Articulation

Bowie State University has brokered several articulation agreements with community colleges in the state of Maryland. Bowie State University is committed to serving the non-traditional students and transfer students and has several programs and initiatives aimed at maximizing student success. The Natural Sciences Department is confident that the existing articulation agreements with the community colleges and other institutions in Maryland will support the ABMB program.

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

The Department of Natural Sciences consists of qualified faculty listed in the table below that will participate in the ABMB program as the rotation of instructors on record. In addition to the faculty listing below, the Department of Natural Sciences is committed to support each course with a dedicated Laboratory Coordinator. Natural Sciences Department will hire adjunct faculty as needed and create additional course sections as needed. Additional program staff include research coordinators, laboratory technicians, and laboratory assistants. Full-time tenured and tenure-track faculty include:

Faculty Name	Appointment Type/Rank	Terminal Degree	Status	Area of Specialization	Courses Taught
Dr. George Ude	Tenured/Chair, Professor	Ph.D., Plant Breeding & Genetics	Full-Time	Agricultural Biotechnology	BIOL 503, BIOL 598, BIOL 599, BIOL 600/601 BIOL 709
Dr. Anne Osano	Tenured/Associate Professor	Ph.D., Botany	Full-Time	Metabolomics	BIOL 515, BIOL 516, BIOL 598, BIOL 599, BIOL 601, BIOL 709
Dr. Lucia Santacruz	Tenure Track/ Associate Professor	Ph.D., Physiology	Full-Time	Cell Biology	BIOL 598, BIOL 599, BIOL 600/601
Dr. Supriyo Ray	Tenure Track/ Assistant Professor	Ph.D., Biomedical Sciences	Full-Time	Infectious Diseases & Membrane Biology	BIOL 721, BIOL 598, BIOL 599, BIOL 709, BIOL 603, BIOL 600/601
Dr. Devyn Gillette	Tenure Track/ Assistant Professor	Ph.D., Biomedical Sciences	Full-Time	Immunology	BIOL 510, BIOL 600/601
Dr. Tyesha Burks	Tenure Track/ Assistant Professor	Ph.D., Human Genetics & Molecular Genetics	Full-Time	Genetics and Aging	BIOL 598, BIOL 599, BIOL 600/601
Dr. Jacqueline Smith	Tenure Track/ Assistant Professor	Ph.D., Organic Chemistry	Full-Time	Drug Discovery & Chemical Biology	CHEM 501, BIOL 598, BIOL 599, BIOL 600/601
Dr. Konda Reddy Karnati	Tenure Track/ Assistant Professor	Ph.D., Bioinformatics	Full-Time	Structural Bioinformatics	BIOL 521, BIOL 598, BIOL 599,

J. Adequacy of Library Resources (as outlined in COMAR 13B.2.03.12):

The Thurgood Marshall Library of Bowie State University has several holdings, including top databases for Biology, Biotechnology, Chemistry, and Life Sciences research. Select databases are described below:

- **Scopus (Elsevier)**
  Includes over 19,500 peer reviewed journals in the Physical, Life, and Health Sciences. 100% coverage of Science Direct and PubMed journals.
- **Web of Science (Clarivate Analytics)**

This covers over 9,000 key journals across all science and engineering disciplines. In addition to keyword and author searching, it allows cited reference searching (1900 onwards).

- **PubMed**
  Exhaustive internet database for medical research from the US National Library of Medicine.
- **EMBASE (Elsevier)**
  Major Biomedical Science and Pharmaceutical Science database indexing over 3,500 international journals in the following fields: drug research, pharmacology, pharmaceutics, toxicology, clinical/experimental human medicine, occupational health, and environmental health.
- **SciFinder**
  The most accurate and comprehensive index for Chemistry and Materials Sciences research. Coverage includes journal articles and patents, substance data, chemical reactions, chemical regulatory data, and chemical suppliers.

Other pertinent databases include:

- **ProQuest**
  General multidisciplinary database. Coverage includes a more limited number of peer-reviewed journals in the sciences plus magazines and trade publications.
- **FSTA: Food Science + Technology Abstracts (ISI)**
  This database covers food composition, nutrition, food science, microbiology, hygiene, toxicology, economics, standards, legislation, engineering, processing, packaging, and additives.
- **ANR-Index: Agriculture and Natural Resources Index (Informit Archive)**
  Australian indexing/abstracting service for agricultural/plant biotechnology, and more.

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

The Center for Natural Sciences, Mathematics and Nursing houses 25 new research and instructional labs including several chemistry and biology labs. This new facility has been equipped with new instrumentation to which the students have access in order to gain hands-on training. Of note, there are several biology instructional labs equipped with instrumentation specific to unique fields (microbiology, molecular biology, genetic engineering, cellular biology, botany, applied biotechnology, etc.), with workbenches, culture, and chemical hoods. All necessary facilities, infrastructure, personnel, instructional modalities, academic, and technological support to provide excellence in STEM education for all program students will be provided, especially for non-traditional students to ensure quality matters for all learners. Select analytical and biological instrumentation include:

- Real-Time PCR
- Oligonucleotide Synthesizer to synthesize DNA, RNA, and LNA oligonucleotides
- Optical molecular spectroscopy (Nicolet FT-IR, Carey Eclipse Fluorescence Spectrometer, Double Beam UV-Vis Spectrophotometer)
- Optical atomic spectroscopy (Spectro ICP-OES)
- Mass spectrometry (Agilent GC/Mass Spectrometer 6850 system)

- Chromatography and separations (ThermoFisher HPLC, HPTLC)
- On-site NMR instrumentation (Bruker 400 MHz, JEOL 60 MHz)
- Imaging and microscopy systems (Nikon Fluorescent Microscope, JEOL 1050ex TEM microscope, Delong Electron Microscope etc.)

To view the complete list of equipment inventory of Natural Sciences Department facilities, click the following link: **https://bit.ly/NatSciEquipmentList2020**.

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

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[14]	0	0	0	0	0
2. Tuition/Fee Revenue[15] (c+g below)	$106, 218	$218, 484	$225, 288	$348, 138	$358, 344
a. #F.T Students	9	18	18	27	27
b. Annual Tuition/Fee Rate[16]	$11, 802	$12, 138	$12, 516	$12, 894	$13, 272
c. Annual Full Time Revenue (a x b)	$106, 218	$218, 484	$225, 288	$348, 138	$358, 344
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate[17]	$562	$578	$596	$614	$632
f. Annual Credit Hours	21	21	21	21	21
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources[18]	$60,000	$60,000	$60,000	$60,000	$60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	**$166, 218**	**$278, 484**	**$285, 288**	**$408, 138**	**$418, 344**
TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$81,648	$83,220.48	$84,823.8	$86,458.59	$88,125.44
a. # FTE	9	9	9	9	9

[14] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan. None included.
[15] This value represents 65% of the projected total Tuition & Fee revenues for Full Time & Part Time students
[16] Tuition Rate is based on the FY2021-2022 Tuition & Rate Schedule with a 3% increase in the subsequent years.
[17] Credit Hour Rate is based on the FY2021-2022 Tuition & Rate Schedule with a 3% increase in subsequent years. This includes mandatory fees. Tuition Rates also include mandatory fees.
[18] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding. Title III Funding is anticipated to begin the program and is expected through subsequent years.

b. Total Salary[19]	$75600	$77,112	$78,654.24	$80,227.32	$81,831.87
c. Total Benefits[20]	$6,048	$6,108.48	$6,169.565	$6,231.26	$6,293.573
2. Total Administrative Staff Expenses (b + c below)	$54,000	$55,080	$56,182	$57,305	$58,451
a. # FTE	1	1	1	1	1
b. Total Salary[21]	$40,000	$40,800	$41,616	$42,448.32	$43,297.29
c. Total Benefits[22]	$14000	$14,280	$14,565.6	$14,856.91	$15,154.05
3. Total Support Staff Expenses (b + c below)	$35,100	$35,802	$36,518.04	$37,248.4	$37,993.37
a. # FTE	1	1	1	1	1
b. Total Salary[23]	$30,000	$30,600	$31,212	$31,836.24	$32,472.96
c. Total Benefits[24]	$5,100	$5,202	$5,306.04	$5,412.161	$5,520.404
4. Equipment	$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	0	0	0	0	0
TOTAL (Add 1 - 7)	**$180,748**	**$179,102**	**$187,523**	**$186,012**	**$194,570**

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

An annual program assessment report is required for all of Bowie State University's academic programs. Course-level student learning outcomes will be evaluated through research, lab reports, papers, final exams, and thesis/non-thesis requirements. Courses taught in multiple sections and/or by multiple professors will be subjected to a standardized final to ensure that students are learning the same core concepts. A curriculum map of program student learning outcomes tracks which courses concepts are introduced, reinforced, and mastered, with a robust evaluation method applied to assess mastery. An overall assessment of student learning outcomes will be assessed by administering an exit interview for all prospective graduates. Learning outcomes data will be evaluated annually according to the program assessment plan.

[19] Average Course Overload Salary for Assistant Professors in Natural Sciences for FY2021-2022 with a 2% increase in subsequent years.
[20] Average Benefits for Assistant Professors in Natural Sciences for FY2021-2022 is 34% of Salary with a 1% increase in subsequent years. (Notes: There are no benefits associated with course overload salaries during the semester. In the summer months, the benefits rate associated with course overload is 8%)
[21] Estimated salary for Administrative Assistant II in FY2021 with a 2% increase in subsequent years.
[22] Average Benefits for Administrative Assistant II in FY2021 is 35% of salary with a 1% increase in subsequent years.
[23] Average Salary for Lab Technician and $6,500 for Adjunct Faculty in FY 2020 with 2% increase in subsequent years
[24] Average Benefits for Lab Technician and Adjunct Faculty in FY2021 is 17% of salary with a 1% increase in subsequent years.

Findings from the annual review will be shared and discussed with Departmental faculty and improvements developed according to the findings.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05):
Bowie State University has a long-standing commitment to diversity and celebrates educational diversity in all its forms. Bowie State University primarily serves underrepresented minorities. The prevailing belief at Bowie State University is 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, which acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The University creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity. Additionally, issues of civic engagement, visionary leadership, and global citizenship are foremost priorities for all faculty, staff, and students.

O. Relationship to Low Productivity Programs Identified by the Commission:
Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22):
Where applicable, accommodations will be provided for the lecture portions of courses which can be taught virtually and synchronously as well. However, because of the immersive nature of the skills-based courses, all labs and research projects must be conducted in-person to ensure proper laboratory techniques and skills acquisition. The program allows credits to be earned for courses taught remotely especially those that do not have a laboratory component. Natural Sciences Department offers flexibility for non-traditional students who may have demanding schedules or challenging personal responsibilities. Where possible, required classes are held in the late afternoon or evening hours, allowing students to continue in their full-time jobs or find part-time or full-time jobs in the industry while enrolled in the program.

Appendix A: Program Courses

This Master of Science in Applied Biotechnology & Molecular Biology (ABMB) in the Department of Natural Sciences will comprehensively prepare students for further advanced coursework in biotechnology and other bioscience disciplines as well as prepare them to be a part of the future STEM workforce. This program is also designed to develop skills such as innovative thinking, communication skills, ability to work with diverse teams which is desirable both in academic and industrial settings.

Core Courses

BIOL 598- Comprehensive Course in Applied Biotechnology & Mol. Bio. I
This graduate program will train students in core competencies in the fields of biochemistry, advanced molecular biology, cell and developmental biology, neurobiology, immunology, metabolomics, and plant/animal biotechnology. The students would be also trained on advanced cutting-edge techniques, research methods, scientific writing, and presentation skills to provide holistic growth for future career prospects as a doctoral student and competitive prospect for industry positions.

BIOL 599- Comprehensive Course in Applied Biotechnology & Mol. Bio. II
This graduate program will train students in core competencies in the fields of biochemistry, advanced molecular biology, cell and developmental biology, neurobiology, immunology, metabolomics, and plant/animal biotechnology. The students would be also trained on advanced cutting-edge techniques, research methods, scientific writing, and presentation skills to provide holistic growth for future career prospects as a doctoral student and competitive prospect for industry positions.

BIOL 600- Advanced Laboratory Techniques in Biological Science I
This course is a mandatory elective for all graduate students at the M.S. level. The students would learn about the various basic and advanced lab techniques and their principles necessary for most aspects of biotechnology and molecular sciences. A detailed account of the progress of the project will be required.

BIOL 601- Advanced Laboratory Techniques in Biological Science II
This course is a mandatory elective for all graduate students at the M.S. level. The students would learn about the various basic and advanced lab techniques and their principles necessary for most aspects of biotechnology and molecular sciences. A detailed account of the progress of the project will be required.

BIOL 700- Graduate Seminar & Introduction to the Graduate Experience
This course is a mandatory elective for all graduate students at the M.S. level. The students would learn about the various basic and advanced lab techniques and their principles necessary for most aspects of biotechnology and molecular sciences. A detailed account of the progress of project will be required.

BIOL 709- Grant Writing & Literature Research Tutorial
This course is a mandatory elective for all graduate students at the M.S. level. The students would learn about basics of grant writing and learn how to search, read, and interpret scientific literature. A detailed account of the progress of a mock grant will be required.

BIOL 750- Special Techniques in Biotechnology Lab I
This course is mandatory elective for all graduate students at the M.S. level. The students are required to take this elective for lab rotations or working in labs towards their research during their first year.

BIOL 751- Special Techniques in Biotechnology Lab II
This course is mandatory elective for all graduate students at the M.S. level. The students are required to take this elective for lab rotations or working in labs towards their research during their first year.

Elective Courses

BIOL 503 – Advanced Molecular Biology
The Advanced Molecular Biology course will build on the foundational knowledge acquired from any undergraduate molecular Biology class to provide deeper knowledge in the areas of genomics, epigenomics, transcriptomics and transcriptional and post-transcriptional regulatory networks. In addition, this course will expose students to skills and tools for the utilization of biological databases and genomic browsers; storage, management, and analysis of big and complex data; reading and understanding of scientific articles; and advanced research techniques in molecular biology. Students will acquire advanced knowledge on the activity of genes and genomes and the mechanisms of genome regulation at the transcriptional and post-transcriptional level. Overall, students will acquire the ability to use their theoretical knowledge in solving real life problems in the biomedical and agricultural fields.

BIOL 505 – Independent Studies (Thesis Research)
This course is designed to facilitate the development of research proposal through conducting preliminary data collection and literature review, in preparation for a successful thesis proposal.

BIOL 510 - Immunology
Students will gain an understanding of concepts and the language of the molecular and cellular basis of immunology. At the end of the course, students should have a working knowledge of major innate and adaptive immune responses and be able to complete objectives including discriminating between the differences in the development of the various cells and tissues of the human immune system, defining the major cells and organs of the immune system, identifying the function of key immune chemokines/cytokines and cell signals involved in immunity, and describing the differences between the innate and adaptive immune system. Students will also be able to understand disease states such as allergy, tumor immunology, and autoimmune diseases. Additional features will include fully understanding how our body learns to create specific adaptive immune cells, such as B/T cells.

BIOL 521 – Advanced Bioinformatics
This course is designed to introduce advanced bioinformatics topics include eukaryotic chromosome, next-generation sequencing technologies, RNA-seq, functional genomics, protein structure prediction and biomolecular simulations. The course provides students with an understanding of important and advanced concepts in Bioinformatics, and practical experience with methods and tools used in Bioinformatics.

BIOL 603- Advanced Topics in Enzymology
This course will cover advanced concepts and theories related to enzymatic reactions, commercial production of enzymes, immobilization techniques and engineering enzymes. Students are expected to complete a project at the end of this course and submit a report.

BIOL 721- Advanced Topics in Membrane Biology
This course is designed primarily for students to engage them in some aspect of membrane research. Critical discussion of literature and ongoing research, a seminar presentation and a paper are required.

BIOL 799 Master's Thesis Research I
Master's thesis research is conducted under the direction of a faculty member. Note that six credit hours are required for the master's degree with thesis.

BIOL 799 Master's Thesis Research II
Master's thesis research is conducted under the direction of a faculty member. Note that six credit hours are required for the master's degree with thesis.

CHEM 501- Modern Chemical Biology
This course is primarily for graduate students at the M.S. level. The students would learn about the various chemical pathways necessary for drug designing, synthesis, and characterization. A detailed account of the progress of the project will be required.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Program Proposal:
Bowie State University: Master of Science in Internet of Things and Internet Technologies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The Bowie State University Department of Technology & Security proposes a Master of Science (M.S.) degree in Internet of Things and Internet Technologies (IoT&IT). Smart devices now carry out more activities/tasks than ever before, and current IT devices will need to be linked to these smart devices. Smart devices have been designed and implemented in isolated disciplines (e.g., computer science and engineering), but the need for current IT devices to link to the smart devices requires a new approach to IoT. This new approach requires the need to appropriately blend disciplines to focus primarily on the essential challenges of IoT: 1) IoT development, 2) IoT deployment, 3) IoT convergence, 4) IoT security, and 5) IoT cross-pollination across disciplines. The IoT&IT program will provide in demand technology-driven skills that turn data into intelligence. Graduates build an ecosystem of hardware, software, and services, that leads to careers in a technology-based industry that seeks smart intelligence areas such as smart energy, smart homes, smart transportation, and smart medical devices. This program focuses on device/product development, research, issues regarding machine-to-machine connectivity and communication and privacy to meet this evolving research area to meet the marketplace.

Students who complete this 36-credit master's program will have the ability to build hardware, software, and implement solutions to security issues associated with IoT&IT devices. Students will also learn forward-thinking IoT&IT principles, preparing them to be experts in their field.

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 Bowie State University to offer the Master of Science in Internet of Things and Internet Technologies.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman.	301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

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April 4, 2022

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

RE: New Academic Program Proposal – Master of Science in Internet of Things & Internet Technologies

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University, Master of Science in Internet of Things & Internet Technologies, at (HEGIS 799.00 / CIP 11.0900).

The Department of Technology & Security at Bowie State University (BSU) proposes a 36-credit master's degree in Internet of Things & Internet Technologies (IoT&IT). The main idea behind IoT&IT is to collect and share data and connect components through the internet. The Internet of Things is used across many industries, ranging from healthcare to agriculture. The IoT&IT master's program will equip students with the knowledge, skill, and hands-on experience to implement, configure, and manage IoT systems.

Students who complete this master's program will have the ability to build hardware and software and implement solutions to security issues associated with IoT&IT devices. Students will also learn forward-thinking IoT&IT principles, preparing them to be experts in their field. These programming, cybersecurity, and hardware design skills can be applied to an extensive range of IoT careers, yielding lucrative positions in energy, transportation, and medicine, such as cloud solutions architect, cloud engineer, systems engineer cloud computing, network IoT cloud engineer, IoT engineer, information security analysts, computer network architect, 5G edge computing and mobile edge computing, as well as future positions that may not exist today.

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

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Lethia Jackson, Department Chair, Technology and Security
Dr. George Acquaah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Office of Planning, Analysis and Accountability

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Internet of Things & Internet Technologies
Title of Proposed Program

Master of Science
Award to be Offered

Spring, 2023
Projected Implementation Date

799.00
Proposed HEGIS Code

11.0900
Proposed CIP Code

Department of Technology & Security
Department in which program will be located

Dr. Lethia Jackson
Department Contact

301-860-3970
Contact Phone Number

ljackson@bowiestate.edu
Contact E-Mail Address

Signature of President or Designee

4-4-22
Date

Bowie State University

Master's Degree in Internet of Things & Internet Technologies New Program Proposal

The Department of Technology & Security at Bowie State University (BSU) proposes a 36-credit master's degree in Internet of Things & Internet Technologies **(IoT&IT)**. The main idea behind **IoT&IT** is to collect and share data and connect components through the internet. The Internet of Things is used across many industries, ranging from healthcare to agriculture. The **IoT&IT** master's program will equip students with the knowledge, skill, and hands-on experience to implement, configure, and manage IoT systems.

Students who complete this master's program will have the ability to build hardware, software and implement solutions to security issues associated with **IoT&IT** devices. Students will also learn forward-thinking **IoT&IT** principles, preparing them to be experts in their field. These programming, cybersecurity, and hardware design skills can be applied to an extensive range of IoT careers, yielding lucrative positions in energy, transportation, and medicine such as: cloud solutions architect, cloud engineer, systems engineer cloud computing, network IoT cloud engineer, IoT engineer, information security analysts, computer network architect, 5G edge computing and mobile edge computing, as well as future positions that may not exist today.

A. Centrality to Institutional Mission and Planning Priorities:

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

The Bowie State University, Department of Technology & Security proposes a Master of Science degree in **IoT & Internet Technologies (IoT&IT)**. Smart devices now carry out more activities/tasks than ever before, and current IT devices will need to be linked to these smart devices. Smart devices have been designed and implemented in isolated disciplines (e.g., computer science and engineering), but the need for current IT devices to link to the smart devices requires a new approach to IoT. This new approach requires the need to appropriately blend disciplines to focus primarily on the essential challenges of IoT: 1) IoT development, 2) IoT deployment, 3) IoT convergence, 4) IoT security, and 5) IoT cross-pollination across disciplines. The **IoT&IT** program will provide in demand technology-driven skills that turn data into intelligence. Graduates build an ecosystem of hardware, software, and services, that leads to careers in a technology-based industry that seeks smart intelligence areas such as smart energy, smart homes, smart transportation, and smart medical devices. This program focuses on device/product development, research, issues regarding machine-to-machine connectivity and communication and privacy to meet this evolving research area to meet the marketplace.

Graduates of the master's program in **IoT&IT** will:

- Diagram and build IoT machines and ecosystems models with existing and emerging hardware and software entities.
- Reconstruct models to customize and maintain state-of-the-art IoT devices, internet technologies, and networks.
- Investigate and weigh data-driven decisions linking current IT infrastructure to emerging IoT infrastructure.
- Select and differentiate IoT applications, internet technologies, and protocols commonplace to the industry.
- Evaluate the legal and ethical implications of their work and the impact of decision-making in industry and the community.

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

The proposal is aligned with BSU's mission to empower a diverse population of students to reach and

prepare for careers, civic responsibility, and lifelong learning. [1] The program also contributes to the achievement of Bowie State University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, particularly Goal 1 Academic Excellence, Objective 1.1: High-demand, innovative academic programs.

The University System of Maryland (USM) offers a world-class education to students as they prepare for careers, lifelong learning, and civic responsibility. The **IoT&IT** program is proposed to support the USM's mission to provide high-quality and affordable academic programs and increase student retention and completion rates.[2] Additionally, the **IoT&IT** proposal aligns to support the priority goal in BSU's strategic plan for the years 2019-2024 and enables the institution to continue to support educational opportunities for Marylanders (Success, Strategy 4) to engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies, and streamline~~d~~ student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10).[3] This program targets the demand for qualified science, technology, engineering, and math (STEM) graduates who can accelerate innovation and growth to further the STEM workforce sectors through advanced skillsets gained through graduate education.

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

The **IoT&IT** Master of Science program will be funded for at least five years through the support of BSU's administration commitment to comply with ABETs accreditation requirements for the CTEC program which include the following:

- New equipment/refresh equipment for all labs supported under the Department of Technology & Security
- A full-time System Administrator to support instructional classrooms/laboratories and faculty research areas (labs).
- Two full-time faculty positions (according to ABET recommendation for the undergraduate program.

The Computer Technology (CTEC) Program is accredited and is seeking renewed accreditation from ABET spring 2022.

To support the master's program, the department is requesting one additional full-time faculty designated to the graduate program. Thus, yielding three new full-time faculty (two undergraduate faculty, one graduate faculty).

During the 16-week academic semester there are two eight-week sessions. The courses in the Department of Technology & Security are all taught in eight-week sessions (2 per academic semester).

According to the *Fall 2021 Enrollment by Undergraduate Program* report prepared by BSUs Office of Planning, Analysis, and Accountability (OPAA), enrollment numbers continue to grow in the CTEC undergraduate program (see Appendix A). According to a report, prepared by the Registrar's Office, the *CAS Fall 2021 Graduates* report, the CTEC program graduated 40 students in Fall 2021 (See Appendix B).

Based on the current enrollment and graduation numbers, the full- time faculty teach, on average, two

[1] https://bowiestate.edu/about/at-a-glance/mission-and-vision.php
[2] https://www.usmd.edu/about_usm/
[3] https://bowiestate.edu/about/administration-and-governance/office-of-the-president/strategic-plan/

overload courses and adjunct faculty, on average, teach three courses each 8-week academic sessions.

Therefore, the graduate program will be implemented in a cohort model. The cohort model is designed to offer the same two graduate courses per designated 8-week session every academic year.

Students enter the cohort model in AY 2022 Fall 8 week 1. The next pair of courses will be taught 8 week 2 and so on. Based on the aforementioned report, the department anticipates the same growth in the graduate program as in the undergraduate program. Henceforth requesting one new faculty position to support the graduate program.

The workload will be altered with full-time faculty (FT) teaching three undergraduate courses with at least one graduate course or FT teaching four undergraduate courses and no graduate courses. With the addition of three new full- time faculty (NFT) teaching four undergraduate courses and no graduate courses or NFT teaching four graduate courses and no undergraduate courses.

	FT1	FT2	FT3	FT4	FT5	FT6	NFT1	NFT2	NFT3
Under grate course taught	3	3	3	4	3	4	4	4	0
Grad course 1 - (fall 2022 8 week 1)	1								
Grad course 2 - (fall 2022 8 week 1)		1							
Grad course 3 - (fall 2022 8 week 2)			1						
Grad course 4 - (fall 2022 8 week 2)					1				
Grad course 5 - (spring 8 week 1)									1
Grad course 6 - (spring 8 week 1)									1
Grad course 7 - (spring 8 week 1)									1
Grad course 8 - (spring 8 week 1)									1
Grad course 9 Capstone I (Summer S1)					1				
Grad course 10 Capstone 2 - (Summer S2)					1				
Grad course 11 Thesis 1- (Summer S1)	1								
Grad course 12 Thesis 2 - (Summer S2)	1								

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

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

[3] Tuition Rate is based on the FY 2020 Proposed Tuition & Rate Schedule with a 3% increase in the subsequent years.
[4] Credit Hour Rate is based on the FY 2020 Proposed Tuition & Rate Schedule with a 2% increase next year.
[5] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external financing. Title III Funding is anticipated to begin the program and is expected through subsequent years.

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,575 expenditure category.*

The table includes the cost for the undergraduate program and the master's program since all faculty are involved in both programs. The table estimates salaries and fringe benefits for six full time faculty and three new full-time faculty positions. Expenditure category #1 gives the total salaries for all faculty teaching in the Department of Technology & Security. Expenditure category #2 gives the estimated total salary for the administrative staff. Expenditure category #3 gives the estimated total salary for a full-time system administrator. Expenditure category #4 consists of the estimated cost to provide new equipment or equipment refresh for 100 computers which covers three laboratory environments (See Appendix C). The refresh will occur every three years to maintain equipment that will extend research, computing, software, and hardware capabilities. Expenditure category #5 is an estimate to obtain library resources for research, capstone projects, and off the shelf purchased online resources that covers course content.

TABLE 2: EXPENDITURES					
Expenditure Categories	*(Year 1)*	*(Year 2)*	*(Year 3)*	*(Year 4)*	*(Year 5)*
1. Total Faculty Expenses (b + c below)	$804,449.04	$820,568.33	$836,979.98	$853,719.57	$870,793.96
a. # FTE	12	12	12	12	12
b. Total Salary[6]	$744,888	$759,785.76	$774,981.47	$790,481.09	$806,290.71
c. Total Benefits[7]	$59,591.04	$60,782.86	$61,998.51	$63,238.48	$64,503.25
2. Total Administrative Staff Expenses(b + c below)	$60,480	$62013.60	$62,923.39	$64,181.85	$65,465.49
a. overload/adjunct pay[8]	$39,000	$39,901	$40,575	$41,387	$42,214.85
b. Total Salary[9]	$56,000	$57420	$58,262.40	$59,427.64	$60,616.20
c. Total Benefits[10]	$4480	$4,593.60	$4,660.99	$4,754.21	$4,849.26
3. Total Support Staff Expenses (b + c below)	$91,800	$93,636	$95,508.72	$97,418.89	$99,367.26
a. # FTE	1	1	1	1	1
b. Total Salary[11]	$85,000	$86,700	$88,434	$90,202.68	$92,006.73
c. Total Benefits[12]	$6,800	$6,936	$7,074,72	$7,216.21	$7360.53
4. Equipment/Refresh 100 computers with monitors (See Appendix	$271,308			$271,308	

C)					
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	0	0	0	0	0
TOTAL (Add 1 - 7)	**$1,180, 237**	**$826029.56**	**$945,478.37**	**$1,235,596.40**	**$983,474.30**

[6] Average Course Overload Salary for Assistant Professors in DTS for FY 2021 with a 2% increase in subsequent years.
[7] Fringe Benefits for Assistant Professors in DTS for FY 2021 is 8% of Salary with a 1% increase in subsequent years. (Notes: There are no benefits associated with course overload salaries during the semester. In the summer months, the benefits rate associated with course overload is 8%.)
[8] Estimated overload and adjunct pay at $6,500 * 12 courses in the master's program
[9] Administrative Assistant II in FY 2021 with a 2% increase in subsequent years.
[10] Fringe Benefits for Administrative Assistant II in FY 2021 is 8% of Salary
[11] Average Salary for System Administrator in FY 2021 with 2% increase in following years
[12] Fringe Benefits for Lab Technician in FY 2021 is 8% of Salary.

Provide a description of the institution's commitment to:

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

The BSU administration has pledged commitment to the development and sustainability of the **IoT&IT** master's program. The university's policy is to support innovative programs by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. The **IoT&IT** master's degree program will be the only program of its kind in the USM or at other HBCUs. The administration is prepared to support the effort as demonstrated by the administration's commitment to the ABET accreditation of the Department of Technology & Security program. The support provided by administration to meet ABET accreditation will extend to support the **IoT&IT** program (equipment, laboratories, research facilities, personnel, etc.). The BSU administration has committed to the hiring of talented faculty, equipment refresh for all instructional classrooms, and laboratories to support the **IoT&IT** program. The workload will be altered with full-time faculty (FT) teaching three undergraduate courses with at least one graduate course or FT teaching four undergraduate courses and no graduate courses. With the addition of three new full-time faculty (NFT) teaching four undergraduate courses and no graduate courses or NFT teaching four graduate courses and no undergraduate courses.

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

The continuation of the program for a period sufficient to allow enrolled students to complete the program will be provided through a cohort model. The benefits of a cohort model are students are in a community of learning with a shared goal to progress through the program. The cohort model "fosters creativity, builds leadership skills, generate a sense of community, and proceed at a predetermined pace."[4] Each semester, only courses for the cohort will be offered for the new degree program. This model allows for a faculty workload to be considered as well as considering time toward graduation for the students. Therefore, the courses will be offered according to two considerations: 1) faculty load, and 2) the courses needed to progress students towards graduation. The workload will be altered with full-time faculty (FT) teaching three undergraduate courses with at least one graduate course or FT teaching four undergraduate courses and no graduate courses. With the addition of three new full-time faculty (NFT) teaching four undergraduate courses and no graduate courses or NFT teaching four graduate courses and no undergraduate courses.

[4] https://www.ramapo.edu/articles/cohort-mba/

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

Presently, human beings are not the only talking objects. IoT devices "talk" to each other through complex wireless networks that involve the internet, cloud computing, data science, artificial intelligence, and machine learning; this affects our physical world. "Smart" things such as watches, phones, cameras, home security systems, autonomous vehicles, and even home appliances are connected and can interact in an integrated way. These devices and their "language" are the focus of the **IoT&IT** master's degree program.

The **IoT&IT** program will provide a strong academic and technical education to students who are interested in pursuing research and career aspirations in IoT digital technologies. The program will provide a comprehensive exploration of IoT technologies with a focus on building physical and technical resources through existing network framework.

The proposed **IoT&IT** program addresses the specific strategic plan to develop new and innovative programs found in both the USM and BSU strategic plans.[5]

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

US News & World Report has ranked BSU #25 on the list of the nation's outstanding HBCUs.[6] Additionally, our high-impact and cross-curricular Course-based Undergraduate Research Experiences (CURES) enable entire classes to participate in research that attempts to answer questions of interest to the scientific community. The master's degree in IoT & Internet Technologies Program will accelerate our efforts and increase our department's capacity for a high-quality and sustainable research agenda. *US News & World Report* also reports that BSU is one of the top-ranked universities in social mobility. This program will give our graduates better job security and career options in academia and industry.

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

It has been recently recognized that HBIs lack support to build high-quality and unique educational programs across the United States. The state of Maryland recently reached a "$577 million settlement to end a 15-year-old federal lawsuit that accused the state of providing inequitable resources to its four historically Black colleges and universities" (Bowie State University, Coppin State University, Morgan State University, and University of Eastern Shore). [7] In the ruling, the court did find that "HBCUs were not underfunded compared to traditionally white institutions, but that program duplication had perpetuated segregation." The HBCUs in the state of Maryland are not alone in recognizing the inequities among HBCUs. In a recent analysis of state funding, "the state of Tennessee owes Tennessee State between $150 million and $544 million due to its failure to honor a land grant agreement."[8] The proposed **IoT&IT** master's degree program will be the only IoT master's degree program in the state of Maryland and the only IoT program at a HBCU awarding master's degrees.

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

[5] https://www.usmd.edu/10yrplan/
[6] https://bowiestate.edu/about/news/2019/us-news-world-report-ranks-bowie-state-among-top-25-hbcus.php#:~:text=Bowie%20State%20also%20tied%20for,regional%20universities%20in%20the%20north.
[7] https://www.marylandmatters.org/2021/04/28/maryland-settles-hbcu-federal-lawsuit-for-577-million/
[8] https://www.arkrepublic.com/2021/05/27/tennessee-state-university-is-the-latest-hbcu-underfunded/

The University System of Maryland's mission strives to improve the quality of life for Marylanders by "preparing graduates with the knowledge, skills, and integrity necessary to successful leaders and engaged citizens while providing knowledge-based programs and services that are responsive to the needs of the state and the nation." Approving the **IoT&IT** master's degree program at BSU aligns to the USM core value, "diversity and the creation of an environment that both celebrates and is enriched by the multiple perspectives, cultures, and traditions reflected in humankind."

B. Quantifiable and Reliable Evidence and Documentation of Market Supply 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.

Gartner estimated that there are 25 billion connected things such as Home IoT devices, Electric Cars, and Autonomous Cars are still growing in demand exponentially.[9] The largest professional network on the internet, LinkedIn, has ranked the top four most in-demand hard skills related to IoT products in 2020 to be blockchain, cloud computing, analytical reasoning, and artificial intelligence.[10] According to Gartner (2021), the IoT electronics and communications market will total $21.3 billion in 2022, a 22 percent increase from a forecasted total of $17.5 billion in 2021.[11] Additionally, Gartner predicts that the automotive Internet of Things market will reach $82.8 billion by 2022, increasing $20.0 billion in 2016.[12]

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

Dahlqvist, Patel, Rajko and Shulman (2019) reports the US Bureau of Labor Statistics projects an 11 percent growth of computer and information technology occupations from 2019 to 2029, much faster than the average for all occupations.[13] The further adoption of data science, IoT, cybersecurity, and cloud computing by large and small businesses and increasing use of IT services in healthcare settings are expected to increase demand for these workers, with Maryland and Virginia having the highest concentration of jobs, 26,310 and 17,760 jobs per the occupational employment data for May 2019.

According to Mordor Intelligence (2021), "the global IoT market grew to $761.4 billion by 2020 and is expected to reach $1.39 trillion by 2026." Additionally, "North America is expected to be a prominent market, owing to the growing role of IoT among the significant revenue-generating end-user industries of the region, driven by the deployment of connected cars, smart energy projects, home automation, and focus on smart manufacturing."

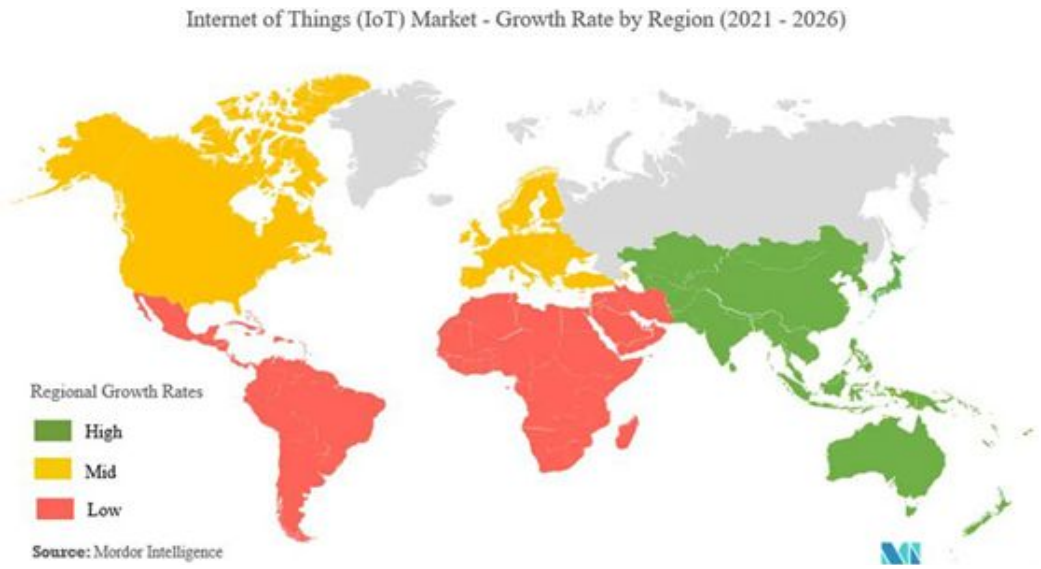
[9] https://www.gartner.com/imagesrv/books/iot/iotEbook_digital.pdf

[10] https://www.linkedin.com/business/learning/blog/learning-and-development/most-in-demand-skills-2020

[11] https://www.gartner.com/en/newsroom/press-releases/2021-06-30-gartner-global-government-iot-revenue-for-endpoint-electronics-and-communications-to-total-us-dollars-21-billion-in-2022

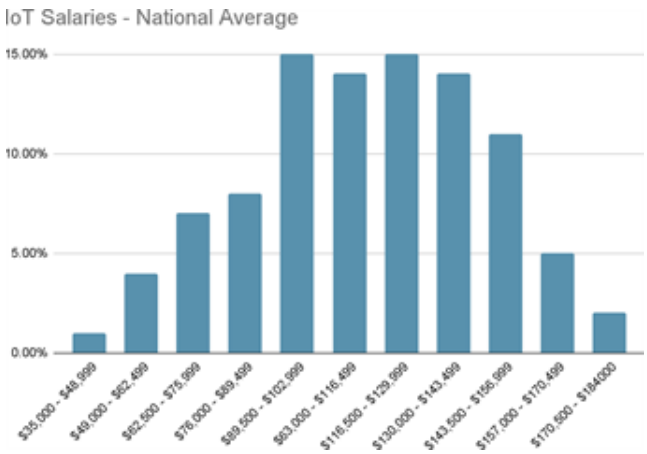
[12] Ibid.

[13] https://www.bls.gov/ooh/computer-and-information-technology/home.htm



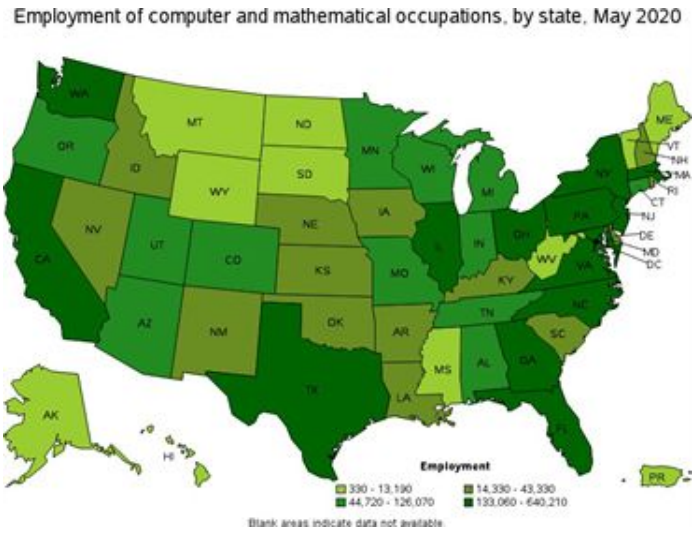
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to EDUCBA, (an technology platform and educational forum) the steps in the career path to IoT jobs are user interface (UI)/user experience (UX) design development, devices and hardware, protection [security], network and structure, and data.[14] Current trends in IoT careers are wireless networking technologies, chip innovation, trusted operating systems and hardware, sensors, and more.[15] The career outlook in primary fields with expected vacancies are listed in the tables below:



[14] https://www.educba.com/iot-careers/
[15] Ibid.

Note: According to the US Bureau of Labor Statistics, Occupational Employment and Wage Statistics, May 2020 (most recent data).[16]



States with the highest concentration of jobs and location quotients in Computer Occupations, All Other:[17]

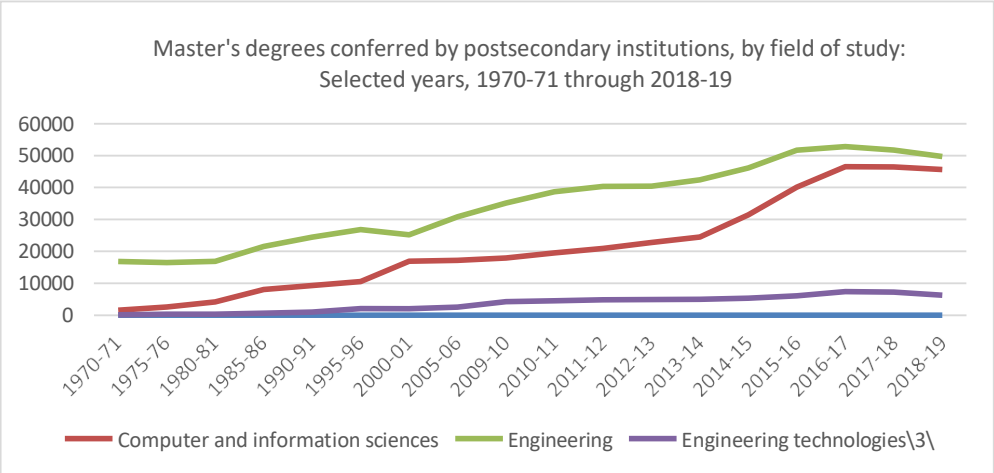
State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
District of Columbia	18,170	26.45	10.15	$ 58.88	$ 122,460
Maryland	15,490	6.14	2.36	$ 57.15	$ 118,880
Utah	7,590	5.10	1.95	$ 37.96	$ 78,950
California	83,170	5.06	1.94	$ 53.16	$ 110,580
Colorado	11,170	4.33	1.66	$ 53.30	$ 110,870

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

The **IoT&IT** Master of Science program is a cross-pollinated program to meet the educational and training needs to fill the vacancies found in IoT careers. Evidence of data showing the current and projected supply of prospective graduates is noted in the table below:

[16] https://www.bls.gov/oes/current/oes150000.htm
[17] https://www.bls.gov/oes/current/oes151299.htm

Over several decades graduates in the computer and information sciences and engineering fields have steadily climbed.



C. Reasonableness of Program Duplication:

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

According to an article posted in EdTech, Florida International University (FIU) offers a bachelor's and master's degree in IoT Management.[18] There are no IoT dedicated programs in the Delaware, Maryland, and Virginia regions. Morgan State University has an IoT Security Research Lab (The Center for Reverse Engineering and Assured Microelectronics).[19] However, the Morgan State University IoT Security Research Lab does not contain IoT or Internet Technologies curriculum. UMD School of Engineering has BS degree program in Embedded Systems and IoT program at Shady Grove. "The Embedded Systems major is a two-year, cohort-based program with a pre-set class schedule starting in the fall semester".[20] Towson University offers an introductory course on the Internet of Things through the Cisco Networking Academy but not a full program.[21] Bowie State University will be the first institution in the University System of Maryland and the state with this innovative and trending technology program.

2. Justify the proposed program.
Currently, Bowie State University provides the only Computer Technology program among the USM's colleges and universities, and the Department of Technology & Security at Bowie State University has strong research capabilities in data science, database, IoT, internet technologies, cloud computing, artificial intelligence, blockchain, and cybersecurity.

There are no **IoT or Internet Technologies** master's degree programs in any University of Maryland institution or other institutions in the District of Columbia, Maryland, and Virginia region. The **IoT&IT** program will cross-pollinate traditional discipline areas (e.g., AI, cybersecurity) to create a program to address emerging technologies in IoT and expand on the current undergraduate tracks offered in the Department of Technology and Security's Computer Technology program.

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

1. Discuss the Program's potential impact on implementing or maintaining high-demand programs at HBI's.

[18] https://edtechmagazine.com/higher/article/2018/04/florida-international-university-leads-way-degree-iot-management
[19] https://technical.ly/baltimore/2017/10/13/morgan-state-opens-iot-security-research-lab/
[20] B.S. in Embedded Systems and Internet of Things | The Universities at Shady Grove (umd.edu)
[21] https://www.netacad.com/academy/3879

Minority Serving Institutions (MSIs) serve students who are primarily non-traditional students and low-income students.[22] Out of the 106 MSIs, HBCUs comprise approximately 3 percent of America's colleges and universities yet produce about 25 percent of African American graduates with STEM degrees.[23] There are no dedicated **IoT or Internet Technologies** degrees at any MSI or HBCU institution, although there may be IoT content offered in courses across programs.

Though trend data from the US Census Bureau shows that those above the age of 25 who earn master's degrees have doubled since 2000, the National Center for Education Statistics demonstrates that the percentages of master's degrees conferred by historically Black institutions and to African Americans have decreased overall. We propose an accelerated master's program to capture all the underrepresented graduates, including the interested BSU undergraduate students. They otherwise would not pursue a master's degree after graduation due to financial burdens. The proposed accelerated program will also decrease financial barriers to transition to graduate school after a bachelor's degree, especially in technology.

A recent longitudinal study conducted from 1992 to 2012 by the Council of Graduate Studies reported underrepresented minority student (Hispanic and Black/African American) populations have poor attrition rates in STEM doctoral degrees suggests that the graduation rates significantly improved (Figure 2). The attrition rates were reduced for all underrepresented minority students if they had prior master's degree. his data provides a strong case for developing a rigorous IoT & Internet Technologies master's program to improve graduation rates and lower attrition rates of Black/African American students who continue to pursue doctoral degrees.

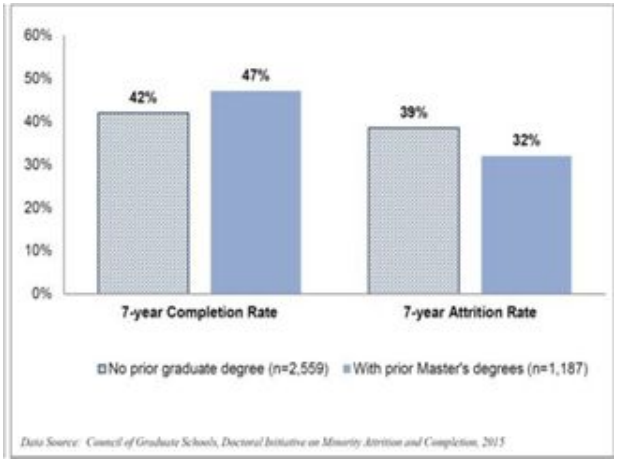


Figure 2: Seven-year doctoral completion and attrition rates of underrepresented minority students: Seven-year STEM doctoral degree completion and attrition rates among students with prior master's degree is compared. Grey color denotes a population with no prior graduate degrees, and blue represents a master's degree.

To further understand the attrition problem, researchers have looked at the time taken for attrition across all major doctoral programs and compared it to all minority populations (Fig. 3).

[22] https://www.nap.edu/read/25257/chapter/6#80
[23] https://uncf.org/the-latest/6-reasons-hbcus-are-more-important-than-ever

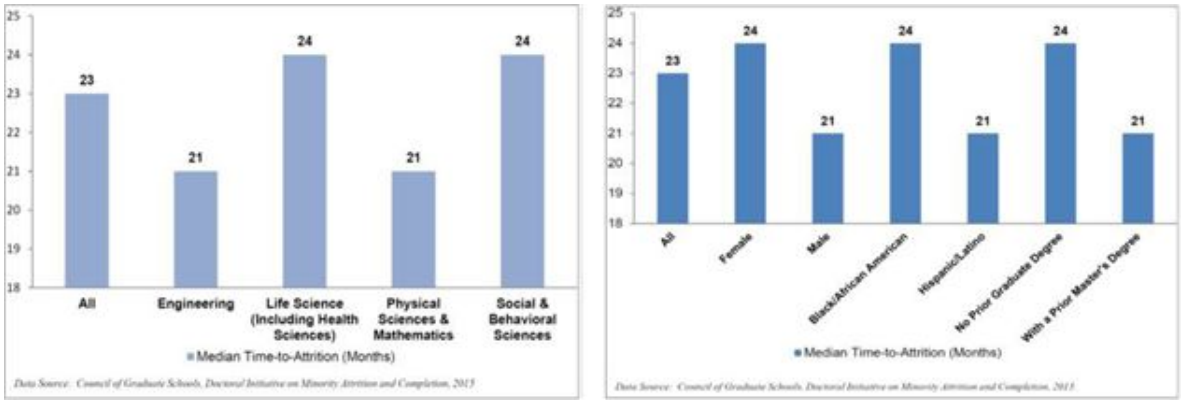


Figure 3: Median time to attrition of underrepresented minority students: (a) Median time (in months) to attrition of underrepresented minority students based on the field of study (b) Analysis of attrition of underrepresented minority students based on various characteristics.

E. 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.

Currently, no HBCU offers a master's degree in **IoT & Internet Technologies.** Bowie State University's computer technology program offers a track in Internet Technologies. Howard University's Data Science and Cybersecurity Center has IoT topics included in computer science courses, but these are not focused areas of specialty where one can earn a degree.[24] The addition of this master's program will contribute to preparing underrepresented populations for employment in industry, academic, and governmental technology sectors; these are the fastest-growing areas of the American economy. With its proximity to the nation's capital and innumerable federal government contractors throughout the District of Columbia, Maryland, and Virginia, BSU is strategically positioned to increase diversity in the technology sector.

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

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

The existing Bachelor of Science degree in Computer Technology offers cybersecurity courses in the core and three tracks: Network Enterprise Infrastructure, Data Science and Database, and Internet Technologies. The **IoT&IT** program will cross-pollinate traditional discipline areas (e.g., AI, cybersecurity) to create a program to address emerging technologies in IoT, that expands the current undergraduate tracks in the Department of Technology & Security's Computer Technology program to the master's degree level. In 2019, the Department of Technology & Security's external advisory board identified the rise of the Internet of Things as a new and upcoming tech industry. Further, the external advisory board noted that the components of IoT, hardware, network framework, cybersecurity, data science, AI, ML, software, sensors, and data structures (blockchain), independently and combined build an IoT framework for the following industries, medical, transportation, telecommunication, and energy. The external advisory board concluded that the department should strongly consider a master's degree in IoT combined with internet technologies as a robust and aggressive advancement for students in the unique existing undergraduate program. Dr. Lethia Jackson, professor and chair of the Department of Technology & Security, will oversee the program implementation.

[24] https://bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/computer-science/graduate/masters-degree/required-courses.php and https://www.cybersecuritycenter.us/

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

Learning Objectives

- Demonstrate how to produce, secure, operate, and troubleshoot IoT enterprise networks and learn how to implement mobile device security.
- Assemble machines in enterprise ventures with IoT infrastructure and examine IoT connectivity.
- Analyze satellite, 5G, and other wireless access performance metrics, frequencies, and characteristics and apply them to the IoT framework.
- Discover ways to install and configure operating systems using Command Line Interface (CLI).
- Distinguish appropriate Internet of Things technologies in various situations to lead to ideal outcomes and network infrastructures.
- Explore digital concepts, devices, and connectivity within the realm of the IoT to include networking, securing, deploying digital devices, and configuring and troubleshooting control systems.

Learning Outcomes

- Diagram and build IoT machines and ecosystems models with existing and emerging hardware and software entities.
- Reconstruct models to customize and maintain state-of-the-art IoT devices, Internet Technologies, and networks.
- Investigate and weigh data-driven decisions linking current IT infrastructure to emerging IoT infrastructure.
- Select and differentiate IoT applications, internet technologies, and protocols commonplace to the industry.
- Evaluate the legal and ethical implications of their work and the impact of decision-making in industry and the community.

Modality

The modality of the master's program is online. Bowie State University supports distance education and online learning through the Office of Academic Transformation, which leads the facilitation and evolution of the campus-wide online academic infrastructure and related innovation initiatives across teaching, research, and service.

3. Explain how the institution will:

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

b) document student achievement of learning outcomes in the program

The Department of Technology and Security procedures for evaluating courses, faculty, and student learning outcomes are affirmed through the Accreditation Board for Engineering and Technology (ABET)

accreditation achieved by the department's continuous improvement cycle:

The department assesses the effectiveness of its academic programs using a five-year program review process. The process consists of five stages: Plan, Implement, Evaluate, and Improve. The plan phase includes refining the strategies for assessing the program based upon improvement, recommendations, and learning outcomes. The implement phase administers direct and indirect assessments such as 1) analysis of program mission, goals, and objectives; 2) an assessment of the program according to internal and external data; 3) an assessment of the curriculum; 4) an assessment of student learning outcomes to include programmatic learning; and 5) an assessment of program resources and viability. The implement phase compiles, analyzes, and prepares recommendations to summarize key findings. The summary of key findings and data collection is the basis for the Improvement phase. Improvements are made to the program over the next four years. The program is evaluated in two additional ways: 1) graduates participate in a graduation survey and 2) The department's external advisory board reviews the learning outcomes and gives feedback.

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

This Master of Science in IoT & Internet Technologies in the Department of Technology & Security will comprehensively prepare students for further advanced coursework and prepare them to be a part of the future STEM workforce. This program is also designed to develop soft skills such as innovative thinking, communication skills, ability to work with diverse teams, which is desirable both in academic and industrial settings. The curriculum of the IoT & Internet Technologies program consists of 12 courses, none of which have been through the university approval process thus far, include a 2-course thesis and a 2- course capstone. The thesis courses are divided into 2 separate courses that leads the students through a writing process to a completed thesis. Thesis part 1 (CTEC 720), students will apply relevant evidence-based research to content from earlier courses in the master's program and integrate technology infrastructure perspectives. The outcome of this course is a draft thesis in which student goes through a process of applying systematic technology theories and practices through the lens of innovation. Thesis Part II (CTEC 721) is a continuation of CTEC 720 that completes the final thesis writing process.

The capstone courses are divided into 2 separate courses that leads to development and implementation of a technology-based innovation. Capstone 1 (CTEC 711) is the software design which includes planning, requirements analysis and specification. Capstone 2 (CTEC 711) is a continuation of CTEC 711 which includes implementation, testing, verification and validation.

Students that applying to the master’s program without the prerequisites are encouraged to take the prerequisite courses for full success in the program. The undergraduate prerequisite courses are CTE335, CTEC 120, CTEC 220, CTEC 230, CTEC302 and CTEC 345. If students applying for the master s program have 3 years of work experience, they can choose to take an exam that covers the prerequisite content and topics.

CTEC 621 Edge Technologies Architecture(3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course teaches students how to utilize data from sensors and other remote devices. Students will institute essential IoT concepts, tools, and methodology using hands-on experience using the Intel Nervana AI Academy online environment and tool set stacks of the IoT kit and the Raspberry Pi. These experiences include building prototypes of devices at the edge of the Internet, typically referred to as The Internet of Things (IoT).

CTEC 641 Internet Technologies Discovery (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course identifies, collects, and preserves electronically stored information (ESI) and data from a range of IoT devices, such as smartwatches, medical devices, vehicles, doorbells, Amazon (Alexa, Dash, Alexa Echo Plus), home mesh WiFi systems, and cellular-based IoT devices. Students will have hands-on laboratory experience that focuses on digital evidence, data recovery, and logging methods to trace back cyber-attacks.

CTEC 651 Internet of Things Digital Repository (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course will build a scalable SQL Server machine that aggregates data items from separate databases into one centralized location.

CTEC 661 Satellite and Mobile Communication (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
In this course, the student will learn the fundamentals and techniques for designing and analyzing satellite communication systems and mobile and wireless communication to include 5G broadband cellular networks.

CTEC 671 Smart Integrated Systems (3 credits)
Prerequisite CTEC 721 & CTEC 641
This class builds a blockchain machine that utilizes and addresses real-world problems and addresses core research topics in the smart industry.

CTEC 681 – Fog and Edge Computing (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course enables the students to start building and creating IoT devices from scratch for home automation, building security, and assisted living use cases. This course touches all the necessary connections and components such as software, hardware, platform, protocols, edge computing, fog computing, and everything in between.

CTEC 691 – Internet of Things Ecosystem and Analytics (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course describes the components of the IoT Ecosystem and investigates real-time solutions for effective decision making.

CTEC 701 - Hardware-Oriented Security and Trust (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course investigates recent technology developments to design and evaluate secure and trustworthy hardware. Hardware security and trust techniques are required to ensure that chips remain secure and trustworthy during their entire lifecycle from design to manufacturing, deployment, service, and retirement. The following topics are covered in this course and their application to the Internet-of-Things (IoT): autonomous cars, smart homes, smart grid, factory automation, innovative infrastructure, and cloud computing.

CTEC 711 Internet of Things Capstone I (3 credits)
Prerequisite Graduate Standing and Permission of Instructor
Major team-based software design project to be undertaken in a student's final year of study; project planning, software requirements analysis, design, and specification. Written reports and oral presentations in a technical setting.

CTEC 712 Internet of Things Capstone II (3 credits)
Prerequisite CTEC 711
Continuation of CTEC 711. Computer system implementation, testing, verification and validation of results. Written reports and oral presentations in a technical setting.

CTEC 720 Master's Thesis Research I (3 credits)
Co-Requisite CTEC 711

In this course, students will apply relevant evidence-based research to content from earlier courses in the master's program and integrate technology infrastructure perspectives. Students are expected to develop scholar-practitioner competencies for applying systematic technology theories and practices through the

lens of innovation and consider topics such as systems integration and IoT infrastructure as they complete the stages of the thesis writing process.

CTEC 721 Master's Thesis Research II (3 credits)
Co-Requisite – CTEC 711 and Prerequisite CTEC 720
This course is a continuation of CTEC 720. In this course, students will continue to apply relevant evidence-based research to content from earlier courses in the master's program and integrate technology infrastructure perspectives. Students are expected to further develop scholar-practitioner competencies for applying systematic technology theories and practices through the lens of innovation and consider topics such as systems integration and IoT infrastructure as they complete the final stages of the thesis writing process.

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

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

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

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.

Communication at the program and institutional level is accomplished through publication on the Bowie State University's website, brochures, and graduate catalogs to include the Department of Technology and Security's website. The university will provide identical resources to students in the proposed program that other programs at Bowie State University are provided to ensure that clear, complete, and timely information is available. With the university's approvals the first set of courses will be implemented fall 2022. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, programmatic brochures and handbooks, admission information, and costs and payment policies are available on the university's main website located at https://www.bowiestate.edu/admissions-and-aid/. The university's graduate academic catalog can be accessed at https://bowiestate.edu/academics/catalogs.php. There are several links as it relates to student interactions: 1) Campus Life - https://www.bowiestate.edu/campus-life/, 2)- Prospective students - https://www.bowiestate.edu/admissions-and-aid/, 3) Parents and Family - https://www.bowiestate.edu/admissions-and-aid/information-for-parents-and-families.php, 4) Student Services - https://www.bowiestate.edu/campus-life/student-services/, 5) Academics - https://www.bowiestate.edu/academics/, 6) Online Learning - https://bowiestate.edu/about/administration-and-governance/division-of-academic-affairs/academic-computing-and-online-course-support/online-learning-forms.php and 7) Support Services - https://www.bowiestate.edu/academics/support-services/. A syllabus for each course is provided to communicate clear information on how students are expected to achieve the course-level learning outcomes.

The program will work with the Dean of the graduate school to admit the students. The department will have a graduate committee to offer suggestions to the graduate school on admittance. Each student admitted will be assigned an advisor and given a program of study as a checklist to know their progress and degree to completion. The advisor will maintain a 1 faulty per 10 graduate student ratios. The tuition and fees as of fall/spring 2021-22 is $561.57 per credit. Students can work with the financial office at Bowie State University for tuition assistance.

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

The University Relations and Marketing Office manages the Bowie State University website. Essential information is updated consistently in collaboration with all relevant departments, including Academic Affairs, Learning Support, Financial Aid, Registration & Records, Student Development, and Enrollment Services. This process ensures the available materials are clear and accurate and contain pertinent information regarding all program offerings and services available. Upon confirmation of the proposed degree, the Office of University Relations and Marketing would activate an integrated marketing communications plan, working closely with Admissions and the Graduate school. The department will have a graduate committee to offer suggestions to the graduate school on admittance.

Adequacy of Articulation:

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

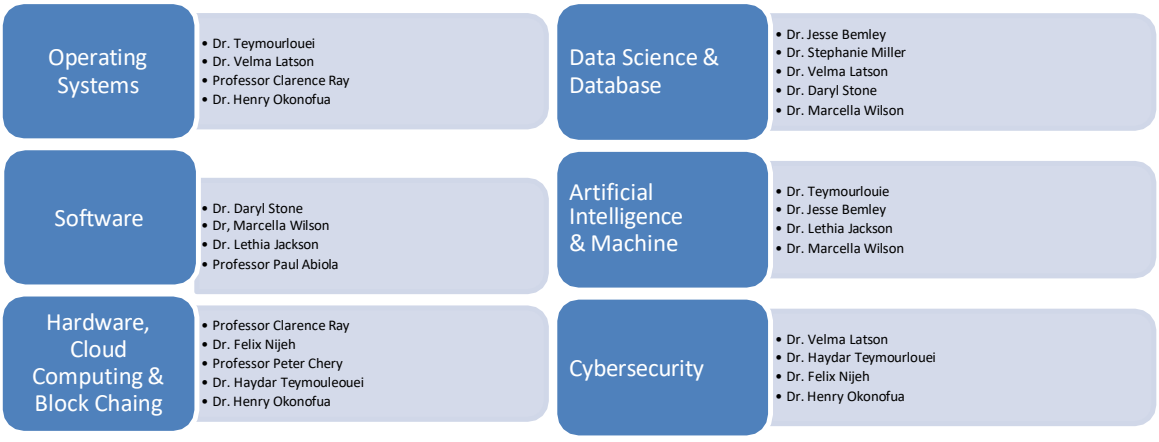
IoT&IT is a program that crosses several academic domains; Bowie State University has brokered several articulation agreements with community colleges in the state of Maryland. Bowie State University is committed to serving our non-traditional students and transfer students and has several programs and initiatives to maximize student success. We are confident that the existing articulation agreement with the community colleges and other institutions in Maryland will support undergraduate enrollment in the Department of Technology & Security. The undergraduate program will be a feeder to the graduate program.

G. 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.

The Department of Technology and Security at BSU is home to highly experienced and specialized faculty in operating systems, software, hardware, data science, database, cybersecurity, artificial intelligence, machine learning, blockchain, and cloud computing.

The expertise of our research faculties can be aligned into the six major cross-pollinating disciplines as shown below:



We have qualified faculty in the Department of Technology & Security listed in the table below that have indicated their interest in participating in the IoT & Internet Technologies program. In addition to the faculty listing below, the Department of Technology & Security is committed to supporting each course with a dedicated laboratory coordinator, in addition to hiring adjunct faculty, as needed. Additional staff includes research coordinators, laboratory technicians, and laboratory assistants. Currently interested full-time tenured, tenure-track faculty and adjuncts are listed below:

Faculty	Appointment Type/Rank	Area of Specialization	Degree	Courses that can be taught	Status
Dr. Jesse Bemley	Lecturer	Programming, AI, Machine Learning, Architecture, Data Science, IoT	Ph.D. in Public Administration	CTEC 621 CTEC 651 CTEC 671 CTEC 691 CTEC 720 CTEC 721	Full- time
Dr. Lethia Jackson	Professor/Tenured	Programming, Data Science, IoT, AI, Blockchain and Machine Learning	D.Sc. in Computer Science	CTEC 621 CTEC 671 CTEC 691 CTEC 701 CTEC 711 CTEC 711 CTEC 720 CTEC 721	Full- Time
Dr. Velma Latson	Assistant Professor/Tenure Track	Network Security, IoT, Cybersecurity	Doctor of Management	CTEC 621 CTEC 651 CTEC 691 CTEC 701 CTEC 711 CTEC 711 CTEC 720 CTEC 721	Full- Time
Dr. Stephanie Miller	Adjunct	Data Science	Pd.D. in Urban Education Professional Certificate, Data Science	CTEC 681 CTEC 711 CTEC 712	Adjunct

Dr. Felix Njeh	Adjunct	Programming, Network Security, Cloud Computing, Cybersecurity, Architecture, Wireless, IoT	D.Sc. in Computer Science	CTEC 651 CTEC 661 CTEC 671 CTEC 681 CTEC 701 CTEC 711 CTEC 712 CTEC 720 CTEC 721	Adjunct
Dr. Henry Okonofua	Adjunct	Cybersecurity, Network Security, Wireless	D.Sc. in Cybersecurity	CTEC 651 CTEC 661 CTEC 681 CTEC 701 CTEC 711 CTEC 712 CTEC 720 CTEC 721	Adjunct
Dr. Daryl Stone	Associate Professor/Tenured	Programming, Database, IoT	D.Sc. in Computer Science	CTEC 621 CTEC 651 CTEC 701 CTEC 711 CTEC 712 CTEC 720 CTEC 721	Full- Time
Dr. Haydar Teymourlouei	Assistant Professor/Tenured	Programming, Network Security, Cloud Computing, Cybersecurity, Blockchain	Ph.D. in Cybersecurity and Information Assurance	CTEC 641 CTEC 661 CTEC 671 CTEC	Full- Time

		Architecture, Wireless		681	
Dr. Marcella Wilson	Instructor/Tenure Track	Programming, IoT, Database, Blockchain	Ph.D. in Computer Science	CTEC 621 CTEC 651 CTEC 671 CTEC 701 CTEC 711 CTEC 712 CTEC 720 CTEC 721	Full- Time

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

a) Pedagogy that meets the needs of the students

Internally, faculty have access to the Center for Excellence in Teaching and Learning (CETL), funded through the Access to Success grant program of the Maryland Higher Education Commission, that supports the professional development of the teaching community at Bowie State University. In addition to two annual institutes, the center provides workshops and seminars that focus on theories of education, application of successful teaching techniques used at BSU and other universities, basic teaching strategies, distance education, and the use of new technologies.

In addition to CETL, the university holds mandatory workshops twice a year. Departmental retreats also are held twice a year. These workshops contribute to professional development.

Externally, faculty regularly attends conferences, symposia, and other professional development activities funded by the department, university, and grants.

b) The learning management system

BSU utilizes the Blackboard Learning Management System for online instruction. Academic Computing ensures CETL, Academic Computing, and Academic Affairs partner to bring distance education training to faculty through the learning online LOTTO training sessions. LOTTO is designed to assist faculty with using appropriate tools on the University's Blackboard Learning Management System.

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

BSU's Office of Academic Computing and Online Course Support helps faculty ensure quality matters standards are adhered to in supporting instruction and learning through various delivery methods. A shortlist of academic computing, and online course support includes, but is not limited to, training videos, workshops, walk-in training, and help desk support for students.

H. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**:**

Describe the library resources available or the measures to ensure resources are adequate to support the proposed program.

The Thurgood Marshall Library of Bowie State University has several holdings, including top databases for Technology, Security, Computer Science, and Mathematics, to support the **IoT&IT** master's degree program. Select databases are described below:

- **Access Science:** A searchable, electronic version of the McGraw-Hill Encyclopedia of Science and

Technology. Includes a science dictionary, news articles, research updates, biographies, information about data, tables, and video, a question-and-answer archive, links to websites, and illustrations.

- **ACM Digital Library**: Online access to the full text of all ACM publications, including journals, magazines, conference proceedings, newsletters, websites, and multimedia files; the complete archive of all ACM publications; all ACM related publications including, including approximately 12 journals, proceedings, and bulletins; and ACM Guide to Computing Literature, ACM's bibliographic database and abstracting & indexing service and more.
- **Computer Science, Gale ONFILE:** Provides access to leading business and technical publications in the computer, telecommunications, and electronics industries. The database includes more than 600 journals and periodicals, providing information on computer-related product introductions, news, and reviews in hardware, software, electronics, engineering, communications, and the application of technology.
- **IEEE Xplore Digital Library:** A powerful resource for discovery and access to scientific and technical content published by the IEEE (Institute of Electrical and Electronics Engineers) and its publishing partners.
- **JSTOR:** A digital library of more than 1,500 academic journals, books, and primary sources in humanities, sciences, and social sciences.
- **Library, Information Science & Technology Abstracts:** Library, Information Science & Technology Abstract (LISTA) indexes more than 600 periodicals, plus books, research reports, and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management, and more. Coverage in the database extends back as far as the mid-1960s.
- **EBSCO:** Offers a rich selection of eBook titles covering a broad range of general reference subjects. Topics include biography, history, careers, cooking, literature, genealogy, health, parenting, personal finance, politics, architecture, science, current events, social-emotional health, sports, and travel.
- **Military & Government Collection:** Provides cover-to-cover full text, indexing, and abstracts for hundreds of journals and periodicals, and US government documents. Many full-text titles are available in searchable PDF or scanned-in-color. Nearly 300 full-text journals and periodicals, and indexing and abstracts for 430 journals and periodicals
- **SAGE Journals:** SAGE is a global academic publisher of books, journals, and a growing suite of library products and services.
- **ScienceDirect:** The leading database for journal articles and eBooks in science, engineering, and medical literature. Extensive coverage of the physical and biological sciences, significant numbers of journals in the social sciences, and some journals in the humanities.

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.

In 2017, the Department of Technology & Security installed a separate Comcast line, that contains isolated sandbox laboratory spaces used for teaching technology courses, to support the facility, flexible classrooms, and active learning classrooms. There are three sandbox laboratory instructional classrooms with computer systems that support removable hard drives and connections to the Comcast line. Department of Technology & Security also has three research laboratories: 1) Data Center Lab, 2) Cloud Architecture Lab, and 3) I^3 (Innovation, Ideation, and Internet of Things) Lab.

BSU has a partnership agreement with Cisco Academy through the Red River Technology LLC initiative that provides educators and students comprehensive resources for building and configuring edge technology devices. Edge technology equipment is being deployed in the Department of Technology and Security instructional and Data Center research labs to prepare students to pursue careers in IoT, cloud architecture, software development, and DevOps, software development, and delivery system.

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
To accommodate students enrolled at BSU, all students are provided with a bowiestate.edu email account. This one email account is used as a single-signed-on (SSO) authentication for all BSU students' resources (e.g., Microsoft Office 365 tools) and the BSU learning management system Blackboard. The Division of Information Technology provides students with support for:

- Blackboard Learn
- Bulldog Connection (online registration system)
- Email (Outlook)
- Loaner Laptop or similar device
- Microsoft Office 365
- Password resets (IT Help Desk)
- WiFi and WiFi hotspots
- Online tutoring (Smart inking)

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, give a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.*

The table below explains the resource rational for the master's program. Year 1 estimates 10 students with a growth of 15% each subsequent year. The credit hour rate is based on the tuition and fees published by the University. Resource category #2 is an estimate of the revenue as projected by the number of anticipated students in participation. Students are expected to take up to 24 credit hours per academic year. This is based on an 8-week semester in which the student register for two courses (6 credits) per 8 weeks and four courses (12 credits) per semester (8 week 1 and 8 week 2).

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[2] (c+g below)	$134,776.80	$166,561.92	$200,172	$235,438.08	$273,041.28
a. #F.T Students	10	12	14	16	18
b. Annual Tuition/Fee Rate[3]	$13,477.68	$13,881.60	$18,000	$14,715.12	$15,168.96
c. Annual Full Time Revenue (a x b)	$67,388,40	$$83,280.96	$100,086	$117,719.04	$136,520.64
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate[4]	$561.57	$578.40	$595.75	$613.13	$632.04
f. Annual Credit Hours	24	24	24	24	24
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0

3. Grants, Contracts, & Other ExternalSources[5]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$134,776.80	$166,561.92	$200,172	$235,438.08	$273,041.28

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

[2] This value represents 100% of the projected total Tuition & Fee revenues for Full Time & Part Time students

[3] Tuition Rate is based on the FY 2021 Proposed Tuition & Rate Schedule with a 3% increase in the subsequent years.

[4] Credit Hour Rate is based on the FY 2021 Proposed Tuition & Rate Schedule with a 2% increase next year.

[5] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external financing. Title III Funding is anticipated to begin the program and is expected through subsequent years.

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: EXPENDITURES					
Expenditure Categories	*(Year 1)*	*(Year 2)*	*(Year 3)*	*(Year 4)*	*(Year 5)*
1. Total Faculty Expenses (b + c below)	$804,449.04	$820,568.33	$836,979.98	$853,719.57	$870,793.96
a. # FTE	12	12	12	12	12
b. Total Salary[6]	$744,888	$759,785.76	$774,981.47	$790,481.09	$806,290.71
c. Total Benefits[7]	$59,591.04	$60,782.86	$61,998.51	$63,238.48	$64,503.25
2. Total Administrative Staff Expenses(b + c below)	$60,480	$62013.60	$62,923.39	$64,181.85	$65,465.49
a. overload/adjunct pay[8]	$39,000	$39,901	$40,575	$41,387	$42,214.85
b. Total Salary[9]	$56,000	$57420	$58,262.40	$59,427.64	$60,616.20
c. Total Benefits[10]	$4480	$4,593.60	$4,660.99	$4,754.21	$4,849.26
3. Total Support Staff Expenses (b + c below)	$91,800	$93,636	$95,508.72	$97,418.89	$99,367.26
a. # FTE	1	1	1	1	1
b. Total Salary[11]	$85,000	$86,700	$88,434	$90,202.68	$92,006.73
c. Total Benefits[12]	$6,800	$6,936	$7,074,72	$7,216.21	$7360.53
4. Equipment/Refresh 100 computers with monitors	$271,308			$271,308	

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	0	0	0	0	0
TOTAL (Add 1 - 7)	**$1,180, 237**	**$826029.56**	**$945,478.37**	**$1,235,596.40**	**$983,474.30**

[6] Average Course Overload Salary for Assistant Professors in DTS for FY 2021 with a 2% increase in subsequent years.
[7] Fringe Benefits for Assistant Professors in DTS for FY 2021 is 8% of Salary with a 1% increase in subsequent years. (Notes: There are no benefits associated with course overload salaries during the semester. In the summer months, the benefits rate associated with course overload is 8%.)
[8] Estimated overload and adjunct pay at $6,500 * 12 courses in the master's program
[9] Administrative Assistant II in FY 2021 with a 2% increase in subsequent years.
[10] Fringe Benefits for Administrative Assistant II in FY 2021 is 8% of Salary
[11] Average Salary for System Administrator in FY 2021 with 2% increase in following years
[12] Fringe Benefits for Lab Technician in FY 2021 is 8% of Salary.

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.
Bowie State University's Self-Study Design Plan for Middle States Commission on Higher Education, Standard V: Educational Effectiveness Assessment outlines the instruments used by the university to evaluate courses, faculty, and student learning outcomes:[25]

- BSU Annual Assessment Reports
- BSU Academic Department Curriculum Committee Actions
- BSU University Curriculum Committee Actions
- BSU General Education Committee Actions
- BSU Retention and Graduation Rates (first-time freshmen, transfer students, and new graduate students) by program
- Student Achievement Measure Reports
- National Student Clearinghouse Reports
- EMSI Reports
- BSU Graduating Student Surveys
- BSU First Destination Survey
- MHEC Graduating Student Surveys
- Specialized Accreditation Reports

[25] https://bowiestate.edu/about/administration-and-governance/division-of-academic-affairs/2021-middle-states-self-study/self-study-design.pdf

The Department of Technology and Security utilizes a continuous improvement cycle to achieve improvements in learning and promote effectiveness, efficiency, and quality student learning. The continuous improvement process has been affirmed through the Accreditation Board for Engineering and Technology (ABET) accreditation achieved by the department's continuous improvement cycle:

All seniors complete the final core capstone course, CTEC 450, by demonstrating critical thinking, problem-solving, research skills, mastery of content and teamwork to solve a cumulative problem using experiential learning.

N. Consistency with the State's Minority 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.
Bowie State University has a long-standing commitment to diversity and celebrates educational diversity in all its forms. Bowie State University primarily serves underrepresented minorities. The prevailing belief at Bowie State University is that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the university aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity. Additionally, civic engagement, visionary leadership, and global citizenship are foremost priorities for all faculty, staff, and students.

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.
N/A

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.
Bowie State University supports distance education and online learning through the Office of Academic

Transformation and Academic Computing & Online Course Support which leads the facilitation and evolution of the campus-wide online academic infrastructure and related innovation initiatives across teaching, research, and service. Bowie State uses the Blackboard Learning Management System to support the University's online programs. Department of Technology and Security faculty have achieved certification of completion for all professional development provided through the Office of Academic Transformation. There is a designated faculty as the DTS Blackboard Coordinator. Faculty received $20,000 in grant funding for NCAT course development of MOOC collaboration with Rice University from the USM Center of Academic Innovation partnership with Ithaka S&R and the Gates foundation.

2. Provide assurance and appropriate evidence that the institution complies with the C-RAC guidelines, mainly related to the proposed program.

In 2015, *US News and World Report* published an article that stated that a growing number of universities currently offer accelerated master's degree programs.[26] We are therefore proposing to provide an accelerated master's program. Many minority students are Pell Grant eligible as well as first-generation college students; therefore, we must develop a unique, rigorous, affordable, and holistic master's program such as IoT & Internet Technologies encompassing all the aspects of internet technology to prepare for the IoT workforce for academia. The curriculum is designed to prepare students from cybersecurity to cloud computing to data sciences to databases. This program provides an affordable opportunity to students in the competitive and expensive higher education landscape of computer technology degree programs. An accelerated master's program also reduces costs by reducing the time spent working towards the degree.

The accelerated IoT & Internet Technologies proposal program is geared towards the BSU Computer Technology undergraduate students. They will require submission of the general admission requirements as follows: biographical information about the candidate, an updated résumé, a personal statement, unofficial transcripts from each institution where course credit has been earned, and at least two letters of recommendation, with a required recommendation from a faculty member who can speak to the candidate's abilities.

All students will receive clear, complete, and timely information on course progression, with ample opportunity for advisement and career mentorship through frequent faculty advisor interactions Students will be trained on all aspects of technological competence, including learning to give scientific presentations, design experiments, conduct research, and how to write grants. All students are expected to present their research during the Graduate Symposium. All BSU students are supported by the Office of Academic Computing, the Advisement Center, the Office of Financial Aid, the Provost's Office for Academic Affairs, and the Office of Research and Sponsored Programs. Overall, IoT & Internet Technologies Program will be administered under the oversight of the BSU graduate program.

Bowie State University received approvals from MHEC, MSCHE, and NC SARA in 2021 to offer selected distance education programs. The proposed program would follow Bowie State University policies and procedures that ensure C-RAC guidelines are met.

Below is the proposed course progression for core courses and graduate electives. Core and graduate descriptions are included in Appendix A.

Courses:

CTEC 621 Edge Technologies Architecture (3 credits)
CTEC 641 Internet Technologies Discovery (3 credits)
CTEC 651 IoT Digital Repository (3 credits)
CTEC 661 Satellite and Mobile Communication (3 credits)
CTEC 671 Smart Integrated Systems (3 credits)
CTEC 681 Fog and Edge Computing (3 credits)
CTEC 691 IoT Ecosystem and Analytics (3 credits)
CTEC 701 Hardware-Oriented Security and Trust
CTEC 711 IoT Capstone I (3 credits)
CTEC 712 IoT Capstone II (3 credits)

[26] https://www.usnews.com/education/online-education

CTEC 720 Master's Thesis Research I (3 credits) CTEC 721
Master's Thesis Research II (3 credits)

Proposed Course Progression for the Program:

Semester	Course	Course
Fall 2022 8-week 1	CTEC 621 Edge Technologies Architecture	CTEC 641 Internet Technologies Discovery
Fall 2022 8-week 2	CTEC 651 IoT Digital Repository	CTEC 661 Satellite and Mobile Communication (Request for overload credits written to the Registrar)
Spring 2023 8-week 1	CTEC 671 Smart Integrated Systems	CTEC 681 – Fog and Edge Computing
Spring 2023 8-week 2	CTEC 691 – IoT Ecosystem and Analytics	CTEC 701 - Hardware-Oriented Security and Trust (Request for overload credits written to the Registrar)
Summer Session 1	CTEC 711 IoT Capstone I	CTEC 720 Master's Thesis Research I
Summer Session 2	CTEC 711 IoT Capstone II	CTEC 721 Master's Thesis Research II

Descriptions are available in hard copy upon request.

Appendix A

Course Descriptions

This Master of Science in IoT & Internet Technologies in the Department of Technology & Security will comprehensively prepare students for further advanced coursework in biotechnology and other bioscience disciplines and prepare them to be a part of the future STEM workforce. This program is also designed to develop soft skills such as innovative thinking, ability to work with diverse teams, which is desirable both in academic and industrial settings.

Courses

CTEC 621 Edge Technologies Architecture (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course teaches students how to utilize data from sensors and other remote devices. Students will institute essential IoT concepts, tools, and methodology using hands-on experience using the Intel Nervana AI Academy online environment and tool set stacks of the IoT kit and the Raspberry Pi. These experiences include building prototypes of devices at the edge of the Internet, typically referred to as The Internet of Things (IoT).

CTEC 641 Internet Technologies Discovery (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course identifies, collects, and preserves electronically stored information (ESI) and data from a range of IoT devices, such as smartwatches, medical devices, vehicles, doorbells, Amazon (Alexa, Dash, Alexa Echo Plus), home mesh WiFi systems, and cellular-based IoT devices. Students will have hands-on laboratory experience that focuses on digital evidence, data recovery, and logging methods to trace back cyber-attacks.

CTEC 651 Internet of Things Digital Repository (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
This course will build a scalable SQL Server machine that aggregates data items from separate databases into one centralized location.

CTEC 661 Satellite and Mobile Communication (3 credits)
Prerequisite CTEC 335, CTEC 120, CTEC 220, CTEC 230, CTEC 302, CTEC 345
In this course, the student will learn the fundamentals and techniques for designing and analyzing satellite communication systems and mobile and wireless communication to include 5G broadband cellular networks.

CTEC 671 Smart Integrated Systems (3 credits)
Prerequisite CTEC 721 & CTEC 641
This class builds a blockchain machine that utilizes and addresses real-world problems and addresses core research topics in the smart industry.

CTEC 681 – Fog and Edge Computing (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course enables the students to start building and creating IoT devices from scratch for home automation, building security, and assisted living use cases. This course touches all the necessary connections and components such as software, hardware, platform, protocols, edge computing, fog computing, and everything in between.

CTEC 691 – Internet of Things Ecosystem and Analytics (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course describes the components of the IoT Ecosystem and investigates real-time solutions for effective decision making.

CTEC 701 - Hardware-Oriented Security and Trust (3 credits)
Prerequisite CTEC 721 & CTEC 641
This course investigates recent technology developments to design and evaluate secure and trustworthy hardware. Hardware security and trust techniques are required to ensure that chips remain secure and trustworthy during their entire lifecycle from design to manufacturing, deployment, service, and retirement. The following topics are covered in this course and their application to the Internet-of-Things (IoT): autonomous cars, smart homes, smart grid, factory automation, innovative infrastructure, and cloud computing.

CTEC 711 Internet of Things Capstone I (3 credits)
Prerequisite Graduate Standing and Permission of Instructor
Major team-based software design project to be undertaken in a student's final year of study; project planning, software requirements analysis, design, and specification. Written reports and oral presentations in a technical setting.

CTEC 712 Internet of Things Capstone II (3 credits)
Prerequisite CTEC 711
Continuation of CTEC 711. Computer system implementation, testing, verification and validation of results. Written reports and oral presentations in a technical setting.

CTEC 720 Master's Thesis Research I (3 credits)
Co-Requisite CTEC 711

In this course, students will apply relevant evidence-based research to content from earlier courses in the master's program and integrate technology infrastructure perspectives. Students are expected to develop scholar-practitioner competencies for applying systematic technology theories and practices through the lens of innovation and consider topics such as systems integration and IoT infrastructure as they complete the stages of the thesis writing process.

CTEC 721 Master's Thesis Research II (3 credits)
Co-Requisite – CTEC 711 and Prerequisite CTEC 720
This course is a continuation of CTEC 720. In this course, students will continue to apply relevant evidence-based research to content from earlier courses in the master's program and integrate technology infrastructure perspectives. Students are expected to further develop scholar-practitioner competencies for applying systematic technology theories and practices through the lens of innovation and consider topics such as systems integration and IoT infrastructure as they complete the final stages of the thesis writing process.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: New Academic Program Proposal:
Bowie State University: Bachelor of Science in Cyber Operations Engineering

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The Department of Computer Science at Bowie State University (BSU) proposes a new Bachelor of Science (B.S.) degree in Cyber Operations Engineering, a unique interdisciplinary program at the intersection of cyber operations with engineering. The proposed program prepares students to be cybersecurity leaders by mastering math, computer science, electrical engineering concepts, and non-technical cyber operations. The program emphasizes technologies and techniques applicable to all operational and system levels. Cyber operations engineering is a comprehensive program beyond what cybersecurity degrees mainly focus on: software/data/information components. It focuses on systems, networks, devices, social, legal, social engineering, and ethical issues, making it a unique degree offering among Maryland universities. Cyber operations is a complementary discipline to cybersecurity.

This 120-credit proposal fills a significant curricular gap by offering training that integrates cyber operations, cybersecurity, and network security. This combination results in a more robustly prepared graduate. The interdisciplinary, transdisciplinary, theoretical, and practical nature of this Cyber Operations Engineering program provides a unique platform for HBCU students. It will enhance their versatility and marketability in the high-tech job market. The curriculum balances theory, practice, and hands-on labs inspired by real-life scenarios culminating in a capstone experience. This in-depth project assesses students' ability to apply the learned skills. The curriculum meets the National Security Agency/Department of Homeland Security-Center Academic Excellence (NSA/DHS-CAE) Cyber Operations fundamental academic requirements, the Accreditation Board for Engineering and Technology (ABET) cybersecurity engineering curriculum criteria.

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

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

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

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

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April 4, 2022

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

RE: New Academic Program Proposal - Bachelor of Science in Cyber Operations Engineering

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University, Bachelor of Science in Cyber Operations Engineering (HEGIS 70210 / CIP 111003).

The Department of Computer Science at Bowie State University (BSU) proposes a new Bachelor of Science (BS) degree in Cyber Operations Engineering, a unique interdisciplinary program at the intersection of cyber operations with engineering. The proposed program prepares students to be cybersecurity leaders by mastering math, computer science, electrical engineering concepts, and non-technical cyber operations. The program emphasizes technologies and techniques applicable to all operational and system levels. Cyber operations engineering is a comprehensive program beyond what cybersecurity degrees mainly focus on: software/data/information components. It focuses on systems, networks, devices, social, legal, social engineering, and ethical issues, making it a unique degree offering among Maryland universities. Cyber Operations Engineering is a complementary discipline to cybersecurity.

The Cyber Operations Engineering degree equips students with skills to address more complex cybersecurity risks and vulnerabilities in systems, including supervisory control and data acquisition (SCADA) systems, networks, and devices. Graduates are prepared to be technical leaders in cybersecurity with a thorough understanding of the associated security concerns, social and legal impacts, and ethical consequences. Students acquire the skills and competencies critical to intelligence, military, and law enforcement organizations authorized to perform these specialized operations, assuming roles such as cryptographer, vulnerability assessor, security architect, and cybersecurity engineer.

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

Sincerely,

Aminta H. Breaux, Ph.D.
President

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Rosemary Shumba, Department Chair, Computer Science
Dr. George Acquaah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Office of Planning, Analysis and Accountability

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Cyber Operations Engineering
Title of Proposed Program

Bachelor of Science
Award to be Offered

Spring, 2023
Projected Implementation Date

70210
Proposed HEGIS Code

111003
Proposed CIP Code

Department of Computer Science
Department in which program will be located

Dr. Rosemary Shumba
Department Contact

301-860-4446
Contact Phone Number

rshumba@bowiestate.edu
Contact E-Mail Address

Signature of President or Designee

4-4-22
Date

(Chair: COSC)

A. Centrality to Institutional Mission and Planning Priorities

Bowie State University (BSU) is a comprehensive university providing 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to high-quality education and cultivating emerging leaders prepared to succeed in a changing, global society. As part of BSU's mission to support the Maryland workforce, the degree in Cyber Operations Engineering will help supply well-trained graduates to support this critical element of the state's economy.

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

The Department of Computer Science at Bowie State University (BSU) proposes a new Bachelor of Science (BS) degree in Cyber Operations Engineering, a unique interdisciplinary program at the intersection of cyber operations with engineering. The proposed program prepares students to be cybersecurity leaders by mastering math, computer science, electrical engineering concepts, and non-technical cyber operations. The program emphasizes technologies and techniques applicable to all operational and system levels. Cyber operations engineering is a comprehensive program beyond what cybersecurity degrees mainly focus on: software/data/information components. It focuses on systems, networks, devices, social, legal, social engineering, and ethical issues, making it a unique degree offering among Maryland universities. Cyber operations is a complementary discipline to cybersecurity.

The Cyber Operations Engineering degree equips students with skills to address more complex cybersecurity risks and vulnerabilities in systems, including supervisory control and data acquisition (SCADA) systems, networks, and devices. Graduates are prepared to be technical leaders in cybersecurity with a thorough understanding of the associated security concerns, social and legal impacts, and ethical consequences. Students acquire the skills and competencies critical to intelligence, military, and law enforcement organizations authorized to perform these specialized operations, assuming roles such as cryptographer, vulnerability assessor, security architect, and cybersecurity engineer.

The curriculum balances theory, practice, and hands-on labs inspired by real-life scenarios culminating in a capstone experience. This in-depth project assesses students' ability to apply the learned skills. The curriculum meets the National Security Agency/Department of Homeland Security-Center Academic Excellence (NSA/DHS-CAE) Cyber Operations fundamental academic requirements [1], the Accreditation Board for Engineering and Technology (ABET) cybersecurity engineering curriculum criteria [2], and the National Center of Academic Excellence (NCAE) in Cyber Defense (CD) and Cyber Operations requirements (CO)[3].

The proposed program builds on an extensive existing infrastructure supporting and encouraging students to enter the cybersecurity program. The Department of Computer Science offers bachelor's, master's, and doctoral programs. The BS degree is an ABET Commission on Computing-accredited program. Since 2008, BSU has maintained an undergraduate specialization in cybersecurity for computer science majors. The department developed the first undergraduate curriculum that met the NSA/DHS CAE-Cyber Defense Education academic requirements in 2009. Cybersecurity majors take the computer science core and a senior-level

concentration in cybersecurity. We revised the cybersecurity specialization during the spring 2020 semester to align with the 2020 CAE-CDE designation criteria.

As noted in the sections following, Maryland has one of the strongest economies in the country relative to cybersecurity and related fields. This proposed degree program helps supply the necessary workforce to help minority students achieve positions in a strong growth field and help Maryland maintain its economic position in this critical sector while helping to ensure both national and corporate security. This goal directly maps to the university's mission of offering degree programs to build a strong workforce relative to the state's economic needs.

Several computer science faculty have active Department of Defense (DoD) and National Science Foundation (NSF) cybersecurity research grants. Among these grants are the following:

- Targeted Infusion Project: Developing a Cloud-based Cryptographic Simulator for Enhancing Undergraduates-Learning Experience in Cybersecurity Education Award Number:1714261].
- LUCID: A Spector Targeted Visualization System to Broaden Participation at Cyber Defense Competitions [NSF Award Number:1303424].
- Excellence in Research: Collaborative Research: Detecting Vulnerabilities in Cyber-Physical Systems with Artificial Intelligence [NSF–HBCU-UP EiR].
- Designing an Interactive Web-based Visualization System to Analyze Network Behaviors Using Cloud Computing [DoD].
- Designing an Interactive Web-based Visualization System to Analyze Network Behaviors using Cloud Computing [DoD].
- Active Shooter Response and Training - A user-centric immersive approach to increase preparedness [DW-HTF-P].

Some of the faculty have established research laboratories available to support the program.

This proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The addition of this program addresses the growing disparity of minority participation in the STEM workforce at the state and national levels. Evidence of this disparity is elaborated in section C of this proposal below. With its proximity to the nation's capital and innumerable federal government contractors throughout the Washington, D.C. /Maryland /Virginia region, BSU is strategically positioned to increase diversity in the STEM workforce. It further will allow Bowie State University to progress among other HBCUs to become one of the top-rated STEM institutions for higher learning.

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

The Bachelor of Science in Cyber Operations Engineering degree enables the achievement of Bowie's FY 2019 – FY 2024 Racing to Excellence Strategic Plan [4], specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The Cyber Operations Engineering degree builds upon existing technology-related programs at Bowie State that boast ABET accreditation—the highest level of accreditation excellence in the technology fields [5]. Launching this program demonstrates the university's commitment to providing opportunities to traditionally underrepresented populations in evolving STEM fields. According to Diverse: Issues in Higher Education, BSU is a top-five university in

Maryland for graduating African Americans with bachelor's degrees in nursing, biology, and computer/information sciences.

The addition of the Cyber Operations Engineering program will prepare underrepresented minorities for employment in the industry, academic, or governmental technology sectors, the most swiftly expanding areas of the domestic economy. In 2018, the world's largest nonprofit association of certified cybersecurity professionals published its *Innovation Through Inclusion: The Multicultural Cybersecurity Workforce Report.* The study presents a comprehensive investigation of the diverse composition of the US cybersecurity workforce. The report stated that while minority representation within the cybersecurity field (26%) is slightly higher than the overall US minority workforce (21%), minority professionals are underrepresented across senior roles within their organizations. Additionally, organizations with racially and ethnically diverse leadership teams benefit both company culture and bottom-line revenues. The report recommended training programs to "foster, promote, and nurture" minority success [6].

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 program relies on existing computer science, cybersecurity, and math courses. It will require limited new expertise beyond current faculty resources. The plan is to use existing courses from among the programs as mentioned earlier, adding newly created courses to fully map the curriculum to the academic requirements for the NCAE-CD, and NCAE-CO, and the ABET Cyber Engineering Curriculum.

The Department of Computer Science has existing relationships with government agencies and private industry. The plan is to enhance these partnerships and develop a pool of experts to bring real working experience to the class and further provide extracurricular learning opportunities.

The course projections will be revised annually based on current program enrollments and entering freshman interest in the program degrees or minors. Several new courses specific to cyber operations are anticipated within the first two to three years of degree rollout. The courses have all been developed and reviewed using existing faculty expertise.

The department has two faculty with terminal degrees in computer engineering. Over time, program demand could necessitate additional full-time faculty. The need for new faculty will be evaluated by the administration based on sustained course needs within foundational courses, new course development needs, and critical expertise gaps.

The proposed Cyber Operations Engineering degree will be housed in the Department of Computer Science. Because the major is built on the foundation of existing program courses, the current support structure will be expanded to support the new degree program.

The administration has committed to hiring more faculty for these new programs, including an administrative assistant to support the program—the foundational courses for the BS in Cyber Operations Engineering overlap with those for the BS in Computer Science program. The program will target sophomores, and first-year students enrolled in the computer science program. As the program grows, more faculty will be needed. We have just started searching for two new faculty positions in cybersecurity/AI/ML and a computer engineering background to help teach the higher-level courses.

This proposal reflects efforts by Computer Science to package elective courses so that students receive a certificate for taking related electives and concisely demonstrate their skill development to prospective employers.

To prepare for increased enrollment, faculty members have worked closely to consider and plan course rotations, teaching responsibilities, and integration of existing curriculum with new courses. The department is well-situated to respond to advancements in technology and computer science education to train highly skilled and agile computer science professionals.

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

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

BSU demonstrates its unwavering commitment to technology-related programs. The university's policy is to support program growth by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. The Cyber Operations Engineering program will receive similar support from the university administration. President Breaux has made a commitment to financially support this program.

The department and administration are committed to augmenting and strengthening the STEM education opportunities on campus and endeavor to support the proposed program in whatever necessary capacity to ensure its success and the success of those who will enroll in it. The institution further demonstrates its financial commitment through funding the development of new courses, acquisition of additional library resources, and in the coming years, hiring additional faculty members to cover incremental increases both in student body size and the number of courses offered as each new year (within the first four-year cycle of the program) will require the launch of additional upper-level courses unique to this program. In addition to these campus labs (described in greater detail below in *Section K* of this proposal), the university has also approved the acquisition of access to cloud-based laboratory resources, enabling students to perform cyber investigatory work without compromising campus-based networks.

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

Given the established nature of the computer science (with its related cybersecurity specialization) degree programs, the proposed Cyber Operations Engineering degree will be able to handle the incremental resource needs by leveraging the existing curriculum and laboratory infrastructure. With each new year of the new degree offering, only those classes required for the initial student class will need to be added. Thus, in the first year of the program, only new freshman classes will be added to the class offerings. In the second year, the freshman classes will be repeated, and sophomore-level courses will be added. This incremental increase in curricular offerings requires only a gradual increase in expenditure, to which the administration has committed. Thus, the first class to pursue cyber operations engineering at BSU will know that the program will continue so that they will be able to complete their degrees.

If at any point after the full program launch the university decides to discontinue the degree program, the reverse process will be followed, so that only freshman classes will be

discontinued while the program phases out and no new students are admitted to the program. After the first year, both freshman and sophomore classes would be discontinued, and so forth until the final remaining class has the opportunity to complete their senior-level classes and earn their degree. This enables the administration to assure students entering the program that it will endure. The Department of Computer Science and BSU are committed to recruiting interested students and providing the necessary institutional support for them to succeed in this demanding and necessary major.

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 State in general based on one or more of the following: a) the need for the advancement and evolution of knowledge; b) societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; and c) the need to strengthen and expand the capacity of historically Black institutions to provide high quality and unique educational programs.

The Maryland State Plan for Higher Education cites a Computing Technology Industry Association (CTIA) 2017 report ranking Maryland fifth among states relative to the concentration of technology jobs in the private sector workforce at 8.6 percent [7].With a population exceeding six million, that equates to an excess of 500,000 private sector technology jobs. The LinkedIn job search engine currently lists over 3,500 available positions in cybersecurity in the Baltimore area alone. DataUSA.io estimates the African American population in Maryland at around 30 percent, which proportionately suggests at least 150,000 technology-related jobs would be filled by the population BSU commits to serve. In the cybersecurity realm, the numbers suggest that just over 1,000 qualified African American experts are needed to fill current vacancies in Maryland. The Aslanian Market Research Report commissioned by BSU indicates that Maryland colleges and universities award approximately 21 percent of baccalaureate degrees to Black or African American students. When considering only technology-related programs, only 14 percent of degrees granted in Maryland are awarded to Black or African American students. These numbers, based upon 2019 graduation rates, indicate that Maryland colleges and universities currently underperform in preparing this racial group for the high technology economy prevalent in the state.

The West Coast benefits from jobs created by high technology companies such as Google, Facebook, Apple, HP, Oracle, and many others. The National Capital Region, including southern Maryland, benefits from the proximity to Washington, D.C., and to the sprawling region of Northern Virginia. As a result, BSU is very close to federal agencies: NASA, NSA, NSF, NIH; Military establishments: RDECOM, CECOM, Naval Air Systems Command, ARL, APL; contractors: Lockheed Martin, Northrop Grumman, and other tech companies. All of these government agencies and the defense industry complex firms employ large numbers of cyber-related workers.

According to the Association for Computing Machinery (ACM), Maryland and the world face a current and growing workforce shortage of qualified cybersecurity professionals, including cyber operations engineers [8]. Both government and industry sources project nearly 1.8 million cybersecurity-related positions going unfilled by 2022. “The workforce demand is acute, immediate, and growing” [9]. Cyber operations engineers work in various environments, including the business and corporate sector, health care systems, communications, aerospace, military, and the intelligence community. They may serve as an information security analyst, chief information security officer (CISO), security architect, and security engineer.

The Cyber Operations Engineering program coursework balances theory, practice, and hands-on laboratory work inspired by actual-world scenarios. This model mirrors the issues addressed by the National Cybersecurity Center of Excellence (NCCoE), making for a strong partnership. Participation in this resource will further establish the excellence of the Cyber Operations Engineering program, setting up BSU graduates to excel in the field. A cybersecurity expert's highly sought-after research, design, development, and testing skills help keep critical systems safe from attack or recover more quickly should an attacker succeed. The Bureau of Labor Statistics (BLS) projects cybersecurity-related positions to increase by 28 percent through 2026—more than twice the average projected employment growth for all occupations [10].

Bowie State University commissioned a research study by Aslanian Market Research to address the efficacy of offering new computer science technologies to minority populations and found necessity and opportunity. The demand for technology-related degrees has shown steady growth over the past seven years. The number of degrees awarded by state universities in Maryland increased from 1,178 in 2013 to 2,383 in 2019—a growth rate of 102 percent during that period. Similarly, enrollment estimates for these programs grew from 7,068 to 14,298 during the same period, an increase of 102 percent over seven years. While the steady growth in enrollments and degrees awarded encourage the overall need for these programs, the lagging enrollments for Black or African American candidates offer evidence of a gap in the opportunity that BSU proposes to shrink with the Cyber Operations Engineering degree.

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

The need for an undergraduate degree in Cyber Operations Engineering aligns well with the three goals: Access, Success, and Innovation of Maryland's 2017-2021 State Plan for Postsecondary Education [11]. The proposed program fulfills the first goal of "Access," which states a university should "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." Closing the accessibility and achievement gap is an ongoing endeavor for Maryland—a leader in postsecondary education—by maintaining an ongoing commitment to addressing equal access, success, and opportunity through various focused programs. The need for a degree in Cyber Operations Engineering to serve underrepresented minority student populations with an affordable and lower educational cost is a step closer to fulfilling the state's goal, which has a fundamental commitment to equity, equality, and diversity.

The state plan also strives for ensuring student "Success" by promoting and implementing practices and policies, such as supporting "the unique missions of Historically Black Colleges and Universities" and enhancing "diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions" (p. 83). Thus, this proposal from BSU for a program in Cyber Operations Engineering will help promote success by preparing students for lucrative careers in a field of growing demand. This program will also help prepare for "long-term graduate education opportunities when considering a student's career trajectory." It will make it easier to "expand support for research and research partnerships," which are depicted as strategies for fostering innovation in all aspects of Maryland higher education to improve access and student success. "High-demand, innovative academic programs" is also the first of seven objectives in the BSU strategic plan [12].

The cyber operations engineering discipline fills a vital need within the overall information technology industry. Launching this degree at BSU will complement, not supplant, current

offerings in computer science and computer technology. While computer science focuses on the science supporting the interaction between hardware components and executive software (compilers, operating systems, database management systems), the discipline of cyber operations engineering directly focuses on the security of systems, networks, and wireless-enabled devices by applying foundational computer science techniques. The cyber operations engineer will also recognize ethical, legal, human-centric, and other related facets of the complicated work experts face in this field. The Cyber Operations Engineering degree will empower graduates to build stable, highly compensated careers in a flourishing segment of the Maryland economy. The current underperformance of the target audience in this academic area suggests this degree offering will help Maryland fulfill its 2017-2021 strategic vision for higher education overall and help serve the Black or African American student body more effectively.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand

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

The Cyber Operations Engineering graduates will gain the skills to pursue a broad array of positions within the information technology industry. Steve Morgan, CSO, cites a study by online employment broker DICE, which indicates a "demand for the (cybersecurity) workforce of 6 million (globally) by 2019, with a projected shortfall of 1.5 million [13]" A report from the International Information System Security Certification Consortium (ISC^2) [14] identified an anticipated shortage of approximately 1.8 million qualified cybersecurity professionals worldwide.

Regionally, the enrollment marketing agency Education Dynamics, in a commissioned report, found 16 firms with over 1000 job listings relating to the cyber operations engineering discipline. The ten largest firms are some of the best-known players in national defense, whether related to the military or intelligence community.

The following table provides a tabulation of five of the larger employers who seek cyber operations engineering graduates (along with related degrees) in the region served by BSU and the number of pertinent job positions for 2019:

Company (ordered by size of requirements)	Unique job postings for 2019
General Dynamics Corporation	8,365
Leidos	7,208
Booz Allen Hamilton	6,786
CACI International	5,048
Northrop Grumman Corporation	4,683
Total	**32,090**

The market reflected by this information includes positions across the National Capital Region to include Prince George's County, home to BSU, and the other counties of southern Maryland, the District of Columbia, and northern Virginia. Most of the companies listed here perform significant work with the federal government. These positions do not reflect the government (federal, state, local) positions, which also become available each year. Many civil service

positions become available at the entry-level for which cyber operations engineering graduates are eligible.

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 Bureau of Labor Statistics reports the number of computer specialists in 2020 at 844,600. They also project a growth rate in this category of 9 percent [15]. Currently, the *Cybercrime Magazine* projects a talent crunch resulting in 3.5 million unfilled positions globally by 2021 [16]. The article estimates a 350 percent growth in open cybersecurity positions from 2013 to 2021. BLS further indicates that the typical entry-level education required for these positions is a baccalaureate degree. The Bureau projects job growth between 2019 and 2029 at 31 percent, significantly faster than average [17].

Per the Maryland State Plan for Education, Maryland ranks in the top five states nationally in technology-related jobs. The commissioned report from Education Dynamics found 6,760 jobs in the region near BSU identified as Information Security Analysts [18]. For 2019, they identified 699 unique position listings for the same occupation title.

According to the same report, Maryland universities graduated 367 students with related degrees in 2019. This data illustrates that the number of available job vacancies in Maryland during 2019 was nearly double the number of students who graduated in the field, showing that the demand far outpaced the supply of candidates in the Cyber Operations Engineering field. The current deficit of qualified local graduates results in companies filling these positions from applicants graduating from universities outside the region, hiring unqualified candidates, investing heavily in training, or leaving positions vacant.

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.

Relying on the same commissioned report from Education Dynamics relative to the job market for cyber operations engineering graduates in the Bowie State University region, the following table lists the frequencies of the top eight relevant job titles corresponding to the number of available positions just presented.

Titles by Job Posting	Unique Postings in 2019
Information Systems Security Officers	1,979
Cybersecurity Engineers	1,969
Subject Matter Experts	1,625
Security Engineers	1,583
Cybersecurity Analysts	1,495
Systems Analysts	1,377
Specialists	1,057
Security Analysts	918
Total	12,003

The definition of each of these titles in job listing sources such as Indeed, Robert Half, Glassdoor, and ZipRecruiter include degrees in cyber operations engineering or cybersecurity as a qualifying credential for these positions. To support the value of the degree, an analysis of the job skills required by the referenced vacancies presented yields the following table (data presented by Education Dynamics in a commissioned report). Presented are the top 14 skills for cyber operations engineering-related positions. Graduates of the proposed degree program at BSU will receive instruction with opportunities to practice and develop competency in those areas highlighted in the table.

Required Skill	Frequency in Job Postings
Computer Science	23%
Top Secret-SCI Clearance (TS/SCI)	22%
Operating Systems	15%
Linux	15%
Cyber Security	14%
Information Systems	13%
Agile Software Development	13%
Systems Engineering	13%
SQL (database scripting)	11%
Scripting	10%
Vulnerability	10%
Automation	10%
Firewall	10%
Auditing	10%

The BS in Cyber Operations Engineering provides the essential entry point into such careers as the following: cyber operations engineering (median base pay, $96,523), process control engineer (salaries ranging above $100,000 according to ZipRecruiter), senior software engineer (median base pay of $112,550), network security engineer, penetration tester (with average salaries averaging $90,000 according to PayScale), and cyber warfare specialists (also averaging over $100,000 per year). The addition of the Cyber Operations Engineering program to the BSU degree offerings addresses the growing disparity in minority participation in the STEM workforce at the state and national levels. HBCUs play a critical role in increasing the number of STEM graduates, as they produce a significant portion of the nation's African American graduates in the STEM disciplines.

An assessment of employment within cyber operations provided by Education Dynamics notes, "Within the full employment region under investigation, across the entire population of those employed within the occupations related to cyber operations, the racial or ethnic background with the largest percentage of employees is White. This number is followed by those who identify as Black or African American and then those who identify as Asian. Compared to the bachelor's level completions within Maryland, the three leading racial or ethnic groups are those who identify as White, followed by Black or African American, and then Asian." The following table offers a snapshot of Maryland employment by degree completion and race. Maryland has a racial demographic of approximately 30 percent Black or African American population, as presented by the commissioned study by Education Dynamics [19].

Race/Ethnicity	Percent Within Occupation Greater Maryland Region All Employed	Percent of Degree Completions within ZIP Codes—Maryland (Bachelor's Level)
White	59%	43%
Black or African American	19%	22%
Asian	13%	10%
Hispanic or Latino	7%	8%

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

The following table indicates steady growth in the number of completed degrees across all baccalaureate-level programs at institutions operating within Maryland [20].

Year	2013	2014	2015	2016	2017	2018	2019	% of change from 2013-2019
Completed degrees	565	720	795	808	868	808	769	36%

Further analysis of the completed degrees shows that White students comprised the largest proportion of graduates across all formats—online and residential. The following table illustrates the top five groups of graduates in related programs identified by race or ethnicity [21].

Race / Ethnicity	Percent of Degree Completions
White	43%
Black or African American	22%
Asian	10%
Hispanic or Latino	8%
Two or more races	6%

The previous sections of this proposal presented an additional thorough analysis of the current and anticipated supply of prospective graduates in Cyber Operations Engineering by those institutions considered peers of BSU.

D. Reasonableness of Program Duplication

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

The Cyber Operations Engineering program at Bowie State is unique because it goes beyond programs at other Maryland universities. While most of the undergraduate offerings are in cybersecurity, this program offers significant depth and breadth to include math mastery, computer science, electrical engineering, and the legal, social engineering, and ethical issues associated with cyber operations.

Capitol Technology University, the US Naval Academy, Towson University, University of Maryland-College Park, and the University of Maryland-Global Campus are the Maryland schools currently offering residential undergraduate degrees related to the proposed Cyber Operations Engineering program. The following table summarizes the degree offerings related to cyber operations engineering within Maryland.

Capitol Technology University	**United States Naval Academy**	**University of Maryland – College Park**	**Towson University**	**University of Maryland – Global Campus**
Bachelor of Science in Cybersecurity	Bachelor of Science in Cyber Operations	Bachelor of Science in Computer Science – Cybersecurity Specialization	Bachelor of Science in Computer Science – Cyber Operations Track	Bachelor of Science in Computer Networks and Cybersecurity
ABET Accredited	ABET Accredited		ABET Accredited	Designated a National Center of Digital Forensics Academic Excellence by the Defense Cyber Crime Center Academic Cyber Curriculum Alliance
NSA Center of Academic Excellence	NSA Center of Academic Excellence	NSA Center of Academic Excellence		NSA Center of Academic Excellence

The Capitol Technology University program prepares students for entry-level positions protecting industry and their customers and defending the nation's critical digital infrastructure. While in the region, the US Naval Academy is a highly selective school drawing students from across the country. Towson University offers a cyber operations specialization with its computer science degree. The University of Maryland-College Park campus offers a specialization within their computer science program, and a series of graduate programs in cybersecurity support it. The University of Maryland-Global College offers three related degrees, with the computer networks and cybersecurity degree providing the closest match to the proposed BSU program. All UMGC programs are entirely online.

The BSU degree is unique in that it is an interdisciplinary program at the intersection of cyber operations with engineering. Cyber operations is a complementary discipline to cybersecurity. After mastering math, computer science, electrical engineering concepts, and non-technical cyber operations, graduates from the program are ready to be cybersecurity leaders. Cyber operations engineering is a comprehensive program beyond the focus of cybersecurity degrees: software, data, and information components. It focuses on systems, networks, devices, and the convergence of social engineering, ethics, and the law. It is a unique degree offering among Maryland universities. The interdisciplinary, transdisciplinary, theoretical, and practical nature of this Cyber Operations Engineering program provides a unique platform for HBCU students. It will enhance their versatility and marketability in the high-tech job market and contribute to diversifying the STEM workforce. The Department of Computer Science aims to offer the program in person because of the extensive hands-on activities associated with the courses.

2. Provide justification for the proposed program.

The proposed program prepares students to be cybersecurity leaders by mastering math, computer science, electrical engineering concepts, and non-technical cyber operations. The program

emphasizes technologies and techniques applicable to all operational and system levels. Cyber Operations Engineering is a comprehensive program beyond what cybersecurity degrees mainly focus on: software/data/information components. It focuses on systems, networks, devices, social, legal, social engineering, and ethical issues, making it a unique degree offering among Maryland universities. Cyber operations is a complementary discipline to cybersecurity.

The proposed Bowie State University program fills a significant curricular gap by offering training that integrates cyber operations, cyber security, and network security. This combination results in a more robustly prepared graduate. The interdisciplinary, transdisciplinary, theoretical, and practical nature of this Cyber Operations Engineering program provides a unique platform for HBCU students. It will enhance their versatility and marketability in the high-tech job market. According to the Education Dynamics report, Black or African American candidates fill 19 percent of cyber operations engineering-related positions within the Greater Maryland region. The undergraduate cyber operations engineering curriculum builds upon and complements existing and other planned high-demand programs at BSU, including computer science, information technology, management information systems, and software engineering. The new degree will offer enrolled and future students a broader option of study paths and help improve retention for those interested in pursuing a STEM degree. Once the program matures, BSU will offer the first ABET-accredited Cyber Operations Engineering program in the state.

E. Relevance in High-Demand Programs at Historically Black Institutions (HBIs) – Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

The U.S. Department of Education published "Charting a Course for Success: America's Strategy for STEM Education" in December 2018 [22]. The authors state, "The national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM fields and employment" (p. 7). One of the three aspirational goals discussed in the document is to "increase diversity, equity, and inclusion in STEM and [to] provide all Americans with lifelong access to high-quality STEM education, especially those historically underserved and underrepresented in STEM fields and employment." An analysis by the United Negro College Fund documents the disparity between degrees awarded to black college students compared to the percentage who seek a STEM education. "Black and white students across the country intend to pursue STEM degrees at similar rates, but black students in any STEM field struggle to achieve comparable representation in degree attainment" [23]. According to the Penn Center for Minority Serving Institutions, Black students earned 4.2 percent of bachelor's degrees in STEM areas compared to 68.1 percent for White students in 2012.

As one of Maryland's historically Black institutions, Bowie State serves an underrepresented minority population. Respect and understanding of diversity are central to its mission of advancing minority student achievement. The goals of the proposed Cyber Operations Engineering degree include helping to close the gap between those Black or African American students who seek a STEM degree and those able to achieve this goal. It will help meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and increase the number of minority security experts in a geographical area desperate to hire qualified graduates to serve in the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

F. Relevance to the Identity of Historically Black Institutions (HBIs) – Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

As Maryland's first historically Black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. This mission is critical when considering STEM degrees, such as Cyber Operations Engineering. "HBCUs graduate 25% of African Americans who earn degrees in STEM" [24]. The Hundred-Seven organization identifies the top ten STEM HBCUs nationwide. While BSU is not numbered among this group, none currently offer a degree in Cyber Operations Engineering.

Given the existing prominence of HBCUs in graduating African Americans in STEM fields, these institutions must play a more prominent role in increasing the number of U.S. STEM graduates with focused efforts toward supporting individuals from underrepresented minorities. BSU is committed to providing opportunities to traditionally underrepresented populations in STEM fields. It is a top-five University in Maryland for graduating African Americans with bachelor's degrees in computer science and technology, nursing, and biology. Located in the heart of one of the world's most influential technology hubs and surrounded by world-renowned government agencies, tech company headquarters, and key technology users in government, healthcare, defense, space, and professional services, -- BSU is strategically positioned to affect an increased diversity in the STEM workforce.

Increasing the STEM opportunities for students at BSU helps fulfill the mission of the University, the needs of the state, and most importantly, the needs of the student body to enter a field where they can earn a significant income in a stable and growing industry. The Cyber Operations Engineering degree will undoubtedly fulfill and enhance the identity of HBIs.

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 chair of the Department of Computer Science will ensure that the program remains aligned to the proposed degree curriculum. Since the program includes a heavy math element, the chair of the Department of Mathematics is responsible for ensuring that the proposed new and existing courses continue to align with the ABET and NCAE guidelines.

The department's faculty and its Technical Advisory Board designed the Cyber Operations Engineering program according to the ABET cyber engineering curriculum criteria and the NCAE Cyber Operations Fundamental. The advisory board is composed of the following personnel:

- Technical fellows in the private and public sectors
- Senior data scientists
- Program coordinators in engineering, physics, and computer science
- Industry leaders in emerging technologies,
- Distinguished engineers
- Cyber Security educators

The development of this program was driven in part by the growing interest expressed by students in the computer science and math programs and inquiries by potential students who have a strong math background. Given the rate at which cybersecurity is expanding into every aspect of the modern workplace and daily life, and our mission to diversify the STEM workforce, the BSU program prepares students with the ability contribute to any related industry or government position successfully. The program also prepares students who desire to pursue graduate studies in this field.

Of the nine faculty members involved in developing the cyber operations engineering curriculum, eight have doctoral degrees in computer science or computer engineering. The academic strength of this faculty meets the Middle States Commission Higher Education requirements as rigorous and effective teachers, skilled in assessment, active in developing scholarship, and participating in discipline-specific organizations. Further, they meet the more stringent requirements of the ABET-Computing Accreditation Committee regarding their academic credentials and ability to analyze and improve the program continuously.

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

Program educational objectives describe what graduates are expected to attain within a few years after graduation. The program constituents include both students and potential employers; the needs of all the constituents help define program educational objectives. Courses in the proposed BS in Cyber Operations Engineering prepare the academically curious student to successfully pursue research in cybersecurity, intrusion detection, information assurance, cyber warfare, or similar topics at any higher education institution in the nation. Students gain knowledge in areas such as ethics of cyber warfare, intrusion detection, domestic and international law related to hacking, cryptography, social engineering, and the anatomy of a cyber-attack. The cyber operations engineering major will learn to protect an organization from serious cyber threats and attacks.

Recipients of the BS in Cyber Operations Engineering will (Program Educational Objectives):

- Demonstrate both offensive and defensive cyber operations - system attack, infiltration, exploitation, defense, mitigation, and recovery competencies.
- Apply the principles, methods, techniques, technologies, requirements, and development tools used in the design and implementation of embedded systems.
- Work in security operations, process control, network security, threat reduction, incident response, and other cybersecurity-related positions.
- Design the next generation of connected devices so that better security measures can be built into the devices during design and production before utilization and operation begin.

Student outcomes describe what students are expected to know and do by the time of graduation. The ABET Engineering Accreditation criteria outcomes include the following abilities to

1. Identify, formulate, and solve complex engineering problems by applying engineering, science, and mathematics principles.
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare and global, cultural, social, environmental, and economic factors.
3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, considering the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

These outcomes relate to students' knowledge, skills, and behaviors as they progress through the program. During the senior year, a capstone course—which includes an industry-sponsored design project—allows students to collaborate with fellow students to design and execute a project related to Cyber Operations Engineering while working with an industry or government scenario based on an actual situation.

3. Explain how the institution will a) provide for assessment of student achievement of learning outcomes in the program and b) document student achievement of learning outcomes in the program.

We will seek the ABET Engineering Accreditation upon the graduation of the first student. We will base the assessment of the program on the seven student outcomes provided by ABET and mapped to the Program Educational Objectives (PEOs) presented above in *Section G, Subsection 2*.

a. The Department Assessment Committee (DAC) and the departmental curricular subgroups manage the assessment and continuous improvement processes for the Computer Science program. Each faculty is a member of a curriculum subgroup that meets once at the start of each semester to discuss student performance in a subset of related courses. The DAC meets a minimum of four times a year. It also meets as needed to review assessment requirements and offer improvements. When necessary, the entire CS faculty meets to discuss assessment-related issues. We will use the same process to evaluate the Cyber Operations Engineering program.
b. At the beginning of the semester, the faculty reviews previous course assessment reports (CARs) and department-approved recommendations for course improvement for courses they are to teach. Faculty members plan the implementation of recommendations and course assessments.
c. Throughout the semester, faculty administer direct and indirect course assessments, using instruments such as exams, quizzes, papers, projects, group/teamwork, minute papers, and midterm feedback surveys.
d. By the end of each semester, the faculty completes a course assessment report based on the student outcomes and the course assessment instruments.
e. At the end of each semester, each faculty enters student attainment data for assessed student outcomes of each course taught in an "Expected Level of Attainment" spreadsheet on the faculty shared drive.
f. Subgroup committee members review the CARs of that subgroup's courses and make course-level or program level recommendations to the DAC.
g. Subgroup recommendations are discussed and approved at the DAC.
h. The DAC meets to collate the direct assessment recommendations from the various subcommittees and the indirect assessments to evaluate the extent to which the individual courses are meeting the student outcomes. The DAC submits recommendations to the entire department faculty for consideration and approval from this evaluation.
i. The department meets, discusses, and votes on the DAC recommendations.
j. Recommendations that require a curriculum change are forwarded to the department curriculum committee for processing following the University's curriculum change process/protocol.
k. The approved recommendations are brought to the faculty for implementation during the next cycle of classes.

l. Implementation results are shown in the CAR at the end of the semester, and the cycle continues.

The Computer Science program employs two primary assessment methods: Graded Work and Student Course Evaluation forms.

The COSC 480 Senior Capstone course will be used to assess the application of engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare and global, cultural, social, environmental, and economic factors (ABET student outcome 2)

The Department of Computer Science uses a continuous improvement cycle, which provides a systematic approach for faculty to collaborate on course and program modifications. This cycle streamlines the assessment process concisely, and that is easily documented, reported, and maintained. The four (4) phases in the continuous improvement cycle include:

1. Plan Phase - Faculty refine strategies for assessing student outcomes based upon improvement recommendations and alignments with ABET student outcomes
2. Implement Phase – Faculty administer direct and indirect assessments linked to student outcomes
3. Evaluate Phase - Faculty, curriculum subgroups, and the Department Assessment Committee compile, analyze, and prepare recommendations based on results from direct and indirect assessments
4. Improve Phase - Faculty review and approve course and program recommendations

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

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of the program requirements.
The course descriptions are in Appendix A

To earn a Bachelor of Science degree in Cyber Operations Engineering, students must complete a total of 120 credit hours, including 54 credit hours in cyber operations engineering courses, courses, and 9 credit hours in cyber operations engineering electives, 30 credit hours in mathematics and natural laboratory sciences courses, 3 credit hours in English,
24 credit hours in general education requirements and Institutional requirements.

Required Courses: (54 credits)

Course #	Course Title	Credit Hours
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COSC 212	Assembly Language Programming	3
COSC 214	Data Structures and Algorithms	4
COSC 215	Introduction to Programmable Logic	3
COSC 245	Cybersecurity Fundamentals	3
COSC 315	Introduction to Microcontrollers	3
COSC 332	Software Reverse Engineering	3
COSC 335	Social Engineering	3
COSC 402	Software and System Security	3

COSC 410	Data Communication and Networks	3
COSC 414	Operating Systems	3
COSC 415	Embedded Systems and SCADA Systems	3
COSC 428	Design and Analysis of Algorithm	3
COSC 435	Foundations of Computer & Network Security	3
COSC 442	Cyber Security and Society	3
COSC 484	Cellular and Mobile Networks	3
Total Core Requirements		**54**

Cyber operations engineering Electives:
Select 3 courses as electives. (**9 credits to include COSC 480**)

Course #	Course Title	Credit Hours
COSC 284	Computer Architecture and Organization	3
COSC 330	Systems Programming	3
COSC 437	Wireless Networks and Security	3
COSC 445	Fundamentals of Cryptography and Applications	3
COSC 446	Incident Response and Forensics	3
COSC 480	Senior Capstone	3
COSC 488	Cyber Operations	3
COOP 492	CO-OP	3

Supporting Courses: (33 credits)

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics	3
MATH 225	Calculus I	4
MATH 226	Calculus II	4
COSC 208	Discrete Structures	3
MATH 228	Linear Algebra	3
MATH 305	Prelude to Advanced Math OR MATH 252 OR MATH 265	3
ENGL 362	Technical Writing	3
MATH 499	Senior Seminar	2
Science	Two Science courses each with a lab	8
Total Supporting Requirements		**33**

General Education Requirements and Institutional Requirements: (24 credits)

Course #	Course Title	Credit Hours
Institutional Requirements		**6**
FRSE 101	Freshman Seminar	3
HEED 102	Life and Health	3
English		**6**
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities (two different disciplines)		**6**
COMM 101	Oral Communications	3
Arts and Humanities Elective		3
Social Sciences		**6**

HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		
Total General Education		**24**

5. Discuss how general education requirements will be met.

The general education requirements will be met by students completing the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English Composition (6 semester hours)		
ENGL 101	Expository Writing	3 credits
ENGL 102	Argument and Research	3 credits
Arts and Humanities (6 semester hours)		
COMM 101	Oral Communication	3 credits
TBD	Arts and Humanities Elective	3 credits
Social Sciences (6 semester hours)		
HIST 114	African American History to 1865	3 credits
HIST 115	African American History Since 1865	3 credits
Free General Education Electives (9 semester hours)		

Note that Science (7-8 semester hours), Mathematics (3 semester hours), and Technology (3 semester hours) General Education Requirements are satisfied by taking the required courses in the degree curriculum. Free General Education Electives (9 semester hours) are usually satisfied by courses in the degree requirements area I (Technology category) and courses in the Science category of the degree plan. Additional Free General Education Electives, if needed, are chosen, with Department advisement, from designated General Education courses in any category.

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

The curriculum is mapped to ABET Cyber Engineering accreditation criteria and the CAE NSA/DHS Cyber Operations Fundamental Knowledge Units. The Department of Computer Science will then be seeking the ABET Engineering accreditation and the CAE NSA/DHS Cyber Operations designation as soon as there are graduates from the program. Students will also receive Cyber Security certificates that document they have completed a program that meets the CAE Cyber Operations Fundamental Units.

While ABET accreditation of the program is not a requirement for gainful employment of the graduates, this credential will set BSU alumni apart from graduates of non-accredited programs. Students of the Cyber Operations Engineering discipline may wish to pursue many industry and corporate-specific certifications to embellish their studies. The Cyber Operations Engineering program will provide foundational knowledge to the students who seek to add such credentials to their portfolios. For graduates with this degree who wish to continue their formal education in the field, graduate schools pay sharp attention to the ABET accreditation credential when considering admissions to their programs of study. Once granted, BSU will provide the first ABET-accredited program in Cyber Operations Engineering in Maryland.

7. If contracting with another institution, provide a copy of the contract – Not Applicable.

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

While pursuing program-specific accreditation, ABET requires that the department develop, maintain, and publicly post clear, complete, and accurate information relative to curriculum, course requirements, degree requirements, and assumptions relating to the timing of course offerings and technology requirements for the students. The Department of Computer Science will make this information available to current and potential students electronically. It will also post the information within the student and faculty areas of the computer science department on campus.

The new BS in Cyber Operations Engineering student will benefit from all of the existing support mechanisms in place to ensure students are fully engaged and aware of their path to success: Providing detailed information including course sequencing examples, recommended hardware requirements, providing training on learning management systems, financial aid resources, and costs and payment policies at freshman/transfer student orientation.

Students will be assigned to an advisor in the first semester of their freshman year. Students are required to meet with an advisor at least twice each year before course registration for the coming semester. Advisors work with students at those advising sessions to map out and continually revise a plan to complete the desired major within a four-year timeline goal.

The Cyber Operations Engineering course syllabi will include detailed specifications of course requirements, goals, outcome objectives, and mode of professor-student interaction for effective learning. The overall program goals and objectives are also posted electronically on the computer science department website and are available in print for residential students.

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

The program will use the existing promotional mechanisms in the Department of Computer Science and the University, including undergraduate course catalog, departmental web pages, and marketing literature. The study plan for the program is typically provided to potential students at admission events. Additionally, folders with information on the major will be available at the admissions open house events and scholarship meetings.

H. Adequacy of Articulation – If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Bowie State has active and articulation agreements with the College of Southern Maryland. BSU is working with additional schools in the region to expand articulation agreements further. A pipeline specific to Computer Science and Cybersecurity is in place with the College of Southern Maryland. The proposed program will result in the development of new articulation agreements in collaboration with all other articulations we have in place.

Appendix B has the articulation agreements for the College of Southern Maryland for the Computer Science program and the Cybersecurity programs.

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of the 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 department currently employs 10/11 faculty and staff members to support the extant degree offerings.

The table below catalogs the current full-time, tenure/tenure-track faculty members from the department who will support the launch of the Cyber Operations Engineering degree. Other part-time faculty are rotated each semester. The department has two faculty with terminal degrees in Computer Engineering, who will teach the basic engineering courses.

Name	Appointment Type & Rank	Terminal Degree	Field	Cyber Operations Engineering Courses	Status
Dr. Joseph Gomes	Tenured / Assoc Professor	PhD George Washington Univ	Computer Science	COSC 445, COSC 435, 484, 415	Full-time
Ms. Patricia Hughes	Tenured / Asst Professor	MA Univ of Wisconsin-Madison	Computer Science	COSC 214, 208	Full-Time
Dr. Soo-Yeon Ji	Tenured / Assoc Professor	PhD Virginia Commonwealth Univ	Computer Science	COSC 428, 414, 437, 445	Full-Time
Dr. Darsana Josyula	Tenured / Professor	PhD Univ of Maryland-College Park	Computer Science	COSC 214, 402, 484, 414	Full-Time
Dr. Manohar Mareboyana	Tenured / Professor	PhD Indian Institute of Science	Computer Engineering	COSC 212, 215, 315, 415	Full-Time
Dr. Rosemary Shumba	Tenured / Professor, Chair	PhD Univ of Birmingham	Computer Science	COSC 245, 446,332, 435, 442	Full-Time
Dr. Seonho Choi	Tenured/Professor	PhD University of Maryland College Park	Computer Science	COSC 410, 484, 415, 214	Full-Time
Dr. Jie Yan	Tenured / Professor	PhD Harbin Institute of Technology	Computer Science	COSC 402, 245, 413, 332	Full-Time
Dr. Bo Yang	Tenured / Professor	PhD Pennsylvania State University	Computer Science	COSC 212, 332, 354,435 489	Full-Time
Dr. Sharad Sharma	Tenured/Professor	PhD Wayne State University	Computer Engineering	COSC 402, 215, 315, 415	Full-Time
Dr. Hoda El-Sayed	Tenured/Professor	D.Sc The George Washington University	Computer Science	COSC 332, 335, 212, 215, 315	Full-Time
Dr. Gil de Lamadrid	Tenured/Professor	PhD University of Minnesota	Computer Science	COSC 428, 215, 315, 415	Full-Time

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

a) Pedagogy that meets the needs of the students,
b) The learning management system, and
c) Evidenced-based best practices for distance education, for such courses

Bowie State University provides continuous training for faculty in all departments relative to the Blackboard Learning Management System, teaching best practices (for both classroom and online courses), and other tools and techniques to support course delivery. Additionally, the university supports faculty member involvement in discipline-specific professional memberships, which provide access to best practices in teaching subject matter, such as cyber operations engineering. Faculty evaluations include how individual faculty members avail themselves of the available resources and implement improvements in their courses. Continuous faculty improvement also factors into ABET accreditation self-studies, providing additional incentives for all professors to remain engaged with their discipline and craft.

J. Adequacy of Library Resources – Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources that can support a curriculum for cyber operations engineering. Two of the most highly regarded resources pertinent to cyber operations engineering coursework are IEEE (Institute of Electrical and Electronics Engineers) and the ACM. The Thurgood Marshall Library subscribes to both the *IEEE Xplore Digital Library* and *ACM Digital Library.* Both of these electronic databases include peer-reviewed journal articles, conference proceedings, industry standards, products and services, interest groups, people of note, announcements of events, book reviews, forthcoming book announcements, and job announcements. Some of the top journal titles included in these databases are:

- *Journal of Systems and Software*
- *Innovations in Systems and Software*
- *MIS Quarterly*
- *Journal of Object Technology*
- *Information Systems*
- *Software Testing, Verification, and Reliability*

Elsevier's Science Direct is a third database that contains sciences including computer science, engineering, business management, and information systems. This database is helpful for the researcher and students for peer-reviewed sources, including journal articles, books, textbooks, handbooks, and reference works.

A further resource for faculty to use to strengthen the library collection is a database entitled *Choice Review Online* that includes the subject area of science and technology. Review categories are: Outstanding Academic Books, Essential Works, Reference Titles, and Recommended Websites. This publication enables faculty to make timely recommendations to the library for purchases and students to identify resources for their academic studies.

The library has a print book collection of 145,991 volumes, e-books 12,751, and media 4,241. The Thurgood Marshall Library is a member of the University of Maryland and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie students

have borrowing privileges to the circulating collections of all 17 institutions. In addition to borrowing privileges, the Marshall Library also offers *ILL* (interlibrary loan). Materials not available within USMAI can be requested through interlibrary loan, which is a nationwide resource for library users.

To supplement existing resources for the new program, The Thurgood Marshall Library will budget an additional $50,000 per year for the first four years following the launch of the Cyber Operation Engineering degree program to supplement existing resources within the library.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

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

The Computer Science Building began service to the BSU community in 2002 as a "state of the art" facility that houses instructional, laboratory, and research spaces for Computer Science and related disciplines. The laboratory space will serve the complete needs of Cyber Operations Engineering students. The computer science building includes sufficient flexibility in classroom, office, and laboratory space to accommodate the increase in student body population resulting from the launch of the Cyber Operations Engineering degree.

The computer resources are available to faculty members and students in the Computer Science Department at Bowie State University (BSU). These include fifteen general-purpose computing labs and five research labs. The research labs are described in the project description. Each of the general-purpose labs has 10 to 20 computers. Ten of the labs have computers with 22-inch monitors plus computers with the following specifications:
Dell computers with the following specification.

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

Another ten labs have computers with the following specifications:
Dell Precision Tower 5810

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

These labs and faculty offices are in the Computer Science Building. Thus, students can easily access faculty members to ask questions and have discussions.

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

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.

Blackboard, our learning management system, supports all student learning. An Electronic mailing system, student performance feedback, student-instructor communication, scheduling wizard, group session facilitation, helpdesk, success network, and tech resources are among its features. The Blackboard helpdesk feature provides FAQs and answers. The Blackboard support feature allows students to hover over any area of Blackboard, and provides phone and email contact information for the Bowie State University HelpDesk. All students receive access to technology tools required to complete coursework and research, including university email support, LMS support (Blackboard), software development environment tools (compilers, editors, DBMS), and full access to the BSU DoIT help desk personnel.

The Department has signed an agreement with TeleCommunications Systems Inc. to provide a cloud-based virtual lab environment and lab exercises for teaching all cyber courses. As an NSA/DHS Center for Academic Excellence, BSU faculty have access to several resources offered by the NSA/DHS program, including the CLARK center, which has a collection of developed modules for cybersecurity.

L. Adequacy of Financial Resources with Documentation

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department. The number of students in the undergraduate STEM programs pursuing a Bachelor of Science degree exceeds 700. The Bureau of Labor Statistics estimates that the number of cyber operations engineering jobs will increase 31percent from 2019 to 2029 (much faster than the average for other disciplines). Maryland ranks ninth in the nation relative to the number of software developers (147,430). The momentum generated by this workforce growth will serve as a catalyst to attract STEM-oriented students to the Cyber Operations Engineering degree.

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.

Resources and Expenditures - Cyber Operations

Table I Revenue projects enrollment for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that eight new students will be admitted in the first year, 12 the second year, increasing to a max of 28 and 38 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

TABLE 1: RESOURCES					
Resource Categories	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1. Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+ g x 65%)	48,781	72,805	109,889	173,129	240,063
3. Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
a. #Full-time Students	8	12	18	28	38
b. Annual Tuition/Fee[4]	8,446	8,699	8,960	9,229	9,506
c. Annual Full-Time Revenue (a x b)	67,568	104,388	161,280	258,412	361,228
d. # Part-Time Students	1	1	1	1	1
e. Credit Hour Rate[5]	374	381	389	397	405
f. Annual Credit Hours	20	20	20	20	20
g. Total Part-Time Revenue (d x e x f)	7,480	7,620	7,780	7,940	8,100
TOTAL (Add 1 - 4)	48,781	72,805	109,889	173,129	240,063
Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.					
This value represents 65% of the projected total Tuition & Fee revenues for Full-Time & Part-Time students.					
3 Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.					
4 Tuition rate is based on the posted AY 2020-2021 In-state Tuition & Fees schedule with a 3% increase in the subsequent years, rounded up.					
5 Credit-Hour Rate is based on the posted AY 2020-2021 In-state Tuition & Fees Schedule with a 2% increase in the subsequent years.					

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 Expenditures acknowledge that although most of the faculty and support staff, instructional tools and facilities are already in place in the Department of Computer Science, it is anticipated that the new proposed program will require an additional full-time faculty member, one adjunct faculty, and an additional assistant systems administrator. Additional costs for advertising and promotional materials are estimated at $2,500/year.

TABLE 2: EXPENDITURES					
Expenditure Categories	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1

b. Total Salary[1]	69,360	70,747	72,162	73,605	75,077
c. Total Benefits[2]	22,889	23,347	23,813	24,290	24,775
2. Total Lab Coordinator Expenses (b + c below)	40,435	41,244	42,069	42,911	43,769
a. # FT Contingent I	1	1	1	1	1
b. Total Salary[3]	37,440	38,189	38,953	39,732	40,527
c. Total Benefits[4]	2,995	3,055	3,116	3,179	3,242
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary[5]	39,000	39,780	40,576	41,387	42,215
c. Total Benefits[6]	3,120	3,182	3,246	3,311	3,377
4. Equipment[7]	5,000			5,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 - 7)	**184,804**	**183,300**	**186,866**	**195,504**	**194,213**

1-Average Salary for Assistant Professors in Computer Science for FY 2021 with a 2% increase in subsequent years.

2- Benefits for Assistant Professors in Computer Science for FY 2021 is 33% of salary with a 1% increase in subsequent years.

3-Full-time Contingent I employee paid $18 per hour in FY 2021 with a 2% increase in subsequent years. Initially, one Assistant will cover the programs. As they grow, an additional assistant will be hired.

4- Benefits for Contingent I employee in FY 2021 is 8% with a 1% increase in subsequent years.

5-Average Salary for Adjunct Faculty ($6,500 per course x 6 courses) in FY 2021 with a 2% increase in subsequent years.

6- Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years.

7-Equipment is the cost for (2) computers on a three-year replacement cycle.

M. Adequacy of Provisions for Evaluation of the Program

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

The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented by both the ABET Council on Computing and the NSA/DHS Center for Academic Excellence guidelines. Industry and graduate schools recognize ABET accreditation as the hallmark of excellence in undergraduate STEM education. For our semester-by-semester process for evaluating courses, students, and programs, see Section G above and the pages below.

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.

Evaluation of courses will include these steps:

- Description of how the program’s requirements are consistent with program educational objectives.

- Analysis of how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Development and maintenance of flowchart illustrating the prerequisite structure of the program's required courses.
- Analysis of program criteria describing how the program meets the specific requirements for the Cyber Operations Engineering field as it evolves.
- Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
- Analysis of class size on the achievement of learning outcomes.

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

- Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of the Cyber Operations Engineering program—this will include the composition, size, credentials, and experience of the faculty.
- Analysis of faculty workload.
- Professional development description of the activities for each faculty member.

Evaluation of student learning outcomes:

- This will be based on the assessment of the stated ABET outcomes using the continuous improvement processes.

Evaluation of student retention and student achievement will follow the established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be regularly evaluated using student, faculty, and staff surveys and program committee reviews.

N. Consistency with the State's Minority Student Achievement Goals – Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

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

- Support educational opportunity for Marylanders (Success, Strategy 4).
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5).
- Provide alternative modalities, new programs, and pedagogies, and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9).
- Integrate high impact practices (HIP) into the student experience, including career advising and planning into internship experiences (Success, Strategy 7).

- Partner with business, government, and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8).
- Expand support for grant participation and research (Innovation, Strategy 10).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation to better meet the holistic needs of our students (Innovation, Strategy 11).

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

O. Relationship to low productivity programs identified by the Commission – 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 has no relationship with a low-productivity program identified by the Commission.

P. Adequacy of Distance Education Programs

Not applicable

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

Although the program is not an online program, resources are available to support the program if there is any need to offer it online.

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

The institution is accredited by the Middle States Commission on Higher Education**.**
The computer science program is ABET-accredited. A cybersecurity focus for the program is validated by the National Centers in Academic Excellence in Cybersecurity.

Appendix A

REQUIRED COURSES

COSC 112: Computer Science I (4 credits)
Prerequisite: None.
This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block-structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, wiretapping, encryption, and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113: Computer Science I (4 credits)
Prerequisite(s): *COSC 112. Prerequisite or taken concurrently: MATH 141 or MATH 150.*
This course explores the design and analysis of large-scale systems of programs. Topics include testing, debugging, documentation, recursion, dynamic storage allocation, LIFO stacks, FIFO queues, trees, linked lists, routed I/O to multiple files, protecting software and other intellectual property, computer crimes, and constitutional and related issues. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 212: Assembly Language Programming (3 credits)
Prerequisite(s): COSC 113 OR COSC 190
This course is a study of computer structure and machine language, assembly language, addressing techniques, macros, file I/O, program segmentation and linkage, data and instruction representation, assembler construction, and interpretive routines.

COSC 214: Data Structures & Algorithms (3 credits)
Prerequisite(s): *COSC 113 or COSC 190*
This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 215: Introduction to Programmable Logic (3 credits)
Prerequisite(s): None
This course develops the foundation of digital design (combinational and sequential circuits), computer organization, and hardware design/programming languages. The laboratory includes building digital circuits, assembly language programming, system interfacing, VHSIC Hardware Design Language (VHDL), and Fully Programmable Gate Arrays (FPGA).

COSC 315: Introduction to Microcontrollers (3 credits)
Prerequisite(s): COSC 215
The course introduces a hands-on approach to microprocessor and peripheral system programming, I/O interfacing, interrupt management, and real-time and cybersecurity aspects of microcontroller design. It includes a sequence of projects requiring the programming and integration of a microcontroller-based system.

COSC 332: Software Reverse Engineering (3 credits)
Prerequisite(s): COSC 212
The course introduces the uses of Software Reverse Engineering (SRE) in software security including static analysis, dynamic analysis, Windows x86/64 Assembly, APIs, DLL/process injection, covert launching methods, DE obfuscation of obfuscated code, anti-disassembly, anti-VM, packing/unpacking, shell code, buffer overflow attacks and various networking attacks. Extensive laboratory work is required. The class includes a final project that analyzes real-world malware.

COSC 335: Social Engineering (3 credits)
Prerequisite(s): COSC 245
This course covers the role of individuals and groups as a factor in cyber operations, with a focus on the use of social engineering as a tool to hack random systems and target specific systems in several dimensions of society. Social Engineering is the science of exploiting human psychology to gain access to buildings, systems, or data. Topics covered include social engineering activities, social engineering attacks leveraging Personally Identifiable Information, case studies including hacking the democratic electoral process.

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

COSC 410: Data Communications and Networks (3 credits)
Prerequisite(s): COSC 214, COSC 254
This course explores the fundamentals of data communication and computer networking: common carrier implications, tariffs, exchanges, concentrators, multiplexors, and buffering; circuit, message, and packet switching; network architectures and protocols; protocol standards, modeling, and analysis; cost and design; software considerations are emphasized.

COSC 414: Operating Systems (3 credits)
Prerequisite(s): *COSC 214 and COSC 330*
This course is a study of batch systems, interactive systems, spooling systems, multiprogramming systems, I/O processors and techniques, intra-system communication, deadlocks, indefinite postponement, microprogramming, parallelism, and pipelining. Dynamic procedure activation, system structure, memory management, process management, and recovery procedures, and case studies of recent operating systems also will be covered.

COSC 415: Embedded and SCADA Systems (3 credits)
Prerequisite(s): COSC 315
This course covers fundamentals of embedded systems: basic architecture, programming, and design. Topics include processors and hardware for embedded systems, terminology, classifications, applications, principles of embedded systems design, embedded systems architecture, processor, memory, devices and buses, UART, embedded programming and real time operating systems, cyber and security issues of embedded systems and real time operating systems. It also includes the fundamentals of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and the security of industrial control systems.

COSC 428: Design and Analysis of Algorithms (3 credits)
Prerequisite(s): COSC 214
This course will include the design and analysis of algorithms. Algorithms that manipulate data structures such as lists, stacks, queues, trees, and graphs are discussed in terms of efficiency and existence. Algorithms for data compression, memory management, and advanced hashing techniques will be studied. Topics also include balancing algorithms, divide-and-conquer algorithms, dynamic programming, the greedy approach, backtracking, branch-and-bound, advanced search/sort techniques, the P=NP problem, parallel algorithms, and newly promoted algorithms will be studied and researched.

COSC 435: Foundations of Computer and Network Security (3 credits)
Prerequisite(s): COSC 410 or Consent from Instructor
This course will introduce students to the challenges and vulnerabilities in securing a computer networking system. Topics include the in-depth study of network border security, such as firewalls, intrusion detection systems, virtual private networking, penetration testing and network security architecture. This course is designed to develop the fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization's information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful network security policies and strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.

COSC 484: Cellular and Mobile Networks (3 credits)
Prerequisite(s): COSC 410
This course covers a broad range of wireless, cellular, mobile, and computer network technologies. It includes technical backgrounds to the major concepts, architecture, standards, technologies, and design of networks. The topics include concepts of cellular, wireless, and telecommunication networks, mobile protocols, cellular phone technologies, operating systems, cellular infrastructure and network architecture, mobile services, location-based service.

CYBER ENGINEERING ELECTIVES

COSC 330: Systems Programming I (3 credits)
Prerequisite(s): COSC 113, COSC 190

An introduction to UNIX systems programming. Topics include: UNIX shell programming; UNIX kernel and utilities; regular expressions; UNIX commands; development of shell programs to solve system problems; introduction to system calls.

COSC 315: Introduction to Microcontrollers (3 credits)
Prerequisite(s): COSC 215
The course introduces a hands-on approach to microprocessor and peripheral system programming, I/O interfacing, interrupt management, and real-time and cybersecurity aspects of microcontroller design. It includes a sequence of projects requiring the programming and integration of a microcontroller-based system.

COSC 437: Wireless Networks and Security (3 credits)
Prerequisite(s): COSC 410
This course covers computer, wireless and cellular networks and fundamental security issues. The topics include cryptography, IPsec, firewall, IDS, encryption methods in mobile and wireless networks, security protocols, security mechanisms of cellular and wireless networks, security policy enforcement (confidentiality, integrity and availability), enumeration attacks to mobile and wireless networks, countermeasures to enumeration attacks, denial of service attacks and availability of wireless

and mobile networks, hardware and software security of smartphones, IoT devices, and other wireless devices.

COSC 445: Fundamentals of Cryptography and Applications (3 credits)
Prerequisite(s): COSC 208
This course will examine the details of how some of the typical security protection measures work. Topics include: Certificate Authorities (CA), Public Key Infrastructure, Rivest-Shamir-Adleman (RSA) architectures, Data Encryption Standard, Pretty Good Privacy, steganography, and security standards. In addition, key cryptologic terms, concepts, and principles will be defined and explained as well as authentication, access control, non-repudiation, data integrity, and confidentiality issues.

COSC 488: Cyber Operations (3 credits)
Prerequisite(s): COSC 435, COSC 437
The course introduces defensive and offensive cyber operation techniques related to reconnaissance and exploitation in the cyber space offensive mission. The topics include cyber kill chain, mission planning and execution process, different phases of cyber operations, and authorities to conduct each phase and assessment of offensive cyber operations.

BS in Cyber Operations Engineering – FOUR YEAR PROGRAM
Freshman Year

First Semester	Credits	Second Semester	Credits
COSC 112 Computer Science I	4	COSC 113 Computer Science II	4
Math 225 Calculus I	4	MATH 225 Calculus II	4
ENGL 101 Expository Writing	3	ENGL 102 Argument and Research	3
FRSE 101 Freshman Seminar	3	HIST 114/115 American History since 1865	3
Science with Lab	4	COMM 101 Oral Communications	3
Total:	**18**	***Total*** **:**	**17**

Sophomore Year

First Semester	Credits	Second Semester	Credits
COSC 208 Discrete Structures	3	COSC 212 Assembly Language	3
COSC 214 Data Structures and Algorithms	4	MATH 228 Linear Algebra	3
		COSC 215 Introduction to Programming Logic	3
MATH 155 Probability and Statistics	3	Arts and Humanities Gen Ed Elective	3
COSC 245 Cybersecurity Fundamentals	3	Health and Wellness Elective	3
Total:	**13**	***Total*** **:**	**15**

Junior Year

First Semester	Credits	Second Semester	Credits
COSC 315 Introduction to Microcontrollers	3	COSC 332 Software Reverse Engineering	3
COSC 410 Data Communications and Networks	3	COSC 435 Foundations of Computer and Network Security	3
COSC 402 Software and Systems Security	3	MATH 305 Prelude to Advanced Math OR MATH 252 OR MATH 265	3

ENGL 362 Technical Writing for Computer Science	3	Science with Lab	4
COSC 414 Operating Systems	3	COSC 335 Social Engineering	3
Total:	**15**	***Total* :**	**16**

Senior Year

First Semester	Credits	Second Semester	Credits
COSC 442 Cybersecurity and Society	3	COSC 484 Cellular and Mobile Networks	3
COSC 428 Design and Analysis of Algorithms	3	COSC__ Computer Science Elective	3
COSC 415 Embedded and SCADA Systems	3	Social Science/Behavioral Elective	3
MATH 499 Senior Seminar	2	COSC ___ Computer Science Elective	3
COSC ___ Computer Science Elective	3		
Total:	**14**	***Total* :**	**12**

Appendix B

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

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

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

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

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

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

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

Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education

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

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN COLLEGE OF SOUTHERN MARYLAND AND BOWIE STATE UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE TO BACHELOR OF SCIENCE IN COMPUTER SCIENCE, CYBERSECURITY SPECIALIZATION

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

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

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Sending Institution Course			Receiving Institution Comparable Course			
Course Number	**Course Name**	**Credits**	**Course Number**	**Course Name**	**Credits**	**Applied to***
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education
CSC-1110	Program Design and Development	3	FRSE-101	Freshman Seminar	3	Major Requirement

Refences:

1. https://www.nsa.gov/Resources/Students-Educators/centers-academic-excellence/cae-co-fundamental/requirements/.
2. https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2020-2021/
3. https://dl.dod.cyber.mil/wp-content/uploads/cae/pdf/unclass-cae-proposed_cae-cd_designation_requirements.pdf
4. https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf.
5. https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/.
6. https://www.isc2.org/-/media/Files/Research/Innovation-Through-Inclusion-Report.ashx.
7. https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf
8. https://www.acm.org/binaries/content/assets/education/curricula-recommendations/csec2017.pdf (page10).
9. *Ibid.*
10. https://www.bls.gov/opub/btn/volume-10/why-computer-occupations-are-behind-strong-stem-employment-growth.htm.
11. https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf.
12. https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf (page 3).
13. https://www.csoonline.com/article/2953258/cybersecurity-job-market-figures-2015-to-2019-indicate-severe-workforce-shortage.html.
14. https://www.isc2.org/Research/Workforce-Study.
15. https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm
16. https://www.cedar-cyber.com/blog/2021/07/cybersecurity-talent-crunch-to-create-3-dot-5-million-unfilled-jobs-globally-by-2021.
17. https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm.
18. Education Dynamics--Bowie State University Report, Part 1, page. 16.
19. *Ibid,* page 22.
20. *Ibid,* page 5.
21. *Ibid,* page 6.
22. https://files.eric.ed.gov/fulltext/ED590474.pdf.
23. https://uncf.org/the-latest/the-impact-of-hbcus-on-diversity-in-stem-fields.
24. https://thehundred-seven.org

UNIVERSITY SYSTEM of MARYLAND

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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The Department of Computer Science at Bowie State University proposes a new Bachelor of Science (B.S.) degree in Data Science. The Association for Computing Machinery (ACM) defines data science as an interdisciplinary field that brings together domain data, computer science, and statistical tools to interrogate the data and extract useful information. BSU bachelor's degree in Computer Science is Accreditation Board for Engineering and Technology, Incorporated (ABET)-accredited through the Computing Accreditation Commission's (CAC's) computer science criteria.

This 120-credit proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The program is unique because it prepares students for professional careers and graduate study by mastering mathematics, statistics, computer science, and core data science concepts such as machine learning, deep learning, and data mining as guided by the 2021 ACM Computing Competencies for Undergraduate Data Science Curricula [1].

The addition of this program addresses the growing disparity in minority participation in the STEM workforce at the state and national levels. With its proximity to the nation's capital and innumerable federal government contractors throughout the state and Washington, D.C. /Maryland/ Virginia region, BSU is strategically positioned to increase diversity in the STEM workforce.

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 Bowie State University to offer the Bachelor of Science in Data Science.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715
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April 4, 2022

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

RE: New Academic Program Proposal – Bachelor of Science in Data Science

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University, Bachelor of Science in Data Science (HEGIS 1703 / CIP 31.7001).

The Department of Computer Science at Bowie State University proposes a new Bachelor of Science (BS) degree in Data Science. The Association for Computing Machinery (ACM) defines data science as an interdisciplinary field that brings together domain data, computer science, and statistical tools to interrogate the data and extract useful information. The BSU bachelor's degree in Computer Science is Accreditation Board for Engineering and Technology, Incorporated (ABET)-accredited through the Computing Accreditation Commission's (CAC's) computer science criteria.

The program is unique because it prepares students for professional careers and graduate study by mastering mathematics, statistics, computer science, and core data science concepts such as machine learning, deep learning, and data mining as guided by the 2021 ACM Computing Competencies for Undergraduate Data Science Curricula [1]. The program also covers data privacy and ethics, teamwork, intellectual property, deep learning, and communication to help students succeed in the profession. The program culminates in a capstone experience on an in-depth project that assesses students' ability to apply learned employable data skills.

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

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Rose Shumba, Department Chair, Computer Science
Dr. George Acquaah, Dean, College of Arts and Sciences
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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Data Science
Title of Proposed Program

Bachelor of Science
Award to be Offered

Spring, 2023
Projected Implementation Date

1703
Proposed HEGIS Code

31.7001
Proposed CIP Code

Department of Computer Science
Department in which program will be located

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Signature of President or Designee

4-4-22
Date

Bowie State University
Bachelor of Science in Data Science

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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.**

Bowie State University (BSU) is a comprehensive university providing 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society. As part of BSU's mission to support the Maryland workforce, the degree in Data Science will help supply well-trained graduates to support this critical element of the state's economy.

The Department of Computer Science at Bowie State University proposes a new Bachelor of Science (BS) degree in Data Science. The Association for Computing Machinery (ACM) defines data science as an interdisciplinary field that brings together domain data, computer science, and statistical tools to interrogate the data and extract useful information. The BSU bachelor's degree in Computer Science is Accreditation Board for Engineering and Technology, Incorporated (ABET)-accredited through the Computing Accreditation Commission's (CAC's) computer science criteria.

The program is unique because it prepares students for professional careers and graduate study by mastering mathematics, statistics, computer science, and core data science concepts such as machine learning, deep learning, and data mining as guided by the 2021 ACM Computing Competencies for Undergraduate Data Science Curricula [1]. The program also covers data privacy and ethics, teamwork, intellectual property, deep learning, and communication to help students succeed in the profession. The program culminates in a capstone experience on an in-depth project that assesses students' ability to apply learned employable data skills.

Graduates of this program assume the roles of data scientists and data analysts. While data scientists and data analysts both work with data, they are very different in what they do. Data scientists incorporate computer science, predictive analytics, statistics, and machine learning to parse through massive datasets that establish solutions to problems that have not been thought of yet. Data scientists are typically involved with designing data modeling processes and creating algorithms and predictive models to extract the information needed by an organization to solve complex problems. Data analysts examine large datasets to identify trends, develop charts, and create visual presentations to help businesses make more strategic decisions. There are several titles for data analysts, including but not limited to database analyst, business analyst, market research analyst, sales analyst, and financial analyst.

The proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The addition of this program addresses the growing disparity in minority participation in the STEM workforce at the state and national levels. With its proximity to the nation's capital and innumerable federal government contractors throughout the state and Washington, D.C./Maryland/Virginia region, BSU is strategically positioned to increase diversity in the STEM workforce.

The demand for professionals with expertise beyond statistics and computer science skills to transform complex data into valuable products is proliferating. Since 2017, Glassdoor has consistently reported data scientists in the top 10 of the country's 50 best jobs [2]. According to a

2017 Insidehighered.com report [3], employers struggle to hire workers who understand data science. According to the 2019 Occupational Employment Statistics for Maryland, Maryland and Washington D.C. are among the five states with the highest numbers for data scientists and mathematical science jobs; The U.S. Bureau of Labor Statistics (BLS) projects job opportunities for many types of data analysts to increase by at least 19 percent from 2016 to 2026.

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

The proposed Data Science program contributes to the university's strategic goals (1, 2, 4 and 5) as follows:[1]

Goal 1 - Achieve academic excellence supported by curricular and co-curricular experiences
The Bachelor of Science in Data Science contributes to the achievement of Bowie's FY 2019 – FY 2024 Racing to Excellence Strategic Plan, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs.

Goal 2 - Promote a holistic and coordinated approach to student success
The Data Science program consists of components from various disciplines and utilizes an approach designed to create a well-rounded student.

Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement
According to *Diverse: Issues in Higher Education*, Bowie State University is among the top five universities in Maryland which graduates African Americans with bachelor's degrees in nursing, biology, and computer/information sciences. The university is committed to providing opportunities to traditionally underrepresented populations in STEM fields. The Data Science program will empower "a diverse population of students to reach their potential, by providing innovative academic programs" and by supporting Maryland's workforce and economy. It further will allow Bowie State University to progress among other HBCUs to become one of the top-rated STEM institutions for higher learning.

Goal 5 - Ensure long-term viability of Bowie State University (BSU)
Due to the market demand for data scientists, this new program will attract a large number of interested students that, in turn, will enhance the viability of BSU through attracting a culturally diverse student body and engaging partners to address the critical needs of the Prince George's County and surrounding region.

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.)**

Bowie State University has access to multiple funding streams to assure the successful launch and sustained success of the Data Science degree program. The program is a priority for the university and the administration is committing resources to support the program.

This program, however, relies on existing computer science and math courses and will require limited new expertise beyond current faculty resources. We intend to use existing courses from among the programs, as mentioned earlier, adding newly created courses as needed. The Department

[1] https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf

of Computer Science has existing partnerships with government agencies and private industry. We will leverage the existing partnerships with industry partners to bring real-world experience to the classroom and provide extracurricular learning opportunities.

The course projections will be monitored annually, and over time, increased demand for courses could necessitate acquiring additional full-time faculty. A request for new faculty will be made to the university administration if the need arises.

4. **Provide a description of the institution's commitment to:**
   a. **Ongoing administrative, financial, and technical support of the proposed program**

BSU has demonstrated its unwavering commitment to technology-related programs. The university's policy is to support program growth by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. The Data Science program will receive similar support from the university administration. The University Administration has made a commitment to financially support this program.

BSU is part of 13-Million-dollar NSF HDR institute grant focusing on harnessing data and model revolution in the polar regions from 2022 to 2027. Computer Science department at BSU is also part of a 1.2 million dollars collaborative NSF Grant on Harnessing the Data Revolution (HDR) Data Science Corps (DSC) for creating and integrating data science corps to improve the quality of life in urban areas. Besides, BSU has also received 1-million-dollar NSF grant on high-performance intelligent Data-Science Institute (HIDI) from 2021-2024.

The four computer labs located in the Thurgood Marshall Library support all technology-related classroom instruction and currently have sufficient capacity to simultaneously support most of the new courses proposed for the Data Science program. The department has several labs technology-infused classrooms and labs for instruction and student use students use. In addition to these campus labs (described in greater detail below in Section K: Adequacy of Physical Facilities, Infrastructure and Instructional Equipment of this proposal), the university has also approved the acquisition of access to cloud-based laboratory resources, providing students with state-of-the-art computing resources. For research purposes BSU has acquired a $445.5K Cray supercomputer called the Sphinx awarded through a grant from the Department of Defense U.S. Army Research Office. This machine is perfect for processing of Big Data and will be used for Data Science research.

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

Given the established nature of the computer science degree programs, the proposed Data Science degree will be able to handle the incremental resource needs by leveraging the existing curriculum and laboratory infrastructure. With each new year of the new degree offering, only those required for the initial student class will need to be added. Thus, only new freshman classes will be added to the class offerings in the first year of the program. In the second year, the freshman classes will be repeated, and sophomore-level courses will be added. This incremental increase in curricular offerings requires only a gradual increase in expenditure, to which the administration has committed. If at any point, after the full program launch, the university decides to discontinue the degree program, no new students will be admitted to the program. Therefore, enrolled students will be provided with the required classes to complete their degrees. The Department of Computer Science and BSU are committed to recruiting interested students and providing the necessary institutional support for them to succeed in this demanding and necessary major.

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

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
   a. **The need for the advancement and evolution of knowledge**

      The amount of data being generated and collected is increasing exponentially. Considerable research is needed to effectively collect, store, and analyze this data. BSU faculty and students will have the opportunity to advance knowledge in the area of data science. Faculty will advance knowledge through independent research and in collaboration with students while directing student dissertations, theses, and capstone projects.

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

      As one of Maryland's historically Black institutions, Bowie State serves an underrepresented minority population. Respect and understanding of diversity are central to its mission of advancing minority student achievement. The proposed Data Science degree goals include helping to close the gap between Black or African American students who seek a STEM degree and those able to achieve this goal. It will help meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and increase the number of minority data science experts in a geographical area desperate to hire qualified graduates to populate the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

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

      Within the Greater Maryland region 59 percent of employees in the data science field are white and 21 percent are Black or African American. This region has a large percentage of Black or African Americans and there is a shortage of data science analysts. An investment in a Data Science program at BSU will therefore go a long way in addressing this shortage and expand the program offerings of the traditional computer science degree as currently offered at BSU. Bowie State University commissioned a research study by Aslanian Market Research to address the efficacy of offering new computer science technologies.

Table 1: Greater Washington Region Employment

Race/Ethnicity	Percent Within Occupation Greater Maryland Region All Employed
White	59%
Black or African American	21%
Asian	13%
Hispanic or Latino	5%
Two or more races	2%
Native Hawaiian or Other Pacific Islander	0%
American Indian or Alaska Native	0%

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

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

   Access: BSU provides opportunities for many underrepresented Maryland citizens to obtain a college education at affordable cost. The Data Science program that is being proposed will provide an avenue for underrepresented students to enter the high demand field of data science.

   Success: Students entering the BS Data Science program at BSU will have access to an affordable education, mentoring by a caring faculty, quality advising, and a nurturing environment which will help ensure their success in the Data Science program.

   Innovation: Students in the Data Science Program at BSU will be involved with research projects with faculty mentors and industry partners. This exposure to research and cutting-edge techniques under the guidance of academic and industry experts will help develop the innovation techniques needed to become successful industry leaders.

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.**

   Research by Aslanian Market Research identified potential industries for graduates of the BSU Data Science Program. These industries include healthcare, gaming, defense, and tech industries among others. Job postings in these industries were seeking management analysts, market research analysts and marketing specialists, operations research analysts, budget analysts, statisticians, credit analysts, data scientists, and mathematical scientists. Graduates can expect to obtain entry level and mid-level positions.

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 Aslanian Market Research report indicated 31,152 unique job postings within the region. The number of job postings was obtained by "scraping" job boards to see which associated Standard Occupational Classification (SOC) code occupations required a bachelor's degree for employment.

   According to a recent DICE Report, [4] the demand for data scientists in 2020 has increased by an average of 50 percent across healthcare, telecommunications, media/entertainment, banking, financial services, and insurance (BFSI) sectors, among others.

   A report by Deloitte Access Economics concludes that 76 percent of businesses plan to increase spending over the next two years on data analytic capabilities, opening the doors for increasing needs within all fields requiring analysis and feedback, including energy, the internet, manufacturing, financial services, healthcare, cyber security, telecommunications, retail, construction, transportation, education, government, and nonprofit organizations.[2]

[2] https://online.jcu.edu.au/sites/default/files/The%20future%20of%20work%20occupational%20and%20education%20trends%20in%20Australia_Data%20Science2.pdf

IBM predicted the demand for data scientists would surge by 28 percent in 2020, and the Bureau of Labor Statistics considers data science in the top 20 fastest growing occupations. They projected 31 percent growth over the next ten years and by 2026 an estimated 11.5 million jobs will be created.

Additionally, Garner projects that the worldwide spending on information technology will increase from $3.9 trillion in 2020 to $4 trillion in 2021.[3] According to Glassdoor, there are more openings posted for data science than for any other job field. They expect that this position will remain unchanged in the future.

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 Bachelor of Science degree in Data Science provides the essential entry point into a data science career (median base pay, $96,523), according to ZipRecruiter.

To support the value of the degree, an analysis of the job skills required by the referenced vacancies presented yields the following table.[4] Presented are the top 14 skills for data science-related positions. Graduates of the proposed degree program at BSU will receive instruction with opportunities to practice and develop competency in those areas highlighted in the table.

Table 2: Job Postings

Required Skill	Frequency in Job Postings
Computer Science	23%
Top Secret-SCI Clearance (TS/SCI)	22%
Operating Systems	15%
Linux	15%
Cyber Security	14%
Information Systems	13%
Agile Software Development	13%
Systems Engineering	13%
SQL (database scripting)	11%
Scripting	10%
Automation	10%

It is anticipated that there will be a large number of vacancies. The Bureau of Labor and Statistics predicted that in the period 2018 – 2028 Data Science job are expected to grow by 16%. The Deloitte Access Economics report concludes that 76 percent of businesses plan to increase spending over the next two years on data analytic capabilities.[5]

[3] https://lambdaschool.com/the-commons/data-science-job-growth-in-2021-and-beyond
[4] Data presented by Education Dynamics from a commissioned report.
[5] https://online.jcu.edu.au/sites/default/files/The%20future%20of%20work%20occupational%20and%20education%20trends%20in%20Australia_Data%20Science2.pdf

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

The following table indicates a steady growth in the number of completed degrees across **all** baccalaureate level programs at institutions operating within Maryland from 2013-2019[6] . Across all CIP (Classification of Instructional Programs) codes related to Data Science, there has been an increase of 131 percent. As such, and notably, there is growth within this field. Additionally, each consecutive year has seen growth over the prior year, demonstrating that the market may have more growth potential in the coming years.

Table 3: Graduation Rates

Year	2013	2014	2015	2016	2017	2018	2019	% Chg. from 2013 - 2019
Completed degrees	1,115	1,239	1,354	1,389	1,617	2,053	2,571	131%

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.**

In addition to BSU, there are seven (7) programs that offer training in data science. Two of these programs (Catholic University and George Washington University) only offer minors in the discipline and therefore are not comparable to the BSU proposed Data Science program. The University of the Potomac offers a course in data analytics. BSU College of Business offer a Data Analytics concentration and an Upper Division certificate in data analytics. The later programs do not have the same scientific foundation as BSU's proposed program. The University of Maryland offers a computer science degree with a specialization in data science. Since this program is a specialization and not a specific degree in data science, it is not directly comparable to BSU's proposed program.

Salisbury State University, American University, and Loyola University Maryland all lack machine learning courses that are considered essential for a data scientist. In addition, the program at American University focuses mainly on mathematics and statistics. There is no HBCU in the state of Maryland offering a similar program.

The table below summarizes the proposed BSU Data Science degree curriculum compared to existing data science programs within the state of Maryland.

Table 4: Data Science Program Comparison

Institute	Degree Curriculum	Track	Program Details	Comments
Bowie State University	BS Data Science		120 credit hours in a combination of General Education, Computer Science Mathematics, and Data Science courses	
American University	BS Data Science	Data Science Track/Minor	120 credit hours with minimum 18 credit hours at or above	A heavily mathematics-based program with a large

[6] Education Dynamics, Part 1, page 5.

			300-level **Minor Requirements** 20 credit hours, minimum of 9 credit hours at or above 300-level, and at least 12 credit hours unique to the minor	statistics component. There are also several required business courses.
The Catholic University of America	Data Analytics (Minor)		Python 3 credit hours, Statistics 6 credit hours (MATH 114, MATH 309, or ECON 223) Data analytics electives 6 credit hours, Intro to Data Analytics 3 credit hours	Not directly comparable as it is a minor in comparison to a B.S. Program
George Washington University	Minor Data Science		Required courses for the minor (12 credit hours) in Data Science	Minor in Data Science and a BS/MS Data Science program, content is primarily in the MS program
Loyola University	BS Data Science	Data Science Track/Minor	12 required courses from existing Computer Science IS (information systems), ST (statistics), MA (mathematics) curriculum; 3 additional electives	This program is similar to the BSU proposed program.
Salisbury State	BS Data Science	Tracks: Astrostatistics Bioinformatics Chemometrics Computational Data Science Geoanalytics Mathematical Data Science	All graduates must have a minimum of 30 credits of 300/400-level courses Students must complete at least 30 credit hours by direct classroom instruction and/or laboratory experience.	Interdisciplinary program
University of Maryland College Park	BS Computer Science with Data Science specialization		Combination of computer science courses, math courses and data science courses	The program is similar to the proposed program at BSU
University of the Potomac	Diploma in Data Science BS in Data Analytics and Management		Combination of data science and business courses is listed on the website.	Online program and no details on degree requirements information is provided on the website.

2. **Provide justification for the proposed program.**
There is a huge demand for data scientists that will not be satisfied by tapping the traditional pool of students. Bowie State University serves a diverse demographic of marginalized groups and is uniquely poised to attract large numbers of minorities into the data science field. The proposed Data Science program at BSU is, therefore, timely and necessary.

Although several bachelor's programs in the region offer some data science and data analytics courses, none directly prepare the students to become data scientists; these programs prepare graduates for data analyst positions. While data scientists and data analysts both analyze data, their focus is somewhat different. Data analysts examine large data sets to identify trends, develop charts, and create visual presentations to help businesses make more strategic decisions. Data scientists incorporate computer science, predictive analytics, statistics, and machine learning to parse through massive datasets to establish solutions to novel problems. Graduates of the proposed BSU Data Science program will be positioned to assume the roles of both data scientists and data analysts.

Deep learning has revolutionized the field of machine learning. Deep learning uses neural networks to teach machines how to learn. This development has resulted in improvements in voice recognition, self-driving machines, and other applications, just to name a few. Unlike other programs in the region, the program at Bowie State University will have a strong focus on machine learning, including deep learning.

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

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

The U.S. Department of Education published "Charting a Course for Success: America's Strategy for STEM Education" in December 2018 . The authors state, "The national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM fields and employment" (p. 7). One of the three aspirational goals discussed in the document is to "increase diversity, equity, and inclusion in STEM and [to] provide all Americans with lifelong access to high-quality STEM education, especially those historically underserved and underrepresented in STEM fields and employment." An analysis by the United Negro College Fund (UNCF) documents the disparity between degrees awarded to Black college students compared to the percentage who seek a STEM education. "Black and white students across the country intend to pursue STEM degrees at similar rates, but black students in any STEM field struggle to achieve comparable representation in degree attainment." According to the Penn Center for Minority Serving Institutions, African American students earned 4.2 percent of bachelor's degrees in Engineering compared to 68.1 percent for White students in 2012.

As one of Maryland's historically Black institutions, Bowie State serves an underrepresented minority population. Respect and understanding of diversity are central to its mission of advancing minority student achievement. The proposed Data Science degree goals include helping to close the gap between Black or African American students who seek a STEM degree and those able to achieve this goal. It will help meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and increase the number of minority data science experts in a geographical area desperate to hire qualified graduates to populate the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

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.**

As Maryland's first historically Black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. This mission is critical when considering STEM degrees, such as data science. "HBCUs graduate 25% of African Americans who earn degrees in STEM."[7]

Given the existing prominence of HBCUs graduating African Americans in science, technology, engineering, and math fields, these institutions must play a more prominent role in increasing the number of domestic STEM graduates with focused efforts toward supporting individuals from underrepresented minorities. BSU is committed to providing opportunities to traditionally underrepresented populations in STEM fields. It is among the top five universities in Maryland which graduate African Americans with bachelor's degrees in computer science and technology, nursing, and biology. BSU is located in the heart of one of the world's most influential technology hubs and surrounded by world-renowned government agencies, tech company headquarters, and key technology users in government, healthcare, defense, space, and professional services. The university is strategically positioned to affect an increased diversity in the STEM workforce.

Increasing the STEM opportunities for students at BSU helps fulfill the mission of the university, the needs of the state, and, most importantly, the needs of the student body to enter a field where they can earn a significant income in a stable and growing industry. The Data Science degree will most certainly fulfill and enhance the identity of HBIs.

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

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

   The Bowie State University computer science faculty and its Technical Advisory Board designed the Data Science program according to the ACM 2020 Data Science Curriculum guidelines. The development of this program was driven in part by the growing interest expressed by students in the computer science and math programs and inquiries by potential students who have a strong math background.

   Data science is expanding swiftly into every aspect of the modern workplace and daily life. In response to our mission is to diversify the STEM workforce, the faculty sought to meet the need as expressed by the multiple stakeholders of the department. The graduates of this program will boast the highest level of accreditation available for this and similar programs in the industry. The BSU program prepares students with the ability to contribute to any related industry or government position successfully. The program also prepares students who desire to pursue graduate studies in this field. Of the nine faculty members involved in developing the Data Science curriculum, eight have doctoral degrees in computer science or computer engineering. The academic strength of this faculty meets the Middle States Commission on Higher Education (MSCHE) requirements as rigorous and effective teachers, skilled in assessment, active in developing scholarship and participating in discipline-specific organizations. Further, they meet the more stringent requirements of the ABET Commission regarding their academic credentials and ability to analyze and improve the program continuously.

[7] thehundred-seven.org.

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

Program Educational Goals:

Five years after completing the Data Science program, students will:

a. Apply computing, mathematical, and statistical skills, practical tools, and techniques in data science to solve real-world problems to facilitate successful careers in data science and related fields.
b. Demonstrate the ability to communicate effectively and professionally, individually and in team environments, with colleagues and clients of varying backgrounds.
c. Demonstrate an ability to improve and expand career skills through graduate studies, continuing self-directed learning, and professional development.

Student Outcomes:

The student outcomes used for this program are the ABET Data Science student outcomes for ABET Computing Accreditation Commission[8].

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.

3. Explain how the institution will:

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

The student achievement of learning outcomes will use the same assessment and evaluation processes currently used for the ABET-accredited BS in Computer Science. There are documented processes for reviewing program educational objectives, student outcomes, and the program's constituencies. Once there are graduates from the program (about four years), and an ABET criterion for accrediting Data Science programs becomes available, BSU plans to pursue accreditation for the Data Science Program.

Course-learning outcomes will be evaluated using assessment methods as identified by the faculty. Faculty members are evaluated on teaching performance by the students every semester. Peer faculty observations occur annually. The department chair also evaluates faculty performance against standards developed by the Faculty Evaluation Committee.

An Assessment Committee will perform an annual program evaluation, interpret assessment data, and make recommendations to the department. This evaluation will also feed strategic decisions on program improvement steps each year. Such incremental improvements will guide the continuous corrections required in a dynamic field such as data science.

[8] https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2021-2022/

This will help maintain the relevance of the offering and ensure continued value to the program's constituents.

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

Course and credit hours requirements for the Data Science program are listed in the Table 5 below. Course descriptions are provided in Appendix A.

Table 5: Program Requirements

Required Courses: (54)

Course #	Course Title	Credit Hours
COSC 111	Data Foundations of Data Processing	3
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COSC 214	Data Structures and Algorithms	4
COSC 211	Programming for Data Science	3
COSC 311	Data Science	3
COSC 381	Cloud Computing Fundamentals	3
COSC 428	Design and Analysis of Algorithms	3
COSC 429	Data Visualization	3
COSC 431	Database Management	3
COSC 439	Big Data Systems	3
COSC 465	Software Engineering	3
COSC 470	Data Privacy, Ethics and Professionalism	3
COSC 473	Artificial Intelligence	3
COSC 474	Machine Learning and Discovery	3
COSC 478	Deep Learning and Visual Recognition	3
COSC 482	Data Science in Context	3
Total Core Requirements		**54**

Supporting Courses: (24)

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics	3
MATH 225	Calculus I	4
COSC 208	Discrete Structures	3
MATH 228	Linear Algebra	3
ENGL 362	Technical writing	3
BIOL 102	Introduction to Biology	4
CHEM 107	General Chemistry I or Physics	4
or PHYS 271		
Total Supporting Requirements		**24**

Data Science Electives: (12)
Select 4 of the following courses

Course #	Course Title	Credit Hours
BIOL 209[9]	General Genetics	4
BIOL 324	General Bioinformatics	3
COSC 414	Operating Systems	3
COSC 418	Principles of Computer Graphics	3
COSC 471	Social Network Analysis	3
COSC 476	Natural Language Processing	3
COSC 477	Virtual Reality and its Applications	3
Data Science Electives		**12**

General Education Requirements and Institutional Requirements (24)

Course #	Course Title	Credit Hours
Institutional Requirements		**6**
FRSE 101	Freshmen Seminar	3
HEED 102	Life and Health	3
English		**6**
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities (two different disciplines)		**6**
COMM 101 Oral Communications		3
Arts and Humanities elective		3
Social Sciences		**6**
HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		**24**

Free Electives as needed to make 120 credits(6)

Free Electives as needed to make 120 credits	**6**

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

All students in the Data Science program are required to take the general education courses listed in the table above.

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

None needed

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

Not Applicable

[9] Required for taking BIOL 324

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.**

   While pursuing program-specific accreditation, ABET requires that the department develop, maintain, and publicly post clear, complete, and accurate information related to curriculum, course requirements, degree requirements, timing of course offerings, and technology requirements for the students. The Department of Computer Science will make this information available to current and potential students electronically. It will also post the information within the student and faculty areas of the computer science department on campus.

   The new BS in Data Science student will benefit from all the existing support mechanisms in place to ensure students are fully engaged and aware of their path to success: providing detailed information including course sequencing examples, recommended hardware requirements, providing training on learning management systems, financial aid resources, and costs and payment policies at freshman/transfer student orientation.

   Students will be assigned to advisors in the first semester of their freshman year. Students must meet with their advisors at least twice each year before course registration for the coming semester. Advisors work with students at those advising sessions to map out and continually revise a plan to complete the desired major within a four-year timeline goal.

   The Data Science course syllabi will include detailed specifications of course requirements, goals, outcome objectives, and mode of professor-student interaction for effective learning.

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

   The program will use the existing promotion mechanisms in the Department of Computer Science and within the overall university. These include the undergraduate course catalog, departmental and university web pages, and marketing literature. The study plan for the program is typically provided to potential students at admission events. Additionally, folders with information on the major will be available at the admissions open house events and scholarship meetings.

   More information is available online at https://www.bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/computer-science/

Adequacy of Articulation

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

   Bowie State University has active articulation agreements with the College of Southern Maryland. BSU is working with additional schools in the region to expand articulation agreements further to create a pipeline specific to computer science. The proposed program will result in the development

of new articulation agreements in addition to those already in place. The courses in the articulation include the following computer science courses, general education, and math courses up to 60 credits:

COSC 112 Computer Science I
COSC 113 Computer Science II
COSC 214 Data Structures and Algorithms
COSC 284 Computer Architecture course

The articulation agreement is included in Appendix B.

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.**

The department currently employs 11 faculty and staff members to support the extant degree offerings.

The table below catalogs the current full-time, tenure/tenure-track faculty members from the department who will support the launch of the Data Science degree. Other part-time faculty are rotated each semester.

Table 6: Faculty Listing

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Dr. Joseph Gomes	Tenured / Assoc Professor	Ph.D.-George Washington Univ	Computer Science	Full-time	All Computer Science courses
Ms. Patricia Hughes	Tenured / Asst Professor	MA-Univ of Wisconsin-Madison	Computer Science	Full-Time	Data Privacy and Ethics, Programming courses
Dr. Soo-Yeon Ji	Tenured / Assoc Professor	Ph.D.-Virginia Commonwealth Univ	Computer Science	Full-Time	All Data Science and Computer Science.
Dr. Darsana Josyula	Tenured / Professor	Ph.D.-Univ of Maryland-College Park	Computer Science	Full-Time	All Data Science and Computer Science.
Dr. Manohar Mareboyana	Tenured / Professor	Ph.D.-Indian Institute of Science	Computer Engineering	Full-Time	All Computer Science courses
Dr. Rosemary Shumba	Tenured / Professor, Chair	Ph.D.-Univ of Birmingham	Computer Science	Full-Time	All Computer Science courses
Dr. Choi	Tenured/Professor	Ph.D.- University of Maryland College Park	Computer Science	Full-Time	All Computer Science courses
Dr. Jie Yan	Tenured / Professor	Ph.D.- Harbin Institute of Technology	Computer Science	Full-Time	All Computer Science courses
Dr. Bo Yang	Tenured / Professor	Ph.D.-Pennsylvania State University	Computer Science	Full-Time	All Computer Science courses
Dr. Sharad Sharma	Tenured/Professor	Ph.D. Wayne State University	Computer Engineering	Full-Time	All Data Science and Computer Science.

Dr. Hoda El-Sayed	Tenured/Professor	D.Sc, The George Washington University	Computer Science	Full-time	All Data Science and Computer Science.

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

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

   Bowie State University provides:
   - Continuous training for faculty in all departments relative to the Blackboard learning management system.
   - Teaching best practices (for both classroom and online courses).
   - Other tools and techniques to support course delivery.

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

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

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

   The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Data Science. The two most highly regarded resources pertinent to Data Science coursework are: IEEE (Institute of Electrical and Electronics Engineers) and the ACM (Association of Computing Machinery). The Thurgood Marshall Library subscribes to both the **IEEE Xplore Digital Library** and **ACM Digital Library**. Both electronic databases include peer reviewed journal articles, conference proceedings, industry standards, products and services, interest groups, people of note, announcements of events, book reviews, forthcoming book announcements, and job announcements. Some of the top journal titles included in these databases are:

   - ACM / IMS Transactions on Data Science
   - IEEE Communication Magazine
   - Communications of the ACM
   - Journal of Machine Learning Research
   - Journal of Systems and Software
   - Innovations in Systems and Software
   - MIS Quarterly
   - Information Systems

Elsevier's Science Direct is a third database that contains sciences including computer science, engineering, business management, and information systems. This database is helpful for the researcher and students for peer-reviewed sources, including journal articles, books, textbooks, handbooks, and reference works.

Another resource for faculty to use to strengthen the library collection is a database entitled Choice Review Online, which includes the subject area for science and technology. Review categories are: Outstanding Academic Books, Essential Works, Reference Titles, and Recommended Websites. This publication enables faculty to make timely recommendations to the library for purchases and students to identify resources for their academic studies.

The library has a print book collection of 145,991 volumes, e-books 12,751, and media 4,241. The Thurgood Marshall Library is a member of the University of Maryland and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie students have borrowing privileges to the circulating collections of all 17 institutions. In addition to borrowing privileges, the Marshall Library also offers interlibrary loan (ILL). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users.

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

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

The Computer Science Building opened to the BSU community in 2002 as a "state of the art" facility that houses instructional, laboratory, and research spaces for Computer Science and related disciplines. The laboratory space will serve the complete needs of Data Science students. The computer science building includes sufficient flexibility in both classroom, office space, and laboratory space to accommodate the student body increases resulting from the launch of the Data Science degree.

The computer resources are available to faculty members and students in the Computer Science Department at Bowie State University (BSU). These include 15 general-purpose computing labs and five research labs. The research labs are described in the project description. Each of the general-purpose labs has 10 to 20 computers. Ten of the labs have computers with 22-inch monitors of the following specification:

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

Another ten labs have computers with the following specification:

- Dell Precision Tower 5810,
- Platform: Windows 10 (64bit), Memory:16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0HHV7N,
- Graphics: AMD FirePro W2100 (FireGL V) Graphics Adapter 2.0 GB,

- Audio: AMD High Definition,
- Audio Device Realtek Audio,
- Optical: HL-DT-ST DVD+-RW GTA0N,
- Network: IntelI Ethernet Connection I217-LM, and
- Hard Drive: 350GB

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

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**

   Online students of the program will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including university email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel.

   The department has signed an agreement with TeleCommunications Systems to provide a cloud-based virtual lab environment and lab exercises accessible to online and residential students.

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

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

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 projects revenue for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that 10-12 new students will be admitted in the first year, 18-20 the second year, increasing to a max of 40 and 50 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

Table 1: Resources

TABLE 1: RESOURCES					
Resource Categories	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+ g x 65%)	59,761	118,040	194,948	248,600	311,468
a. #Full-time Students	10	20	30	40	50

b. Annual Tuition/Fee[4]	8,446	8,699	8,960	9,229	9,506
c. Annual Full-Time Revenue (a x b)	84,460	173,980	268,800	350,702	446,782
d. # Part-Time Students	1	1	2	2	2
e. Credit Hour Rate[5]	374	381	389	397	405
f. Annual Credit Hours	20	20	40	40	40
g. Total Part-Time Revenue (d x e x f)	7,480	7,620	31,120	31,760	32,400
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	59,761	118,040	194,948	248,600	311,468

1- Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.
2 -This value represents 65% of the projected total Tuition & Fee revenues for Full-Time & Part-Time st
3- Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.
4 -Tuition Rate is based on the posted AY 2020.2021 In-state Tuition & Fees schedule with a 3% increase in the subsequent years, rounded up.
5- Credit Hour Rate is based on the posted AY 2020.2021 In-state Tuition & Fees Schedule with a 2% increase in the subsequent years.

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 describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Computer Science, it is anticipated that the new proposed program will require an additional full-time faculty member, one adjunct faculty, and an assistant systems administrator. Additional costs for advertising and promotional materials are estimated at $2,500/year.

Table 2: Expenditures

TABLE 2: EXPENDITURES					
Expenditure Categories	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary[1]	69,360	70,747	72,162	73,605	75,077
c. Total Benefits[2]	22,889	23,347	23,813	24,290	24,775
2. Total Assistant Systems Administrator	71,559	72,990	74,451	75,940	77,459

Expenses (b + c below)					
a. # FTE	1	1	1	1	1
b. Total Salary[3]	53,804	54,880	55,978	57,098	58,240
c. Total Benefits[4]	17,755	18,110	18,473	18,842	19,219
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary[5]	39,000	39,780	40,576	41,387	42,215
c. Total Benefits[6]	3,120	3,182	3,246	3,311	3,377
4. Equipment[7]	10,000			10,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 – 7)	**220,928**	**215,046**	**219,248**	**233,533**	**227,903**

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

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 processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented by the ABET Council on Computing. Industry and graduate schools recognize ABET accreditation as the hallmark of excellence in undergraduate STEM education.
Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation input from students, administrators, and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

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

Evaluation of student learning outcomes will be based on assessment of the stated ABET outcomes using the continuous improvement processes.

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

The evaluation of the program educational objectives will follow the same process currently used for the BS in Computer Science. Evaluation of the program's educational effectiveness will include

- Ensuring that the program educational objectives are aligned to the BSU mission.
- Ensuring that the program educational objectives align to the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives.
- Following a documented process to ensure that the student outcomes are mapped to the program educational objectives.
- Analyzing how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the Data Science field as it evolves.
- Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
- Analysis of class size on achievement of learning outcomes.

Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program' effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

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

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

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

- Support educational opportunity for Marylanders (Success, Strategy 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5)
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9)
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7)

- Partner with business, government, and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8) and
- Expand support for grant participation and research (Innovation, Strategy 10).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11).

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

Relationship to Low Productivity Programs Identified by the Commission

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

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

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

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

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

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

APPENDIX A – COURSE DESCRIPTIONS

Required Computer Science Courses

COSC 112 – Computer Science I (4 credits)
This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, wiretapping, encryption, and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113 – Computer Science II (4 credits)
This course explores the design and analysis of large-scale systems of programs. Topics include testing, debugging, documentation, recursion, dynamic storage allocation, LIFO stacks, FIFO queues, trees, linked lists, routed I/O to multiple files, protecting software and other intellectual property, computer crimes, and constitutional and related issues. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 208 – Discrete Structures and Algorithms (3 credits)
This course is a study of mathematical topics needed for a major in computer science as follows: sets, relations, logic, graphs, mappings, functions, recursion, finite state machines, formal proof techniques, combinatorics, and recurrence relations.

COSC 214 – Data Structures and Algorithms (3 credits)
This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 381- Cloud Computing Fundamentals (3 credits)
Prerequisite(s): COSC 112
The course introduces cloud computing concepts and technologies. Topics include cloud fundamentals, infrastructure, architecture, deployment models, security, compute services, storage services, network services, and cost—hands-on projects utilizing a public cloud infrastructure complement the teaching.

COSC 428 – Design and Analysis of Algorithms (3 credits)
Prerequisite(s): COSC 214.
This course will include the design and analysis of algorithms. Algorithms that manipulate data structures such as lists, stacks, queues, trees, and graphs are discussed in terms of efficiency and existence. Algorithms for data compression, memory management, and advanced hashing techniques will be studied. Topics also include balancing algorithms, divide-and-conquer algorithms, dynamic programming, the greedy approach, backtracking, branch-and-bound, advanced search/sort techniques, the P=NP problem, parallel algorithms, and newly promoted algorithms will be studied and researched.

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

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

COSC 473 – Artificial Intelligence (3 credits)
Prerequisite(s): COSC 214. This course is an introduction to basic concepts and techniques of artificial intelligence. Topics include knowledge representation, search strategies, fuzzy and probabilistic reasoning, and theorem proving. Applications of AI languages and the design and construction of Expert Systems are discussed.

Required Data Science Courses
COSC 111 – Fundamentals of Computer Science and Data Concepts (3 credits)
The course provides a proficient foundation in computer science and data science concepts. Students learn how to use state-of-the-art techniques, including statistical and machine learning techniques to train decision trees, and use natural language processing and tools for data-intensive and computational science, and emerging and societal issues surrounding information technology. (Note: This course does not qualify for computer science or computer technology major credit.)

COSC 211- Programming for Data Science (3 credits)
Prerequisite(s): COSC 111
This course covers the traditional computer science programming topics. Each topic includes a brief introduction to data science topics such as artificial intelligence, basic descriptive statistics, central tendency and dispersion measures, simulation, static and dynamic visualization, working with CSV files, pandas for data exploration and data wrangling, time series, and simple linear regression. The course concludes by looking at case studies in an area of application such as cognitive computing, machine learning, natural language processing, data mining, deep learning, and big data.

COSC 311-Data Science
Prerequisite(s): COSC 211 and MATH 155
This course covers data science concepts and techniques to analyze different types of data. The topics include data preparation, data manipulation, exploratory data analysis, association rules, feature extraction, linear and logistic regression, dimension reduction, and prediction.

COSC 429-Data Visualization
Prerequisite(s): COSC 214
This course covers the theory and application of data visualization and has a strong emphasis on design and creating visualization applications for 3D interactive virtual reality interfaces. Students learn how to design, build, and evaluate visualizations for different types of data, disciplines, and domains. Students also learn to analyze and think critically about existing visualizations regarding the design choices made.

COSC 439-Big Data Systems
Prerequisite(s): COSC 381, MATH 155
The course covers the problems related to storing vast quantities of data, ensuring the data is high quality, efficient processing, and deriving valuable insights. Students engage issues of scale and the implications of Big Data on computational requirements, theories and methods used in the context of Big Data, appropriate algorithms to harness the cluster's processing power, and approaches to simplifying the programming interface used in developing Big Data applications.

COSC 470: Data Privacy, Ethics and Professionalism
Prerequisite(s): COSC 311
This course examines the privacy, security, integrity, ethics, and professionalism concerns and implications of collecting and managing big data by covering the use of synthetic data in place of anonymized data; tokenization algorithms for dynamic data protection; network and web tools for data security; and logical and physical security.

COSC 474: Machine Learning and Discovery
Prerequisite(s): COSC 214
This course focuses on artificial intelligence techniques for knowledge acquisition by computers. Fundamental problems in machine learning and discovery will be addressed. Topics in regression, classification, mixture models, neural networks, deep learning, ensemble methods, and reinforcement learning will be covered in detail. The course will explore systems that learn from examples, analogies, and solved problems; systems that discover numerical laws and qualitative relationships; and projects centering on implementation and evaluation.

COSC 478 Deep Learning for Visual Recognition
Prerequisites : COSC 474
The focus of this course is the use of deep learning techniques for computer vision problems. It is intended for students who have familiarity with machine learning fundamentals. The topics covered include detection, segmentation, classification, visualization and understanding using deep learning methods. Students will learn how to apply convolutional neural networks, recurrent neural networks, generative models, deep reinforcement learning and graph neural networks to solve visual recognition problems.

COSC 482- Data Science in Context (3 credits)
Prerequisite(s): Math 155, COSC 470, COSC 474
In this capstone course, student teams apply the knowledge and skills in data science gained in previous classes in the context of a specific data science project. First, each team will identify problems and necessary activities to address the problem particular to the project. Then, to demonstrate expertise in data science, students create a software-intensive solution and communicate the results to various stakeholders.

Data Science Electives

BIOL 209 – General Genetics (4 Credits)

Prerequisite(s): BIOL 102.
This course examines the concept of inheritance, its basis and societal impact. Inheritance is studied from various standpoints where mendelian genetics, molecular genetics, cytogenetics, population, and quantitative genetics are emphasized. Various tools and exercises are designed to reinforce each of the aforementioned aspects during the laboratory sessions.

BIOL 324 – General Bioinformatics (3 credits)

Prerequisite(s): BIOL 209
In this course, students explore the principles underlying the analyses of sequences and biological databases using computational and statistical tools. The course provides students with an understanding of, and practical experience with the applications of these tools in biotechnology and biomedical sciences. Lecture

COSC 414 – Operating Systems (3 credits)
Prerequisite(s): COSC 214 and COSC 330.
This course is a study of batch systems, interactive systems, spooling systems, multiprogramming systems, I/O processors and techniques, intra-system communication, deadlocks, indefinite postponement, microprogramming, parallelism,
and pipelining. Dynamic procedure activation, system structure, memory management, process management, and recovery procedures, and case studies of recent operating systems also will be covered.

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

COSC 471: Social Network Analysis
Prerequisite(s): 214
This course provides the concepts and techniques related to social network analysis including network structure, graph, network measures, network clustering, centrality, network visualization, and topic modeling.

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

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

BS in Data Science – FOUR-YEAR PROGRAM
Freshman Year

First Semester	Credits	Second Semester	Credits
COSC 111 Data Foundations of Data Processing	3	COSC 211 Programming for Data Science	3
MATH 155 Probability and Statistics	3	Math 225 Calculus I	4
ENGL 101 Expository Writing	3	BIOL 102 Introductory Biology	4
FRSE 101 Freshman Seminar	3	COSC 112 Computer Science I	4
COMM 101 Oral Communications	3		
Total:	15	*Total* :	15

Sophomore Year

First Semester	Credits	Second Semester	Credits
COSC 113 Computer Science II	4	COSC 208 Discrete Structures	3
ENGL 102 Argument and Research	3	Arts and Humanities Gen Ed Elective	3
COSC 311 Data Science	3	HIST 114/115 African American History to 1865	3
CHEM 107 General Chemistry	4	COSC 214 Data Structures and Algorithms	4
		MATH 228 Linear Algebra	3
Total:	14	*Total* :	16

Junior Year

First Semester	Credits	Second Semester	Credits
COSC 428 Design and Analysis of Algorithms	3	COSC 465 Software Engineering	3
COSC 431 Database Management	3	COSC 439 Big Data Analytics and Applications	3
COSC 381 Cloud Computing Fundamentals	3	COSC 473 Artificial Intelligence	3
COSC 429 Data Visualization	3	ENGL 362 Technical Writing for Computer Science	3

Health and Wellness Elective	3	COSC 474 Machine Learning and Discovery	3
Total:	15	*Total* :	15

Senior Year

First Semester	Credits	Second Semester	Credits
COSC 478 Deep Learning and Visual Recognition	3	Free Elective	3
COSC 470 Data Privacy, Ethics and Professionalism	3	COSC 482 Data Science in Context	3
Data Science Elective	3	Social Science/Behavioral Elective	3
Computer Science Elective	3	Computer Science Elective	3
Free Elective	3	Data Science Elective	3
Total:	15	*Total* :	15

APPENDIX B: Articulation Agreement with College of Southern Maryland

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

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

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

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

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

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

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

Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education

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

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN COLLEGE OF SOUTHERN MARYLAND AND BOWIE STATE UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE TO BACHELOR OF SCIENCE IN COMPUTER SCIENCE, CYBERSECURITY SPECIALIZATION

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

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

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

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Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education
CSC-1110	Program Design and Development	3	FRSE-101	Freshman Seminar	3	Major Requirement

References

1. Ormond, Jim (2021) ACM Issues Computing Competencies for Undergraduate Data Science Curricula International Effort Aims to Establish Guidelines for Transformative/Interdisciplinary Field

2. Glassdoor 50 Best Jobs in America for 2021
https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm

3. Data Science Disconnect
https://www.insidehighered.com/news/2017/03/30/report-urges-data-science-course-work-all-undergraduates-close-growing-skills-gap

4. The Dice Q2020 Tech Job Report
https://techhub.dice.com/Dice-Q2-Tech-Job-Report.html

UNIVERSITY SYSTEM of MARYLAND

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

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

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The Bowie State University (BSU) Department of Computer Science proposes a Bachelor of Science (B.S.) degree in Software Engineering. Software engineering involves applying a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software—the application of engineering discipline to the development of large, complex software systems (IEEE 2010). The proposed program equips engineering professionals with a mastery of software development theory, practices, and processes. The Software Engineering discipline builds on the foundations of computer science in the same way that other engineering disciplines are based on the application of physical or life sciences. However, Software Engineering emphasizes requirements, process, design, measurement, analysis, and verification, thus providing a strong foundation in engineering principles and practice as applied to developing software systems.

The proposed 120-credit program fills a curricular gap of significant importance to the state's largest employers. Additionally, the curriculum for the undergraduate Software Engineering program complements existing and other planned high-demand programs at BSU including computer science, management information systems, and cyber operations engineering. Once the program matures, BSU will offer the first ABET-accredited Software Engineering program in the state.

Finally, this proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility.

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 Bowie State University to offer the Bachelor of Science in Software Engineering.

COMMITTEE RECOMMENDATION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Aminta H. Breaux, Ph.D.
President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715
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April 4, 2022

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

RE: New Academic Program Proposal – Bachelor of Science in Software Engineering

Dear Chancellor Perman:

Please find enclosed a proposal to offer a new program at Bowie State University, Bachelor of Science in Software Engineering (HEGIS 0701 / CIP 11.0701).

The BSU Department of Computer Science proposes a Bachelor of Science (BS) degree in Software Engineering. Software engineering involves applying a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software—the application of engineering discipline to the development of large, complex software systems (IEEE 2010). The proposed program equips engineering professionals with a mastery of software development theory, practices, and processes. The Software Engineering discipline builds on the foundations of computer science in the same way that other engineering disciplines are based on the application of physical or life sciences. However, Software engineering emphasizes requirements, process, design, measurement, analysis, and verification, thus providing a strong foundation in engineering principles and practice as applied to developing software systems.

The proposed program builds on an extensive existing infrastructure supporting and encouraging students to enter the Software Engineering program. The Department of Computer Science offers a BS, MS, and a doctoral program in Computer Science with the BS being an SBET Commission on Computing accredited program. Since 2008, BSU has maintained an undergraduate specialization in software development for computer science majors.

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

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs
Dr. Joann Boughman, Senior Vice Chancellor, USM
Dr. Antoinette Coleman, Associate Vice Chancellor, USM
Dr. Rosemary Shumba, Department Chair, Computer Science
Dr. George Acquaah, Dean, College of Arts and Sciences
Ms. Gayle Fink, Office of Planning, Analysis and Accountability

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

__X__ New Instructional Program

_____ Substantial Expansion/Major Modification

_____ Cooperative Degree Program

__X__ Within Existing Resources, or

_____ Requiring New Resources

Bowie State University
Institution Submitting Proposal

Software Engineering
Title of Proposed Program

Bachelor of Science
Award to be Offered

Spring, 2023
Projected Implementation Date

0701
Proposed HEGIS Code

11.0701
Proposed CIP Code

Department of Computer Science
Department in which program will be located

Dr. Rosemary Shumba
Department Contact

301-860-4446
Contact Phone Number

rshumba@bowiestate.edu
Contact E-Mail Address

Signature of President or Designee

4-4-22
Date

A. Centrality to Institutional Mission and Planning Priorities

Bowie State University (BSU) is a comprehensive university providing 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society. As part of BSU's mission to support the Maryland workforce, the degree in Software Engineering will help supply well-trained graduates to support this critical element of the state's economy.

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

The BSU Department of Computer Science proposes a Bachelor of Science (BS) degree in Software Engineering. Software engineering involves applying a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software—the application of engineering discipline to the development of large, complex software systems (IEEE 2010). The proposed program equips engineering professionals with a mastery of software development theory, practices, and processes. The Software Engineering discipline builds on the foundations of computer science in the same way that other engineering disciplines are based on the application of physical or life sciences. However, Software engineering emphasizes requirements, process, design, measurement, analysis, and verification, thus providing a strong foundation in engineering principles and practice as applied to developing software systems.

The BSU program is unique in that it:

- Uses modern active-learning pedagogy to emphasize the fundamentals of software engineering,
- Incorporates sound, modern approaches to increase student engagement and retention,
- Includes team-based learning and project-based learning for all levels of students,
- Integrates emerging topics such as mobile systems, web computing, and DevSecOps,
- Encourages and prepares students to obtain summer internship experiences between the sophomore and junior year, and
- Exposes students to state-of-the-art technologies for developing complex software applications for business corporations, government systems, mobile systems, web systems, and embedded systems making them industry ready.

While the Accreditation Board for Engineering and Technology, Incorporated (ABET) defines the basic student outcomes for all engineering disciplines, this curriculum has also been designed to align with the Institute of Electrical and Electronic Engineers (IEEE) SE2014 curriculum guide.[1] Specifically, this guide indicates that graduates of an undergraduate software engineering program should be able to demonstrate the following:

- [Professional Knowledge] Show mastery of software engineering knowledge and skills and of the professional standards necessary to begin practice as a software engineer.

[1] Software Engineering 2014 Curriculum Guidelines for Undergraduate Degree Programs in Software Engineering. Joint Task Force on Computing Curricula IEEE Computer Society Association for Computing Machinery. February 23, 2015.

- [Technical Knowledge] Demonstrate an understanding of and apply appropriate theories, models, and techniques that provide a basis for problem identification and analysis, software design, development, implementation, verification, and documentation.
- [Teamwork] Work both individually and as part of a team to develop and deliver quality software artifacts.
- [End-User Awareness] Demonstrate an understanding and appreciation of the importance of negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment.
- [Design Solutions in Context] Design appropriate solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal, and economic concerns.
- [Perform Trade-Offs] Reconcile conflicting project objectives and find acceptable compromises within the limitations of cost, time, knowledge, existing systems, and organizations.
- [Continuing Professional Development] Learn new models, techniques, and technologies as they emerge and appreciate the necessity of such continuing professional development.

This IEEE document was used to establish basic guiding principles and develop the curriculum.

The proposed program builds on an extensive existing infrastructure supporting and encouraging students to enter the Software Engineering program. The Department of Computer Science offers a BS, MS, and a doctoral program in Computer Science, with the BS being an ABET Commission on Computing-accredited program. Since 2008, BSU has maintained an undergraduate specialization in software development for computer science majors.

This proposal is aligned with BSU's mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The addition of this program addresses the growing disparity of minority participation in the STEM workforce at the state and national levels. Evidence of this disparity is elaborated in section C of this proposal below. With its proximity to the nation's capital and innumerable federal government contractors throughout the Washington, D.C. /Maryland /Virginia region, BSU is strategically positioned to increase diversity in the STEM workforce.

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

The proposed BS in Software Engineering supports Bowie's *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The program builds on the existing BS in Computer Science program, which is accredited by the ABET Computing Accreditation Commission—the highest level of accreditation excellence in the technology field.[2]

Launching this program demonstrates the university's commitment to providing opportunities to traditionally underrepresented populations in the STEM fields as articulated in the *FY 2019 – FY 2024 Racing to Excellence Strategic Plan.*[3] According to *Diverse: Issues in Higher Education*, BSU

[2] https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/
[3] https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf

is among the top five Maryland universities graduating African Americans with bachelor's degrees in nursing, biology, and computer/information sciences. The addition of the Software Engineering program will prepare underrepresented minorities for employment in the private industry, academic, or governmental technology sector in the most swiftly expanding area of the domestic economy. It further will allow Bowie State University to progress among other HBCUs to become one of the top-rated STEM institutions for higher learning.

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

Bowie State University has access to multiple funding streams to assure the successful launch and sustained success of the Software Engineering degree program. The program is a priority for the university and the administration is committing resources including the hiring of personnel to support the program. The institution further demonstrates its financial commitment by funding new courses, acquiring necessary library resources, and hiring additional faculty members to cover increases in the student body and the number of courses offered.

The proposed Software Engineering degree will be housed in the Department of Computer Science. Since the major is built on the foundation of existing program courses, the current support structure will be expanded to support the new degree program. This scaffolding enables launching the Software Engineering program with savings based upon these extant courses and faculty resources.

The Department of Computer Science has existing relationships with government agencies and private industry. The plan is to increase the number of partnerships and develop a pool of experts to (1) bring real-life working experience to the classroom and (2) provide valuable extracurricular learning opportunities. About 90 percent of the faculty in the department have terminal degrees in Computer Science and can teach the courses. Over time, program demand could necessitate additional full-time faculty. The need for new faculty will be evaluated by the administration based upon sustained course needs within foundational courses, new course development needs, and expertise gaps.

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

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

BSU demonstrates its unwavering commitment to technology-related programs. The administration supported the ABET accreditation of the Computer Science program, which involved a four-year preparatory period followed by another year of study and a campus visit by ABET to earn the credential. The administration supports the same process for the planned Software Engineering program. The effort required to reach this level of excellence exceeds most programs on campus and demonstrates the university's strong administrative support to help achieve success for the technology students. New course roll-out for Software Engineering will come mainly in the third and fourth year of the four-year cycle as new upper-level courses are needed. Faculty and library resources are further elaborated upon in sections I and J of this report, respectively.

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

Given the established nature of the computer science degree program, the proposed Software Engineering degree will result in incremental resource needs by leveraging the existing

curriculum and laboratory infrastructure. With each new year of the new degree offering, only those required for the initial class will need to be added. Thus, only new freshman classes will be added to program offerings in the first year of the program. In the second year, the freshman classes will be repeated, and sophomore-level courses will be added. This incremental increase in curricular offerings enables a gradual increase in expenditure to which the administration has committed. Thus, the first class to pursue Software Engineering at BSU will know that the program will continue so that they will be able to complete the program. If at any point after full program launch the university decides to discontinue the degree program, the reverse process will follow so that only freshman classes will be discontinued while the program phases out and no new students are admitted to the program. After the first year, both freshman and sophomore classes would be discontinued, and so forth until the final remaining class has the opportunity to complete their senior-level courses and earn their degrees. This approach enables the administration to assure students entering the program that it will endure, facilitating every qualified student an opportunity to complete their degree. The Department of Computer Science and BSU are committed to recruiting interested students and providing the necessary institutional support for them to succeed in this demanding and necessary major.

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

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

1. Possible Software Engineering jobs may include computer systems analyst, software developer (embedded, web, and mobile), user interface designer, software testing engineer, video game designer, computer systems administrator, project manager, sales engineer, and many others.

   The Maryland State Plan for Higher Education cites a Computing Technology Industry Association (CTIA) 2017 report ranking Maryland fifth among states relative to the concentration of technology jobs in the private sector workforce at 8.6 percent.[4] With a population exceeding six million, that equates to an excess of 500,000 private sector technology jobs. DataUSA.io estimates the African American population in Maryland around 30 percent, which proportionately suggests at least 150,000 technology-related jobs would be filled by the population BSU commits to serve. A study commissioned by BSU (Aslanian Market Research Report) indicates that Maryland colleges and universities award approximately 21 percent of baccalaureate degrees to Black or African American students. When considering only technology programs, only 14 percent of degrees granted in Maryland are awarded to Black or African American students. These numbers, based upon 2019 graduation rates, indicate that Maryland colleges and universities currently underperform in preparing this racial group for the high technology economy prevalent in the state and region.

   The West Coast benefits from jobs created by high technology companies such as Google, Facebook, Apple, HP, Oracle, and many others. The National Capital Region, including southern Maryland, benefits from the proximity to Washington, D.C., and to the sprawling region of Northern Virginia. As a result, BSU is very close to federal agencies: NASA, NSA, NSF, NIH; Military establishments: RDECOM, CECOM, Naval Air Systems Command, ARL, APL;

[4] https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf

contractors: Lockheed Martin, Northrop Grumman, and other tech industries. All of these agencies and the defense industry complex employ large numbers of Black or African American workers in positions related to Software Engineering. For example, Lockheed Martin has nearly 900 employees with education from historically Black colleges and universities.[5] A recent report from the Intelligence Community indicates that the minority workforce had steadily increased from 23.2 percent in 2011 to 24.6 percent in 2015. During the same period, minority hiring increased from 20.8 percent to 24.9 percent.[6]

According to the Bureau of Labor Statistics (BLS), there were 1,365,500 software engineering jobs in 2018 nationwide. This number is projected to reach 1,649,600 by 2028, as cited by builtin.com.[7] Software engineers work in various environments, including the business and corporate sector, healthcare systems, communications, aerospace, military, and the evolving artificial intelligence gaming industries. They also develop products for facilitating interaction between digital and physical components, as seen in robotics and machine learning. Some software engineers may create custom applications for manufacturers, while others work directly in software systems design. Their highly sought-after research, design, development, and testing skills help keep many critical systems operating accurately and efficiently. Using principles and techniques of computer science, engineering, and mathematical theory, software engineers empower business processes with innovative applications to perform tasks smarter, faster, and with higher quality outcomes.

The demand for technology-related degrees shows steady growth over the past seven years. The number of degrees awarded by state universities in Maryland increased from 1,178 in 2013 to 2,383 in 2019—a growth rate of 102 percent during that time. Similarly, according to a commissioned report by enrollment marketing agency Education Dynamics, enrollment estimates for these programs grew from 7,068 to 14,298 during the same period—also increased 102 percent over seven years. The steady growth in enrollments and degrees awarded provides encouragement respecting the overall need for these degree programs. Still the lagging matriculation of African American candidates gives evidence of the gap in technology opportunities. BSU proposes to help bridge the gap with the Software Engineering degree program.

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

Based on an average career span of twenty years, the state would need to award approximately 25,000 technology-related degrees each year to maintain the technology-oriented workforce just in the state's private sector. The National Center for Education Statistics (NCES.ed.gov) indicates that enrollments in the traditional computer and information science disciplines have leveled off recently. Degrees awarded in 2010-11 dipped 9.3 percent (43,072) when compared to 2005-06 (47,480). The maturing, growth, and evolution of the high technology industry may account for this trend. As technology positions become more focused in subset disciplines, students seek degree programs more closely related to the market niche where they hope to excel.

[5] https://www.blackengineer.com/article/lockheed-martin-winning-talent-war/
[6] https://www.dni.gov/files/documents/FY-2015-Annual-Demographic-Report.pdf
[7] https://builtin.com/recruiting/demand-for-software-engineers

The need for an undergraduate degree in Software Engineering aligns well with the three goals: Access, Success, and Innovation of Maryland's 2017-2021 State Plan for Postsecondary Education. The proposed program fulfills the first goal of "Access," which states a university should "ensure equitable access to affordable and quality postsecondary education for all Maryland residents." Closing the accessibility and achievement gap is an ongoing endeavor for Maryland—a leader in postsecondary education—by maintaining an ongoing commitment to addressing equal access, success, and opportunity through various focused programs. The need for a degree in Software Engineering to serve underrepresented minority student populations with an affordable education is a step closer to fulfilling the state's goal, which has a fundamental commitment to equity, equality, and diversity. The state plan also strives for ensuring student "Success" by promoting and implementing practices and policies, such as supporting "the unique missions of Historically Black Colleges and Universities" and enhancing "diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions" (p. 83). Hence, this proposal from BSU for a program in Software Engineering will help promote "Success" by preparing students for lucrative careers in a field of growing demand. This program will also increase "long-term graduate education opportunities when considering a student's career trajectory" and will make it easier to "expand support for research and research partnerships" which are depicted as strategies for fostering innovation in all aspects of Maryland higher education to improve access and student success. "High-demand, innovative academic programs" is also the first of seven objectives in the BSU strategic plan (p.3).[8]

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand

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

The Software Engineer graduate will have gained the skills to pursue a broad array of positions within the information technology industry. Those jobs related to the software development life cycle, such as systems analysis, IT project management, and junior management positions, will fall within the scope of the well-prepared graduate. Niche positions will include working with databases and data warehouses, mobile applications, security applications and analysis, network implementation, and user interface design. The following figure (from a commissioned study by Education Dynamics) tabulates five of the larger employers who seek software engineering graduates (along with related degrees) in the region served by BSU and the number of pertinent job positions for 2019:

Largest Regional Employers of Software Engineering-Related Professionals

Company (ordered by size of requirements)	**Unique job postings for 2019**
General Dynamics Corporation	12,649
Leidos	12,403
Booz Allen Hamilton	12,546
CACI International	8,460
Northrop Grumman Corporation	8312
Total	**54,370**

The market reflected by this information includes positions across the National Capital Region to include Prince George's County, home to BSU, and other counties of southern Maryland, the

[8] https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf

District of Columbia, and northern Virginia. Most of the companies listed here perform substantial work for the federal government. These positions do not reflect the government (federal, state, local) positions, which also become available each year. Many civil service positions become available at the entry-level, for which recent Software Engineering graduates are eligible.

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 Bureau of Labor Statistics reports the number of computer specialists in 2019 at 882,300. They also project a growth rate in this category of 8 percent, "much higher than average." Currently, BLS reports that the number of jobs for software developers rose to 1.47M in 2019. Computer specialist is one of several positions for which software engineering graduates qualify. BLS further indicates that the typical entry-level education required for these positions is a baccalaureate degree and projects the outlook for job growth between 2019 and 2029 at 22 percent—"Much faster than average."

Per the Maryland State Plan for Education, Maryland ranks in the top five states nationally in technology-related jobs. A commissioned report from Education Dynamics compiled a table of job openings in 2019 specific to the region served by BSU. The following table reflects the positions that a graduate of software engineering likely has the requisite skills to fill:

Occupation	2019 Jobs
Software Developers and Software Quality Assurance Analysts and Testers	4,083
Computer Systems Analysts	1,400
Computer Occupations—Other	1,260
Computer and Information Systems Manager	2,015
Information Security Analysts	699
Web Application Developers and Digital Interface Designers	433
Computer Programmers	384
Electrical Engineers (developing embedded software)	312
Database Administrators and Architects	285
Computer and Information Research Scientists	156
Total	**11,027**

This data illustrates that the number of available job vacancies in Maryland during 2019 far outpaced the number of degree completions at state institutions for technology-related majors.

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**.

Relying on the same commissioned report from Education Dynamics relative to the job market for software engineering graduates in the Bowie State University region, the following table lists the frequencies of the top eight job titles corresponding to the number of available positions just presented in the previous paragraphs:

Titles by Job Posting	Unique Postings in 2019
Software Engineers	12,749
Systems Engineers	11,682
Systems Administrators	6,900
Software Developers	5,768
Project Managers	5,462
Network Engineers	5,263
Java Developers	4,945
DevOps Engineers	2,916
Total	55,685

The definition of each of these position titles in job listing sources such as Indeed, Robert Half, Glassdoor, and ZipRecruiter include degrees in software engineering as a qualifying credential. To support the value of the degree, an analysis of job skills required for referenced vacancies yields the following table. Presented are the top 24 skills for software engineering-related positions. Graduates of the Software Engineering program at BSU will receive instruction with opportunities to practice and develop competency in highlighted areas:

Required Skill	Frequency in Job Postings
Computer Science	26%
Agile Software Development	23%
Top Secret -SCI Clearance	20%
Java (programming language)	18%
Linux (operating system)	16%
Python (programming language)	16%
Structured Query Language (SQL)	15%
Software Systems Engineering	15%
Software Engineering	14%
Amazon Web Services (AWS)	14%
Automation	13%
Operation Systems	13%
JavaScript (scripting programming language)	13%
Scripting	12%
Information Systems	11%
Cyber Security	10%
Software Project Management	9%
Scrum (development method)	8%
SecDevOps	8%
Unix (operating system)	8%
Secret Clearance	7%
Software Systems Configuration Management	7%
Computer Engineering	7%
Software Debugging	7%

The Bachelor of Science in Software Engineering degree provides the essential entry point into such careers as the following: software engineer (median base pay, $104,000, ranked 10th best job in the nation according to Glassdoor 2019), senior software engineer (median base pay of $112,550), data engineer (median base pay of $100,000 and ranked 8th best job in the nation), software engineering manager (median base pay $153,000 and ranked 43rd best job in the nation), and enterprise architect (median base pay, $122,585). The addition of the Software

Engineering program to the BSU degree offerings addresses the growing disparity in minority participation in the STEM workforce at the state and national levels. HBCUs are playing a critical role in increasing the number of STEM graduates, as they produce a significant portion of the nation's African American graduates in the STEM disciplines.

The following table provided by Education Dynamics indicates that: In 2019, across all formats, White students made up the largest proportion of completions in the CIP codes under investigation (45%). However, this racial group underperforms Maryland overall across all CIP codes – in which White students make up 49 percent of total completions. Additionally, the Black or African American population underperforms the state by seven percentage points (14% within CIP Code, 21% Maryland). The differences here appear to be among Asian completions; a 10 percent increase within the CIP codes (20%) versus the state of Maryland (10%)."[9]

As a reference, African Americans comprise about 30 percent of Maryland's population.

Race/Ethnicity	Percent Within Occupation Greater Maryland Region All Employed	Percent of Degree Completions within CIP Codes—Maryland (Bachelor's Level)
White	45.59%	49%
Asian	20.19%	10%
Black or African American	14%	21%
Hispanic or Latino	6%	8%

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

The following table indicated steady growth in the number of completed degrees (in the six CIP codes most closely related to software engineering) across all baccalaureate-level programs at institutions operating within Maryland.[10]

Year	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**% Chg. from 2013 - 2019**
Completed Degrees	1,178	1,306	1,583	1,677	1,835	2,228	2,383	102%

From the same report, the next table indicates a similarly steady growth in the number of enrollments from related programs in Maryland universities indicating a strong attraction to this discipline from registered students.

Year	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**% Chg. from 2013 - 2019**

[9] *Education Dynamics*—Bowie State University Report, Part 1, page 27.
[10] Ibid., 26.

Estimated number of Enrollments	2,064	1,884	3,510	3,582	2,724	3,828	3,372	63%

Further analysis of the completed degrees indicated in the above table indicates that White students comprised the largest proportion of graduates across all formats—online and face to face. The following table illustrates the top six groups of graduates in related programs identified by race or ethnicity:[11]

Race / Ethnicity	Percent of Degree Completions
White	45%
Asian	20%
Black or African American	14%
Hispanic or Latino	6%
Nonresident alien	6%
Two or more races	5%

The previous sections of this proposal also presented an additional thorough analysis of current and anticipated supply of prospective graduates in Software Engineering by those institutions considered peers of BSU.

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.**

Capitol Technology University (CTU) offers the only other full baccalaureate degree in Software Engineering in Maryland. While CTU has some ABET-accredited programs, their Software Engineering degree is not currently one of those. Towson University offers a software engineering specialization, that includes a number of software engineering courses, for their undergraduate program in computer science. University of Maryland-College Park offers a BS degree in Computer Engineering. While this degree is more closely related to electrical engineering, it also includes a software engineering component as most new computer hardware inventions involve embedded code developed by personnel with software engineering skills. The BSU proposed degree program is based on the ABET software and similarly named engineering programs, making it a more robust and quality program. The program also is designed to align with the Institute of Electrical and Electronic Engineers Software Engineering 2014 curriculum guide.[12] While other Maryland schools offer courses in software engineering and a few offer graduate degrees in this discipline, CapTech and Towson seem to provide the only close alternatives to the program proposed here by BSU. The following table summarizes the degree offerings related to software engineering with relevant details.

[11] Ibid., 27.
[12] Software Engineering 2014 Curriculum Guidelines for Undergraduate Degree Programs in Software Engineering. Joint Task Force on Computing Curricula IEEE Computer Society Association for Computing Machinery. February 23, 2015.

School	Capitol Technology University	Towson University
Comparable Degree Offering	Bachelor of Science in Software Engineering	Bachelor of Science in Computer Science: Software Engineering Track
Accreditation	no program-specific accreditation	ABET Accredited
Credits Required	120	120

2. **Provide justification for the proposed program.**

   Many of the larger public and private universities in Maryland offer related degrees such as computer science or information systems. In previous sections, we provided data demonstrating the high demand for software engineering skills in the regional market as well as a large deficit in the quantity of qualified talent. The proposed Bowie State University program fills a curricular gap of significant importance to the state's largest employers. Additionally, the curriculum for the undergraduate Software Engineering program complements existing and other planned high-demand programs at BSU including computer science, management information systems, and cyber operations engineering. Once the program matures, BSU will offer the first ABET-accredited Software Engineering program in the state.

E. Relevance in High-Demand Programs at Historically Black Institutions (HBIs) – Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The Department of Education (ED) published "Charting a Course for Success: America's Strategy for STEM Education" in December 2018.[13] The authors state, "Now more than ever the innovation capacity of the United States—and its prosperity and security—depend on an effective and inclusive STEM education ecosystem." One of the three aspirational goals discussed in the document is to "increase diversity, equity, and inclusion in STEM and provide all Americans with lifelong access to high-quality STEM education, especially those historically underserved and underrepresented in STEM fields and employment." An analysis by the United Negro College Fund documents the disparity between degrees awarded to Black college students compared to the percentage who seek a STEM education. "Black and white students across the country intend to pursue STEM degrees at similar rates, but minority students in any STEM field struggle to achieve comparable levels of representation in degree attainment."[14] According to the Penn Center for Minority Serving Institutions, Black students earned 4.2 percent of bachelor's degrees compared to 68.1 percent for white students in 2012.

As one of Maryland's historically Black institutions, Bowie State serves an underrepresented minority population. Respect for and understanding diversity is central to its mission of advancing minority student achievement. A vital goal of the proposed Software Engineering program is to help close the gap between those African American students who seek a STEM degree and those able to achieve this goal. It will help meet the demand for additional STEM programs at HBCUs, support other STEM programs on campus, and increase the number of black software engineers in a geographical area desperate to hire qualified graduates to serve in the field. Additionally, Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504.

F. Relevance to the Identity of Historically Black Institutions (HBIs) – Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

As Maryland's first historically Black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. This

[13] https://files.eric.ed.gov/fulltext/ED590474.pdf
[14] https://uncf.org/the-latest/the-impact-of-hbcus-on-diversity-in-stem-fields

mission is critical when considering STEM degrees, such as software engineering. “HBCUs graduate 25% of African American [s] who earn degrees in STEM”[15]. The Hundred-Seven organization identifies the top ten STEM HBCUs. While BSU is not numbered among this group, none currently offer a degree in software engineering.

Given the existing prominence of HBCUs in graduating African Americans in STEM fields, these institutions must play a key and more prominent role in increasing the number of US STEM graduates. HBCUs must direct efforts toward strengthening individuals from underrepresented minorities. BSU is committed to providing opportunities to traditionally underrepresented populations in STEM fields. It is a top-five university in Maryland for graduating African Americans with bachelor's degrees in computer science, technology, nursing, and biology. BSU is located in the heart of one of the world's most important technology hubs and surrounded by world-renowned tech company headquarters, government agencies, and key technology users in government, healthcare, defense, space, and professional services. It is strategically positioned to help increase diversity in the STEM workforce.

Increasing STEM opportunities for students at BSU helps fulfill the university's mission, the needs of the state, and most importantly, the student body's needs to enter a field where they can earn a significant income in a stable and growing industry. The Software Engineering degree will certainly help fulfill and enhance the identity of HBIs.

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 Department of Computer Science chair will ensure that the curriculum begins and remains aligned with the proposed degree program. The Department of Computer Science faculty has the responsibility to ensure that the proposed new and existing courses continue to align with the stated requirements of the program, including modifications as they occur as a result of annual goal evaluation and stakeholder feedback.

   The computer science faculty of BSU, with support from their Technical Advisory Board, designed the Software Engineering program. The graduates of this program will boast the highest level of certification available for this and similar programs in the industry. The BSU program prepares students with the ability to contribute to any industry position or government agency successfully. Of the nine faculty members involved in developing the Software Engineering curriculum, eight have doctoral degrees in computer science or computer engineering. The academic strength of this faculty meets the MSCHE requirements as rigorous and effective teachers, skilled in assessment, and active in developing scholarship and participating in discipline-specific organizations. Further, they meet the more stringent requirements of the ABET-COC regarding their academic credentials and ability to analyze and improve the program continuously.

   This program is designed to meet the immediate and future requirements of students seeking varied technical career paths. The program will instruct four-year college students in theory and practical experience in the field of software engineering. Concurrently, the program design prepares the academically curious student to successfully pursue research opportunities in Software Engineering at any higher education institution in the nation. The proposed major in Software Engineering will complement the computer science programs with an applied approach

[15] http://www.thehundred-seven.org

to technology issues and thus further increase the number of under-represented minority IT experts in Maryland and the surrounding region. Departmental faculty are diverse in gender, race, and ethnic background and are committed to serving as student mentors and role models.

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

Courses in the proposed BS in Software Engineering program cover a wide array of software engineering topics, including discrete mathematics, probability and statistics, relevant topics in computer science, and supporting disciplines for comprehensive coverage of modern software and techniques. Students gain knowledge in areas such as computer programming, object-oriented system development, software design, software validation and verification, DevOps and security, databases, and computer networks.

The program includes career guidance in Year 2 of the curriculum—and a key part of this is a student support program for obtaining internships relevant to their studies. The program also encourages students to think about where they may want to specialize in Software Engineering, which aids in forming teams of like-minded students for their capstone project. During the Software Engineering students' senior year, a capstone course series—that includes an industry-sponsored design project—allows students to collaborate with fellow students to design, plan, manage, and implement a software system while working with real industries.

3. Explain how the institution will a) provide for assessment of student achievement of learning outcomes in the program and b) document student achievement of learning outcomes in the program.

Assessment involves one or more processes used to identify, collect, and prepare data to evaluate student outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the measured outcome. Appropriate sampling methods may be used as part of an assessment process. The faculty authors of the program developed educational objectives based upon the needs of the program's constituencies (students and employers of the graduates). These objectives, listed in the previous section, helped guide individual course objectives and define the student outcomes for the degree. These broad statements of desired results describe what BSU expects graduates to attain within five years after graduation. Student outcomes relate to the knowledge, skills, and behaviors that Software Engineers acquire as they progress through the curriculum as presented above. The BSU computer Science program is ABET-accredited. The same assessment approach will be used for the program. The outcomes, as stated above, are ABET student outcomes.

These outcomes may evolve through annual evaluation and adjustment of the program. As of the launch, however, the program proposes to equip students to be able to attain the ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics,
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors,
- Communicate effectively with a range of audiences,
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts,

- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives,
- Develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions, and
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

Course-level student learning outcomes will be evaluated using assessment methods as identified by the faculty. Faculty members are evaluated on teaching performance by the students every semester. Peer faculty observations occur annually. The department chair also evaluates faculty performance against standards developed by the Faculty Evaluation Committee.

An Assessment Committee will interpret assessment data and make appropriate recommendations to the department. This evaluation will also feed strategic decisions on program improvement steps each year. Such incremental improvements will guide the continuous corrections required in a dynamic field such as Software Engineering. This method will help maintain the relevance of the offering and assure continued value to the program's constituents.

Assessments will continue throughout the first four years of the program until the first graduates finish the degree. At that point, faculty will have compiled a list of assessment data and actions taken and make an application to ABET for accreditation. If successful as a new program, ABET will make the certification retroactive for one year so that the first BSU Software Engineering students will be confident in their credentials.

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

Please see Appendix A for the course descriptions.

Required Courses: (52 credits)

Course #	Course Title	Credit Hours
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COSC 160	Eng. Professionalism and Career Guidance	1
COSC 162	Intro. to Software Engineering	3
COSC 214	Data Structures and Algorithms	4
COSC 260	Soft. Requirement Elicitation & Spec.	3
COSC 262	Software Processes and Tools	3
COSC 284	Computer Architecture and Organization	3
COSC 360	Software Verification and Quality Assurance	3
COSC 362	Software Architecture and Component Designs	3
COSC 365	Web and Mobile Software Applications Development	3
COSC 370	Computer Ethics Social and Legal Issues	3
COSC 414	Operating Systems	3

COSC 431	Database Management	3
COSC 462	Developing Secure Software with DevSecOps	3
COSC 497	SWE Capstone I	3
COSC 498	SWE Capstone II	3
Total Core Requirements		**52**

Supporting Courses: (35 credits)

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics	3
MATH 225	Calculus I	4
MATH 226	Calculus II	4
COSC 208	Discrete Structures	3
MATH 228	Linear Algebra	3
MATH 265	Introduction to Engineering OR MATH 252	3
MATH 305	Prelude to Advanced Math	3
ENGL 362	Technical Writing	3
SCIE ELEC	Two Science Elective one with Lab	7
	Free electives	2
Total Supporting Requirements		**35**

Software Engineering Electives: (9 credits)

Select 3 of the following courses.

Course #	Course Title	Credit Hours
COSC 381	Cloud Fundamentals	3
COSC 418	Principles of Computer Graphics	3
COSC 473	Artificial Intelligence	3
COSC 474	Machine Learning and Discovery	3
COSC 476	Natural Language Processing	3
COSC 477	Virtual Reality and its Applications	3

General Education Requirements and Institutional Requirements (24)

Course #	Course Title	Credit Hours
Institutional Requirements		**6**
FRSE 101	Freshman Seminar	3
HEED 102	Life and Health	3
English		**6**
ENGL 101	Expository Writing	3
ENGL 102	Argument and Research	3
Arts and Humanities (two different disciplines)		**6**
COMM 101	Oral Communications	3
Arts and Humanities elective		3
Social Sciences		**6**
HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		

5. **Discuss how general education requirements will be met.**

The general education requirements will be met by students completing the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English Composition (6 semester hours)		
ENGL 101	Expository Writing	3 credits
ENGL 102	Argument and Research	3 credits
Arts and Humanities (6 semester hours)		
COMM 101	Oral Communication	3 credits
TBD	Arts and Humanities Elective	3 credits
Social Sciences (6 semester hours)		
HIST 114	African American History to 1865	3 credits
HIST 115	African American History Since 1865	3 credits
Free General Education Electives (9 semester hours)		

Note that science (7-8 semester hours), mathematics (3 semester hours), and technology (3 semester hours) general education requirements are satisfied by taking the required courses in the degree curriculum. Free general education electives (9 semester hours) are usually satisfied by courses in the degree requirements Area I (Technology category) and courses in the science category of the degree plan. Additional free general education electives, if needed, are chosen with department advisement from designated general education courses in any category.

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

The curriculum is mapped to ABET Software Engineering accreditation criteria. The Department of Computer Science will then be seeking the ABET Engineering accreditation designation. as soon as the school has graduates from the program.

While ABET accreditation of the program is not a requirement for gainful employment of graduates, the credential will set BSU alumni apart from graduates of non-accredited programs. The Software Engineering discipline began to qualify for the Professional Engineer (PE) credential in 2012. Employers will recognize and reward graduates from an ABET-accredited program. After gaining employment in related positions, graduates will be able to sit for the PE exam having completed some experience to complement their education. Graduate schools pay particular attention to the ABET and PE credentials when considering admissions to their programs of study. Once granted, BSU will provide the first ABET-accredited program in Software Engineering in Maryland.

7. **If contracting with another institution, provide a copy of the contract** – Not Applicable.

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

   While pursuing program-specific accreditation, ABET requires that the department develop, maintain, and publicly post clear, complete, and accurate information relative to curriculum, course requirements, degree requirements, and assumptions relating to the timing of course offerings and technology requirements for the students. This information will be available to current and potential students electronically and will also be posted within the student and faculty areas of computer science on campus.

   The new BS in Software Engineering student will benefit from all existing support mechanisms in place to ensure that students are fully engaged and aware of their path to success: Providing detailed information related to sampling course sequencing examples, recommended hardware requirements, providing training on learning management systems, financial aid resources, and costs and payment policies starting at freshman/transfer student orientation.

   Students will be assigned to an advisor in the first semester of their freshman year. Students are required to meet with their advisor at least twice each year before course registration for the coming semester. Advisors work with students at those advising sessions to map out and continually revise a plan to complete the desired major within a four-year timeline.

   The Software Engineering syllabi will include detailed specifications on course requirements, goals, outcome objectives, and mode of professor-student interaction for effective learning. The overall program goals and objectives are also posted electronically on the computer science department website and are available in print for residential students.

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

   The program will use the existing promotion mechanisms in the Department of Computer Science and within the overall university, undergraduate course catalog, departmental web pages, and marketing literature. The Office of University Relations and Marketing works closely with the department to ensure clarity, accuracy, and accessibility. The study plan for the program is typically provided to potential students at admission events. Additionally, folders with information on the major will be available at the admissions open house events and scholarship meetings.

   Much of this information is available online at:

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

H. Adequacy of Articulation – If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Bowie State has active and relevant articulation agreements with Prince George's Community College, College of Southern Maryland, and the District of Columbia Public Schools.
BSU is working with additional schools in the region to expand articulation agreements further. A pipeline specific to Computer Science and Cybersecurity is in place with the College of Southern Maryland. The proposed program will result in the development of new articulation agreements in collaboration with all other articulations we have in place.

The courses in the articulation include the following computer science courses, general education, and math courses up to 60 credits:

COSC 112 Computer Science I
COSC 113 Computer Science II
COSC 214 Data Structures and Algorithms
COSC 284 Computer Architecture course

The articulation agreement is included at the end of the proposal.

I. Adequacy of Faculty Resources

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 Department of Computer Science currently employs 10/11faculty and staff members to support the extant degree offerings.

The table below catalogs the current full-time, tenure/tenure-track faculty members from the department who will support the launch of the Software Engineering degree program. Other part-time faculty are rotated each semester. The department has two faculty with terminal degrees in Computer Engineering, who will teach the basic engineering courses.

Name	Appointment Type & Rank	Terminal Degree	Field	Software Engineering Courses	Status
Dr. Joseph Gomes	Tenured / Assoc Professor	PhD-George Washington Univ	Computer Science	COSC 360	Full-time
Ms. Patricia Hughes	Tenured / Asst Professor	MA-Univ of Wisconsin-Madison	Computer Science	Programming Courses COSC 112,113, 214	Full-Time
Dr. Soo-Yeon Ji	Tenured / Assoc Professor	PhD-Virginia Commonwealth Univ	Computer Science	COSC 208, COSC 360, COSC 362	Full-Time
Dr. Darsana Josyula	Tenured / Professor	PhD-Univ of Maryland-College Park	Computer Science	COSC 474, COSC 497, COSC 498	Full-Time
Dr. Manohar Mareboyana	Tenured / Professor	PhD-Indian Institute of Science	Computer Engineering	COSC 431, COSC 414	Full-Time
Dr. Rosemary Shumba	Tenured / Professor, Chair	PhD-Univ of Birmingham	Computer Science	COSC 360, 365, 462, 497, 498	Full-Time
Dr. Choi	Tenured/ Professor	PhD- University of Maryland College Park	Computer Science	COSC 360, 365, 462	Full-Time
Dr. Jie Yan	Tenured / Professor	PhD- Harbin Institute of Technology	Computer Science	COSC 414, 262, 214, COSC 497/8	Full-Time

Dr. Bo Yang	Tenured / Professor	PhD-Pennsylvania State University	Computer Science	COSC 360 497/8	Full-Time
Dr. Sharad Sharma	Tenured / Professor	Wayne State University	Computer Engineering	All software engineering courses	Full-Time
Dr. Gil de Lamadrid	Tenured/ Professor	University of Minnesota	Computer Science	COSC 214, COSC 428	

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

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

Bowie State University provides:

- Continuous training for faculty in all departments relative to the Blackboard learning management system.
- Teaching best practices (for both classroom and online courses).
- Other tools and techniques to support course delivery.

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

J. Adequacy of Library Resources – Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources that can support the curriculum for software engineering. The two most highly regarded resources pertinent to software engineering coursework are as follows: IEEE (Institute of Electrical, Electronic, and Engineers) and the ACM (Association of Computing Engineering). The Thurgood Marshall Library subscribes to both the ***IEEE Xplore Digital Library*** and ***ACM Digital Library***. Both of these electronic databases include peer-reviewed journal articles, conference proceedings, industry standards, products and services, interest groups, people of note, announcements of events, book reviews, forthcoming book announcements, and job announcements. Some of the top journal titles included in these databases are as follows:

- *Journal of Systems and Software*
- *Innovations in Systems and Software*
- *MIS Quarterly*
- *Journal of Object Technology*
- *Information Systems*
- *Software Testing, Verification, and Reliability*

A third database that contains sciences including computer science, engineering, business management, and information systems is ***Elsevier's Science Direct***. This database is helpful for the researcher as well

as for students for peer-reviewed sources including journal articles, books, textbooks, handbooks, and reference works.

Another resource for faculty to use to strengthen the library collection is a database entitled, ***Choice Review Online*** that includes the subject area of science and technology. Review categories are as follows: Outstanding Academic Books, Essential Works, Reference Titles, and Recommended Websites. This publication enables faculty to make timely recommendations to the library for purchases as well as for students to identify resources for their academic studies.

Currently, the library has a print book collection of 145,991 volumes, 12,751 e-books, and 4,241 media. The Thurgood Marshall Library is a member of the University of Maryland and Affiliated Institutions (USMAI) which strengthen the resource base for all users. As a member of USMAI, Bowie students have borrowing privileges to the circulating collections of all 17 institutions. In addition to borrowing privileges, the Thurgood Marshall Library also offers **ILL** (Interlibrary Loan). Materials not available within USMAI can be requested through an interlibrary loan, which is a nationwide resource for library users.

To supplement existing resources for the new program, The Thurgood Marshall Library will budget an additional $50,000 per year for the first four years following the launch of the Software Engineering degree program to supplement existing resources within the library.

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

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

   The Computer Science Building began service to the BSU community in 2002 as a "state of the art" facility that houses instructional, laboratory, and research spaces for Computer Science and related disciplines. The laboratory space will serve the complete needs of Software Engineering students. The capacity of the computer science building includes sufficient flex in classroom, office, and laboratory space to accommodate the student body increase resulting from the launch of the Software Engineering degree.

   The computer resources are available to faculty members and students in the Computer Science Department at Bowie State University (BSU). These include fifteen general-purpose computing labs and five research labs. The research labs are described in the project description. Each of the general-purpose labs has 10 to 20 computers. Ten of the labs have computers with 22-inch monitors plus computers with the following specifications:

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

Another ten labs have computers with the following specifications:

Dell Precision Tower 5810:

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

These labs and faculty offices are in the Computer Science Building. Thus, students can easily access faculty members to ask questions and engage in discussions. The Computer Science building has numerous conference rooms for meetings.

Faculty and students meet in the conference rooms to discuss research and make any presentations when needed. The Department of Computer Science at BSU has office space available for use by scholars as shared spaces. Blackboard is available for all students and teachers. The purpose of the Learning Management software is to meet reasonable expectations regarding any class or laboratory offering.

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.

   Online students of the program will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including university email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel.

L. Adequacy of Financial Resources with Documentation

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department. The number of students in the undergraduate STEM programs pursuing a Bachelor of Science degree exceeds 700. The Bureau of Labor Statistics estimates the number of jobs in Software Engineering will increase 12.4% from 2014 to 2024. They also predict an increase of 24% in software developer positions between 2016 and 2026. The site daxx.com lists Maryland as third in the nation in terms of the percentage of software developers in the workforce (4.4%). Maryland ranks ninth in the nation relative to the number of software developers (147,430). These pressures will serve as catalysts to attract STEM-oriented students to the Software Engineering degree.

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.

Resources and Expenditures -Software Engineering

Table I Revenue projects enrollment for full-time-equivalent students, and part-time equivalent students for the initial five-year period. The department estimates that 10 new students will be admitted in the first year, 15-18 the second year, increasing to a max of 30 and 40 full-time students in Years 4 and 5, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

Resource Categories	FY 2021	FY 2022	FY 2023	FY 2024
1. Reallocated Funds[1]	0	0	0	0
2. Tuition/Fee Revenue[2] (c+ g x 65%)	59,761	89,768	121,537	185,127
a. #Full-time Students	10	15	20	30
b. Annual Tuition/Fee[4]	8,446	8,699	8,960	9,229
c. Annual Full-Time Revenue (a x b)	84,460	130,485	179,200	276,870
d. # Part-Time Students	1	1	1	1
e. Credit Hour Rate[5]	374	381	389	397
f. Annual Credit Hours	20	20	20	20
g. Total Part-Time Revenue (d x e x f)	7,480	7,620	7,780	7,940
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0
4. Other Sources	0	0	0	0
TOTAL (Add 1 - 4)	59,761	89,768	121,537	185,127

2 -This value represents 65% of the projected total Tuition & Fee revenues for Full-Time & Part-Time students.
3- Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

2. **Complete Table 2**: Program Expenditures and Narrative Rationale. Provide finance data or 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 Expenditures acknowledge that although most of the faculty and support staff, instructional tools and facilities are already in place in the Department of Computer Science, it is anticipated that the new proposed program will require an additional full-time faculty member, one adjunct faculty and an assistant systems administrator. Additional costs for advertising and promotional materials are estimated at $2,500/year.

TABLE 2: EXPENDITURES					
Expenditure Categories	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary[1]	69,360	70,747	72,162	73,605	75,077
c. Total Benefits[2]	22,889	23,347	23,813	24,290	24,775
2. Total Lab Coordinator Expenses (b + c below)	40,435	41,244	42,069	42,911	43,769
a. # FT Contingent I	1	1	1	1	1
b. Total Salary[3]	37,440	38,189	38,953	39,732	40,527
c. Total Benefits[4]	2,995	3,055	3,116	3,179	3,242
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary[5]	39,000	39,780	40,576	41,387	42,215
c. Total Benefits[6]	3,120	3,182	3,246	3,311	3,377
4. Equipment[7]	5,000			5,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 - 7)	**184,804**	**183,300**	**186,866**	**195,504**	**194,213**

1-Average Salary for Assistant Professors in Computer Science for FY 2021 with a 2% increase in subsequent years.

2- Benefits for Assistant Professors in Computer Science for FY 2021 is 33% of salary with a 1% increase in subsequent years.

3-Full-time Contingent I employee paid $18 per hour in FY 2021 with a 2% increase in subsequent years.

4- Benefits for Contingent I employee in FY 2021 is 8% with a 1% increase in subsequent years.

5-Average Salary for Adjunct Faculty ($6,500 per course x 6 courses) in FY 2021 with a 2% increase in subsequent years.

6- Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years.

7-Equipment is the cost for (2) computers on a three-year replacement cycle.

M. Adequacy of Provisions for Evaluation of the Program

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

   The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented by the ABET Council on Computing. Industry and graduate schools recognize ABET accreditation as the hallmark of excellence in undergraduate technology and engineering-related education.

   See additional related information above in sections G.1., G.2., and G.3.

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.**

   Evaluation of courses will include these steps:

   - Assessment of the program's requirements for consistency with program educational objectives.
   - Analysis of how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
   - Development and maintenance of flowchart illustrating the prerequisite structure of the program's required courses.
   - Analysis of program criteria describing how the program meets the specific requirements for the Software Engineering field as it evolves.
   - Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
   - Analysis of class size on the achievement of learning outcomes.

   Evaluation of faculty will follow BSU guidelines for all faculty members and also include the following:

   - Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of the Software Engineering program—this will include the composition, size, credentials, and experience of the faculty.
   - Analysis of faculty workload.
   - Professional development description of the activities for each faculty member.

   Evaluation of student learning outcomes:

   - This will be based on an assessment of the stated ABET outcomes using the continuous improvement processes

   Evaluation of student retention and student achievement will follow the established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and regular staff surveys and program committee reviews.

   Evaluation of cost-effectiveness begins with a clear goal and a plan for reaching that goal. Alternatives for reaching the defined goal may provide different approaches regarding

achievement in a particular subject or reduction in absenteeism or in dropouts. Pursuit of ABET accreditation requires the gathering of analytical data which facilitates evaluation of the cost-effectiveness of the program and will help identify adjustments to program delivery leading to increases in cost-effectiveness. Alternatives being assessed should be options for addressing a specific goal where attainment of the goal can be measured by a common criterion such as an achievement test or a common course final across multiple sections taught by multiple instructors.

N. Consistency with the State's Minority Student Achievement Goals – Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

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

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

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation to better meet the holistic needs of the students (Innovation, Strategy 11).

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

O. Relationship to low productivity programs identified by the Commission – 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.

Not Applicable

P. Adequacy of Distance Education Programs

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

Not Applicable

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.
The institution has met the nine guidelines as required by Council of Regional Accrediting

Appendix A

Computer Science Courses

COSC 112: Computer Science I (4 credits)
Prerequisite: None
This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block structured language, such as Pascal, C, or C++. Ethical and social issues include information privacy, data reliability, data security, including wiretapping and encryption and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113: Computer Science I (4 credits)
Prerequisite(s): *COSC 112. Prerequisite or taken concurrently: MATH 141 or MATH 150.*
This course explores the design and analysis of large-scale systems of programs. Topics include testing, debugging, documentation, recursion, dynamic storage allocation, LIFO stacks, FIFO queues, trees, linked lists, routed I/O to multiple files, protecting software and other intellectual property, computer crimes, and constitutional and related issues. This course may be used to satisfy the General Education Requirement in the Technology category.

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

COSC 284 Computer Architecture and Organization (3 credits)
The course covers the basics of modern computer organization and architecture with an emphasis on understanding the interaction between computer hardware and software at various levels. Students learn data representation concepts, computer arithmetic, essential digital logic circuits, assembly language, register transfer notation, topics on memory systems and organization, while introducing concepts on pipelining, parallel and multiprocessing architecture, and similar computing models.

COSC 414: Operating Systems (3 credits)
Prerequisite(s): *COSC 214 and COSC 330*
This course is a study of batch systems, interactive systems, spooling systems, multiprogramming systems, I/O processors and techniques, intra-system communication, deadlocks, indefinite postponement, microprogramming, parallelism, and pipelining. Dynamic procedure activation, system structure, memory management, process management, and recovery procedures, and case studies of recent operating systems also will be covered.

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

Software Engineering Courses

COSC 160: Engineering Professionalism and Career Guidance (1 credit)
This course provides students with techniques for and experiences in conducting a successful internship and job search, preparing letters of application and resumes, and preparing for job interviews. It also examines the concepts of success, lifelong learning, and professional responsibilities. Students will practice modern technical interviewing techniques including whiteboard interviews, mock face to face interviews, and phone interviews. Student resumes will also be critiqued by professional corporate recruiters, and students will be exposed to the services of the Bowie State University Career Development Center.

COSC 162: Introduction to Software Engineering (3 credits)
Prerequisite(s): *COSC 113*
This course provides introductory team-based experience engineering simple software solutions. Topics included within the course include the key differences between the discipline of computer science and software engineering, as well as team leadership and organization, the basic software lifecycle, an overview of agile development, and the need for software engineering professionals to work in interdisciplinary settings. The course will result in a cornerstone project showing the importance of communication with a stakeholder and the importance of interacting with non-technical clients.

COSC 260: Software Requirements Elicitation and Specification (3 credits)
Prerequisite(s): *COSC 162*
This course covers the fundamental skills necessary to develop, define, and manage requirements for a software system. Topics include the software requirements process, requirements elicitation, requirements analysis, requirements specification, requirements management and traceability, and requirements standards and tools. During laboratory activities, students will work in teams to manage the elicitation of software requirements for a project involving non-technical stakeholders. Students will also use industry standard tools to manage and track requirements and generate software specifications. Students will use inspection techniques to determine the quality of requirements documents.

COSC 262: Software Processes and Tools (3)
Prerequisite(s): *COSC 162, COSC 214*
This course is an introductory course in software process and tools. Emphasis within the course is on the study of contemporary processes and process improvement. Topics include software development methodologies, software project planning and tracking, change control, risk management, and software process improvement. Special emphasis will be on agile processes and practices, including but not limited to SCRUM. Lab activities will involve students working in teams to practice agile development practices.

COSC 360: Software Verification and Quality Assurance (3 credits)
Prerequisite(s): *COSC 260*
This course covers the concepts of software verification and quality assurance. Within software verification, students perform basic testing activities, learn various methods for measuring code coverage, testability metrics, and the application of testing tools. Students will also learn how measurement and feedback from testing can be used to assess software quality. Topics covered include the activities within testing, coverage criteria, basic testing techniques and types, basic testability metrics, and the application

of testing tools. Laboratory assignments provide extensive opportunities to apply software verification techniques and tools.

COSC 362: Software Architecture and Component Design (3 credits)
Prerequisite(s): *COSC 260, COSC 262*
This course introduces students to the concept of software architecture and component design. Software architecture deals with the fundamental structure and decomposition of a system into component pieces. In this course, students will begin by studying basic component design principles and common design patterns. Students will then learn the fundamentals of software quality attributes. This will culminate in a study of modern software architecture, including client-server architectures, service-oriented architectures, component-based architectures, and microservice based architectures. Laboratory activities will team projects developing simple systems using industry standard platforms.

COSC 365: Web and Mobile Software Applications Development (3 credits)
Prerequisite(s): *COSC 214*
This course provides students with an overview of common web and mobile application frameworks and development techniques. Students will construct simple web and mobile applications, focusing on the technologies required to build solid user interfaces and user interactions. Technologies introduced include but are not limited to html, CSS, JavaScript, and React.

COSC 370 - Computer Ethics, Social and Legal Issues (3 credits)
Prerequisite(s): *COSC 214, and ENGL 361 or ENGL 362*
This course will examine the major ethical issues surrounding the use of computers and the responsibilities of those who work with computers. Readings will be assigned and will include, but will not be limited to, technical issues in computer science (software development), privacy, security, liability, the digital divide, hacking, intellectual property rights, viruses, proprietary software, worms and other animals, societal awareness, and many of the laws that relate to the preceding list of topics.

COSC 462: Developing Secure Software with DevSecOps (3 credits)
Prerequisite(s): *COSC 360, COSC 362*
This course covers the principles and practices forming the foundation for developing and deploying secure software systems. Coverage includes security aspects across the entire lifecycle from requirements through design, testing, and deployment. Students will then develop a DevSecOps pipeline for software development. Lab activities will focus on abuse case analysis, architectural risk analysis, security testing, and the construction of a DevSecOps pipeline.

COSC 497: SWE Capstone 1 (3 credits)
Prerequisite(s): COSC 360, COSC 362, COSC 365
This is the first of two courses in the senior design sequence where students work in a team on a culminating major design experience. Each student team must specify, design, implement, document, and test a substantial project for an external sponsor practicing the engineering practices taught earlier in the program. Projects must incorporate appropriate engineering standards and realistic constraints. Teams meet regularly with their instructor to track technical and project management issues as well as with their external stakeholders. Teams will make two major presentations: a presentation justifying the teams project selection and justification and a formal presentation at the end of the term providing project status at the end of the first term.

COSC 498: SWE Capstone II (3 credits)
Prerequisite(s): *COSC 497*
This is the second of two courses in the senior design sequence where students work in a team on a culminating major design experience. Students will continue working on the design, implementation, documentation , and testing of their project for an external sponsor. Projects must incorporate appropriate engineering standards and realistic constraints.Teams meet regularly with their instructor to track technical and project management issues as well as with their external stakeholders. Teams will prepare a final portfolio of their work as well as present at a design showcase at the end of the term.

Software Engineering Electives
COSC 473: Artificial Intelligence (3 credits)
Prerequisite(s): *COSC 214*
This course is an introduction to basic concepts and techniques of artificial intelligence. Topics include knowledge representation, search strategies, fuzzy and probabilistic reasoning, and theorem proving. Applications of AI languages and the design and construction of Expert Systems are discussed.

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

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

BS in Software Engineering – FOUR YEAR PROGRAM

Freshman Year

First Semester	Credits	Second Semester	Credits
COSC 112 Computer Science I	4	COSC 113 Computer Science II	4
Math 225 Calculus I	4	MATH 226 Calculus II	4
ENGL 101 Expository Writing	3	ENGL 102 Argument and Research	3
FRSE 101 Freshman Seminar	3	COSC 162 Intro to Software Engineering	3
BIOL 101 Biological Science	4	COMM 101 Oral Communications	3
Total:	18	*Total* :	17

Sophomore Year

First Semester	Credits	Second Semester	Credits
COSC 208 Discrete Structures	3	COSC 262 Software Engineering Processes and Tools	3
COSC 214 Data Structures and Algorithms	4	MATH 228 Linear Algebra	3
COSC 160 Engineering Professionalism and Career Guidance	1	COSC 260 Software Requirements Elicitation and Specification	3

MATH 155 Probability and Statistics	3	Arts and Humanities Gen Ed Elective	3
CHEM 107 General Chemistry	4	COSC 284 Computer Organization and Architecture	3
Total:	15	*Total* :	15

Junior Year

First Semester	Credits	Second Semester	Credits
COSC 360 Software Verification and Quality Assurance	3	COSC 362 Software Architecture and Component Design	3
COSC 431 Database Management	3	COSC 365 Web and Mobile Software App Development	3
COSC 414 Operating Systems	3	Health and Wellness Elective	3
Science Elective with Lab	4	ENGL 362 Technical Writing for Computer Science	3
HIST 114/115 African American History to 1865	3	COSC__ Computer Science Elective	3
Total:	16	*Total* :	15

Senior Year

First Semester	Credits	Second Semester	Credits
COSC 497 SWE Capstone 1	3	COSC 370 Computer Ethics, Social, and Legal Issues	3
COSC 462 Developing Secure Software with DevSecOps	3	COSC 498 SWE Capstone 2	3
MATH 305 Prelude to Advanced Math	3	Social Science/Behavioral Elective	3
COSC ___ Computer Science Elective	3	COSC ___ Computer Science Elective	3
Total:	12	*Total* :	12

Appendix B
Articulation Agreements with the College of Southern Maryland

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

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN COLLEGE OF SOUTHERN MARYLAND AND BOWIE STATE UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE TO BACHELOR OF SCIENCE IN COMPUTER SCIENCE, CYBERSECURITY SPECIALIZATION

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

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

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

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

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

Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education
CSC-1110	Program Design and Development	3	FRSE-101	Freshman Seminar	3	Major Requirement

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

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

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UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Proposed Amendments: USM Policy on Undergraduate Admissions (III-4.00) – Action

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: USM's Policy on Undergraduate Admissions establishes that admission to USM institutions shall be determined without unlawful discrimination on the basis of legally protected characteristics, must be consistent with other State and federal laws, and that the undergraduate student population should draw from all areas of the state and reflect the diversity of the state's population. The policy also requires institutions to publish their own admission decision criteria, which may be more rigorous than the system-wide minimum criteria stated within the policy. Specifics are noted for the admission of undergraduates in a number of varying circumstances – those applying for admission immediately after high school, non-degree students, transfers, students who are home schooled, those who have been out of school more than three years, and beyond.

After discussion about the national movement to test-optional admissions and upon the request of the Committee on Education Policy and Student Life, the Office of Academic and Student Affairs convened a workgroup of provosts and institutional admissions representatives to consider the ACT/SAT test requirement within the USM Policy on Undergraduate Admissions. The workgroup offers the following amendments for consideration:

1. Removing the system-wide requirement for all first year incoming students to submit a score on a nationally standardized examination such as the SAT or ACT and allowing the submission of SAT or ACT scores to be optional at System institutions. The proposed amendments note that test optional policies at System institutions will vary and that students must apply to an institution according to the admission requirements of that institution.
2. Replacing references to "freshmen" with "first year incoming students".

Technical changes have been made to update the name of the University of Maryland Global Campus and for clarity and style.

In addition to the proposed amendments being supported by the workgroup, the Academic and Student Affairs staff socialized and vetted the proposed amendments with USM's presidents, provosts, vice presidents for student affairs, enrollment management and admissions executives, Diversity and Inclusion Council, USM Student Council, and Council of University System Faculty. These stakeholders support the proposed amendments. The draft has also been reviewed by the Office of the Attorney General for legal form and sufficiency.

ALTERNATIVE(S): The regents could reject the proposed amendments or ask for additional information.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the amendments to USM's Policy on Undergraduate Admissions (III-4.00).

COMMITTEE ACTION:	DATE: May 10, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

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; Amended _____)

Admission to the constituent institutions of the University System of Maryland (USM) shall be determined without unlawful discrimination based on race, color, religion, national origin, gender identity and expression, age, sex, sexual orientation, disability, marital status, genetic information, veteran's status, or 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. This Policy sets forth the minimum criteria for admission to a USM institution. Each institution shall publish its own decision criteria, which may be more rigorous than the minimum criteria and must be consistent with State and federal laws.

I. ADMISSION OF FIRST YEAR INCOMING STUDENTS

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 first year incoming students who have graduated from high school within three years of intended enrollment.

3. Test score
   USM institutions may require students to submit a score on a nationally standardized examination such as the SAT or ACT, or they may make the examination optional. Policies regarding SAT and ACT requirements will vary among institutions. Students must follow the admission requirements of the institution to which they are applying.

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:

Subject	Year Courses
English	4

Deleted: on the basis of

Deleted: and any

Deleted: Consistent with their individual missions, institutions will seek to enroll the students having greatest potential to benefit from their programs. …

Deleted: take appropriate actions in its admissions procedures to achieve these goals, consistent with State

Deleted: FRESHMEN

Deleted: ¶
<#>¶
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.¶

Deleted: entering

Deleted: freshmen

Deleted: 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.¶

Draft Amendments for Review

Subject	Year Courses
Biological and Physical Sciences 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.	3
Social Science/History	3
Mathematics 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.[1]	4
Language other than English or in some instances, Advanced Technology Education electives. 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.

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[1] Nontrivial algebra means that the level of mathematical concepts and problems used in the course are 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.

Deleted: 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 earn a high school diploma or equivalent. Each institution that offers early admission shall publish its procedures.

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C. Admission of Students from Non-accredited/Non-approved High Schools
First year incoming 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.

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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 admission practices for its applicants with academic records from non-U.S. institutions.

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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.

Deleted: Requirements

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 admission practices for its applicants presenting external evaluations.

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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 first year incoming 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.

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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.

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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.

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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.

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(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. Admission 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.

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(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 requires 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 USM 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

Draft Amendments for Review

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 procedures for admission of students seeking a second baccalaureate degree.

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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 for students transferring between Maryland public institutions.

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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 University of Maryland Global Campus (UMGC), 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.

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VI. IMPLEMENTATION

A. Publication of Standards
The USM shall publish 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 USM Office for information.

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Draft Amendments for Review

B. Maintenance of Records
Each USM 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 USM 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.

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Draft Amendments for Review

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: 2022 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

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 27, 2022. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 17, 2022 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 2022 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:		DATE: May 10, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2022

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
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 10, 2022

University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2022

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity, equity, and inclusion (DEI). 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, which was introduced in 2020.

Toward Racial Equity and Justice

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/)

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In 2008, the Maryland General Assembly began requiring higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. For 2022, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

1. A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.
2. A description of the governing, administrative, coordinating bodies, and institutional offices if any, that exist on campus that are solely dedicated to DEI.
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3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.
4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.
5. If applicable, a copy of the institution's current equity statement and/or diversity statement.
6. In addition to these narratives, each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2021-2022).

Following are (1) highlights and themes from USM institutions' responses to the MHEC guidance; (2) highlights of diversity, equity, inclusion, and justice (DEIJ) work that has taken place at the USM Office level since last year; and (3) each campus's submission.

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

Prompt #1
Institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.

Following are examples of stakeholder-specific initiatives that exist at several (or more) USM universities. As was the case last year, most of the examples the universities offered fall into the Equity and Climate portion of the Toward Racial Equity and Justice framework. This is overwhelmingly so for the student activities but is still prominent for the efforts aimed at employees.

Students

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Facilitated conversations
- Safe space programs
- Curriculum: first-year seminars; diversity-related general education requirement
- Targeted marketing and recruitment strategies
- Retention programs
- Support of student organizations with a DEI focus
- DEI training, resources, retreats, and workshops
- Mentoring programs for students from historically underrepresented minority groups
- Renewed focus on international students
- Robust partnerships with majority-minority K-12 school systems
- Use of federal extramural funds to enhance presence of historically underrepresented minority students in specific fields
- Renewed focus on Latinx student recruitment, retention, and success
- Chosen name/pronoun projects and policy discussions
- Enhancement of disability student services resources
- TRIO Programs

Faculty

- Centers for teaching and learning sharing of best and innovative practices in DEI
- Culturally-responsive teacher leadership program
- Targeted marketing to advertise to the most diverse pool of potential candidates
- Inclusion networks and affinity groups
- Submission of statement of commitment to diversity as part of the hiring process
- Standardization of processes to ensure (1) minority outreach during search processes; (2) training to de-bias the search process and make it more inclusive; (3) DEI training of search committees within divisions and colleges
- Work and conversations toward having DEI connected to promotion and tenure processes
- Facilitated conversations, professional development conferences, and programming on structural racism, cultural competency, and teaching in diverse environments
- Diversity training for faculty to infuse DEI into the curriculum
- Use of federal extramural funds to study and enhance faculty diversification
    - Postdoc-to-tenure track faculty hiring programs like Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences
- Diversity initiatives aimed at recruiting outstanding tenured or tenure-track faculty members

Staff and Administration

- Facilitated conversations, professional development conferences, and programming on structural racism, cultural competency, and managing in diverse environments
- Targeted marketing to advertise to the most diverse pool of potential candidates
- Inclusion networks and affinity groups
- Submission of statement of commitment to diversity as part of the hiring process
- Standardization of processes to ensure (1) minority outreach during search processes; (2) training to de-bias the search process and make it more inclusive; (3) DEI training of search committees within divisions and colleges
- Work and conversations toward having DEI connected to employee evaluations for mid- and upper-management
- Creation or elevation of senior diversity officer positions with many at the presidential cabinet level
- Mentorship opportunities
- Special senior leader DEI training

Prompt #2
Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

The DEI-focused governing, administrative, coordinating bodies, and institutional offices at our institutions vary greatly. Ten of twelve universities have at least one, and in most cases, more than one, office or center dedicated to DEI. These include, but are not limited to:

Bowie State University	Office of Multicultural Programs and Services
Frostburg State University	Office for Diversity, Equity, and Inclusion
Salisbury University	Office of Diversity and Inclusion
Towson University	Office of Inclusion and Institutional Equity
University of Baltimore	Office of Diversity and International Services
University of Maryland, Baltimore	Office of Equity, Diversity, and Inclusion
University of Maryland, Baltimore County	I3b-Initiatives for Identity, Inclusion & Belonging
University of Maryland, College Park	Office of Diversity and Inclusion
University of Maryland Global Campus	Diversity and Equity Office

Five campuses' DEI efforts are led by senior diversity officers who report to the university's president. Other institutions' DEI-focused staff report to the vice president for student affairs. In addition to the aforementioned offices, these universities also have campus-wide DEI councils and committees and, often, school/college-based DEI officers too. Coppin State and UMCES have a Diversity and Inclusion Committee and the Diversity, Equity, and Inclusion Collaborative, respectively, and are in active discussions about how to build out those committees' work and/or establish other administrative and coordinating bodies. Other DEI-related offices include EEO and civil rights offices (or these functions sit in Human Resources) and those dedicated to offering services and resources for particular affinity groups (i.e., UMES's Office of Institutional Equity and Compliance; UMBC's Women's Center; and Bowie's Gender and Sexual Diversities Resource Center).

For each university, whether diversity, equity, and inclusion work is led by a senior diversity officer or not, DEI work, care, and concern are spread across many facets of the organization, reinforcing that, when handled well and thoroughly, these issues and initiatives cannot be isolated to one office.

Prompt #3
A description of the institution's DEI data or metrics.
This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

Data are gathered via a number of sources:

- Satisfaction and engagement surveys
- Campus climate studies
- Human resources personnel data and actions
- Admissions/enrollment data
- Retention, graduation, and degree attainment data
- Achievement gap data
- Academic achievement and progress data
- Program evaluations

These data and metrics inform enrollment management personnel of areas for intervention; identify improvements needed in campus safety, climate, and inclusion; offer feedback on specific issues facing the institution; can improve and/or develop DEI initiatives; guide goal setting and track progress; drive campus actions and interventions to eliminate DEI gaps; encourage conversations and interactions between groups; show where there are gaps in achievement and can lead to plans for progress; can illustrate what's needed or desired to establish a welcoming campus; can lead to enhancements in the recruitment, employment, and retention of a diverse workforce; and, overall, help further schools' commitments to DEI.

Prompt #4
A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

Each USM institution described a number of ways student involvement and insight around DEI issues is sought. Most campuses described a variety of partnerships with the university's undergraduate and graduate student government organizations and student organizations that are geared towards diverse demographics or issues of equity and inclusion. Leaders in these groups are elected to represent students and work to understand students' needs and opinions by connecting with their peers in formal (class and campus activities) and informal ways. In addition to partnering with these official student groups, campus leadership also gathers student insight and feedback from regular engagement with students via town halls, organizational meetings, surveys and questionnaires, informal conversations and connections, and program participation and evaluations. This is particularly important, as many students are not part of student organizations but still have important insight to offer.

Whether it is via an organization or individual connections, student voices inform DEI efforts when students: participate on campus-wide, diversity-related advisory boards, workgroups, and councils; make suggestions and offer ideas about future projects and initiatives; lead or co-lead activities; establish collaborations between and among students and student groups to achieve common goals; encourage the creation of diverse student groups and organizations; advise on ways to enhance communications and marketing strategies to the student body; clarify and help develop policies and procedures, so they are more accessible and user-friendly; increase awareness and understanding of the experiences of students from different perspectives; offer feedback on climate surveys and other work before it is launched; share information with one another and staff/administration; help establish a comprehensive, university-wide approach to DEI, access, and belongingness; enhance disability-related programming to raise awareness and enhance inclusion; develop programming to combat stereotyping; encourage training opportunities and implement innovative training and education initiatives; identify and share demands or needs for their specific demographic; participate on search committees to help ensure fair and inclusive hiring practices; help shape strategic plans; and, generally, surface concerns, issues, and successes related to diversity and the cultural climate on campus.

Appendix 1:
A copy of the institution's current equity statement and/or diversity statement.

See institutions' reports for the appendix containing their institution's equity/diversity statement.

Appendix 2:
A copy of the full diversity plan in place for AY 2021-2022.

See institutions' reports for the appendix containing the most recent cultural diversity plan.

USM Office Diversity, Equity, Inclusion, and Justice Highlights

USM's Strategic Plan
The USM Board of Regents Strategic Planning Working Group is charged with leading the development of a new system Strategic Plan in consultation with multiple stakeholders. The resulting plan will serve as a blueprint for USM's future and align new goals with current strengths, focusing on the next five years, while positioning the University System to address potential challenges further into the future. Diversity, inclusion, equity, and justice will be prominent in the Strategic Plan as well as USM's Mission Statement and USM's Vision Statement. A final plan will be submitted to the USM Board of Regents in June 2022 and can be more fully explored in next year's Diversity and Inclusion report. https://www.usmd.edu/strategic-plan/

USM Diversity and Inclusion Council
In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of Regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:

1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
2. Determine the role of the Board of Regents
    - Embrace the mission statement with a focus on "educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence"
    - Review data and background materials as needed
3. Determine actions to be taken
    - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
        - Collecting and providing materials and research for the Board
        - Educating the BOR and broader community on the issues, goals, and actions

The BOR Workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. As of May 2022, Council membership includes:

Bowie State University
Keadrick Peters, Coordinator of Multicultural Programs

Coppin State University
Leontye Lewis, Provost and Vice President for Academic Affairs

Frostburg State University
Michael Mathias, Interim Provost
Robyn Wynder, Assistant Vice President for Student Affairs, Diversity, Equity and Inclusion Officer

Salisbury University
Dane Foust, Vice President of Student Affairs and Enrollment Management
Eli Modlin, Chief of Staff and Director of Government & Community Relations
Karen Olmstead, Provost and Senior Vice President for Academic Affairs

Towson University
Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity
Melanie Perreault, Provost and Executive Vice President for Academic Affairs

University of Baltimore
Zandra Rawlinson, Associate Director, Learning & Development, Human Resources

University of Maryland, Baltimore
Diane Forbes Berthoud, Vice President and Chief Diversity Officer

University of Maryland, Baltimore County
Philip Rous, Provost and Senior Vice President for Academic Affairs
Nancy Young, Vice President for Student Affairs

University of Maryland, College Park
Georgina Dodge, Vice President, Office of Diversity and Inclusion
Patricio Korzeniewicz, Professor and Chair, Sociology
Laura Anderson Wright, Associate General Counsel

University of Maryland Center for Environmental Science
Angela Richmond, Co-Chair, Diversity, Equity, and Inclusion Collaborative
Larry Sanford, Professor and Vice President for Education

University of Maryland Eastern Shore
Latoya Jenkins, Vice President for Enrollment Management and Student Experience

University of Maryland Global Campus
Blair Hayes, Vice President and Chief Diversity Officer

USM Hagerstown
Mark Halsey, Executive Director

Universities at Shady Grove
Irene Münster, Director, Priddy Library

USM Southern Maryland
Currently Open Seat(s)

Council of University System Faculty
Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

Council of University System Staff
Kalia Patricio, Assistant Dir. for HR, Training, & Professional Development - U of MD, College Park

USM Student Council
Currently Open Seat(s)

USM Board of Regents
Currently Open Seat(s) (previously held by former Regent D'Ana Johnson)

University System of Maryland
Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs
Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff; Council Chair
Tim McDonough, Vice Chancellor for Communications and Marketing
Lindsay Ryan, Interim Executive Director of Economic Development

Diversity and Inclusion Council Efforts
Since last year's report, the Council has met three times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Examined the statute that guides the Cultural Diversity Report and suggested the need for revisions
- Provided advice on proposed or existing legislation
- Provided advice on proposed policy amendments
- Discussed concerns about "divisive concepts"
- Given the USMO team on-the-ground insight into campus DEI successes, challenges, and initiatives, which help inform USM's work
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution. Campus sharing has included:
    a. Annual DEIJ focus objectives and initiatives
    b. Assessment of start of academic year
        a. Issues, successes, challenges, and solutions
    c. Sharing of ideas and processes for campus diversity strategic plans

LatinX Student Efforts
At Chancellor Perman's request, Dr. Jo Boughman, Senior Vice Chancellor for Academic and Student Affairs, has convened a stakeholder group to consider ideas for the best ways our USM institutions might recruit, retain, and graduate students from the growing LatinX communities in Maryland. We are aware of both the heterogeneity of the communities and special needs that many of these students might have. The workgroup will have its first meeting in late-May or June with the goal of providing the Chancellor and campus leaders with ideas about engagement, recruitment, and programs that would also help with support and success of LatinX students on our campuses.

Health Disparities
COVID-19 has brought into stark relief the racial disparities in the quality of health care that have existed for decades. Addressing these issues has never been more important than it is now. Over the last 18 months, Regent Michelle Gourdine has worked with the Kirwan Center for Academic Innovation to convene a workgroup of healthcare education leaders from across USM to explore how our academic programs are preparing graduates to help improve health equity in our country. In order to broaden the discussion, the workgroup is bringing together institutional teams in a facilitated workshop-style event on Monday, May 9, 2022 to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event will also invite participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.

Invited institutional teams will:

- Explore critical dimensions of health equity;
- Examine where and how we are educating students regarding health equity and healthcare disparities within our curricula/co-curricula/clinical experiences;
- Identify institutional gaps and needs around this work; and
- Share resources and promising practices related to empowering students to foster health equity.

Institutions have been asked to send a team of 5-6 individuals who play a role in your institution's healthcare curriculum, co-curriculum, and equity and community discussions, such as:

- Deans/department chairs of healthcare programs
- Faculty leaders in healthcare programs (curriculum committee chair, clinical experience leader, and the like)
- Diversity, equity, and inclusion leader(s)
- Centers for teaching and learning representative(s)

Conclusion

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions must begin and/or intensify work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. While much of the campus work pertains to Equity and Climate in the USM, the USM Office work describe more evenly covers the Service Mission at the USM and Education and Research at the USM. This speaks well to the breadth and depth of the work that needs to and is happening. 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. 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

Spring 2022
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University
Date Submitted: April 18, 2022
Point(s) of Contact (names and email addresses):

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Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity.

Section I – Diversity, Equity and Inclusion Initiatives (DEI)
Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

The University's FY 2019 – FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. The Strategic Plan 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.

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

Student-Focused Initiatives

BSU Inaugural Day of Engagement (NEW) before the first day of classes, over 350 first year students on August 22, 2022 participated in the Day of Engagement symposium. During this inaugural Enrollment Management and Student Affairs event, first year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Day of Engagement symposium, over 215 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (NEW) In October 2021 and March 2022, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

BSU Diversity Awareness Table Talks (NEW) In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in April 2022 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

BSU Safe Space Program Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for the LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege.

BSU Latino Academic and Leadership End-of-Year Award Luncheon 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 or spring semester, as well as those who have been active with leadership roles on campus are invited to participate.

BSU Heritage Month Celebrations The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women's History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month

Faculty Focused Initiatives

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) biannual Faculty Institute leverages internal and external experts to share innovative instructional practices incorporating DEI. For example, a recent four-hour Equity for You and Me: Inclusive and Intentional Best Practices workshop combined an external keynote speaker on culturally responsive pedagogy with BSU faculty and staff who led discussions on micro aggressions and biases as well as grading for equity. Additional DEI workshops have been offered on restorative justice and practice in higher education, using simulations to foster cultural awareness, and interfaith literacy.

Staff-Focused Initiatives

In addition to the development of our Diversity, Equity, Inclusion and Community Engagement Action Plan and its task force, discussed below under the Administration-Focused Initiatives, we have developed several trainings offered to the faculty and staff community members focused on engaging and educating on several areas of bias awareness. The four (4) part series known as "Bias Check". Students and staff alike expressed considerable concern about a lack of cultural awareness and competency from faculty and other staff that shaped their experience. As a result, the Office of Multicultural Programs, Services, and Office of Equity Compliance created interactive trainings on Micro aggressions, Developing Cultural Competency, Age and Ability, Intersectionality and Identity. Completion of the full series culminates in reception of a certificate.

Administration-Focused Initiatives

Strategic Plan Objectives:

4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).

4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.

Diversity, Equity, Inclusion and Community Engagement Task Force

In August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU is now working with Emeritus Consulting Group through September 2022 to review its policies, practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. Emeritus offers BSU expertise drawn from a broad team of exemplary advisors through our network of nonprofit consultants, particularly in the higher education sector. Each consultant associated with Emeritus brings decades of experience in guiding and supporting the efforts of universities to enhance their missions by attending meaningfully to diversity, equity and inclusion. In addition to their focus on diversity, equity and inclusion, our associates convey comprehensive insights and practical knowledge, including in the areas of strategic planning, academic affairs, student success, human resources, organizational development, and capacity building.

At the conclusion of this endeavor, Emeritus will guide BSU in producing the following:
a) reviewing selected existing data regarding the state of institutional diversity, equity and inclusion efforts; b) engaging with those charged with leading organizational diversity, equity and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges; c) determining collaboratively the vision and strategy for diversity, equity and inclusion within the organization; d) providing guidance on promising practices to enhance diversity, equity and inclusion across the institution; and e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined

Section II – Institutional Support for DEI

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

Gender and Sexual Diversities Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Section III – Institutional DEI Metrics

Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available.

Student life-cycle metrics monitor access and initial enrollment, first-year success, retention, progression, and completion. Access metrics include an admissions funnel, and first-registration date analyses. This information is generated at specific intervals during admission's cycle to inform enrollment management personnel of areas for additional intervention.

All undergraduate students are monitored each term through Starfish early alert reports and mid-term grades analyses. These reports inform student intervention programs by the Academic Advising Center and academic departments. Blackboard engagement levels are reviewed in the first two weeks of the semester to identify undergraduate and graduate students who may need assistance with technology. At the end of term, grade distributions, student GPA, and credits earn provide further information to identify student populations at risk of not re-enrolling. Term-to-term retention is also tracked for each new student cohort. Progression rates and graduation rates are calculated annually. Retention, progression, and completion information is presented at the program, college, and institution levels as well as student demographic categories.

In addition to access, student success, and completion data, Bowie State also uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all. On a regular cycle, OPAA administers the NSSE and the Ruffalo Noel-Levitz Student Satisfaction Inventory and the internally developed graduating student survey to gather student voices. OPAA also hosts "pulse" student surveys to gather feedback on specific issues facing the institution.

Information reported in the Clery Act Disclosure is systematically monitored to identify improvements in campus safety. Every two years, OPAA and the Office of Equity Compliance collaborate on the Sexual Assault Campus Climate Survey, which further informs training programs, response reengineering, and awareness initiatives.

The Center for Academic Programs Assessment (CAPA) recently began to assess student values regarding diversity and to measure their intercultural competency and experiences. The HElghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution's EEO plan. The Office of Human Resources collects and analyzes the same data for applicants and employees in

connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback as well as faculty and staff "pulse" surveys to gather feedback on specific issues facing the institution.

Section IV – Student Stakeholder Feedback

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the "Bias Check" training series described under "Staff Focused Initiatives", creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

Appendix I

Bowie State University

Equity and/or Diversity Statements

Core Value of Inclusivity (2019)

> Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to make, reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans, unless such accommodations would impose an undue hardship on the University's business.

In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

Appendix II

Bowie State University

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*. A multi-phase proposal for a diversity and inclusion unit, an expansion on the work of the Office of Equity Compliance, was in draft form with initial funding planned for FY 2021. A result of that plan is the engagement of the Emeritus Consulting Firm to create its inaugural Diversity, Equity, Inclusion and Community Engagement Action Plan. Led by a task force of 23 individuals from across the campus, the plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan. We will complete and present to the campus a working draft of the plan in September 2022.

Goal 4 of the current Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below:

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.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the

University System of Maryland Board of Regents

Submitted April 18, 2022

COPPIN STATE UNIVERSITY EST. 1900

Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life
April 18, 2022

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

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

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

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

SUMMARY OF DIVERSITY, EQUITY, AND INCLUSION INITIATIVES

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

CSU enrolls 1,845 undergraduates and 256 graduate students for a total enrollment of 2,101. The institution has a second-year retention rate of 57% and a six-year graduation rate of 26%. The average age of all students is 26, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining balance of students is from surrounding counties and states such as Pennsylvania, New York, New Jersey, Virginia, and the District of Columbia.

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

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

Student Initiatives

- **LatinX Programming** – The University initiated programming to recognize Hispanic Heritage and has recently formed a group to discuss supporting the 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.
- **Safe Space Training**. This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.
- **Curricular Requirements**. Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may

become contributors on a variety of academic issues. Diversity and inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit and then share it during in-class lecture sessions.

- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQIA community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.
- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Development of a new Eagle Achievement Center (EAC)**. The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. With the implementation of this initiative, students will be consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC will also provide expanded services to support students' participation in internships and other activities directly related to career support and development.

Faculty Initiatives

- **Faculty Recruitment**. Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing on instruction, research, and service to the university. Overall, faculty members find the campus to be a welcoming environment. The university makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the university. These publications include but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.
- **Diverse Academic Program Inventory.** The university currently has 58 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 13 master's degrees, 11 certificates, and one doctoral

program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

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

Staff and Administrator Initiatives

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

- **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:
    - 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 including microaggressions, discrimination, and finding their voice.
    - The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
    - SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.

- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin

Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual 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.

DESCRIPTION OF COORDINATING BODIES

Diversity, Equity, and Inclusion Committee
The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

Special DEI Committee for the Creation of a Center
The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

DESCRIPTION OF METRICS AND PROCESS TO ENHANCE DEI

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

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. As a sample measure, the committee met in the fall of 2021 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

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

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

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

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 other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM and the federal requirements under the Clery Act of 1990. The process is detailed on the university's website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police will investigate all complaints filed in a timely manner. The information is communicated to the public using the campus's annual Public Safety Campus Crime Report, posted on 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 request that the community exercise caution. The public remains aware of any crimes primarily through this process.

Students can report crimes through the Division of Student Affairs and Academic Affairs. Students involved in such incidents have access to the campus's judicial process, the campus police, and Baltimore City's Police Department.

Faculty and staff can report crimes through the Office of Human Resources. This information is communicated through orientation processes, professional development, and training offered during the academic year.

INCORPORATING DIVERSE STUDENT PERSPECTIVES INTO THE UNIVERSITY

Perspectives of students are normalized into the institution's fabric and regularly inform DEI initiatives. The campus can capture the perspectives of students through many tools and outlets such as those described below:

Safe Space Conversations

- Student perspectives are facilitated in "Safe Space" locations at pop-up locations or especially within the residence halls where they originated. Safe Spaces were originally designed to provide an outlet for safe discussions and education on issues impacting the LGBTQ community. While most participants have been students, they are facilitated by university staff and often are open for faculty attendance. Students typically help one another and attendees by sharing experiences from the classroom and other places on campus that impact diversity, equity, and inclusion. Furthermore, definitions are shared in addition to updates on special campus programming and initiatives. The university staff provide updates to the DEI Committee, which then communicates the information to campus leadership.

Surveys Collected from Students

- **National Survey of Student Engagement (NSSE) Data for Planning.** The Office of Planning & Assessment routinely administers the NSSE survey to graduating seniors. The survey attempts to assess student engagement across the campus but primarily focuses on the value of the educational experience. One such metric reviewed is the number of students who believe they need more regular engagement with a diverse group of faculty. Most students believe the interactions involving conversations or other instruction-related projects are adequate. However, the university performed slightly below its peers compared to other universities in the region. The Division of Academic Affairs shares the results with the academic deans and chairs for their information to inform teaching. Also, this is a crucial metric for the division's strategic plan.
- **Graduating Senior Survey.** Each year, the university administers the graduating senior survey, which captures data on students' experience within their major and plans for graduate school and employment. Specific data are disseminated back to programs students selected as their major. One such metric is a welcoming environment. Overall, students believe the campus is a welcoming environment. However, the metric is routinely monitored.

Preparing for Middle States – Plans for Enhancing Diversity

- To ensure compliance and that the university continues to incorporate the voice of students into DEI initiatives, the creation of a center is being proposed. The center will serve several functions and have staff to design, implement, and monitor programs and activities to enhance diversity throughout the campus. This is timely as the Middle States Commission on Higher Education is reviewing its Standards for Accreditation and Requirements of Affiliation to include standard language and metrics on diversity. The review process is ongoing until June 2022 and is expected to highlight DEI initiatives in the new standards. While Coppin is interested in advancing diversity in lieu of the standards, creating a center will assist the campus with future compliance.

APPENDIX I. CSU DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement
(Adopted 2019)

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

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

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

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

APPENDIX II. CSU DEI IMPLEMENTATION PLAN, AY 2021-2022

CSU Diversity Implementation Plan

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

Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, including 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 of 2021. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **CSU Strategic Priority - Increase Enrollment** - Recruit, enroll, and retain, high school students, working adults, and transfer students 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 various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to increase all the rates are in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. The impact of selected programs is has positive results on student success.

Second-Year Retention and Six-Year Graduation Rates

		Retention Rates						Graduation Rates						Enrolled
Cohort Year	Cohort Size	2nd Year	(N)	3rd Year	(N)	4th Year	(N)	4-Years or Less	(N)	5-Years or Less	(N)	6-Years or Less	(N)	7th Year
2010	511	65%	(334)	41%	(211)	33%	(167)	8%	(39)	17%	(85)	22%	(110)	5%
2011	478	66%	(316)	47%	(227)	39%	(187)	10%	(50)	21%	(99)	25%	(118)	5%
2012	425	61%	(261)	44%	(185)	36%	(153)	12%	(53)	20%	(83)	24%	(103)	4%
2013	353	69%	(243)	46%	(161)	39%	(137)	12%	(43)	20%	(72)	26%	(92)	5%
2014	267	69%	(185)	48%	(128)	43%	(115)	12%	(32)	27%	(71)	30%	(79)	4%
2015	242	63%	(152)	45%	(110)	40%	(96)	14%	(34)	22%	(54)	**26%**	**(64)**	3%

		Retention Rates			Graduation Rates			Enrolled
Cohort Year	Cohort Size	2nd Year (N)	3rd Year (N)	4th Year (N)	4-Years or Less (N)	5-Years or Less (N)	6-Years or Less (N)	7th Year
2016	383	66% (254)	45% (173)	38% (144)	9% (36)	18% (69)	. .	.
2017	383	63% (242)	47% (181)	39% (150)	10% (37)	. .	. .	.
2018	389	70% (272)	51% (197)	38% (148)	. .	. .	. .	.
2019	428	65% (277)	44% (190)	. .	. .	. .	. .	.
2020	291	**57% (166)**	. .	. .	. .	. .	. .	.
2021	**172**	. .	. .	. .	. .	. .	. .	.

CSU Office of Institutional Research, 2022

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

To achieve for 2022-2023 retention rates of:

- Second Year Retention Goal = 68%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 33%*

(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)

Enrollment Projections Current and Projected
FY 2020-2023 Estimated

	FY 2021 Actual	FY 2022 Actual	FY 2023[1] Estimated
Enrollment			
Headcount	2348	2101	2154
FTE	1918	1698	1759

Office of Planning & Assessment, 4/2022

USM 10-Year Enrollment Projections
Fall 2021 – Fall 2031

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2021 - Fall 2031	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Headcount Total	2,101	2,100	2,163	2,228	2,295	2,364	2,434	2,508	2,583	2,660	2,740	639	30.4%
Undergraduate Total	1,845	1,844	1,899	1,956	2,015	2,076	2,139	2,202	2,268	2,336	2,406	561	30.4%
Full-time	1,353	1,352	1,393	1,435	1,478	1,522	1,568	1,615	1,663	1,713	1,765	412	30.4%
Part-time	492	492	507	522	537	553	570	587	605	623	642	150	30.4%
Grad./First Prof. Total	256	256	264	271	280	288	297	306	315	324	334	78	30.4%
Full-time	65	65	67	69	71	73	75	78	80	82	85	92	142.0%
Part-time	191	191	197	203	209	215	221	228	235	242	249	267	139.6%
FTDE or FTNE Students	1,343	1,342	1,383	1,424	1,467	1,511	1,556	1,603	1,651	1,700	1,751	408	30.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total University FTE Students	1,698	1,697	1,748	1,801	1,855	1,910	1,968	2,027	2,087	2,150	2,214	516	30.4%
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!
Towson University Northeast (TUNE)												0	#DIV/0!
Other (Please Specify)												0	#DIV/0!

FISCAL YEAR NEW ENROLLMENT TARGETS

	Est.	Fiscal Year New Enrollment Headcount Projections										Change From FY 2022 - FY 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Total New Students (Credit Only)**	851	877	903	930	958	987	1,016	1,047	1,078	1,110	1,144	293	34.4%
New Graduate Students	75	77	80	82	84	87	90	92	95	98	101	26	34.4%
New First-time, Full-time UG	409	421	434	447	460	474	488	503	518	534	550	141	34.4%
New MDCC Transfer Students UG	226	233	240	247	254	262	270	278	286	295	304	78	34.4%
New Other Transfer Students UG	50	52	53	55	56	58	60	61	63	65	67	17	34.4%
New Other UG Students (Concurrent HS)	91	94	97	99	102	105	109	112	115	119	122	31	34.4%
New Other Graduate (Specify)												0	#DIV/0!
Other (Please Specify)												0	#DIV/0!

Office of Institutional Research, 4/2022

Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

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

Student Diversity Comparisons – Race / Ethnicity

TABLE 1: Student Comparisons																
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
TOTAL	4051	100%	896	3155	2738	100%	587	2151	2724	100%	621	2103	2348	100%	525	1823

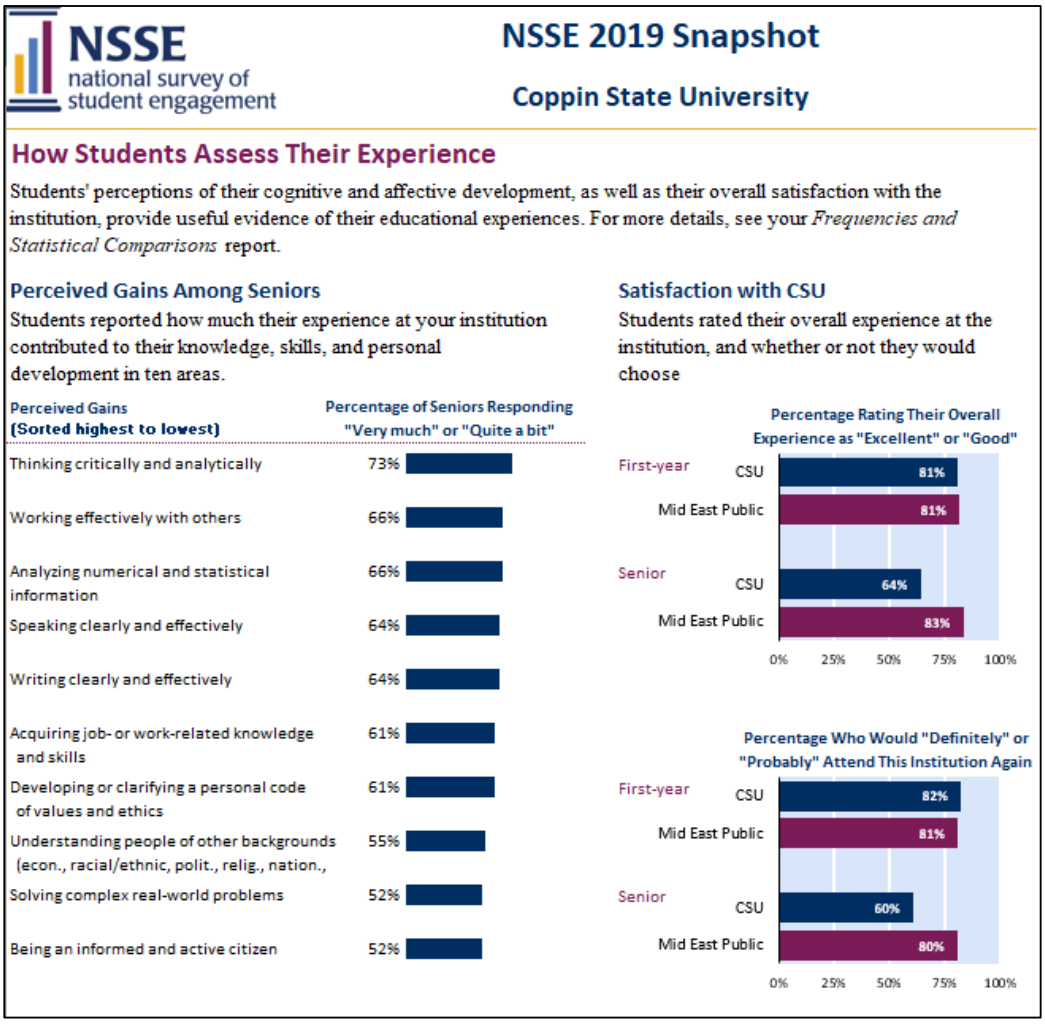
Faculty Diversity Comparisons – Race /Ethnicity

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
TOTAL	447	100%	170	277	250	100%	111	139	246	100%	104	142	243	100%	105	138

Staff Diversity Comparisons – Race / Ethnicity

TABLE 3: Staff Comparisons																
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
TOTAL	9	3%	132	132	360	100%	142	218	356	100%	146	210	318	100%	126	192

National Survey of Student (NSSE) Survey Results



NSSE national survey of student engagement

NSSE 2019 Snapshot

Coppin State University

How Students Assess Their Experience

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

Perceived Gains Among Seniors

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

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

Satisfaction with CSU

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

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

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

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

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 practices 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 declining enrollment within all student categories. However, the university has maintained a diverse student population and serves a multigenerational student body.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, and Academic Affairs have supported the university's efforts to attract and retain a balanced 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 to transition from high school to college. At-risk students can develop confidence and earn college credit before 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 of 2020 due to the COVID19 pandemic. It will also not be held in summer 2021 for the same reason.
- **First-Year Experience (FYE) [soon-to-be EAC]** - 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 by completing the university's first semester.
- **Academic Success Centers (ASC) [soon to be EAC]**- The Centers, housed within 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)** - provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. The staff assists students in crisis, intervenes in

potentially life threating situations, provides quality outreach programs, and offers 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 promote 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.

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 regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.

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 can 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 can 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 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 recommends to the

campus administration support programs with selected metrics so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In March 2021, the committee met to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

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 other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM and the federal requirements under the Clery Act of 1990. The process is detailed on the university's website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police will investigate all complaints filed in a timely manner. The information is communicated to the public using the campus's annual Public Safety Campus Crime Report, posted on 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 request that the community exercise caution. The public remains aware of any crimes primarily through this process.

Students can report crimes through the Division of Student Affairs and Academic Affairs. Students involved in such incidents have access to the campus's judicial process, the campus police, and 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 and 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 examining resources and expenditures to determine the 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. The ongoing pandemic delayed some of these evaluative activities. Additional information should be available in fall 2022.

APPENDIX III. USM ADDENDUM – DESCRIPTIONS OF MEASURES

KEY MEASURES	TRACKING DATE	SIGNIFICANT PROGRESS
Strategic Goal KPIs	AY 2017	Continuing to track
Retention	AY 2015	71% was highest reported in AY 2018
Graduation Rates	AY 2015	30% was highest in 5 yrs.
NSSE Results	AY 2018	Continuing to track
Race/Ethnicity Students	AY 2009	Results are constant
Race/Ethnicity Faculty	AY 2009	Results are constant
Race/Ethnicity Staff/Administrators	AY 2009	Results are constant
Enrollment by Student Type	AY 2009	Results are constant
Other Key Metrics		
-No./Type of International Students	AY 2017	Continuing to track
-Outcomes Related to Diverse Campus Events	AY 2017	Continuing to track
-Professional Development Activities	AY 2017	Greater awareness among campus and participation is strong
-Exclusive LGBTQ Programs	AY 2017	Continuing to track

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

CULTURAL DIVERSITY PROGRAM
ANNUAL PROGRESS REPORT 2021-2022

PREPARED BY THE OFFICE FOR DIVERSITY,
EQUITY, AND INCLUSION
April 2022

Submitted to:

UNIVERSITY SYSTEM of MARYLAND

2021-2022
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 18, 2022

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This report follows the University System of Maryland guidelines for the 2021-2022 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- SECTION I: Frostburg State University's DEI Initiatives
- SECTION II: Frostburg State University's DEI Governing, Administrative, Coordinating Bodies and Institutional Offices
- SECTION III: Frostburg State University's DEI Data/Metrics
- SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students
- APPENDIX I: Frostburg State University's Diversity Statement
- APPENDIX II: Frostburg State University's Cultural Diversity Plan
- APPENDIX III: USM Addendum

SECTION I: Frostburg State University's DEI Initiatives

Student Specific Initiatives

1. *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. In spring 2022, Frostburg provided transportation for group visits to select Baltimore City High Schools where there is growing interest, such as Western and Baltimore Polytechnic High Schools, Bard High School, and Early College. Additionally, FSU continues to strengthen its relationship with College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment processes.

2. *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. The Center for Academic Advising and Retention (CAAR) implemented a new support program for students on academic probation after the first semester. The program includes schedule revision outreach; a mandatory welcome meeting to review expectations; and bi-weekly, one-on-one support meetings. Eighty-nine (89) students are currently participating in the program. Frostburg began implementation of the Excellence in Academic Advising (EAA) initiative, which features a shared advising structure. Incoming first-year students in the fall of 2021 were paired with both a University Advisor from CAAR as well as a faculty mentor. During that term, 98.8% of first-year students assisted by university advisors reported being treated with respect and 96% reported that their questions and concerns were addressed. FSU is addressing a second EAA recommendation by implementing the Navigate student success platform in late spring and summer of 2022. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance and credit trends.

3. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity*

Important strategies designed to help the University attain this goal include: 1) providing campus-wide cultural and gender diversity programming and activities through the University Council on Diversity, Equity, and Inclusion; the Office of Diversity, Equity, and Inclusion; and the Office of Gender Equity; 2) supporting campus student organizations that focus on diversity; and 3) providing for the multicultural quality of the curriculum.

4. *Partnerships with Other Institutions to Increase the Number of Underrepresented Minorities Pursuing Graduate School.*

In partnership with UMES, Frostburg's new 3+3 Bachelor of Science in Chemistry/Pharm.D. will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.

Frostburg is also developing an accelerated Master of Environmental Management degree with UMES, which will prepare students for public policy and sustainability management careers. Program goals include increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.

Faculty and Staff Specific Initiatives

1. 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, including:

- Ensuring all searches for faculty and staff positions 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.

2. Employee Development and Leadership Series

The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series, with a cohort of seven (7) faculty and staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/positions and increasing employee morale/satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

3. Professional Development Conference

The Human Resources Office sponsors a Professional Development Conference every fall and spring, which features FSU alumni, faculty, and staff as speakers as well as the occasional speaker from outside the institution. Offered to all faculty and staff free of charge, workshops focus on topics such as DEI, processes for functioning better in one's campus role, and promoting mental and physical health.

4. LinkedIn Learning

In the spring of 2021, the Human Resources Office announced that faculty and staff are now required to complete either 6 (for non-supervisory staff) or 9 (for supervisory staff) LinkedIn Learning DEI modules. Completion of these modules will be considered in annual evaluations and merit pay in July of 2022.

SECTION II: Frostburg State University's DEI Governing, Administrative, Coordinating Bodies and Institutional Offices

1. The Office for Diversity, Equity, and Inclusion

The Office for Diversity, Equity, and Inclusion was established in August 2020 in conjunction with the promotion of the former Director of the Student Diversity Center to the Senior DEIO. As a result, the focus of the office shifted from addressing only student DEI concerns and needs to addressing that of faculty and staff as well. The office works to promote a culture of inclusion where individuals from all racial and ethnic identities, ages, nationalities, social and economic status, sexual orientations, gender identity/expression, religious, political and ideological perspectives, and physical and mental abilities are able to thrive and be engaged. It works to help students develop the skills they need to work effectively within a diverse community while also assisting faculty and staff in creating and maintaining inclusive learning and work environments. These goals are accomplished through facilitating and coordinating university strategic planning and prioritization in the areas of diversity and inclusion; conducting periodic climate surveys; working collaboratively to develop and implement programming, strategies and initiatives that advance a climate of diversity and inclusion and support the university's mission and the FSU's vision and goals; advising, advocating, and mentoring for concerns and issues related to diversity and inclusion among the student population.

2. *The University Council on Diversity, Equity and Inclusion (UCDEI*)

Established in the spring of 2019, the University Council on Diversity, Equity, and Inclusion's membership consists of faculty, staff, and students who meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity and inclusion. The UCDEI forms workgroups to conduct research on selected issues, analyze findings, and make recommendations to the President. The council promotes harmonious human interaction that celebrates common humanity and fosters a campus community where all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, intellectual and physical abilities, mental health statuses, and origins are valued and embraced.

3. The Office of Gender Equity

Diversity, mutual respect, integrity, and responsibility are core values within Frostburg's community. These values are at the heart of the university's commitment to maintaining a safe, inclusive, and nondiscriminatory learning and working environment. In addition, FSU is committed to seeing that all members of its community who are affected by gender-based harassment, sexual misconduct, relationship violence, and stalking are provided options for redress and support. The Office of Gender Equity provides education, training, and prevention initiatives for the campus community. Frostburg's Title IX investigators, decision makers, and coordinator all hold ATIXA Certification.

4. Disability Support Services

Frostburg is proud to serve students with unique needs by maintaining an accessible learning environment. The university's Student Accessibility Services (SAS) program builds up awareness, advocacy, and self-determination to empower students with disabilities. It works with partners across campus to create a safe and nurturing community for students to succeed in all aspects of their lives. The university and SAS are committed to providing equal access to all facilities, programs, and activities for students with disabilities, including compliance with all disability-related legislation, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The program's mission is to facilitate equal academic opportunity and enhance learning for students with

any type of disability. Approximately 260 students with disabilities are registered with SAS each semester, including 240 students with neurodevelopmental, mental health, or learning disorders.

SECTION III: Frostburg State University's DEI Data/Metrics

One of the metrics used to drive the university's actions and interventions to eliminate educational diversity, inclusion, and equity gaps is the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey, which compares the responses of FSU students, faculty, and staff to the responses of those same groups at other institutions. Results are summarized by 1) Campus Diversity; 2) Campus Climate for Diversity and Equity; 3) Negative Experiences; 4) Experiences by Group; and 5) Possible Areas of Concern Within This Institution.

Overall, Frostburg State University rated comparatively to similar institutions. There was a larger disparity in reports of Hearing Insensitive/Disparaging Remarks - staff (13% difference) and members of the local community (20% difference). There was also a report of differences in discrimination/harassment from these same sources. These findings were supported by data collected during the numerous focus groups held on campus.

The required the LinkedIn Learning DEI modules were one of the action steps taken to address on-campus concerns. To help strengthen town/gown relationships, there have been several meetings held with some of the local organizations such as the Allegany County Branch of the NAACP, the Allegany County Women's Action Coalition, the Brownsville Project, and descendants of Brownsville. Continued efforts will be made to work closely with these groups and identify other local organizations to provide increased opportunities for positive interactions with year-round local community residents. Additionally, first-year, full-time students will be educated on how to engage in brave and bold conversations with peers and others.

SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students

- The University Council for Diversity, Equity, and Inclusion was established primarily to create a platform centered around the diverse perspectives and voices of students. All efforts are made to ensure that student council members represent the diversity of the general body of students. Representatives from the Student Government Association and the various social identity student organizations are invited and encouraged to serve on the council. Additionally, students that may not represent a particular organization but who wish to have a voice on the council are encouraged and invited to participate in as well. All council members are required to work on at least one of the council's workgroups. Additionally, all the workgroups were required to review the 10-Point Plan for Creating a Racially Just Campus and submit suggestions for action plans for FSU's own plan utilizing feedback from the Campus Climate Survey that was administered during the fall 2020 semester and the focus groups that were held both before and after the survey was administered.

- A Communications Work Group was established to create DEI PSAs that will be rolled out across the campus using posters, website postings, digital monitors displayed throughout the campus, and social media. The voices captured and shared will be those of current students.

- The Student Government Association held numerous sessions to capture student voices and has shared concerns with the UCDEI, the Budget Advisory Council, and the Executive Cabinet.

- In response to students' voiced concerns and confusion around the university's bias, discrimination, hate policies and procedures, a presidential committee was established to work on clarifying, developing, and publishing these policies and procedures in a manner that is more accessible and user-friendly for students. As this committee becomes better informed the appropriateness of these policies and procedures, work continues to establish a final document.

- The *#BobcatsAgainstBias* week-long campaign was created to provide an additional platform for students to share their experiences with bias on campus. During a Leadership for Equity and Inclusion Train-the-Trainer activity, thirty-one (31) students, faculty, and staff spent time strengthening their DEI leadership skills by: 1) identifying information and possible misinformation learned about other groups; 2) identifying and expressing pride in the group(s) to which we belong; 3) learning how groups, other than our own, experience mistreatment; 4) learning the personal impact of specific incidents of discrimination; and 5) learning how to interrupt prejudicial jokes, remarks, and slurs. Additionally, participants learned an effective process in addressing controversial issues on campus. The exchange between all parties was invaluable and is anticipated to aid in increased awareness and understanding of the FSU experience from different perspectives.

Appendix I: Frostburg State University's Diversity Statement

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. Therefore, the University community takes the unequivocal position that racist practices, or any action, or institutional structure or process, that has for its purpose the subordination of a person, or a group based on race, color, disability, genetic information, creed, marital status, national origin, sex, age, or sexual orientation, will not be tolerated.

APPENDIX 2:
Frostburg State University's Cultural Diversity Plan PREPARED BY THE OFFICE FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION

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

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. *Strategies are numbered followed by their Action Priorities.*	*Metrics to measure how progress of each initiative/strategy is being evaluated*	*Data to demonstrate where progress has been achieved/ indicators of success*	*Areas where continuous improvement is needed*
FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.			
Continue to send mailings and electronic communications to under-represented students who meet the University's admission criteria.	The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.	The university has not purchased PSAT names in several years. This year, we engaged with a vendor to begin purchasing and strategically recruiting students from outside the Western Maryland area. We re-evaluated our search strategy and dedicated resources to name purchases from our historic and expansion markets, which supports recruitment of underrepresented students.	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.
Continue to arrange recruitment trips to urban high schools in Maryland. The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	The number of trips to urban high schools Maryland. The number of minority candidates offered staff positions at the University.	As we began fall travel, there were limitations to in-person visits at high schools throughout the state. Additionally, our travel season for spring 22 has not yet concluded. 64 of the 150 (40%) of in-person visits during fall 21 were conducted in urban areas. 45% of spring 22 travel conducted was to urban areas. Additionally, we continue to strengthen our relationship with the College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment process. In support of future enrollment growth and diversification of staff, the Admissions Office is actively recruiting and seeking out qualified candidates who also speak Spanish. One of the three Admissions counselors on staff (all hired within the past 9 months) is a minority. We have three vacancies and continue to actively recruit qualified minority staff through the alumni network of Frostburg State and other platforms.	Seek out new communication strategies to increase knowledge of counselors in minority markets.

FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services. Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.	The number of bus trips to FSU with minority attendees. The number of minority students in attendance at FSU admitted student receptions.	We are providing transportation for group visits this spring to select Baltimore City High Schools where there is a significant amount of interest. We have seen significant growth in interest of students from Western and Baltimore Polytechnic High Schools. Additionally, we are working with Bard High School and Early College to provide transportation for those students as well.	
FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students. Continue programs designed to prepare underrepresented students for postsecondary education at FSU. Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.	FSU programs designed to prepare underrepresented students for postsecondary education at FSU. 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.	The Student Support Services program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are: 45/47= 96% for the entire group 31/33= 94% for the minority subgroup, and 27/29= 93% for the African American subgroup. The SSS program included 78 first-time full-time students in the fall 2015 cohort. Six-year graduation rates are: 57/78 = 73% for the entire group 44/63 = 70% for the minority subgroup and 38/54 = 70 for the African American subgroup.	
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.		Maryland Community College enrollments have declined for two consecutive years by approximately 11% each year. As a result, all transfer student enrollment has declined over the past several years, with the decline beginning pre-Covid. Fall 21 enrollments of minority transfer students stabilized and remained the same whereas non-minority transfer student enrollment continued to decline.	

Continue to expand 2+2 and dual- degree programs with community colleges. Continue to establish dual- admission agreements with community colleges.	The number of transfer students enrolled in FSU from minority groups. The number of dual-degree agreements with community colleges. The number of dual-admission agreements with community colleges.	Dual-admission agreement and enhanced transfer agreement is now in place with Garrett and Cecil Colleges. Additionally, many Maryland Community Colleges and the university have partnered to offer dual enrollment opportunities for students pursuing the RN and RN to BSN programs. Community colleges include, and not limited to, College of Southern Maryland, Frederick Community College, Montgomery Community College, Hagerstown Community College, Prince George's Community College and more.	Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.

Provide additional individualized support services to transfer students.	Services provided to transfer students.	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. Staff provided support for 15 non-degree and undeclared transfer students over the summer	CAAR will continue to provide individualized support services to undeclared transfer students.

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 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first- generation student retention and graduation rates. Continue programs to enhance student success: Academic Success Network (ASN), First- Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early Alert system, and the Tutoring Center services. Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	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%). 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. 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. Center for Academic Advising and Retention (CAAR) implemented a new support program for firs-year students on academic probation after the first semester. The program includes schedule revision outreach, mandatory welcome meeting to review expectations, and bi-weekly, one-on-one support meetings. Eighty-nine students are participating in the program.	Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.

		FSU began implementation of the Excellence in Academic Advising (EAA), which features a shared advising structure. Incoming first-year students in Fall ’21 were paired with both a University Advisor from CAAR as well as a Faculty Mentor. In Fall, 98.8% of first-year students assisted by University Advisors reported being treated with respect, and 96% reported that their questions and concerns were addressed. FSU is following through on a second EAA recommendation by implementing the Navigate student success platform late spring and summer ’22. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance, credit trends, etc.	

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff Timeline for meeting FSU Goal 3 is 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff. Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students. Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	The number of minority faculty and staff at Frostburg State University.	The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2021, the University's workforce consisted of 872 full and part-time employees (333 faculty; 492 staff members; 47 graduate students). Females are employed at a rate of 53.78% (469) and are represented in100% of all administrative offices and academic departments. Minorities are employed at a rate of 12%. The University's workforce is comprised of Black/ African American 4.5% (40). White employees represented 88.07% (768) of the University's workforce. Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.	Continuous recruitment, not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups. If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.

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. Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.		The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series. The cohort consisted of seven (7) faculty and staff members who met monthly for leadership and development sessions which has been proven instrumental in furthering employee advancement into leadership roles/ positions and employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.	Annual recruitment and selection.

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

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity Timeline for meeting FSU Goal 4 is fall 2022; FSU's Diversity Program will be reviewed and updated and revised in AY 2022-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs. curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed

FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co- curricular and professional development programs. FSU's Office for Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	FSU's *Office for Diversity, Equity, and Inclusion* programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	During 2021-2022, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to: 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 Association for the Advancement of Colored People (NAACP, National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). The online platform titled, *Brave & Bold Dialogues™: Diversity, Equity & Inclusion – College Edition* 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. With the start of the fall 2021 semester, all first-time/ first-year students were required to complete this program. The ODEI followed up with DEI program presented to each of the ORIE101 Introduction of Higher Education classes. To date 87% of these students have completed the program which is comparable to the completion rate of the required Alcohol, Drug and Sexual Assault programs required of the same students. The FSU Social Justice Summit was held during the fall 2021 semester. Thirty-two (32) Students and four (4) staff participated in this year's retreat for a total of thirty-six (36) participants. This event provides FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. Action plans developed during the weekend will assist them in being agents of positive change on campus. Seven of the retreat attendees participated in the 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The ODEI and UCDEI held a 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer with a total of 31 participants and two facilitators. This training helps participants learn practical skills in becoming more culturally competent by exploring campus community issues and developing a replicable set of techniques to become an innovative leader in diverse settings. Nearly 50% of the participants were students with the remainder being faculty and staff.	To increase the effectiveness of reaching first year students beginning in 2020-2021 academic year, all first-year students are 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.

Continue the work of the University Council on Diversity, Equity, and Inclusion).	FSU *President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)* – 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.	In 2021-2022 UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career & Professional Development Center, the Center for International Education, Counseling & Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Center for Academic Advising and Retention, 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. During the 2021-2022 academic year the UCDEI used the findings of the fall '20 Campus Climate Survey and 2020-2021 focus groups to create a plan to transform the campus to one with an anti-racist focus. The council created a list with well over 30 suggested action plans. Five of those actions plans were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. Progress: Needed changes to the exterior (relocation of the university's fleet of cars and vans and the kiosk were completed as well as asbestos abatement and interior demolition. Key stakeholders are being included in developing the floor plan use of the building. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. Progress: Council members have been consulting with experts in Indigenous Studies and attending conference workshops to explore the use of land acknowledgement statements. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and will be posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff are now required to complete 6 (for non-supervisory staff)-9 (for supervisory staff) LinkedIn Learning DEI modules; completion will be reflected in annual evaluations and considered in	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.

		merit pay. A workshop on bias/ hate speech, free speech, the 1st amendment, and public institutions of higher education was presented spring '22. A workshop on how to be effective change agents integrating social media was held spring '22. A *#Bobcats Against Bias* campaign was held spring '22 included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. 31 students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A committee established by the president has been working on the development of a bias incident policy and procedure. We have participated in a Bias Incident Reporting and Response Webinar and are using that webinar to inform our work going forward.	
Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.	*Office of Gender Equity* programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.	FSU established the *Office of Gender Equity* in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by: Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from spring 2018 shows continued increases in positive responses about students' perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. Providing recommendations in light of State and Federal expectations and best practices.	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.

d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best- practice information.	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. All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX. All faculty and staff were required to complete Harassment and Discrimination Prevention; an online platform designed by 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. Two staff members have completed the Investigator Training #1- Title IV and #2- Bias and Hate Incidents. Two additional staff members are scheduled to complete the training.	

Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male. The 2021 McNair recruitment session drew five interested students. FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists. FSU is developing new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.	Identify funding to support FSU students' participation in activities hosted at partner institutions. Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium. Continue development of unique interinstitutional programs to increase diversity of graduate enrollment. Maintain inclusion of DEI in re-envisioned GEP.
Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	The University's curricular programs that promote the understanding of cultural diversity	*Identity and Difference* category in the *GEP* offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Student Learning Assessment related to the *Appreciation of Cultural Identities* GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. A new course in this category for Fall 2022 is EON 113 Economic of Race. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement. The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of	Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.

		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. The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages. *New curricular programs will be brought online in AY 2022-2023*: Social Justice Track in the Philosophy Major Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor	

FSU's Diversity Goal 5: Promote the Understanding of International Cultures Timeline for Goal 5 is fall 2022: FSU's Diversity Program will be reviewed and updated in AY 2022-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs. curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved/indicators	Areas where continuous improvement is needed
FSU 5.1: Increase the number of international students attending Frostburg State University Actively recruit international students overseas and throughout the United States. Increase the number of exchange partners to increase the diversity of international students.	The number of J1 and F1 students enrolled at Frostburg State University. The number of exchange partners to increase the diversity of international students.	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 2021, FSU enrolled 372 international students (down from 401 in spring 2020), due to the pandemic. In collaboration with the FSU President's Office, the university will increase the number of partnerships with international universities. These partnerships may or may not bring students to the FSU campus. Some partnerships will be designed for online enrollment, while others will require students to enroll into face-to-face classes. Due to the pandemic, some of the partnerships are on hold.	

FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics. Plan and implement student abroad programs conducted or sponsored by the university.	The presence of study abroad opportunities for students and the level of participation in those programs	During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.	

lan and implement recruitment activities for students to study abroad.	The presence of recruitment activities designed to encourage students to participate in study abroad.	To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020: Conducted classroom visits Hosted bi-annual study abroad and international fairs Planned bi-weekly information sessions with prospective and former study abroad students to share experiences Held information tables in the Lane University Center Provided presentations to multiple Greek organizations Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.	
Design and implement student abroad opportunities for students led by faculty members.	The presence of faculty led study abroad opportunities for students	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.	
ustain the University President's Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	Presence of international experience for student members of the President's Leadership Circle.	The students in the President's Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the campus leadership. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.	Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.

Salisbury University Diversity and Inclusion Report

1. A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts

Students

The Accelerated Mentoring Program (AMP) is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio.

The School of Social Work's Comunidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at Salisbury University (SU). Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.

College Assistance Migrant Program (CAMP) assists students who are migrant or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies. CAMP funding provides academic, financial, and social/health supports to ensure success.

Salisbury University's TRIO Student Support Services (SSS) is an educational opportunity project that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals.

The Disability Resource Center provides guidance, access to resources and accommodations for students with documented disabilities. Such disabilities could include medical, psychiatric, learning disabilities and/or mobility, visual and/or hearing impairments.

Faculty

A faculty workgroup examined expectations and rewards for faculty Diversity, Equity and Inclusion (DEI) work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in the areas of teaching, scholarship and service.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences.

Staff

Beginning in the next academic year, specialized inclusive training will be required for members of all staff search committees.

Administration

University administrators will undergo specialized equity leadership training. This will be required at the Assistant VP/Dean level and higher.

2. A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

At Salisbury University, the Office of Diversity and Inclusion is a part of the President's Office. At this time, the office is led by the President's Chief of Staff with support from three staff members and a graduate assistant. Searches are currently underway for two assistant director positions for the office.

Shared governance is represented through the Cultural Diversity and Inclusion Consortium Committee which includes membership from the Faculty Senate, Staff Senate, Student Government Association, Adjunct Faculty Caucus, and the Graduate Student Council. This groups makes recommendations to the administration on policies and initiatives. They also help to communicate information with their constituents across campus.

Each school and college have their own diversity councils and their representatives come together to meet as a University Diversity Council. During these meetings, ideas and information are shared across the institution to help break down campus silos when it comes to diversity initiatives.

3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

In 2020, the University conducted a comprehensive Campus Climate Study in order to gather information from students, faculty and staff. The results of the Study were shared with the campus community and are available online. The University's administration continues to use information gathered from the Study to adjust policies and procedures as well as to help serve as a guide on new initiatives.

4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

The University uses several avenues to receive information from the campus community. The President's Cabinet includes representatives from each of the five shared governance

organizations, the Executive Staff, and the Associate Vice Presidents for Institutional Equity, and Diversity and Inclusion. These meetings, which occur bi-weekly, provide the opportunity for the University's administration to communicate directly with campus leaders on a regular basis.

Students in the Multicultural Alliance meet once per month with staff from the Office of Diversity and Inclusion. During these meetings, students from a variety of diverse organizations share information with staff and one another.

Appendix 1

"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.

Appendix 2

Diversity and Inclusion are included as part of the University's Strategic Plan as goal two. A copy of that section is attached.

Appendix 3

In spring 2015, SU began the General Education assessment process that it continues to use each academic year. Gaining Understanding of Lifelong Learning (GULL) Week is a week-long assessment model which has evolved over the years since its implementation. Currently, GULL Week occurs during the third week of the fall semester (previously GULL Week occurred each fall and spring). While participation is not mandatory, all undergraduate students are encouraged to contribute as a way to show the University what they know and demonstrate their proficiency in various General Education areas. To take part in GULL Week, students voluntarily register to participate in a one-hour proctored GULL Week assessment session. During their session, students typically complete two to three computer-based standardized assessments which are aligned with SU's General Education student learning outcomes (SLOs) The assessments are the same for all students in a given testing session, but vary across sessions to ensure that all of SU's SLOs are assessed over a five-year period. Typically, three to five different assessments are administered during each GULL Week. During a typical GULL Week, around 3,000 undergraduate students participate.

One great example of how the results have been used was to improve the General Education model. The General Education Steering Committee used the results, including where students are experiencing weaknesses on the SLOs, to inform the development of a new General Education

model to address areas identified for improvement. As a result, the new model provides multiple opportunities for students to be exposed to learning opportunities to bolster skills in these areas.

In the 2019 fall semester, Salisbury University contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. Seventeen (n =17) Salisbury University faculty, staff, students, and administrators formed the Campus Climate Study Workgroup (CCSW). The CCSW worked with R&A to develop the survey instrument and promote the survey's administration in fall 2020. During the course of survey administration, Salisbury University followed Maryland stay-at-home orders and transitioned to online learning and working environments. The survey administration dates were extended by five weeks while the Salisbury University community adjusted to the guidelines. All members of Salisbury University were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., Salisbury University position, gender identity, ability status) where appropriate. In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at Salisbury University. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations.

Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

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

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

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

- ***Strategy 2.1.1.*** *Support and advance the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.*
- ***Strategy 2.1.2.*** *Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.*
- ***Strategy 2.1.3.*** *Expand and require ongoing professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.*
- ***Strategy 2.1.4.*** *Expand and require ongoing educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.*
- ***Strategy 2.1.5.*** *Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.*

- ***Strategy 2.1.6.*** *Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.*
- ***Strategy 2.1.7.*** *Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.*

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

- ***Strategy 2.2.1.*** *Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices.*
- ***Strategy 2.2.2.*** *Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with these and professional development opportunities exist to provide training.*
- ***Strategy 2.2.3.*** *Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.*
- ***Strategy 2.2.4.*** *Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.*

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

- ***Strategy 2.3.1.*** *Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.*
- ***Strategy 2.3.2.*** *Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.*
- ***Strategy 2.3.3.*** *Develop a plan to address issues of compensation and salary compression, including expanding and transparently communicating information about career pathways and ladders.*
- ***Strategy 2.3.4.*** *Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.*
- ***Strategy 2.3.5.*** *Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.*

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

- ***Strategy 2.4.1.*** *Enhance access to and circulation among campus spaces.*
- ***Strategy 2.4.2.*** *Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).*

- ***Strategy 2.4.3.*** *Explore opportunities to expand multi-use facilities for various aspects of campus and community needs.*
- ***Strategy 2.4.4.*** *Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.*

2021-2022 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 15, 2022

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Institutional Programs of Cultural Diversity Annual Progress Report – Towson University

I. Summary of DEI Initiatives (1 page for each population)

Towson University values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence and cultivates the intellectual and personal growth of the entire university community. Under the auspices of President Kim Schatzel, the Office of Inclusion and Institutional Equity (OIIE) affirms and supports TU's commitment to diversity, equity, inclusion, social justice and belonging. Explicit initiatives or efforts for specific populations include:

A. Students

Diversity, equity, and inclusion each require ongoing education by all and challenging what we know by learning about others' experiences. By working to explore not only students' own identities but also how their paths to TU differed from their fellow Tigers' paths, we encourage our students to understand the barriers and shortcuts available to different individuals. Programming has included a range of foci, such as developing dedicated spaces based on our multiple identities, hosting speakers with identities in common with certain populations, organizing leadership conferences focused on groups who have historically experienced opportunity gaps based on gender or race, and educational outreach. Education for students begins immediately, during summer orientation with a follow-up during move-in in August, setting a strong foundation for each student's TU career.

Diversity, Equity & Inclusion (DEI) Education
DEI Education provides resources, trainings, workshops, retreats and other opportunities for all students, staff and faculty to pursue ongoing work on diversity, equity, inclusion, social justice, and belonging. We strive to build the cultural capacity of the entire TU community through exploration of our identities; allyship and advocacy; anti-racism, anti-oppression and systemic change; and building skills to dialogue across difference.

African American Student Development
African American Student Development (AASD) supports, promotes, and enhances the intellectual, academic, social, and personal development of African, Afro-Caribbean, and African American students. AASD provides programs and services that will enhance your overall experience at TU and increase awareness and appreciation of African, Afro-Caribbean, and African American culture. We also assist TU in the recruitment and retention of students from these populations.

Asian, Pacific Islander, Middle Eastern, & Desi American Student Development
Asian, Pacific Islander, Middle Eastern, and Desi American (APIMEDA) Student Development offers programming and activities that focus on creating dialogue and awareness around issues pertaining to the APIMEDA and diaspora communities. The primary goals of the program are to recruit and equip

students from APIMEDA backgrounds, strengthening a connection to resources and a community, and support their academic success and campus representation.

Campus Ministries
Campus Ministries strive to promote understanding and appreciation of religious diversity—they promote a variety of faith communities, advocate for spiritual wellness, and respond to religious needs. The campus ministers advise many religious student organizations as well as provide personal ministry in counseling, theological discussions, and general student support in other areas. Some also lead discussions on contemporary issues and sponsor guest speakers or social events that support one's exploration of faith and spirituality.

Latinx Student Development
Latinx Student Development works to recruit, engage, retain, and graduate students from Latinx backgrounds and to ensure their academic, sociocultural, personal, and professional success. They advocate for the Latinx community, advocate for Latinx students to take on leadership and service roles, and nurture students' during their adjustment to college life.

Mature & Non-Traditional Student Development
Mature & Non-Traditional Student Development works to support students arriving or returning to college who are also non-traditional in age, a parent or person with dependents, a veteran, or balancing classes while working full-time. Through programming, scholarship opportunities, and assistance with accessing resources, we are an easy access point for those seeking opportunities to meet fellow mature students and learn how to access campus resources focused on your non-traditional needs and interests.

Sexuality and Gender Diversity
Sexuality and Gender Diversity Development provides events, education, and resources for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, etc. (LGBTQIA+), women, and femme individuals. We are excited to serve a diverse population of Tigers of various sexual orientations, gender identities, gender expressions, abilities, races, and ethnicities.

UndocuTigers--Undocumented Student Development
UndocuTigers provides one-on-one advising, monthly events, workshops, and overall support for undocumented students. This includes financial well-being such as promoting scholarship opportunities and serving as a liaison between students and the Financial Aid Office. The CSD also focuses on advocating for affirming policies for undocumented students on campus.

Students with Disabilities and Neurodiverse students
OIIE continues to identify ways to assess and prioritize the needs of students with disabilities and neurodiverse students. In addition to the thousands of students who register with our office of Accessibility and Disability Services (ADS), there are also disabled students who choose not to register, as well as students with disabilities who do not identify as disabled. We increased our outreach efforts this year, including the launch of a Student Disability Town Hall, the re-establishment of a Disability Student Union organization, and the launch of an organization for students of color with disabilities.

B. Faculty
OIIE works collaboratively with the Office of the Provost, regularly partnering with the Assistant Provost for Diversity and Inclusion.

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 around advancing equitable access, inclusive learning, and engagement in a diverse environment.

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.
- Established in 2020 and implemented in 2021, TU's Inclusion Advocate (IA) program enhances equity, validity, diversity, and representation in university faculty hiring by incorporating education on de-biasing the search process and relying on trained inclusion advocates to support each faculty search.
- Diversity and Inclusion Faculty Fellows Program, managed by the Division of Academic Affairs, provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices.

C. Non-faculty staff

OIIE is nearing completion of its preliminary goal to engage with every Division 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 around advancing equitable access, inclusive learning, and engagement in a diverse environment.

- Launch/pilot of inclusive staff search training which incorporates the Inclusion Advocate (IA) program for all staff searches.
- President's Inclusive Leadership Institute is a professional development program for senior TU faculty and staff that fosters personal development, interdisciplinary collaborations and a strong connection to the campus community. Established in 1996, the President's Inclusive Leadership Institute offers intensive, year-long leadership programs for faculty, department chairs and administrative staff.

D. Administration

The Office of Inclusion and Institutional Equity provides:

- Diversity awareness workshops, presentations, and retreats
- Identity-focused events, programming, and support
- Diversity educational and resource materials
- Advocacy, consultation, and referrals
- Leadership, mentorship, and peer education programs

- Educational outreach to nurture awareness, appreciation, and allyship for diverse populations
- Assistance in outreach, recruitment, and retention of historically underrepresented populations to TU and University of Maryland system
- Assistance to TU with the creation of policies & procedures that address the interests & concerns of historically underrepresented students

The Office of Inclusion and Institutional Equity supports new and ongoing initiatives:

- Developing dedicated resources to guide the campus in meaningful and ongoing acknowledgement of the Indigenous communities of this region as well as the land currently occupied by TU. This year we launched a landing page that directs our community away from the mere land acknowledgement
- Recognizing caste oppression in the anti-discrimination policy. While the focus on caste discrimination directly affects the South Asian diaspora, including caste oppression in our policy causes us to continually think about how bias is structured in the workplace and needs to be constantly reimagined.
- Towson University has several mentoring programs to include: the transfer mentor program; the Career Center Program; PRIDE Mentor Program; Stem Mentoring Program; Students Achieve Goals through Education (SAGE) Mentoring; MentHer- a mentoring program for women; and the Faculty Academic Center of Excellence at Towson (FACET) Fellowship and mentoring program. The Office of Inclusion and Institutional Equity seeks to develop a structured mentoring program that tracks and supports all campus programs by building their capacity to provide targeted and high-impacted mentorship for students, staff, and faculty.
- The Office of Inclusion and Institutional Equity established the Diversity Action Committee which is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to support the institution's Strategic Diversity Goals and makes appropriate recommendations for the success of campus-wide diversity initiatives to the University Diversity Council.
- 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. OIIE continues to partner with BTU in supporting ongoing initiatives centering racial equity work on campus and in our communities.
- Virtual dialogue spaces: in response to the past two years 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.

II. A Description of the governing bodies and offices solely dedicated to DEI (1 page)

Office of Inclusion and Institutional Equity
The Office of Inclusion and Institutional Equity (OIIE) promotes equal treatment, access, and opportunity in all educational activities and employment decisions at TU. OIIE houses Accessibility & Disability Services (ADS); the Center for Student Diversity (CSD), Diversity; Equity & Compliance; and Diversity, Equity & Inclusion Education and Initiatives.

Office of the Provost
Faculty Diversity Initiatives and Resources managed by the Assistant Provost for Diversity & Inclusion foster environments grounded in respect and inclusion for all members of TU's campus community. These include the Diversity Faculty Fellows Program, and a Diversity and Inclusion Tool Kit with resources for faculty.

Center for Student Diversity
The Center for Student Diversity (CSD) supports the access and academic success of historically underrepresented groups through programs and services that enhance the student experience.

Accessibility and Disability Services
Accessibility and Disability Services (ADS) works with students to determine and implement reasonable accommodations for various disabilities and some temporary conditions that substantially limit one or more major life activities.

Human Resources
The Office of Human Resources responds to requests for accommodations from TU employees and applicants for employment with disabilities.

Office for International Initiatives
The Office of International Initiatives is dedicated to cultivating a global learning community and international focus in programs and curricula at TU.

Diversity Action Committee
The Office of Inclusion and Institutional Equity established the Diversity Action Committee which is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to support the institution's Strategic Diversity Goals and makes appropriate recommendations for the success of campus-wide diversity initiatives to the University Diversity Council.

III. A Description of Towson University's DEI Data or Metrics: People Equity Index Report—Movement in the Metrics (This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.) 1 page

Towson University's mindset has been a lifestyle change as opposed to a temporary initiative. The planned development of a Diversity Dashboard will provide a visual representation of the DEI data or metrics that drive TU's actions and interventions to eliminate educational diversity, inclusion, and equity gaps. The Diversity Dashboard will not only include the demographic composition of our campus, but also include Achievement, Inclusion, Compliance and Engagement Data.

We have measured success by:

1.) The number of diverse members in our community. Towson University enrolled its most diverse population of students in 2021 with 58.5% identifying as a racial or ethnic minority.

2.) Retention and graduation rates. The minority student population maintains the same graduation rate as the entire student body (71%). This includes TU's African American student graduation rate (73% compared to the national average of 45%) and the LatinX student graduation rate (69% compared to the national average of 57%).

3.) Participation in and impact of DEI training through testimonials and experiences, and; Leadership buy-in and university achievements. Towson University received the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award in both 2021 and 2022 which recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. In its first time being considered in 2022, TU also received a 4.5-ribbons ranking in the Campus Pride Sports Index from CampusPrideIndex.org, a national assessment tool assisting campuses in improving safety and campus climate for people who identify as LGBTQ+. That recognition follows TU's overall campus rating of five stars from the Campus Pride Index. That recognition in Fall 2021 placed TU as one of just 47 of the nation's colleges and universities to receive the highest ranking possible.

IV. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts. (1 Page)

Education is strongest when diverse perspectives and voices are shared and heard in settings of learning and development. With the support of Insight into Diversity, we are launching a new climate survey in the Fall of 2022 to assess our campus climate and increase authentic student voice in exploring the experiences of our students to ensure that they feel welcomed, accepted, supported, and encouraged.

Dialogue@TU is jointly administered by the Office of the Provost and the Office of Inclusion & Institutional Equity and provides opportunities for the entire campus to learn the theory and practice of dialogue as a useful skill in navigating frank discussions about our identities and social justice. Dialogue is deployed in select courses, embedded in a variety of staff, faculty and student leader trainings, and often used when the TU responds to any range of current events or moments of unrest and tension on our campus.

We are constantly developing and cultivating touchpoints with many different populations of individual students, student organizations, and diverse student populations including the Student Government Association (SGA), DEI rep within SGA, Campus Activities Board (CAB), and the Dean's Advisory Council (DAC) which is comprised of undergraduate and graduate students invited to serve by their major department.

OIIE's Diversity, Equity & Inclusion Education team partners with the office of Civic Engagement & Social Responsibility in an ongoing initiative that brings together political and social issue student organizations through dialoguing across difference. Launched in 2019 in response to the upcoming presidential election,

V. Appendixes:

Appendix 1: Diversity Statement https://www.towson.edu/about/diversity.html

TU values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence and cultivates the intellectual and personal growth of the entire university community.

Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

Appendix 2: TU's diversity strategic plan, A More Inclusive TU: Advancing Equity and Diversity (2020–25).

Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Further TU's strategic plan now includes its inaugural diversity strategic plan, *A More In clusive TU: Advancing Equity and Diversity (2020–25)*.

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.

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.

A MORE INCLUSIVE TU

Advancing Equity and Diversity

Diversity Strategic Plan **2020–25**

TOWSON UNIVERSITY

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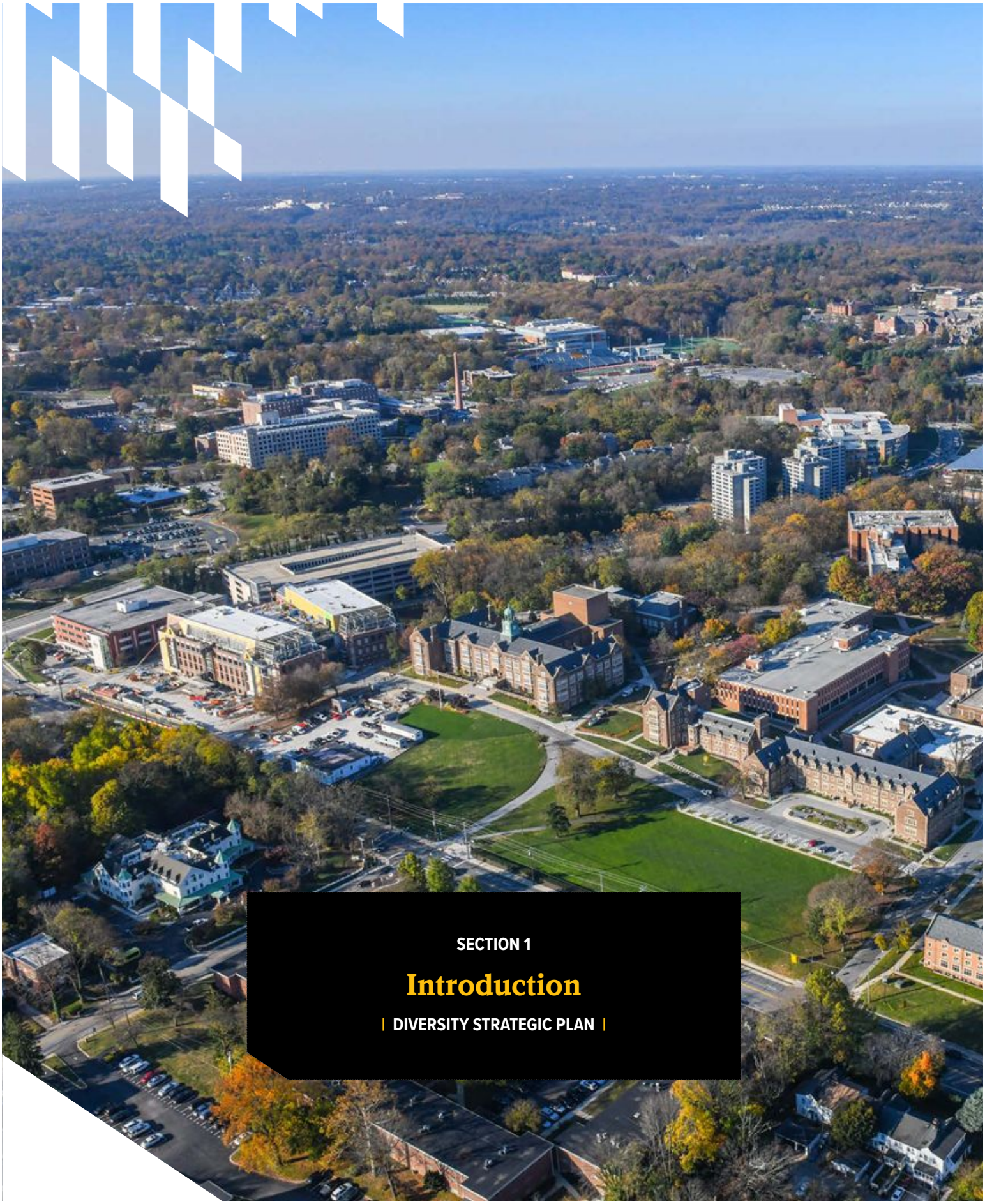
TU | DIVERSITY STRATEGIC PLAN

TOWSON UNIVERSITY



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[1], the university's Diversity Initiatives Progress Report[2] and this document build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

[1] https://www.towson.edu/about/administration/president/priorities/
[2] https://www.towson.edu/inclusionequity/diversity/diversity-progress.html

> **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.[3] Over a 15-month period the task force engaged hundreds of students, staff, faculty, alumni and community partners.

We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU's mission and strategic priorities related to diversity, equity and inclusion.

A number of other system and campus initiatives and reports complemented the task force's work, including TU's overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU and innovative initiatives such as the one created with a $1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education[4], leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

3 Williams, D. A. (2013). Strategic Diversity Leadership. Sterling, VA: Stylus.

4 We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

TABLE 1 / KEY EVENTS TIMELINE

2018	SEPT.	• Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force • Charge letter and goals provided
	OCT.	• Planning and readiness launch of task force
	DEC.	• First monthly meeting of the task force
2019	MAR.–SEPT.	• Data collection across the community
	SEPT.–OCT.	• Data analysis and coding
	DEC.	• Task force working meeting 2020
2020	JAN.	• Task force meeting–first draft compiled
	FEB.	• Draft presented to the task force, vetted and revised
	MAR.	• Draft presented to the university president and provost
	APR.	• Final revisions
	ONGOING	• Track and assess progress

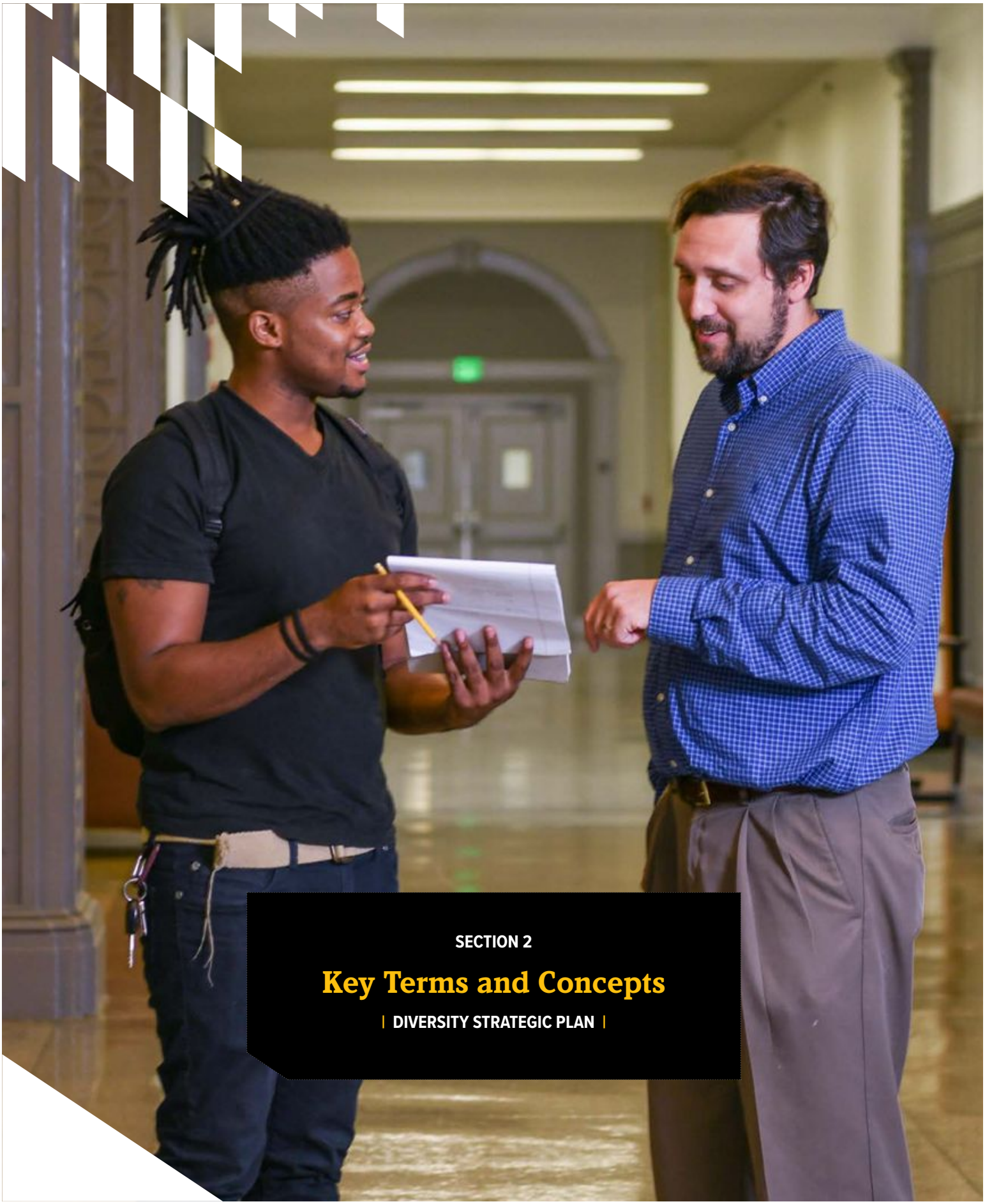
KEEP IN MIND

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

> **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

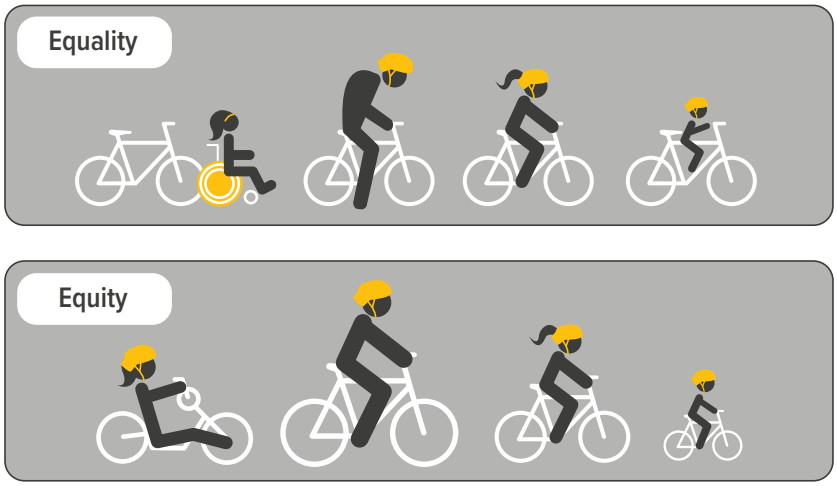
This plan relies on a common understanding that diversity, equity and inclusion are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

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) [5]



> **I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.**
>
> **STAFF/FACULTY FOCUS GROUP ON RETENTION**

[5] https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

Inclusion

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity.

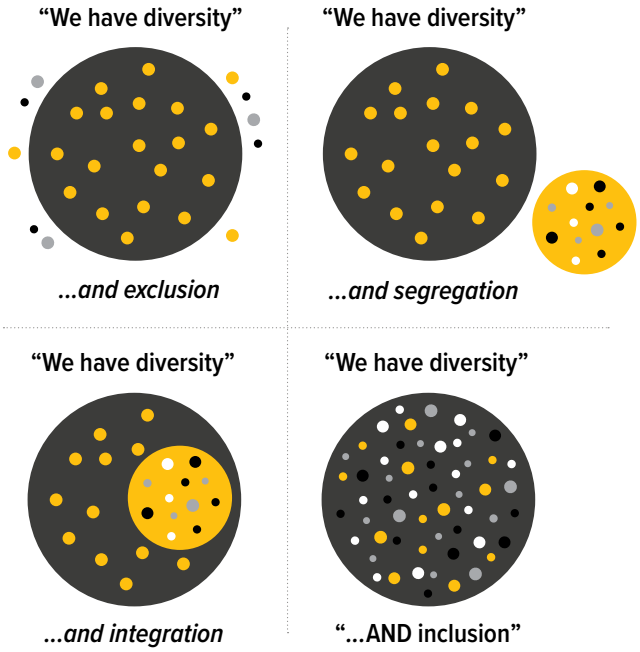
A department, organization, college, team, division or other unit may be diverse while still not necessarily fostering inclusion, as depicted in **FIGURE 2** below.

It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (**SEE FIGURE 3**).

KEEP IN MIND

Having diversity does not guarantee also having inclusion.

FIGURE 2 / THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.



Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

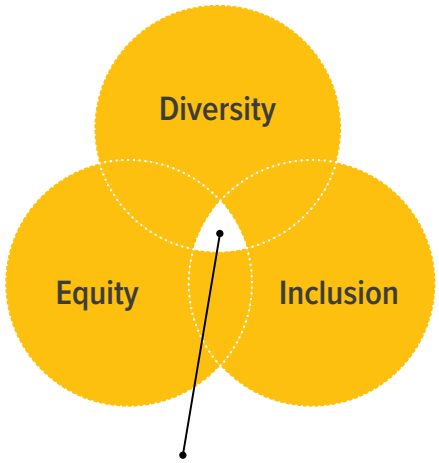
In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence[6] proposes four primary elements:

- **Focus on student intellectual and social development**
- **Purposeful development and utilization of resources to enhance student learning**
- **Attention to cultural difference**
- **Welcoming community**

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) *the what and why* of undergraduate learning and 2) the importance of helping *all* students achieve those. Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.[7]

Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

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.

[6] Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

[7] Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

> 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 |

MORE THAN 42%
OF UNDERGRADUATE STUDENTS REPORTED AS STUDENTS OF COLOR.

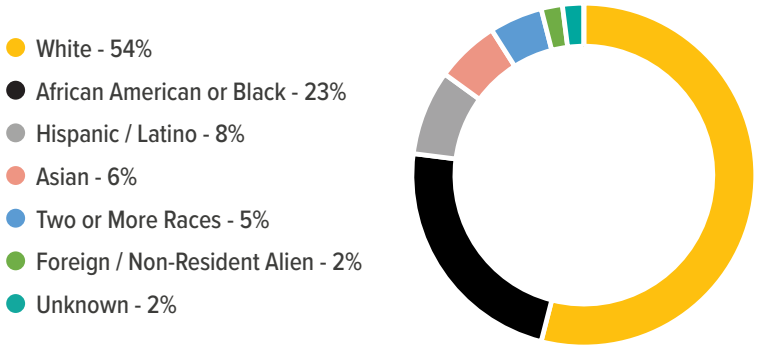
Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (SEE FIGURE 4). This **growth** has led to the creation of new programs, majors, positions and development of policies and plans that have helped lead TU to achieve important **milestones in diversity and inclusion** that set us apart at the state and national levels.

Demographics

In the 2019 "Chronicle of Higher Education Almanac," Towson University was among the **top 15 four-year public institutions in the nation** in "Colleges with the Greatest Percentage Gains and Losses in the Number of Black Students, 2010 to 2017[8]." Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%[9], **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students**[10].

FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU



[8] Towson University saw a 64.7% increase in Black enrollment from 2010–2017

[9] The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

[10] U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.

FIGURE 5 // RACE/ETHNICITY AND GENDER OF ALL TOWSON UNIVERSITY EMPLOYEES 2018

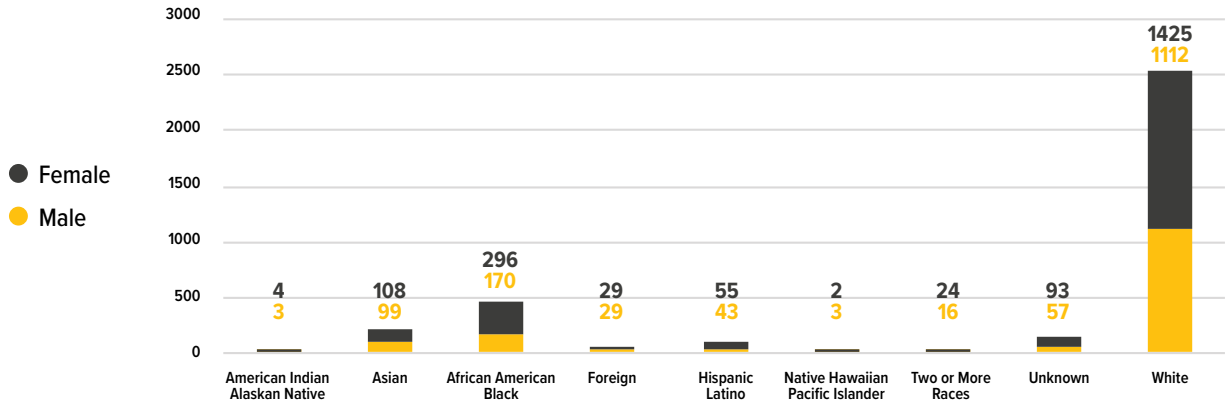
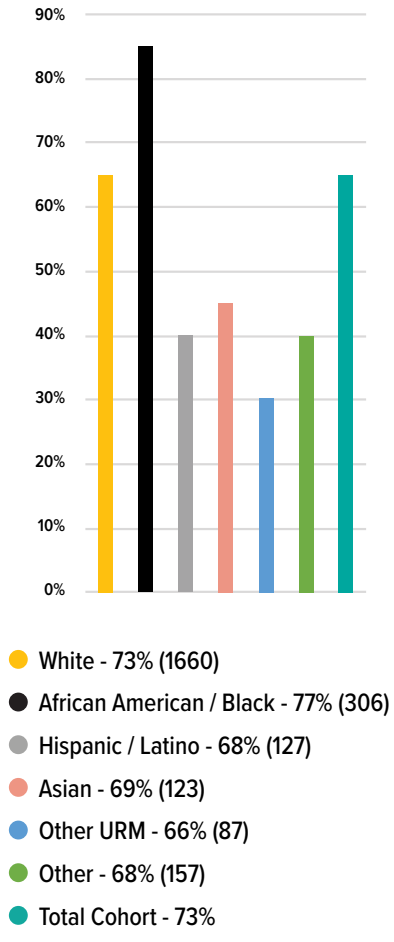
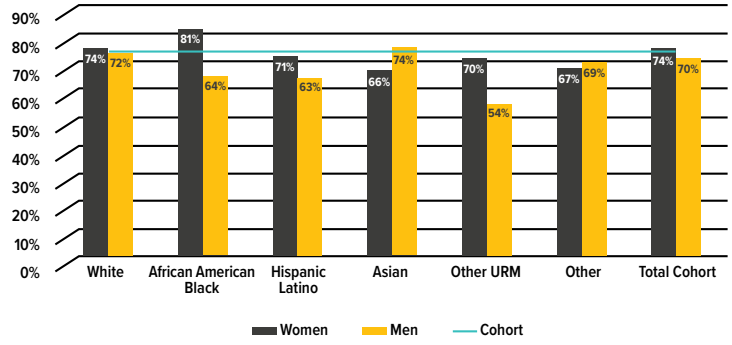


FIGURE 6 / SIX-YEAR GRADUATION RATES - RACE/ETHNICITY



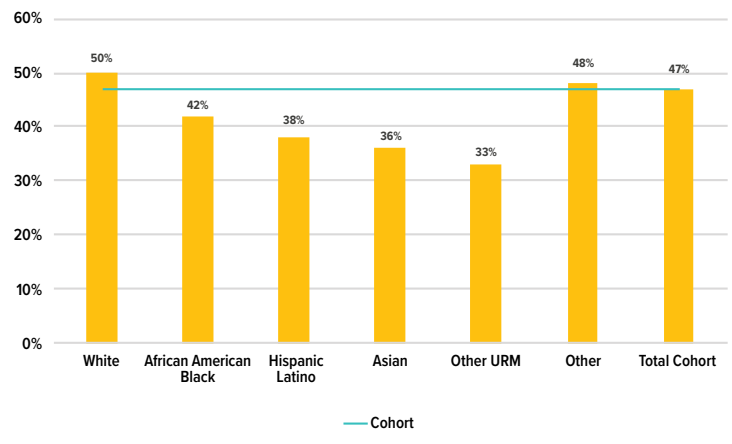
The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also 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[11] and can be the result of achievement gaps. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities**. Of particular note: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.[12]

Our commitment to equitable access to and support for a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—to a more complex examination of systemic, structural and institutional barriers and the ways in which TU can further transform our policies, procedures and practices—opportunity gaps—that prioritize inclusive excellence and equity.

Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion & institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

> **At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.**
>
> **UNIVERSITY ACCESSIBILITY ADVISORY COMMITTEE FOCUS GROUP**

[11] Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.

[12] IPEDS 2012 Cohort

Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported underrepresented students in their academic pursuits. The Center for Student Diversity—formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources—was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides advocacy, support, mentoring and programming for diverse students across the campus.

Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU's Diversity and Inclusion Faculty Fellows program was established to support TU faculty who are already engaged or interested in the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar–practitioner collaborations and/or building collaborations to enhance diversity and inclusion.

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**

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliations and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- **Focus groups moderated by a team of two facilitators**
- **One-on-one interviews with a designee from OIIE**
- **Anonymous online submissions via the OIIE website**

Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- **Reflecting and acknowledging one's own personal biases**
- **Accessing the raw data as organized by the four priority areas**
- **Drafting a list of major themes and patterns of belief**
- **Noting unexpected themes, words and responses**

> **If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.**
>
> **LGBTQ+ FACULTY & STAFF ASSOCIATION FOCUS GROUP**

Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

Implementation Guidelines for Equity and Inclusive Excellence

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, "Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate," offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.

The ACE report finds "high diversity and inclusion capacity[13]" schools pursue the following priorities:

- **Strong diversity plans, mission statements and guiding values for diversity and inclusion work**
- **Leaders exhibiting knowledge of diversity and inclusion practices and research**
- **Leaders working to build trust and respect across stakeholder groups**
- **Investment in continual learning, education and training at all levels**
- **Regular assessment of campus progress with feedback loops**
- **Active disruption of oppressive practices and systems**
- **Opportunities and support provided to marginalized communities**
- **Value placed on individuals/units that provide diversity and inclusion leadership on campus**

This strategic plan considers how these priorities can be implemented beyond just race and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU's mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation such as:

- **Conducting an institutional diversity audit**
- **Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles**
- **Calling out the difficult issues**
- **Proactively addressing underrepresentation of nondominant faculty**
- **Monitoring institutional processes for equitable outcomes**
- **Investing in systematic and sustained diversity education**
- **Creating an institutional safety net of resources and support**
- **Assessing the impact of admissions criteria and financial aid on underrepresented students**
- **Critically evaluating faculty workload models**
- **Conducting research on demographic changes and inclusion.[14]**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

> **"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)**

[13] The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

[14] Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine **progress** on goals and action items.

Our Approach

The following approach to measuring progress from the University of California, Davis (2017)[15] was used to determine measurement, timelines and responsible units:

- **Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support the Presidential Priorities**
- **Disaggregate demographic data to better identify populations that need attention**
- **Show trends over time**
- **Support benchmarking against peers where valid and useful**
- **Reflect, as much as possible, the current ways we understand ourselves individually, our university and our world**
- **Tell the story of diversity, equity and inclusion at Towson University by dispelling myths, highlighting data and advancing critical strategies**
- **Provide enough flexibility for bold, innovative ideas for which no current benchmark exists**

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools[16] (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept equity and inclusion measurement and assessment working group will prompt and support campus-wide measurement, reporting and monitoring.

[15] University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

[16] Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

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

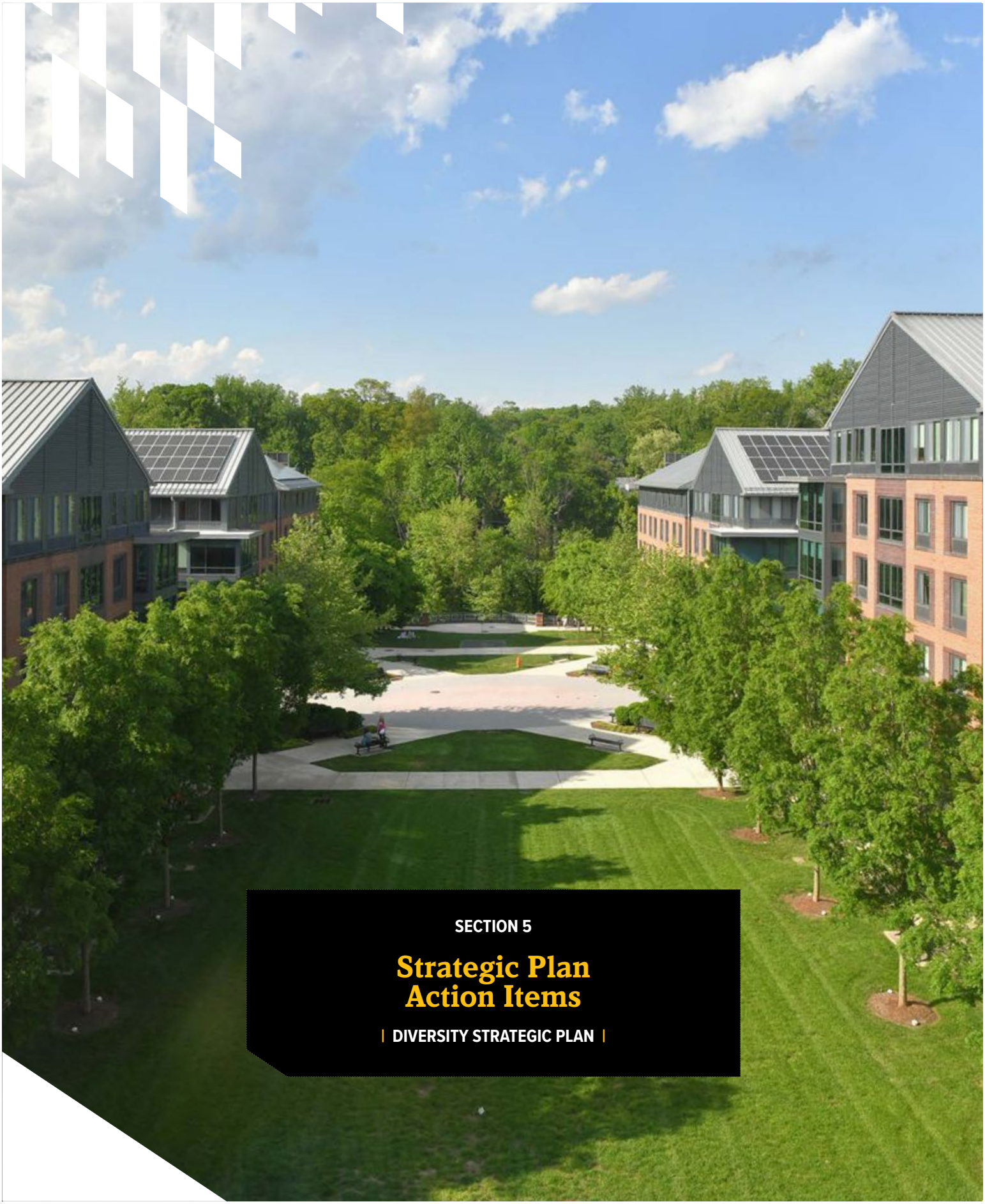
- **Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?**
- **How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?**
- **Are colleges 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 Human Resources Academic Affairs
1.1.2: Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession or area of scholarship.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.3: Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.4: Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.	Academic Affairs Inclusion & Institutional Equity

Diversity Strategic Plan Action Items

EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

Goals and Responsible Units

1.2: Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community.	**All Units**
1.2.1: Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.	Student Affairs Academic Affairs Inclusion & Institutional Equity
1.2.2: Increase the number of diverse participants through centralization of services related to mentorship and leadership.	Academic Affairs Student Affairs Inclusion & Institutional Equity
1.2.3: Increase student participation in faculty scholarship related to diversity, equity and inclusion.	Academic Affairs Inclusion & Institutional Equity Student Affairs
1.2.4: Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.	Inclusion & Institutional Equity Student Affairs Student Government Association

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

1.3: Develop resources for faculty to learn, use and evaluate inclusive teaching practices and scholarly research.	**All Units**
1.3.1: 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.	Academic Affairs Inclusion & Institutional Equity
1.3.2: 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.	Academic Affairs Inclusion & Institutional Equity
1.3.3: 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.	Inclusion & Institutional Equity Academic Affairs Human Resources Student 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

2.1: 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 under-represented 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

2.2: Build and sustain a campus-wide infrastructure for inclusive mentoring of students, staff and faculty as a core value of the campus community.	**All Units**
2.2.1: Conduct an audit of current mentoring programs for students, staff and faculty.	Student Affairs Human Resources Academic Affairs FACET
2.2.2: Create a Community of Practice for faculty mentoring under the auspices of FACET, which will highlight on-campus best practices in ongoing faculty mentoring.	Office of the Provost FACET
2.2.3: Provide training and professional development for mentors of students, staff and faculty.	Student Affairs Human Resources Academic Affairs FACET
2.2.4: 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.	Student Affairs Human Resources Academic Affairs 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

2.3: Review current programs, policies and practices that foster a culture of inclusion and equity for students, staff and faculty.	**All Units**
2.3.1: Identify invisible/uncompensated labor of staff and faculty through a transparent process that documents current experiences on an office, department or divisional level.	Human Resources Academic Affairs Strategic Partnerships & Applied Research
2.3.2: Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor endorsement.	President's Cabinet Department Chairs
2.3.3: Create a communication plan that ensures all students, staff and faculty are aware of campus-wide opportunities.	University Marketing & Communications
2.3.4: Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.	Student Affairs Human Resources 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

3.1: Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of equity and inclusion.	**All Units**
3.1.1: Provide robust and intentional onboarding grounded in diversity, equity and inclusion:	Inclusion & Institutional Equity
3.1.1.1: New students, staff and faculty understand TU's commitment and key terms, policies, resources and expectations around diversity, equity and inclusion.	Student Affairs Human Resources Academic Affairs
3.1.1.2: Provide intentionally created onboarding for chairs, managers, supervisors and leaders in new supervisory roles.	Human Resources Academic Affairs
3.1.1.3: Provide information, training and support for the development and engagement of alumni affinity groups and donors.	University Advancement
3.1.1.4: Provide information, training and support for the development and engagement of community partners.	Strategic Partnerships and Applied Research Student 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

3.1.2: Foster a spirit of collaboration across units.	President's Cabinet Inclusion & Institutional Equity
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.	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

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.	**All Units**
3.2.1: 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.	Inclusion & Institutional Equity Student Affairs Human Resources Academic Affairs
3.2.2: 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.	Inclusion & Institutional Equity Human Resources Academic Affairs Student Affairs
3.2.3: Provide support for participation in professional development and volunteer opportunities with a focus on diversity, equity and inclusion.	All units

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.

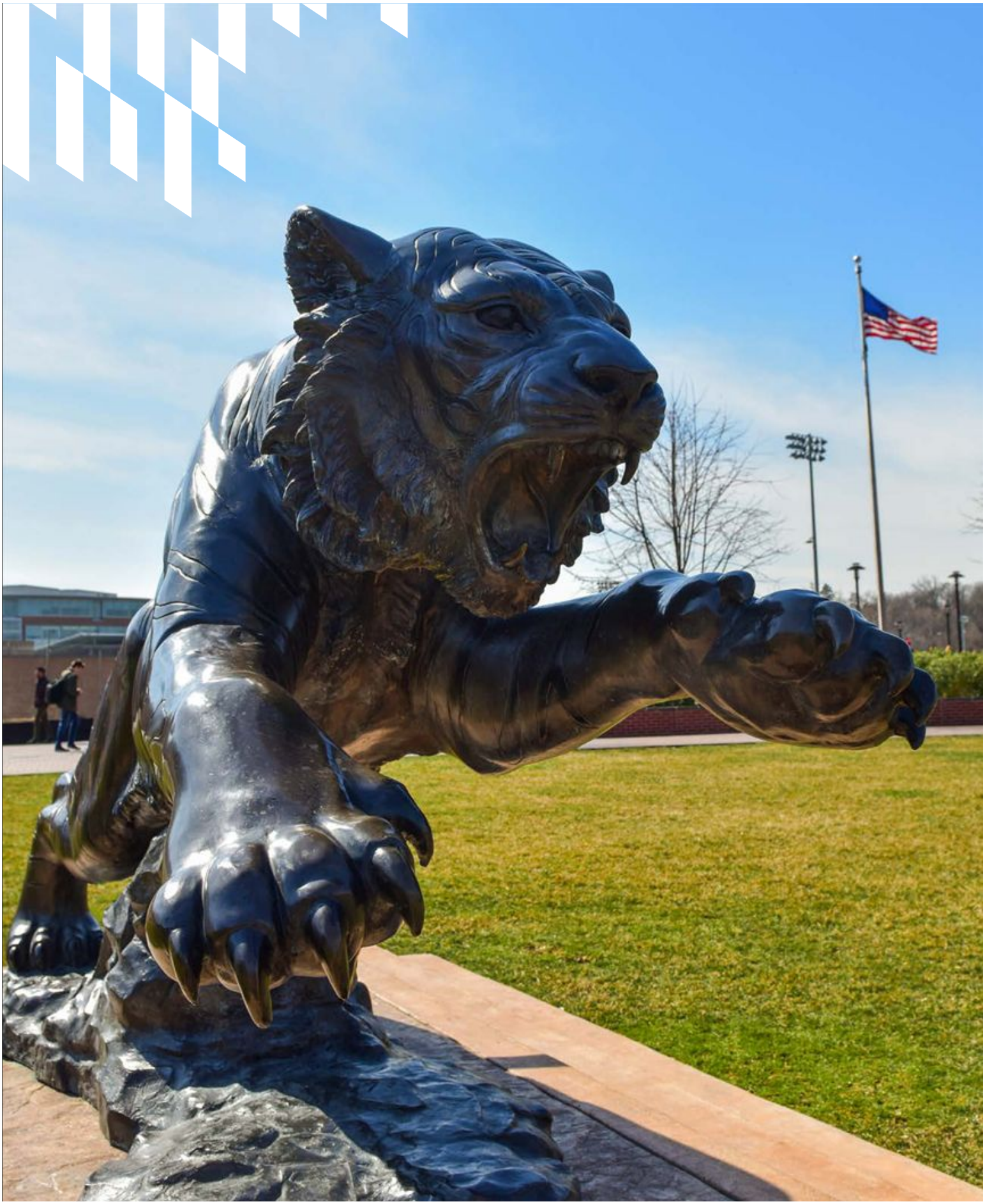
Diversity Strategic Plan Action Items

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



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TOWSON UNIVERSITY

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

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0820.0318

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore

Date Submitted: April 18, 2022

Point of Contact: Catherine Andersen, Interim Provost (candersen@ubalt.edu)

A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations (a) students, (b) faculty, (c) non-faculty staff, and (d) administration

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. While the return to campus this year has resulted in even more programming, AY21 provided us with the opportunity to leverage virtual platforms more effectively, and their use continues as we move forward. Staffing assignments were made in AY21-22 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

a) Students

The University of Baltimore fosters a sense of belonging for all students, and the larger UBalt community, by providing local and global programming and support with more than 40 activities, virtual, and in-person each semester. Curricula also impact students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas students pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that will fulfill this requirement. Some programs hold specialized accreditation or certification from national organizations, and these often have DEI-related requirements.

Through Student Success and Support Services, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate a number of Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site

visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

Academic activities focused on DEI include the following:

- School of Law – the Fannie Angelos Program, through which Law faculty prepare students from the State's four HBIs to take the LSAT and enter and succeed in law school;
- Dual enrollment opportunities for Baltimore City public high school students are offered by Early College Initiative, which works with many high schools in Opportunity Zones;
- The Merrick School of Business Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a City neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to $1M to proceed with the project;
- The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area;
- The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there;
- The RLB Library has been working with faculty to provide students with open educational resources, which is an access and equity matter. RLB has also provided Wi-Fi hot spots to students.

b) Faculty

There has been considerable change in the percentage distribution of regular (tenured and tenure-track) faculty by race over the past five years. The employment of White men among the regular faculty has decreased by 17% for a 4% decline in the percent-of-total. The decline in White women faculty has followed the same declining trend, but less pronounced—a 4% decline over the same period but for a counter gain in percent of total of 4%. These changes, however, show substantial variation across race.

The employment of Black Americans among the regular faculty has showed notable gains. Although the number of Black American men only increasing by one (1) faculty member over this time period, given the over decline in faculty employment, it yielded a 2% increase in percent-of-total, which, along with an increase in the Asian American percent-of-total of 3%,

yield a 6% increase in the minority faculty. The employment of Black American women and Asian women showed similar gains, also gaining the 2 percentage and 3 percentage points respectively. Employment of men and women taken together, there has been a shift of five percentage points for minority faculty. Given increases in other categories including the foreign faculty and small increases in other minorities, the percentage of total of White faculty decreased by 8 percentage points over this period. Indications are that these trends by race and sex will continue in the forthcoming years as the racial and sex distribution in the older ranks have higher percentages of White faculty.

Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series described in the section that follows. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT).

CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. Beginning in fall 2021, faculty can see the pronouns students select for themselves. CELTT also led two workshops in summer 2021 preparing faculty and students to use this new field. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module. Finally, on April 19, 2022, CELTT hosts the second annual Thinking with Numbers regional/national conference, ***Diversity, Equity & Inclusion in Math Education: Aligning Pedagogy, Purposeful Technology, and Applications***, led by CELTT Faculty Fellow and Rosenberg Professor of Public Affairs Dr. Alan Lyles.

Through the College of Public Affairs, Dr. Lyles was also offering on April 5 the Rosenberg Dialogues with the topic "Confronting Inequities in Healthcare through Innovation and Entrepreneurship." Dean Hartley of the College of Public Affairs launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The School of Law restructured some offices and moved designated an individual into a new role as Director of Diversity Initiatives. Under his leadership, not only was student orientation changed to include a half day on DEI issues, but substantial effort has been placed on faculty and staff professional development. Trainings are both in person and available later through Panopto. Topics include Intercultural Ethics, Microaggressions, and Implicit Bias. The School of Law also launched a Just Listening Series with a number of different perspectives represented describing the lived experiences of these subject perspectives. Faculty, staff and student participate in these discussions.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are "positive societal impact."

c) Non-faculty staff

The employment of full-time staff by sex over the past five years has shown a 3-percentage point gain and decline in percent of total for men and women, respectively. In contrast to the faculty, the percent men staff of total have increased. This has occurred predominately due to a decline in the number of women employed in the Management level classification. Employment of women in Business and Financial Operations Occupations increased markedly, by 25% over this period, but this was not sufficient to completely offset other losses in women's employment and some gains in the employment of men in other employment categories.

Among the full-time staff, the employment of Black Americans and Hispanics over the last five years as a percent-of-total increased by 2 and 3 percentage points, respectively. Unlike the faculty, the percentage of Asian full-time staff did not increase, but remained unchanged. Overall, the employment of full-time minority staff increased by six percentage points. The principal gain in employment for Black Americans was in Business and Financial Operations Occupations (up 12 percentage points); the gains among Hispanic staff was more evenly spread across employment categories.

Through the Office of Human Resources are opportunities to support all campus consistencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): the Virtual Conversation held four dialogues session in Spring and Fall of 2021(409 staff, faculty, and student attendees). JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions.

The topics for the semesters included follow with 409 individuals participated in these events:

- Black Women and the Hidden Workload
- Allyship: An Advocacy Power Tool
- Your Role in Co-Creating a DEI Culture
- Beyond Issue Spotting: Tools to Supports DEI Change

The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees have the opportunity to strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes. A total of 92 staff and faculty participated in the seminars. These seminars included:

- Understanding Micro-Aggression
- Invisible Disabilities: The Truth Revealed
- Ensuring Equity in the Hybrid Workplace

d) Administration

Administrative staff have participated in the JEDI series, and depending on their roles, in activities sponsored by CELTT or by their schools. The president's executive team has responsibility for implementing the University's strategic plan, which has as a goal to "strengthen UBalt's commitment to diversity, equity, and inclusion." The Office of Human Resources has been restructured and includes a position dedicated to training and development, including around DEI issues.

Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

The Diversity, Equity and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee's mission, which is to advance and champion the University's DEI goals and strategies. The committee's efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community. The DEI Committee is charged with recommending actions to the University's Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports. The charts below list the offices and efforts.

Student Services / Offices

Office	**Description /Focus**
Office of Diversity and International Services	DEI programing; Cross-cultural programming Global field studies abroad
Rosenberg Center for Student Engagement and Inclusion: (i) Student Government Association (SGA) - DEI Student Elected Committee (ii) Student Events Board (SEB)	Student organizations and Inclusion programming; Experiential learning programming Event planning Event planning
Diversity Initiatives and Recruitment (Law School)	Diversity programming and recruitment
The Bias Experience Support Team	Awareness training; Title IX training)

Faculty / Administrative Staff Offices

Office	**Description /Focus**
Shared Governance (DEI Strategic Plan)	DEI-focus Strategic Plan
Staff Senate / (DEI Sub-committee)	Staff training and discussion platform
Student Success and Student Support	Inclusive excellence strategic plan; staff training and a discussion platform
Law School Clinics and Centers (i) Center for Applied Feminism	Diversity, research and community engagement

(ii) Center for Digital Communication and Culture (iii) Sayra and Neil Meyerhoff Center for Families, Children and the Courts (iv) Immigrants' Rights Clinic (v) Mental Health Law Clinic	
Schaefer Center for Public Policy • The Maryland Equity and Inclusion and Leadership Program (In collaboration with Maryland Commission on Civil Rights)	DEI trainings for mid-level and executive level leaders; there is a program resulting in a non-credit certificate
Justice, Equity, Diversity and Inclusion (JEDI)	Discussion platform and event planning
Government and Public Affairs	Title IX training
Human Resources	Various EEO trainings (Title VII)
Governance Steering Council	Policy

A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys).

The University of Baltimore has identified DEI data to track based on our diversity plan that includes critical elements of our climate and workforce. Metrics are both quantitative and qualitative and are used to measure our current status and refine explicit DEI initiatives or efforts. Specifically, The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

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

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- **Student Mentorship Enhancement** - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- **Student Career Advancement** - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.

- **Faculty, Staff and Student Ongoing Education** - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- **Communication** - Develop a clear and consistent messaging focused on DEI.
- **Committee Reporting and Feedback** - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

A description of how the diverse perspectives and voices of all students are captures and utilized in informing the campus's DEI efforts

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth;
- Organizing a Pride Parade;
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating;
- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our *Breaking the Bias Forums;*
- promoting safe zone /brave zone trainings for students, faculty, and staff;
- enhancing all of our disability related programming to raise awareness and enhance inclusion;
- partnering across the university to promote the use of automatic captioning in all of our online events;
- *The Women's Initiative for Leadership Development* program;
- inclusion of pronouns and chosen names in *Campus Groups* platform; the learning management system, Sakai, now also has this option.

Appendix 1

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UBalt's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

Adopted 5/29/2018

Appendix 2

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[1], 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.

[1] 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%.

Table 1A: Student Race and Ethnicity Report	Undergraduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 1B: Student Race and Ethnicity Report	Graduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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.

Table 2: Staff Race and Ethnicity	Staff %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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.

	Tenured/Tenured Track #			
Table 3A: Faculty Race and Ethnicity	**Fall '08**	**Fall '12**	**Fall '16**	**Fall '17**
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

	Other Tenured Status			
Table 3B: Faculty Race and Ethnicity	**Fall '08**	**Fall '12**	**Fall '16**	**Fall '17**
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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[2] and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

[2] Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), The NTL Handbook of Organizational Development and Change (pp. 139-154). San Francisco, CA, Pfeiffer.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty

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.

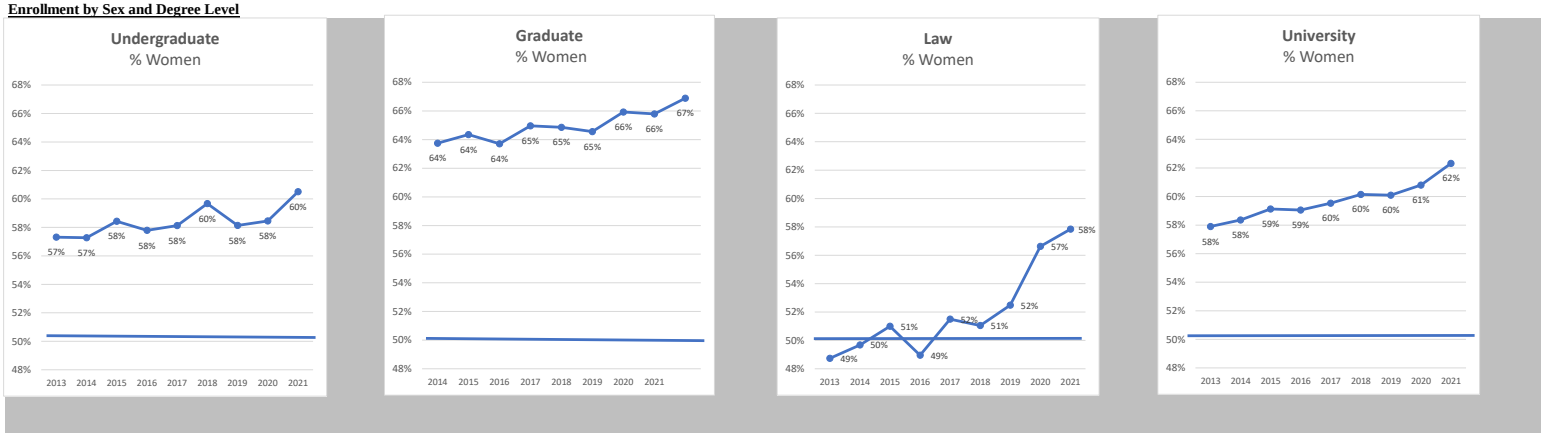
- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- 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).

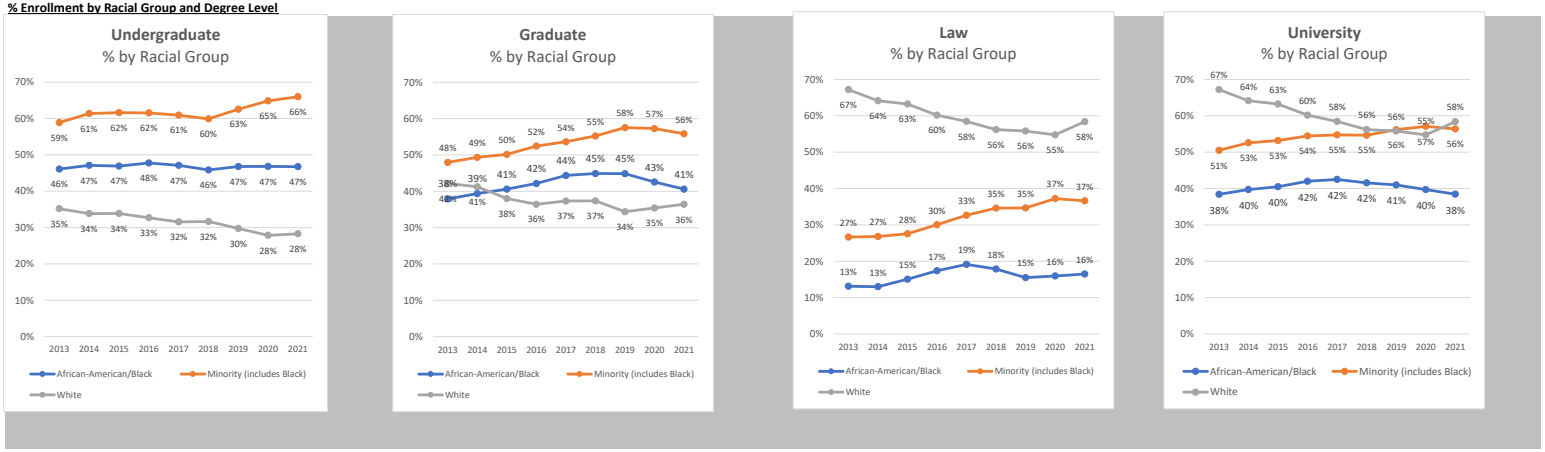
Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

Appendix 3

Enrollment by Sex and Degree Level



% Enrollment by Racial Group and Degree Level



Notes:
(1) Missing sex code assignments are distributed in a 50% assignment; not according to the % of the distribution
(2) Racial distribution excludes (a) unreported and (b) international students; percentages will not sum to 100%

Enrollment by Gender:

The percentage of women's enrollment has increase at all degree levels, undergraduate, graduate, and law. At each level there is a clear increasing trend, resulting in percentages of 61%, 67%, and 58%, respectively. These gains have broad prevalence across the curriculum. The principal source of these gains for women students is in higher applications and retention to degree. The current pattern suggests that within the 1-2 year horizon enrollments in the School of Law will exceed 60% (up from 50% in 2014), undergraduate will stabilize at c. 62%, and the graduate percentage will remain at approximately 67%.

Enrollment by Race

Black American enrollment as a percentage of the undergraduate enrollments has remained remarkably stable over the prior eight years, deviating by no more than 1 percentage point from an average of 47%. This stability comes with a strong decline in White American students, falling from 35% to 28% over the same time period. The compensating percentage gain occurred among other minorities, particularly, Hispanic/Latino and Asian students.

The graduate level had shown steady growth in the percentage of Black students until 2019, with the last two years showing a modest decline in the percentage. The principal percentage gain has been among the Hispanic/Latino students with the Asian enrollment also showing some gains. The percentage enrollment of White American students has stabilized over the last two years.

In the School of Law there are especially impressive enrollment gains as a percentage of total by minority students—gaining 10 percentage points over the past eight years. This has been driven by Black American, Hispanic/Latino, students declaring two-or-more races. This broad level percentage gains across the minority races demonstrates the strong recruitment and advancement of minority students in the School of Law.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2022 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 15, 2022

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

1. SUMMARY OF UMB'S DIVERSITY, EQUITY, AND INCLUSION (DEI)-EXPLICIT INITIATIVES

STUDENTS:

UMB provides DEI-explicit initiatives for students at the institutional, school, and academic program-level. Selected examples of these initiatives include:

- The UMB Intercultural Center provides support for students from marginalized and underrepresented communities and co-curricular experiences that positively influence students' cultural knowledge, skills, and attitudes.
- The UMB Community Engagement Center provides DEI-centered programs, services, support, training, and activities for students, faculty, staff, and nearby residents of Southwest Baltimore.
- A Student Pantry assists students experiencing food insecurity.
- A name administration form was implemented allowing students, faculty, and staff to indicate their preferred/primary name to be used in university information systems.
- The Division of Student Affairs (DSA), the Office of Human Resource Services (HRS), and partners provide resources and programming focused on students who are caregivers.
- The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school.
- DSA maintains 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).
- Several schools including Law, Medicine, Nursing, and Social Work, maintain diversity scholarships and collateral programming to support the success of graduate and professional students from marginalized and underrepresented populations.
- The School of Social Work curriculum requires completion of the Structural Oppression and Its Implications for Social Work course, promoting student

understanding of the causes, impacts, and strategies that address all forms of structural oppression based on dimensions of identity.

- The Graduate School is developing a Master of Science in Diversity, Equity, and Inclusion Leadership (MS-DEIL), the first in Maryland.
- To support inclusion in the training of predoctoral students, the School of Dentistry (SOD) will establish a mentoring program where faculty who work with third year students in the clinics will be trained to support the students as mentors and to foster a more inclusive learning environment for the students and a more patient-centered care environment.
- The Francis King Carey School of Law (SOL) hosts the Chacón Center for Immigrant Justice, dedicated to improving immigrants' lives and their families while providing invaluable training for future lawyers.

FACULTY:

- The UMB Faculty Leadership Academy now includes a Strategic DEI Leadership Institute that features a discussion on Inclusive Excellence, strategic diversity leadership, and allyship. Other relevant DEI concepts on which faculty are trained include microaggressions and unconscious bias and their impacts and roles in learning environments and in the workplace. Dr. Williams will also share simple, yet effective strategies for how leaders can work to confront and address their biases to become stronger allies to diverse and marginalized communities—helping leaders to level-up from bystander to up-stander.
- The UMB Intercultural Center provides DEI programming for faculty and staff such as the Intergroup Dialogue Program that improves employee capacity to engage in effective communication with individuals from different identity groups.
- The Office of Equity, Diversity, and Inclusion (OEDI) is working with the Center for Information Technology Services (CITS) and HRS to develop an interactive, online dashboard and accountability profile that will promote assessment of progress toward achieving DEI-explicit goals related to faculty appointment, promotion, tenure, retention, and other performance measures.
- OEDI is working with Academic Affairs and the Office of Accountability and Compliance (OAC) to identify and revise policies to require faculty candidates for managerial roles to submit Contributions to Diversity Statements for evaluation by appointment and promotion committees.
- The Culture Transformation Initiative in the School of Medicine is a multi-year, school-wide initiative to advance gender- and race-based equity in faculty appointment, promotion, tenure, retention, and compensation.
- The School of Nursing (SON) received the 2021 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.

- To strengthen health equity in the predoctoral curriculum, the SOD will review the existing curriculum and build upon current initiatives from the first through the fourth years curriculum that will support the training of dentists who understand health equity, social determinants, and their role and responsibility in providing equity-focused care. Additional reviews will occur within the hygiene curriculum.
- The Office of Equity, Diversity, and Inclusion in collaboration with senior leaders, HRS, Institutional Effectiveness, Strategic Planning and Assessment, and other partners at UMB are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups through assessment of trends and inclusive hiring training.
- HRS is managing programs to combat anti-Asian hate and other emerging areas of concern during the COVID-19 pandemic.
- The University provided best practices for faculty and staff displaying pronouns in email signature lines.

NON-FACULTY STAFF:

- The Diversity Advisory Council (DAC) provides funding and support for development and programming of employee affinity groups. These identity-based, employee-led organizations support the networking, growth, and mentoring of UMB staff and faculty.
- OEDI is working with OAC to draft policy that requires candidates for managerial staff positions (director-level and above) to submit Contributions to Diversity Statements for evaluation by hiring and promotion committees.
- OEDI is working with HRS to formally integrate DEI performance measures and development goals into staff performance evaluations by summer 2023.
- HRS facilitates a Managing for Diversity module in its Management Essentials training for new staff managers.
- The Division of Administration and Finance Diversity, Equity, and Inclusion Committee leads projects such as staff surveys and hosts programs to advance DEI outcomes within the largest staff division at UMB.
- UMB PACE (Professional Administratives Committed to Excellence) is an initiative of UMBrella that explicitly works to develop and support women advancing through the ranks of administrative staff roles from entry level assistants to senior administrative support leaders. Programming is open to staff of all genders.
- The Center of Excellence on LGBTQ+ Behavioral Health Equity in the Institute for Innovation & Implementation at the School of Social Work provides 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.

- OEDI is working with academic diversity officers across campus to plan and implement a DEI Summit in spring 2023
- UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars is a comprehensive science pipeline initiative that excites students from three middle schools in the disinvested neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. Staff, faculty, and students at UMB serve as mentors and advisors to CURE scholars.

ADMINISTRATION:

- UMB hired its first chief diversity, equity, and inclusion officer and vice president (CDEIO/VP) on July 1, 2021. Reporting to the president, the CDEIO/VP serves as an advisor, leader, and catalyst for institutional change focused on diversity, equity, and inclusion.
- OEDI is developing plans to enhance leadership programming that builds and reinforces the capacity of assistant vice presidents and above to assess and advance diversity, equity, and inclusion at the departmental and institutional levels.
- OEDI is developing DEI key performance indicators for the review, evaluation, and development of senior leaders, including deans and vice presidents.
- The School of Social Work's Office of Diversity, Equity, and Inclusion and HRS developed a training to support search committees for managerial and leadership positions in attracting and fairly evaluating highly diverse pools of qualified candidates. This training is delivered to Dean and VP search committees by the CDEIO/VP.
- The UMB President is a member of the Anchor Learning Network (ALN), a consortium of institutions of higher education who have committed to developing, sharing, and applying best and evidence-based practices to advance equity and inclusion in institutional hiring, procurement, real estate development and other economic activities. ALN initiatives are managed, on the president's behalf, by the Office of Community Engagement.

2. DESCRIPTION OF GOVERNING, ADMINISTRATIVE, AND COORDINATING BODIES AND INSTITUTIONAL OFFICES FOR D.E.I.

Governing, administrative, and coordinating entities focused on DEI exist at the institutional, divisional, and organizational levels at UMB and its seven constituent schools. Examples of such bodies include, but are not limited to, the following:

- The Office of Equity, Diversity, and Inclusion (OEDI) was established in July of 2021, led by a CDO/VP, and staffed by 2 team members – a Director and Executive Assistant - to advance the Office's strategic vision and direction. OEDI provides leadership, direction and campus-wide support in DEI strategic planning, implementation, assessment, and accountability, building capacity and depth in all seven schools and administrative units.
- The UMB Intercultural Center is an office within the Division of Student Affairs dedicated to promoting student belonging, assessing and improving campus climate for DEI, providing resources for affirming educational experiences, navigating the impact of racial/ethnic/cultural stress on students, identifying and connecting students to resources aimed at success for historically marginalized and underrepresented students, and more.
- The Diversity Advisory Council (DAC) advises University leadership and consists of representatives across each School and the central administrative units. Some members of the DAC established an Anti-Racism Action Committee in summer 2020.
- The School of Nursing has an Office of Diversity and Inclusion, led by an assistant dean for diversity and inclusion, a director of diversity and inclusion, and a diversity and inclusion coordinator.
- The School of Social Work has an Office for Diversity, Equity, and Inclusion, led by the Assistant Dean for Diversity, Equity, and Inclusion, established to build and foster diversity, equity, inclusion, social justice, anti-racism, anti-discrimination, restoration, reconciliation, and accessibility.
- The Graduate School benefits from a Committee on Diversity, Equity, and Inclusion and a Chief Equity, Diversity, and Inclusion Officer as it develops its first strategic plan for DEI.
- The schools of Medicine, Law, and Dentistry each have an associate dean, assistant dean, and or director of DEI who serve as school-wide leaders. The School of Pharmacy is currently undergoing a process to appoint its first assistant dean for DEI in 2022.
- The President's Council for Women was established by the UMB Office of the President to foster an environment of equity, opportunity, and fulfillment for all women in the UMB community.
- UMBrella is an institution-wide employee committee that works to support the success of women and those who identify as women at UMB by building community and helping them achieve their personal and professional goals, enhancing their leadership skills, and championing women at all levels of the organization.
- The Administration and Finance Division's DEI Committee provides advice to the UMB Chief Business and Finance Officer on DEI policies, practices, outcomes, and issues impacting or potentially impacted by staff in the division.

- The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school. The office also works with a number of advisory boards to proactively solicit and act upon guidance to improve accessibility on campus.

3. DESCRIPTION OF UMB'S DEI DATA AND METRICS

UMB is currently building out its DEI data development agenda—a map of the metrics it must collect, analyze, and report disaggregated by race, ethnicity, gender, and other dimensions of identity—as part of its efforts to advance campus-wide DEI assessment and accountability. Examples of current and planned assessments and actions taken based on the results of those assessments are listed below.

- **Student Affairs Campus Climate Survey for Diversity, Equity, and Inclusion** has been conducted on a bi-annual basis at UMB since 2018. 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. The 2022 survey will be part of a holistic all-stakeholders survey effort that will also include surveys of faculty and staff.
- **The Campus Climate Survey for Sexual Assault** is conducted on a biannual basis by the office of Accountability and Compliance and reported to the University System of Maryland and Maryland Higher Education Commission. Results of the survey have been used to assess and improve resources and educational programming for the general student body as well as students reporting sexual misconduct.
- **The Gallup Employee Campus Climate Survey for Diversity, Equity, and Inclusion** was conducted in 2017 and 2019. The results were presented to the DAC and campus leadership for consideration in institutional goal setting and decision-making related to eliminating diversity, equity, and inclusion gaps.
- The Office of EDI is leading the development of The **UMB Diversity, Equity, and Inclusion Dashboard** and accountability profile in collaboration with CITS, HRS, Student Affairs, and other campus partners. The interactive, online dashboard will promote strategic planning, organizational decision-making, institutional transparency, and continuous improvement related to DEI outcomes across the institution.

- UMB systematically and routinely collects, reports, and archives enrollment and representation data for students, faculty, and staff, disaggregated by race, ethnicity, and gender. See Appendix 3 for more information.

4. A DESCRIPTION OF STUDENT VOICE IN D.E.I. EFFORTS

In addition to surveying students across campus, UMB benefits from students serving in formal advisory and shared governance capacities on several boards and councils across the institution. Examples of such activities include, but are not limited to:

- The **Student Affairs Advisory Board** includes students who advise the assistant vice president and other student affairs leaders on issues related to student experience at UMB, including diversity, equity, and inclusion.
- The **Student Health Insurance Program Advisory Committee** is composed of UMB students and staff/faculty who provide feedback on a number of items related to the student health insurance plan and the diverse needs of the UMB student population. The committee may also provide feedback on other student health, counseling, wellness, and insurance matters.
- The **COVID-19 Recovery Task Force** consists of 12 Focus Areas and a Diversity, Equity, and Inclusion Workgroup. The Co-Curricular Focus Area and University Health Focus Area include student representation. Additional communication efforts were established during the pandemic to facilitate communication between students and University leaders. For example, since March 2020, the AVP of Student Affairs attended monthly University Student Government Association (USGA) meetings to facilitate communication between students and the COVID-19 Focus Area leaders. UMB Student Affairs and USGA invited University leaders to participate in Community Discussions to address student's concerns.
- The Intercultural Center coordinates an **Advisory Board for Student Caregivers** that serves as an opportunity for student parents and caregivers at UMB to connect with other students, share their experiences, and advocate for their needs.
- The Office of Educational Support and Disability Services utilizes a liaison-ship with each school at UMB to endorse and coordinate students' academic accommodations, as well as act as a supportive ally to students with disabilities within their respective programs. Additionally, in Spring 2022, ESDS partnered with the Intercultural Center to launch a Students with Disabilities Advisory Group (SDAG) to further the discussion and provide feedback to ESDS and UMB on matters of access, equity, and inclusion to those with disabilities.
- **The President's Symposium** engages students from the schools of dentistry, law, medicine, nursing, pharmacy, and social work from the University of Maryland,

Baltimore on a yearlong research project (5-7 students). The presidential fellows have offered recommendations to university leadership with a strong record of integration and implementation over the years (e.g., global education, health equity and sustainability). This year's focus was EDI as a strategic institutional priority, exploring what UMB's role will be in creating working and learning environments that foster an authentic sense of belonging for students, staff, faculty, and neighbors. The students' research and recommendations specifically focused on inclusive pedagogy and leadership at UMB.

- The **Diversity Advisory Council** reserves two seats for current students as full, voting members of the organization that provides recommendations to university leadership that promote the University's commitment to diversity, equity, and inclusion.
- Students participate in **Student Government Associations** at the institutional level and within each of UMB's seven professional schools. In addition to providing advice to campus leaders, delivering programming to fellow students, and hosting events, many of these bodies include executive staff or committees specifically dedicated to advancing DEI at the interpersonal, organizational, and institutional levels.

APPENDIX 1: CURRENT DIVERSITY STATEMENT (2019)

A subgroup of the UMB 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)."[1] 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.

[1] 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.

APPENDIX 2: DIVERSITY 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 direct 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. 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 released its 2022-2026 Strategic Plan in December 2021, and it will begin implementation by July 1, 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on university culture, engagement, and belonging. New initiatives tied to that theme and others will advance anti-racism, DEI, and social justice efforts. This plan will also serve as a foundation for developing the UMB Strategic Diversity Plan 2023-2027.

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Spring 2022 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
Date Submitted: April 18, 2022
Point of Contact:
Dr. Antonio Moreira, Vice Provost for Academic Affairs, moreira@umbc.edu
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Section 1

UMBC has integrated many of its diversity-related efforts into the fabric of its administrative function and support of all students, faculty, staff, and through community engagement. Some of the most successful diversity-focused institutional initiatives include:

General:

- **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 2021-22 school year to provide recommendations in a variety of equity and inclusion issue areas to university leadership.

Students:

- **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.
- **Expanded Chosen Name Project:** In 2018, UMBC began allowing students to update their chosen first names for internal communication purposes. Adoption of this practice sparked interest in also accommodating chosen middle and last names. This interest has been championed by the Student Personal Identity Data Workgroup which includes representatives from Office of Equity and Inclusion, Enrollment Management, Student Affairs, Graduate School, Women's Center, Department of Information Technology (DoIT), and Institutional Research, Analysis and Decision Support (IRADS). The workgroup is recommending the expansion of the existing practice of accommodating students' chosen first name to include chosen middle and last names for community purposes (not to replace legal names where required on official documentation).

- **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 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, which aims 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-generation and minority students in Baltimore City to attend college, focus on STEM), Golden Ticket Pre-Orientation Advising (provides first-generation 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-generation students.
- **University Innovation Alliance:** UMBC was announced as the newest member of the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography.

Faculty (Recruitment):

- **Diversity and Inclusion Hiring Recruitment Plans** are developed by search committees and include five components: 1) search committee composition and rationale, 2) active recruitment plan, 3) draft job advertisement, 4) initial evaluation strategy, and 5) initial interview strategy. These plans are reviewed and approved by the Deans and Provost before a search is authorized to proceed.
- **Interfolio Faculty Search** is an online faculty search software, to assist in improving our faculty diversity recruitment efforts. Adopted in 2014, all faculty searches must use Interfolio. This software receives faculty job applications and allows the UMBC to monitor the diversity of our applicant pools throughout the lifecycle of an active search.
- **UMBC-STRIDE** is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.
- **UMBC's Postdoctoral Fellowship for Faculty Diversity** is a two-year in-residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC.

- **College of Natural and Mathematical Sciences Pre-Professoriate Fellows Program** is a two-year in-residence fellowship that supports promising scholars who are committed to diversity in academia and prepare those scholars for a possible tenure track appointment in the College of Natural and Mathematical Sciences.

Faculty (Retention/Advancement):

- **The Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track Assistant professor and a prominent external researcher/practitioner in their field.
- **Faculty ADVANCEment Workshops** provide faculty with the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.
- **National Center for Faculty Development and Diversity** is professional development, training, and mentoring community for faculty members, postdocs, and graduate students. UMBC maintains an institutional membership and the Office of the Provost funds the participation of all newly hired URM faculty in the NCFDD's Faculty Success Program.
- **Community-Based Faculty Groups** are faculty-led affinity groups dedicated to improving the recruitment, visibility, and retention of diverse UMBC faculty and staff. **Breaking the MOLD** is a $3 million UMBC-led grant from The Andrew W. Mellon Foundation that supports efforts at the University of Maryland, College Park; the University of Maryland, Baltimore County; and Morgan State University to expand the pipeline of women faculty and Black, Hispanic, and American Indian/Alaskan Native faculty in the arts and humanities to the ranks of academic leadership.

Staff and Administration

- UMBC offered several DEI-focused training programs in the past calendar year for staff and faculty the Departent of Human Resources:

2021-22 Training Programs involving DEI

Training Name	**Date Presented**	**In-house (IH), Collaboration (Collab), or Outsourced (OS)**
Search Committee Chair Training: Fostering Inclusive Searches	3.11.21, 5.26.21, 4.26.22	IH
Webinar: Diversity, Equity, and Inclusion Programs	4.28.21	OS-HRDQ
Webinar: Real World Strategies to Build Authentic, Inclusive Workplaces that Reflect our World	6.30.21	OS-HRDQ
Stepping Up…Your Role in Co-Creating a DEI Culture (JEDI)	9.28.21	Collab-UB
Issue Spotting: Tools to Assess & Support DEI Change (JEDI)	11.16.21	Collab-UB
Seeing Through Our Shared Lens (JEDI)	4.12.22	Collab-UB

Section 2

Center for Democracy and Civic Life

The Center for Democracy and Civic Life works with campus and national partners to foster civic learning and democratic engagement. In a thriving democracy, people experience themselves as empowered co-creators of their communities and nation and embrace each other as fully human and morally equal regardless of race, religion, class, gender, sexual orientation, age, ability, and other aspects of identity. The Center for Democracy and Civic Life helps individuals and groups develop the knowledge, skills, and dispositions needed to contribute to a thriving democracy.

Office of Equity and Inclusion

UMBC's Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence, equity, diversity. OEI has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights issues, including discrimination, harassment, hate and bias. The office's mission is to not only ensure compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, education and training, and outreach and engagement, but also to foster an inclusive and accessible environment for all members of our campus community through partnerships and initiatives.

Inclusion Council

UMBC announced the creation the Inclusion Council on June 30, 2020. This group of students, faculty, staff, and alumni began work immediately to identify short- and long-term goals and recommendations. The Inclusion Council has been given the charge of providing advice and guidance from a variety of perspectives to the Office of Equity and Inclusion (OEI), to act as ambassadors for the office across campus, and to provide a venue for discussion of issues as they arise.

I3b-Initiatives for Identity, Inclusion & Belonging

The Initiatives for Identity, Inclusion & Belonging creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems. Through facilitated discussions, informal gatherings, educational engagements, presentations, and campus-wide events, individual students, student organizations, and classes learn the skills to create inclusive, just, and mutually respectful communities at UMBC and beyond.

Women's Center

The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

Section 3

UMBC Campus Climate Survey

The purpose of the Campus Climate Survey is to understand the scope and nature of sexual violence at UMBC, including experiences with, attitudes about, and behaviors toward sexual violence. The information is critical to tailoring diversity and inclusion efforts and sexual violence prevention programming and is also used to improve campus response. This survey is administered to the approximately 13,000 undergraduate, graduate, and professional students that are enrolled at UMBC. Questions consist of free response, "yes or no," check all that apply, and Likert Scale questions are widely incorporated. Participation in the survey is voluntary and individual responses are anonymous and confidential.

The Office of Equity and Inclusion reviews the results of this survey and shares what is learned with the campus community. Student feedback is incorporated to build culturally competent training opportunities for specific populations through collaboration with campus partners, create and implement innovative training and education initiatives that are aligned with best practices and responsive to the community's needs, and to shape UMBC policies and practices to promote a safer, healthier, and more welcoming campus.

Section 4

UMBC's 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." The student voice is heard, captured, and utilized in formal and informal ways at UMBC. Some notable examples are as follows:

- Student organizations are created and run by current UMBC students and offer a wide array of opportunities for students to connect with likeminded individuals, share and promote their perspectives, and get involved in their campus and local communities.
- Student organizations interested in distributing print materials, promoting a message, soliciting feedback, or engaging members of the UMBC community in open dialogue can reserve tables in designated areas on campus.
- Students can physically promote events and messages on campus on flyers that are in compliance with the *UMBC Policy on Posting of Notices and Event Roadway and Footpath Signage*.
- The Center for Democracy and Civic Life (CDCL) through the Division of Student Affairs is just one office that helps students navigate thoughtful discussion and meaningful campus engagement.
- Students are encouraged to reach out to the Office of Equity and Inclusion (OEI) with questions and concerns. DEI-related experiences and concerning behavior can be reported via the OEI Reporting/Referral form found on the OEI website.
- Students are encouraged to participate in the UMBC Campus Climate Survey. The results students provide are a core component of how UMBC continues to address campus needs.

Appendix 1

Discrimination and Equal Opportunity Policy

UMBC Policy on Discrimination and Equal Opportunity

The University of Maryland, Baltimore County ("University" or "UMBC") values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, the University does not discriminate and prohibits harassment with respect to access to its educational programs and activities or with respect to employment terms and conditions on the basis of a UMBC community member's race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

This policy protects all UMBC students, faculty and staff, guests, visitors, volunteers, invitees, and campers as well as third parties and contractors under UMBC's control (including but not limited to, admitted students, undergraduate, graduate, exchange, visiting, professional, doctoral, and post-doctoral students, and temporary and contingent faculty and staff) if, when and while they are attempting to participate or participating in a UMBC program or activity or employment.

The University protects against discrimination in accordance with applicable federal, state, and local laws and regulations, as well as University System of Maryland ("USM") policies. See USM Policy on Non-Discrimination and Equal Opportunity and USM Policies VI-1.00, VI-1.05, and VI-1.60.

This policy also prohibits retaliation against anyone who makes a report or asserts a claim under this policy or participates in the resolution or investigation of a report or complaint under this policy.

Relevant laws and policies include, but are not limited to: Title IX of the Education Amendments of 1972 as amended ("Title IX"), Title VI of the Civil Rights Act of 1964 as amended ("Title VI"), Title VII of the Civil Rights Act of 1964 as amended ("Title VII"), Jeanne Clery Disclosure of Campus Security and Crime Statistics Act, 20 U.S.C. § 1092(f) ("Clery Act"), Section 304 of the

2013 Amendments to the Violence Against Women Act ("VAWA"), Equal Pay Act of 1963, Lilly Ledbetter Fair Pay Act of 2009, Executive Order 11246 as amended, Executive Order 13672, Section 504 of the Rehabilitation Act of 1973 ("Rehab Act"), Americans with Disabilities Act of 1990 as amended ("ADA"), Age Discrimination in Employment Act of 1967 as amended ("ADEA"), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), Vietnam Era Veterans' Readjustment Assistance Act of 1974 ("VEVRAA"), Veterans Employment Opportunities Act of 1998 as amended ("VEO"), Genetic Nondiscrimination Act of 2008 ("GINA"), Pregnancy Discrimination Act ("PDA"), Immigration Reform and Control Act of 1986, Small Business Act of 1958 as amended, Section 15(g)(1).

Additional information is available through:

Morgan Thomas

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morganthomas@umbc.edu

U.S. Department of Education Office for Civil Rights
The Wannamaker Building, Region III Office
100 Penn Square, East Suite 505
Philadelphia, PA 19107
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Effective November 24, 2021

Appendix 2

2019 Diversity Plan-UMBC

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

2019 Diversity Plan-UMBC

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

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

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

2019 Diversity Plan-UMBC

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship

2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

FOCUS AREA THREE: Innovative Curriculum and Pedagogy
Supporting Objectives

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

2019 Diversity Plan-UMBC

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)

- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)

- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan

- Participate in MIEC retreat and plan activities for AY 2019

- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)

- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)

- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)

- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity

- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

- Conduct assessment to respond to issues related to staff diversity and student experience

- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)

- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)

- Hire an additional advisor to increase access to international student support services (IES)

- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program

- Continue to provide Financial Smarts Cash Course to hundreds of students

- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students

- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

2019 Diversity Plan-UMBC

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the "Math Coach" program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)

- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

UNIVERSITY OF MARYLAND

2021 Institutional Programs of Cultural Diversity Report

Point of Contact:
Dr. Georgina Dodge,
Vice President for Diversity and Inclusion,
gdodge1@umd.edu

University of Maryland, College Park
1(a). DEI-explicit initiatives or efforts for Students

A foundational commitment of the University of Maryland's newly adopted strategic plan is to ***reimagine learning*** by leading in the development of innovative and inclusive approaches for teaching and learning. On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement. As a result of the modifications to the diversity curriculum, undergraduate students who complete their general education requirements at the University of Maryland will engage in classroom discussions of power and oppression, especially historical and systemic racism. They will also gain practical skills in civic engagement, communicating effectively across differences and resolving conflicts respectfully. Implementation will be guided by a cross-campus working group, beginning in the fall and continuing over a period of years.

Recruiting and retaining a diverse student body is a top priority for the university. To enhance recruitment, the University of Maryland has implemented many new efforts and programs to build strong partnerships with Prince George's County and Washington, D.C. with the specific intent of enrolling more Black and Latinx students. The Office of Undergraduate Admissions employs enrollment defense efforts recognizing the importance of individualized attention and offering personalized outreach designed to address student questions or rectify issues that may be hindering enrollment for county and D.C. residents. In addition, the Maryland Ascent Program, which is available for first-generation students from Baltimore City, Baltimore County and Prince George's County public schools, is an invitation-only event for rising high school seniors who receive hands-on help with navigating the complex world of college admissions. A variety of programs enhance diversity recruitment, including college readiness summer bootcamps and essay writing workshops; college application workshops for rising high school seniors targeting African American, Latinx and Native American students; college application workshops held at the request of school counselors throughout the state, high school visits (held virtually and in person) are available practically everywhere due to the increased use of online formats, and an evening reception for admitted students designed to encourage freshman enrollment for African American and Latinx Prince George's County residents.

Efforts and avenues for diverse student retention are too numerous to detail here, but a significant announcement this year is the development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The impact of cultural centers is unequivocal. They help students feel validated and uplifted by recognizing their cultural knowledge and assets and give them the tools to navigate some of the challenges they might face both in and outside of the classroom. These spaces help students succeed and thrive by better supporting their acclimation to university life and developing greater cultural awareness, allowing them to feel part of community and know that they matter. In addition, the Department of Fraternity and Sorority Life is opening The Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space.

The new cultural centers join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which celebrated its 50th anniversary this year, in creating community for diverse student populations. In addition, the Office of Multi-ethnic Student Education, the Office of Multicultural Involvement and Community Advocacy, and the Office of Graduate Diversity and Inclusion provide academic and cultural resources that encircle diverse students during their time at UMD. Multiple college- and department-level initiatives also provide field-specific opportunities for cultural inclusion and growth.

University of Maryland, College Park
1(b). DEI-explicit initiatives or efforts for Faculty

The university continues to seek out and make offers to underrepresented faculty and to enhance its retention efforts. In March 2021, the University of Maryland launched FAMILE (Faculty Advancement at Maryland for Inclusive Learning and Excellence), a diversity initiative aimed at recruiting outstanding tenured or tenure-track faculty members. The total commitment by the university with matching funds from the colleges is estimated at more than $40M over the next 10 years. 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. The program has three components, including the President's Postdoctoral Fellowship Program (PPFP), Assistant Professor Targeted Hire Program, and Senior Targeted Hire Program.

While recruitment is an important primary focus, an equally important secondary focus of the FAMILE Initiative 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. With these goals in mind, to be eligible to apply for FAMILE funds, departments must complete the following three activities. 1) Inclusive Faculty Hiring Workshop: Each member of department search committees must complete the Inclusive Hiring Workshop, facilitated by the ADVANCE Program for Inclusive Excellence and the Office of Diversity of Inclusion. These workshops will take place online and include synchronous and asynchronous components. In their FAMILE proposal, departments will provide a list of search committee members and the ADVANCE Program will verify that each member completed the workshop. 2) Individualized Retention Plan: Departments will complete a retention plan that outlines an individualized development plan for the new faculty member and identifies concrete actions department members will take to support their professional growth. This retention plan, along with the Readiness Assessment and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determination about which FAMILE proposals are funded. 3) Readiness Assessment: The goal of this assessment is for the department to provide a realistic appraisal of the department's diversity, equity, and inclusion strengths and achievements as well as areas for growth and future plans for equity-minded change. This assessment, along with the Individualized Retention Plan and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determinations about which FAMILE proposals are funded.

The efforts of departments to meet FAMILE hiring requirements will create a climate that is more inclusive of *all* department members, including non-tenure track faculty, staff and students. In addition to FAMILE, faculty recruitment and retention efforts include spousal hiring support, including a subscription to the Higher Education Recruitment Consortium, which is scheduled to go live within a couple of months. There are also numerous leadership development initiatives at the university level, within the colleges, and in partnership with the Big Ten Academic Alliance that target faculty inclusion and growth.

University of Maryland, College Park
1(c). DEI-explicit initiatives or efforts for Staff

The university continues to actively employ underrepresented staff, taking advantage of the demographic diversity of our geographic location while simultaneously competing with local governmental employers and research agencies. During the hiring process for staff and faculty, every University of Maryland search committee or individual hiring official must meet with a qualified and trained Equity Administrator to receive the equity charge, which outlines the importance and value of diversity to the university, discusses how equity is demonstrated during the search process, and highlights common biases and methods to mitigate them. In addition, the Equity Administrator ensures that candidate finalist pools reflect the overall population in the area of hire, and search committees must submit working notes demonstrating their decision-making process. A primary goal of the equity charge is to help hiring officials understand that diverse excellence has always already existed and to provide them with tools through which to recognize and appreciate that fact.

In order to enhance inclusion, which is critical for staff well-being, effective June 2021, all new staff, faculty, and students are required to complete the TerrapinSTRONG onboarding program. While this program is required for all who enter the university, its impact and ongoing effect is experienced most strongly among staff who often provide the framework for their unit's operations. TerrapinSTRONG is one of 12 initiatives identified by President Pines on his first day in office as president and is a shared vision and values for the entire campus community. TerrapinSTRONG onboarding welcomes new members into our community, enhances inclusion and sense of belonging, and acts upon University of Maryland diversity, equity and inclusion goals. It will help bring us together as a community, show what we value, and share our history and traditions.

TerrapinSTRONG consist of four modules focusing on the following content. 1) Engage diversity: We value the diversity of our community and constantly seek new ways to work together, be inclusive, and show the world that our diversity is our greatest strength. We excel in education, research and service because of our diversity. 2) Acknowledge the role the University of Maryland has played throughout its history in denying access and full participation: We cannot move forward if we do not admit the mistakes of our past and present. The University of Maryland takes responsibility for our history of causing harm and preventing people from participating in our community based on their race, sex, gender identity or expression, sexual orientation, income, disability, national origin and religion. We recognize that our campus rests on land first stolen from the Piscataway Tribe and later used as a slave plantation. 3) Celebrate University of Maryland traditions, trailblazers and communities: We show Terrapin Pride by celebrating trailblazers (those who paved the way for us), welcoming new Terps into traditions, and constantly creating new and inclusive communities. 4) Take actions to advance diversity, equity, inclusion (DEI) and social justice: The University of Maryland sees the many challenges our world faces. We speak up for human rights, and we take actions to advance equity, inclusion and social justice. After completing the four modules, participants develop an individual action plan on ways they will stay involved. In addition, each college and unit has an appointed TerrapinSTRONG representative, primarily staff members, who develop programming, activities and educational opportunities for ongoing engagement.

While many staff members are hired locally, some must relocate to work on campus. Staff recruitment and retention efforts will include spousal hiring support, including a subscription to the Higher Education Recruitment Consortium, which is scheduled to go live within a couple of months.

University of Maryland, College Park
1(d). DEI-explicit initiatives or efforts for Administration

At the University of Maryland, we seek both to diversify our administration and to enhance the role of administrators in creating a diverse and inclusive campus. The Offices of the President and Provost have clearly communicated to all departments that increasing diversity among faculty, staff and students is a priority and are developing financial incentives to enable us to compete with other employers. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, staff and student body.

This goal is well underway with the hiring of a new dean and two new department chairs in 2021 who bring diversity to our academic leadership. The recent announcement of another dean from an underrepresented group enhances our diverse leadership team.

In addition, deans and unit heads have been encouraged to consider appointing or hiring a top DEI official for their departments, which creates opportunities for diverse individuals to gain leadership experience while also contributing to the focus of growing more diverse units with strong DEI capabilities. While each unit has historically appointed a Diversity Officer, we are more clearly defining and enhancing the responsibilities of the position. Our goal is to create a vibrant network of DEI practitioners who can provide guidance to their units while also supporting one another and the DEI goals of the university.

Some of this enhancement work has also been done on behalf of the university's Equity Administrators. In 2021, the Vice President for Diversity and Inclusion (VPDI) sent a letter to all deans and unit heads outlining the roles and responsibilities of the Equity Administrators. We are focusing on training and increased education for Equity Administrators so that they are well-equipped to perform their role. In addition, we are in the process of hiring an Equal Employment Opportunity Officer, who will report to the VPDI and work closely with University Human Resources and the Equity Administrators to increase diverse hiring and retention.

University of Maryland, College Park
2. Governing, administrative, coordinating bodies and institutional offices solely dedicated to DEI

The Vice President for Diversity and Inclusion (VPDI) is the primary leader for the university's DEI-related initiatives and focus, supervising both the Office of Diversity and Inclusion and the Office of Civil Rights and Sexual Misconduct. That said, it is important to reiterate that the work of DEI belongs to everyone on campus and there are multiple efforts not identified here, making this a non-inclusive summary of the important work occurring on campus.

The Office of Diversity and Inclusion (ODI) provides leadership and expertise for helping the university achieve its diversity, equity and inclusion goals. The office serves as a source for supporting campus-wide or unit-level DEI initiatives and provides thought leadership, policy development and guidance, as well as programming to increase awareness and capacity. The office is also a hub for information through its newsletter and social media as well as its network of diversity practitioners. There are seven departments within ODI that serve the entire campus community. 1) ADA Compliance is overseen through the ADA/504 coordinator's office, which addresses accessibility issues and reports of disability-based discrimination on campus, working with accessibility offices to guide the university's efforts to move beyond compliance and toward seamless access. 2) Bias Incident Support Services responds to hate-bias incidents, educating and reporting about incidents while providing support, guidance, expertise, and advocacy to community members. 3) Diversity Training & Education provides campus-wide and unit-specific opportunities for diversity training, education, programming and engagement. 4) The LGBTQ+ Equity Center works to establish and maintain a safe, inclusive and welcoming campus environment for people of all sexual orientations and gender identities or expressions. 5) The Nyumburu Cultural Center has served the UMD community since 1971 as a foundation for Black social, cultural and intellectual interaction. 6) The Office of Multi-ethnic Student Education offers services and programs to enhance the learning experience and promote the academic success of underrepresented undergraduate students. 7) TerrapinSTRONG welcomes participants to the University of Maryland, introduces UMD history and traditions, and underscores our commitment to diversity, equity and inclusion.

The Office of Civil Rights and Sexual Misconduct (OCRSM) administers the university's non-discrimination policies and works to foster a learning and working environment free from all forms of discrimination and harassment, including sexual misconduct. OCRSM is sometimes referred to as the Title IX Office.

Each college and division has at least one designated Diversity Officer and Equity Administrator. The Diversity Officers provide diversity education and training, oversee climate assessments, and support diversity-related recruitment/retention, programming and evaluation efforts within their respective units while also collaborating on campus-wide diversity initiatives. The Equity Administrators support the university's goal to be a national leader in recruiting and retaining a diverse community of faculty, staff and students.

The Office of Multicultural Involvement and Community Advocacy advises more than 100 identity-based student organizations, provides opportunities and spaces that affirm identities, builds inclusive communities among diverse members, and creates social change locally, nationally and globally.

Our university chaplains, Office of International Affairs, Office of Graduate Diversity and Inclusion, and division and college DEI committees are also dedicated to supporting our diverse communities.

University of Maryland, College Park
3. Description of DEI data and metrics

While the University of Maryland is not allowed to establish numeric enrollment or employment goals by identity, it is our clear intention to improve the enrollment and employment of underrepresented students, staff and faculty. All of our demographic data is made publicly available through Institutional Research, Planning and Assessment at https://irpa.umd.edu/CampusCounts/index.html. This enables all community members to view data over the past 10 years to track changes and chart progress.

The Office of Undergraduate Admissions, as well as the Office of Graduate Studies, tracks data relating to the admission, acceptance and yield of students by diverse identity categories on an annual basis. This information enables them to align with demographic data of the region and country as well as identify where differences may exist between admission and yield. Doing so enables the office to recalibrate and focus its recruitment efforts.

Equity Administrators, as well as division and college administrators, may request their unit-specific employment demographic data from University Human Resources, which compiles data for the university's annual Affirmative Action Report. This information enables units to identify affirmative action hiring goals, which are also populated within eTerp, the university's position management system. Hiring officials are able to determine identity categories that are available in the field but missing in their workforce.

The Student Experience and Environment Survey (SEES) gathers insight from undergraduate students to assess the scope and nature of sexual assault at the university and to identify effective means of intervention and prevention. Conducted biennially, the campus-wide climate survey is sponsored by the Office of Civil Rights and Sexual Misconduct and the School of Public Health. The data is analyzed by SPH faculty and presented to the Maryland Higher Education Commission.

The Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) is a diversity initiative aimed at recruiting outstanding tenured and tenure-track faculty members. The initiative's 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.

Working with the Office of Undergraduate Studies, the colleges are developing an initiative to incorporate DEI outcomes into all of their undergraduate major degree programs. Planning is underway and the initiative will launch next year although there will be a rolling incorporation across colleges as we learn continuously from the process.

The Office of Graduate Diversity and Inclusion is focused on recruiting and supporting students from underrepresented populations. The new President's Fellowship, for which 40 award offers were made this spring, strengthens the office's efforts to increase the number of Black Ph.D. students. They have also developed a program to match college/department enhancements to students from underrepresented groups.

The university's first campus-wide climate survey was conducted in 2018 and a second survey was postponed due to the pandemic. After considering challenges posed by the previous survey instrument, we plan to institute a different survey next year that will allow us to establish a baseline that can inform our climate assessment into the future.

University of Maryland, College Park
4. How diverse perspectives and voices of all students are captured and utilized in informing DEI efforts

The University of Maryland, College Park has over 650 student organizations on campus, ranging from athletic clubs, cultural organizations, social fraternities/sororities, academic honorary societies, and career-focused organizations. The Student Organization Resource Center (SORC) supports students through their involvement in student organizations and has staff dedicated to supporting leadership development in Maryland student organizations. SORC also oversees TerpLink, the student organization database, which allows students to communicate with organization leaders, participate in campus-wide polls and discussions, and much more. In addition, student organization advisors are available to vet and address student concerns, issues and perspectives.

The Vice President for Student Affairs and the Vice President for Diversity and Inclusion meet regularly with diverse student groups for informal conversations that allow students to express concerns or make suggestions. In particular, meetings with Black student leaders that were initiated in 2020 resulted in the generation of a list of 25 critical issues identified by students. Those issues and student recommendations are publicly displayed on a campus website that tracks the progress towards outcomes: https://diversity.umd.edu/black-student-leaders. The regular meetings provide opportunities to talk candidly about any barriers towards meeting students' desired outcomes as well as to provide additional information, increase students' knowledge of institutional functioning, and improve communication. Meetings have also been held with other student affinity groups, including the Iranian Graduate Student Association. This initial meeting with the Iranian students led to a second that included the Office of International Student and Scholar Services and resulted in the resolution of some of the specific concerns of this group of students, who often face challenging visa issues that impact their academic programs.

Students are important members of our university governance structure with representatives on our University Senate as well as numerous other governance bodies. The Student Government Association officers meet regularly with the President's Cabinet to discuss issues of joint concern, and Graduate Student Government officers meet regularly with their counterparts in university administration. In addition, students often serve on hiring search committees, particularly for upper-level hires or those that have a student-facing component. Student voices are essential for our DEI-focused hires and the Office of Diversity and Inclusion ensures students serve on all of its search committees.

Student advisory committees exist in most spaces at the university; practically every division, college, department, and function convenes students to serve in an advisory capacity. This not only provides students with a representative voice, it also enables administrators to benefit from the unique perspective of students—the population that is the focus of the majority of our services. For example, as the university develops the five new cultural centers, students from the affinity groups those centers will serve are crucial to all elements of the design process, from the physical space to the programming that occurs there.

The Campus Assessment Working Group (CAWG) administers surveys to students at different points in their academic careers to gain insight into student perceptions towards various topics. Surveys are updated every year with some questions staying the same for trends and others being updated to topical issues/concerns. In addition to the inclusion of DEI-focused questions, the surveys are also sorted by student identity, allowing us to see what issues may be of particular concern to specific populations.

Appendix I

Statement on University Values

A joint effort between the President's Office and University Senate, the Statement on University Values was developed by faculty, staff and students as part of the Joint President/Senate Inclusion and Respect Task Force in spring 2018.

Values Statement
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 though 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 intimation 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.

Appendix 2

Please see the attached report from the Joint President/Senate Inclusion and Respect Task Force (Senate Document #17-18-03), dated May 2, 2018

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 Hoaas, 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.

UNIVERSITY SENATE | **REPORT | #17-18-03**

Joint President/Senate Inclusion & Respect Task Force

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 Hoaas (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

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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

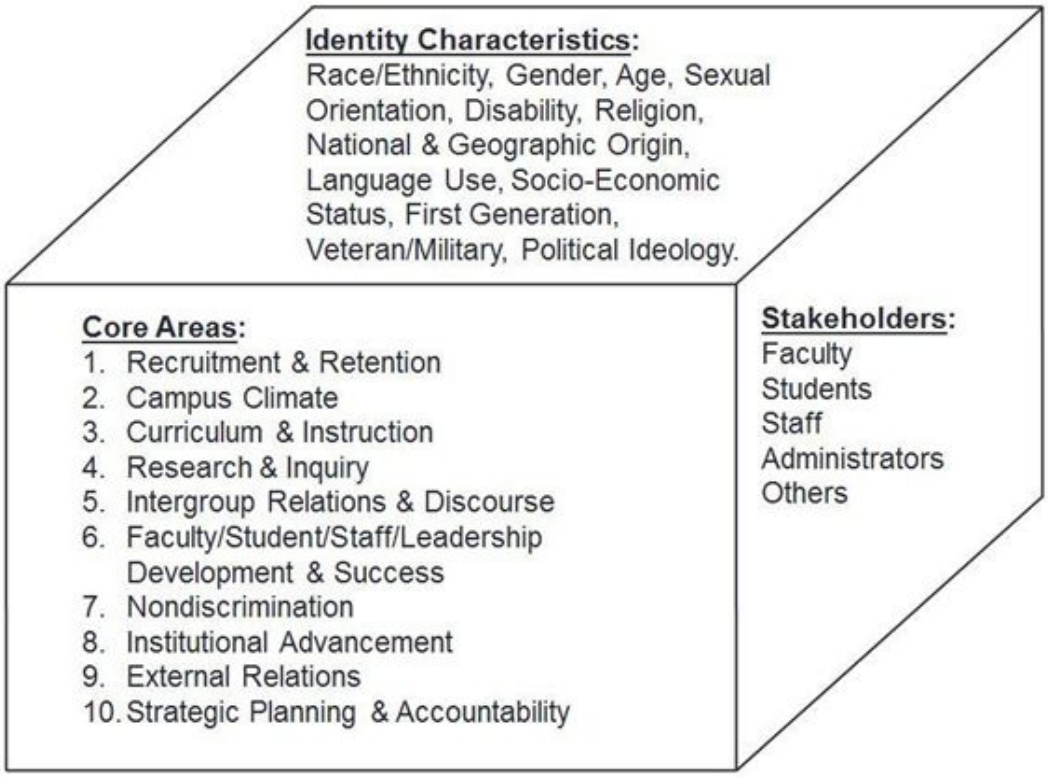
Scholarly Research

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.

<u>Existing University Climate Data</u>
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.

<u>Task Force Assessment of Issues to be Addressed</u>

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 though 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 intimation 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/reporthatebias 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.

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
>
> **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

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

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

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

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

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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

Date:	August 25, 2017
To:	Lucy Dalglish, Warren Kelley, Ja'Nya Banks Co-Chairs, Joint President/Senate Inclusion & Respect Task Force
From:	Wallace D. Loh President Daniel Falvey Chair, University Senate
Subject:	Inclusion and Respect at the University of Maryland
Senate Document #:	17-18-03
Deadline:	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[1], gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability[2], 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
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:

[1] 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

[2] 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[3] 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

[3] 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 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. 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. 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
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 an 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 an 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.

Spring 2022
Institutional Programs of Cultural Diversity Report Guidance

DUE: Monday, April 18, 2022
Institution: University of Maryland Center for Environmental Science (UMCES)
Date Submitted: April 18, 2022
Point(s) of Contact (names and email addresses): Larry Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

As a graduate-level only research university, UMCES faces unique budgetary challenges that have impacted our institutional ability to develop and coordinate DEI efforts and initiatives. Lacking any fully-dedicated DEI staff, UMCES DEI work is accomplished by the members of the UMCES community whose passion, integrity, and innate commitment to justice move them to lead these efforts. These efforts include seeking out funding and engagement opportunities, organizing reading and discussion groups, and a willingness to engage in difficult conversations.

I. A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.

Campus-Wide
Because research closely ties successful diversification of faculty with an inclusive, welcoming and equitable environment, UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) made the strategic and deliberate decision to focus on institutional climate in parallel with diversification efforts. UMCES has taken on several initiatives impacting all members of the UMCES community.

- In 2021, the UMCES community engaged two external organizations to conduct a cultural climate assessment. These assessments were completed in late 2021. The Kardia Group assessed the institutional climate at UMCES whereas the NCPRE/AGU survey measured the climates at the individual campuses. These combined assessments serve as a baseline assessment to inform future actions and initiatives (additional details below).
- In late 2021 the DEIC began leading a discussion on position-based hierarchical microaggressions and microbullying. Hierarchical microaggressions, common in institutions of higher education, have a significant and often devastating impact on student outcomes, retention and recruitment of diverse faculty, and employee morale. The DEIC is utilizing the workbook *Fix Your Climate: A Practical Guide to Reducing Microaggressions, Microbullying, and Bullying in the Academic Workplace* by Myron R. Anderson and Kathryn S. Young.
- In late 2021, UMCES passed a campus-wide Principles of Conduct. Applicable to members of the UMCES community regardless of position, this document was passed with full approval of all shared governance bodies and the Executive Council (EC).
- Beginning in the summer 2021, faculty, students and staff participated in the Unlearning Racism in the Geosciences (URGE) pods to review and develop potential new policy in an anti-racism framework. This effort has continued and expanded to the present day.
- A student-led subgroup of the DEIC is organizing a DEI-themed field safety discussion and training session for later this month. Safety concerns while conducting field research are not limited to hazards related to the type of work being done (eg., heat exhaustion, snake bites, etc.) but also to the identities of the people conducting the research. Women and people of color often face additional threats that will be discussed during this two-pronged training.

Student Population

- 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 grant awarded to UMES, in which IMET is a partner. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET 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.
- The SEAS Islands Alliance, the first NSF INCLUDES program awarded in the geosciences, works with the diverse and underrepresented minority (URM) populations in Puerto Rico, the US Virgin Islands, and Guam to broaden engagement in science, technology, engineering, and math (STEM) education and careers. UMCES leads the Puerto Rico Hub in collaboration with colleagues at Universidad InterAmericano.
- In April 2022 Horn Point Laboratory's subunit of the Society for Women in Marine Science (SWMS) was invited to speak with students in science classes across a range of grades levels and subjects at Cambridge South Dorchester High School. These visits were arranged in conjunction with Next Generation Scholars, a state grant program that provides funding for college access to enhance college and career awareness and college completion for low-income Maryland high school students. Ten Horn Point students visited 16 classes during this time and were greeted with a warm welcome by teachers and students, and many questions ranging from "did you think you would be where you are today when you were in high school?" to "what does it take to become a paleontologist?". SWMS hopes to continue leading collaboration effects within the community and connecting with the next generation of scholars.
- UMCES is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

Faculty Population

- UMCES is considering and having internal discussions on a postdoctoral to tenure-track faculty program to help diversify our faculty, based on the successful program at UMBC. Two UMCES units are actively seeking funding to begin these programs.
- Faculty have been leading the effort to apply for NSF ADVANCE Catalyst support to increase diversity in geoscience faculty. Plans are to submit the proposal this fiscal year.
- NSF NSPIRE: Funded through the NSF GOLD-EN program, UMCES faculty led a virtual discussion series in collaboration with the American Geophysical Union's Thriving Earth Exchange focused around core competencies of equitable community engagement. This program involved 120 participants from across the United States, including members of the UMCES community as well as leaders from underrepresented and marginalized communities.

Administration

- UMCES leadership has recently begun addressing some areas highlighted in the cultural climate assessment and survey completed late last year (see below). This includes undertaking a thorough review of UMCES existing organizational structure, identifying external professionals to work with the President's Executive Council (EC) on leadership development, and the implementation of 360 reviews for all EC members. Additionally, administration has begun reimagining the role of the shared governance bodies and other existing councils on campus. By deliberately diversifying from where input is gathered and by whom decisions are made, this will not only increase DEI but also improve employee morale and engagement.

Non-Faculty Staff (NFS) Population

- The climate assessment (more information below) identified several avenues for engaging NFS in DEI efforts. Administration will be reaching out to NFS groups and councils for input and guidance on how best to proceed.

2. A description of the governing, administrative, coordinating bodies and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

In 2020 the UMCES DEIC was established by presidential charter. The DEIC is composed of members from all populations at UMCES; students, non-research staff, research staff, faculty, and rotating members of the Executive Council. The DEIC meets monthly and holds several all-UMCES meetings each year. The DEIC is led by two coequal chairs, one from faculty and one from non-research staff. Since the formation of the UMCES-wide DEIC, campus-specific DEI groups have begun at each location. Information is shared between the campus groups during the monthly DEIC meetings.

3. A *description* of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). This should include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

- The Kardia Group conducted listening sessions with UMCES community groups in November 2021. In late March the Kardia Group released a report detailing their findings and recommendations to the entire community simultaneously. While the contents of the report have yet to be fully digested, several steps have already been taken. The UMCES DEIC led an all-UMCES conversation about the report on April 1, 2022 where community members were encouraged to talk about their reactions to the report. The Administrative Council in conjunction with the DEIC will be taking point in determining how best to address areas of concern noted in the report. The Administrative Council is composed of all members of the EC, the Associate Directors of each lab/unit, and the director-level staff of Center Administration.
- The National Center for Principled Leadership and Research Excellence (NCPRE) at the University of Illinois at Urbana-Champaign has partnered with the American Geophysical Union on a Sloan Foundation-funded initiative to develop measurement tools and educational resources to address gender discrimination and other forms of harassment in higher education. UMCES served as a pilot institution for the NCPRE/AGU measurement tool late last year with good participation among faculty and students. In reviewing the results, however, it became clear to us that the tool inadvertently discouraged non-research staff from participating; demographic questions at the start of the survey were directed toward researchers, so non-research staff did

not complete the survey. NCPRE is working with UMCES to produce a version of the survey more appropriate for staff. A modified version of the survey tool will be readministered to staff in the next few weeks, and NCPRE has agreed to blend those results into the original survey so that we have comprehensive results. This more campus-specific data will be tackled by the unit DEI groups in conjunction with the Administrative Council.

4. **A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus' DEI efforts.**
   The student population at UMCES has been both extremely active and vocal in DEI initiatives at UMCES. In addition to encouraging student participation in DEIC meetings and campus-specific DEI groups, the co-chairs of the DEIC are in frequent contact with Graduate Student Council (GSC) representatives. Students are the most active participants in the UMCES DEI groups. The GSC will play a key role in responding to the assessment results.

5. **Appendix 1: If applicable, a copy of the institution's current equity statement and/or diversity statement. Include a date that the statement was most recently adopted or changed.**
   UMCES does not currently have an equity / diversity statement, although one will be developed in the next year. In lieu of a current statement, the latest iteration of the DEIC charter is attached.

6. **Appendix 2: A copy of the full diversity plan in place during the reporting year (AY 2021-2022). This should be the plan approved by the institution's Board on or before July 1, 2021. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2021.**
   UMCES does not currently have a diversity plan in place, although one will be developed over the next year.

CHARTER OF THE UMCES DIVERSITY, EQUITY AND INCLUSION COLLABORATIVE

Mission

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 in geosciences as well as creating the institutional environment where we can all thrive.

By establishing a Diversity, Equity and Inclusion Collaborative (DEIC), UMCES will provide a forum for a community of practice and will partner with the Faculty Senate as well as the UMCES Executive, Administrative, Staff, and Graduate Student Councils to effect institutional changes required to promote improvements in our diversity, equity and inclusion. Establishing a DEIC with an appropriate structure will highlight our institutional values and communicate the UMCES commitment to our partners and funders.

Background

This innovative concept has evolved through ideas expressed by in-house experts within the UMCES community, the USM Board of Regents Retreat on Diversity, the USM Women's Forum, development of the UMCES Strategic Initiatives, discussions at the UMCES Convocation as well as experiences conveyed by experts from UM College Park and UMBC. UMCES is very grateful to everyone who has contributed to the development of the DEIC. We will assess the effectiveness of the DEIC after the first year and enhance our efforts as necessary.

Given the level of interest and commitment across UMCES to this critically important issue, it should be stressed that the DEIC is an inclusive and open process. The purpose of the DEIC is to coordinate, convene and ensure everyone can contribute within their specific interests without an undue time burden.

The President of UMCES has charged the DEIC with leading efforts to:

1. Develop a DEI community of practice for UMCES;
2. Encourage dialogue and initiatives that are likely to include members of UMCES with expertise or special interests in the topic, but who are not necessarily on the DEIC;
3. Develop strategies to recruit and strengthen faculty, staff, and student support and retention with respect to creating a diverse culture;
4. Encourage the creation of opportunities for DEIC Core members who are not members of the Executive Council to be involved in leadership and decision-making in DEIC issues;
5. Examine the campus climate with a broad definition of diversity including, but not limited to, race/ethnicity, gender, ability, sexual orientation, economic status, position, and/or religious and spiritual practices;
6. Review policies that strengthen or detract from the diversity of the composition of the faculty, staff, and student body and recommend changes to address deficiencies;

Revised January 2022

7. Review and recommend procedures to address grievance and policy violation related to DEIC issues;
8. Communicate with UMCES Councils and Faculty Senate about DEIC activities through the appropriate DEIC liaison(s). Per Presidential mandate, the DEIC will be a standing agenda item on the Graduate Student Council, Staff Council, Faculty Senate, Administrative Council and Executive Council;
9. Submit annual reports to the UMCES Community. The annual reports will include brief highlights, lessons learned during the year and recommendations to make the DEIC more effective;
10. Coordinate and communicate UMCES DEI efforts throughout our communities, the USM, and other peer institutions; and
11. Identify necessary resources to support the mission of the DEIC, including journal subscriptions, training and workshops.

Core Membership

- VP Co-Chair *(Permanent responsibility)* - UMCES VP for Education
- Administrative Co-Chair *(One-year renewable appointment)*
- Assistant to the VPE *(Permanent responsibility)*
- Two Unit Directors *(one-year appointments rotated such that every Director will serve 1 year in 3)* Appointed annually by UMCES President
- VP for Strategic Initiatives *(Permanent responsibility)* – TBD

All other members serve one-year renewable appointments

- Four faculty members (at least one of whom is a Faculty Senate member)
- One Faculty Research Assistant
- Three staff members (at least one Staff Council member)
- Two students (at least one Graduate Student Council member)
- Additional members as needed to ensure shared governance and unit representation
- At Large Members (self-nominated volunteers with supervisory approval)

These members comprise the DEIC Core. Non-permanent Core members will be chosen by their respective governing bodies, except for the Administrative Co-Chair, who will be selected by the DEIC Core Team.

The inclusion of UMCES' executive leadership and all elements of our shared governance on the DEIC denotes the institution's commitment to diversity, equity and inclusion issues. The flexible composition of the DEIC is intended to promote transparency in its processes, allowing maximum involvement by UMCES administration, faculty, staff and students.

Frequency of meetings

The DEIC Core Team will at least bimonthly in order to plan, organize and track efforts. A meeting will be scheduled at least semi-annually to report to the UMCES community on

DEIC efforts. The DEIC will encourage dialogue and participation from the entire UMCES community. Topical discussions / initiatives can occur as needed.

Reporting

Annual Report

An annual report summarizing activities undertaken and planned, outcomes, recommendations, and goals for the next year is to be submitted to the President each year.

Ad Hoc Reports

Additional reports may be submitted to the President as needed.

Definitions of Charter Terms

Collaborative: A group of people working together to benefit society as a whole rather than to simply serve self-interests.

Community of Practice: A group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

Diversity: 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: 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 oppression.

Improving equity 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: 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.

Race: A socially-constructed categorization of humankind based on certain shared, distinctive physical traits.

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional narratives

1. DEI-Explicit Initiatives or efforts for the following populations:

All-campus initiatives for faculty, staff, administrators, and students

LGBTQIA+ Safe Zone
This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments.

Fostering a Diverse and Inclusive Environment: The WHY and HOW
This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace.

Individuals with Disabilities: Creating an Accommodating and Inclusive Environment
The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors.

Unconscious Bias – Fundamentals of Equal Opportunity
This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives.

Preventing Sexual Misconduct: Understanding Your Responsibility
This workshop is designed to promote a common and consistent understanding and application of the University of Maryland Eastern Shore policies, standards, and processes with regard to Title IX. The workshop will address the timeliness that all potential responders must adhere to

upon learning of an incident. Participants will leave this workshop with an enhanced awareness of the various forms of sexual misconduct, harassment, and intimate partner violence as well as their responsibility to promote a culture of prevention and safety for all.

Healthy relationships
According to current statistics, 1 in 4 women and 1 in 3 men is in an abusive relationship. This workshop is designed to help community members distinguish between healthy and unhealthy relationships, recognize the signs of abusive relationships, and familiarize themselves with workable solutions and resources when it comes to addressing and reporting intimate partner violence.

Bystander intervention
This certificate-based learning opportunity will empower participants with the knowledge, tools, and motivation to intervene and stop sexual violence before it occurs. Participants will engage through interactive dialogue and activities to reinforce core concepts.

Intercultural Competency: Beyond the Basics
Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere.

Microaggression: Recognizing and Challenging a Subtle Form of Bias
Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members.

Religious Diversity: Challenging Assumptions to Advance Inclusion
Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus.

Staff/Faculty/Administrator Specific Training

Preventing Bullying in the Workplace
Bullying in the workplace can occur as a sporadic occurrence or a systemic issue the workplace; it oftentimes looks and feels like harassment. This learning opportunity will help participants distinguish between illegal forms of harassment based on a protected category and bullying in the workplace. We will identify what can be done at the individual as well as the institutional level in order to stop, address, and prevent these concerning phenomena.

Free Speech
Constitutional v. Contractual Rights: We are entitled to constitutionally protected freedom of expression in different forms: verbal, written, symbolic, etc. However, are all forms of speech protected and what does protection look like? Is freedom of speech in the workplace an absolute right? This presentation is designed to answer such questions and discuss ways in which we can reconcile constitutional and contractual rights in a general atmosphere of workplace civility.

Managing and Addressing Disruptive/Threatening Behavior in the Classroom
The landscape has changed post-Virginia Tech with managing and addressing disruptive and threatening behavior. The learning session will provide detailed steps about how, when, and why response is critical. We will unpack the difference between disruption and threats, review a step by step process for managing issues, and discuss tips for classroom management.

Fundamentals of Equal Opportunity
This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to identify discrimination, harassment, and retaliation in a professional or academic environment.

Being a Responsible Employee
This learning experience will introduce requirements and expectations under Title IX for ALL employees. Participants will learn about what to say, what not to say, and navigate tips for conversations, documentation, and reporting.

Student-Specific Initiatives

Healthy relationships
According to current statistics, 1 in 4 women and 1 in 3 men is in an abusive relationship. This workshop is designed to help community members distinguish between healthy and unhealthy relationships, recognize the signs of abusive relationships, and familiarize themselves with workable solutions and resources when it comes to addressing and reporting intimate partner violence.

Understanding Consent, Preventing and Addressing Sexual Misconduct
In recent years, the topic of consent has been at the forefront of many current discussions, debates, and controversies on college campuses nationwide. This learning opportunity aims to familiarize students with the definitions of consent and what constitutes sexual misconduct under UMES and USM policies, how to make a report and access resources, as well as the role one can play in preventing sexual misconduct and educating other peers.

Free Speech on College Campuses
What is the current landscape on college campuses when it comes to free speech? How can we balance the constitutionally protected free expression and our commitment to inclusivity in a harassment-free and non-discriminatory environment? This facilitated discussion is designed to unpack dilemmas surrounding this topic as well as identify ways in which we can reconcile civility while safeguarding free speech rights in different settings and on various platforms.

Hispanic Heritage Month Program
Heritage Month is celebrated in recognition of the invaluable historical and cultural contributions of Hispanic and Latinx to diversity, vitality, and progress of the United States. Join us for this program to gain a more nuanced understanding of the unique identity of these communities, engage in meaningful conversations to help dispel myths and social stigmas associated with them, recognize and honor their invaluable richness.

Bystander intervention
This certificate-based learning opportunity will empower participants with the knowledge, tools, and motivation to intervene and stop sexual violence before it occurs. Participants will engage through interactive dialogue and activities to reinforce core concepts.

2. Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures.

OIE promotes and upholds the University's commitment to diversity, equity, and inclusion by:
1) Guiding employees in referring affected individuals to OIE;
2) Facilitating resolution of concerns through advising and providing guidance and support to parties and their supervisors;
3) Conducting formal investigations in situations in which alternative resolutions efforts are unsuccessful or inappropriate;
4) Partnering with administrators and supervisors to protect against retaliation; and
5) Providing general and targeted educational training programs to prevent discrimination and harassment.

3. Description of the Institution's DEI data or metrics and how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

UMES has two major sources of DEI data for 2022: a major self-study, completed in December 2021, and the campus diversity statistics.

Driving Change Self-Study

The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM." Through the self-study, HHMI encouraged the finalists to explore the strengths and challenges of their campuses to determine 'where you are' and 'where you want to be' as it relates to diversity and inclusion in STEM. They believe that answers to these questions are necessary for establishing sustainable STEM educational and research programs for the population served at UMES.

While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole.

UMES hired an outside consultant, Dr. Marquita Qualls, to conduct the study in order to attain as little bias as possible. The methodology of the study was qualitative, using semi-structured confidential interviews as the largest data sources; these interviews were conducted with faculty, staff, administrators, students, and community stakeholders. The purpose of the interviews were to gather a wide spectrum of voices and perspectives on the climate and culture of UMES as it related to all aspects of STEM education and research. The interviews were conducted via Zoom videoconferencing, phone, and in person.

Participation in the interviews was voluntary. All academic and administrative departments are represented to give a purposeful sampling of perspectives. Total sample size was 150 participants through individual or small group discussions. In-person discussions were also held during the on-campus visit. These conversations took place while visiting local gathering spots on campus or within the Princess Anne community and pop-in visits to offices in campus building. In the case of these conversations, it was clearly stated the purpose of the conversation and how the information would be used.

An analysis of the interviews, data, and lessons learned produced three overarching areas that will have an impact on DEI efforts at UMES:

Leadership: Knowledgeable and credible administrators who will communicate a shared and realistic vision with the UMES community, while providing the necessary resources to achieve it.

Infrastructure: Documented and adherence to policies and procedures are documented and followed; quality and well-maintained facilities, consistent and reliable IT services.

Cultural identity: Appreciation of the HBCU culture while being inclusive of others; building a strong brand that can be marketed to support recruitment and retention, most notably the

teaching vs research institution distinction. The potential for UMES to drive change and effect genuine and lasting culture so that her undergraduate students will excel academically and graduate from college well prepared to pursue advanced degrees and assume leadership roles can be realized by building on its strengths and being intentional about addressing these opportunity areas.

UMES is using the findings of this report as the core of institutional changes proposed to HHMI, including (but not limited to) stronger advising, much-needed changes in organizational infrastructure, and articulated leadership, with resources to support all initiatives proposed.

Campus Diversity Statistics

Over the last five years (2017-2022), UMES's Office of Institutional Research has gathered demographic data – race, ethnicity, and gender – on students, faculty, and staff. While a general reporting necessity, UMES also gathers these data in order to measure such representation and adjust in order to continue our mission of serving students who come from racially under-represented populations: African American students, first generation students, and students who come from low-income households.

Having these accurate data has aided UMES to create an increased number of scholarships for high need students. Further, having accurate data, in combination with better initial assessment of students' academic needs, has helped UMES increase the student support and academic programming for learning so that students can be retained and graduate from UMES.

4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus' DEI efforts.

In the table below, each of UMES' student DEI initiatives and outcomes are captured.

DEI INITIATIVE	STUDENT AUDIENCE	OUTCOME	DATE
Lavender Circle	LGBTQIA+ Students	Created an environment where LGBTQIA+ students were able to mingle, meet and greet during new student week	Ongoing: Start of Every Semester and ongoing
The Barber Shop	Students who identify as male	Weekly Support Group	Ongoing
Our Unfinished Work: Creating Equity through Service-Learning and Civic and Community Engagement	Student Leaders	Student Leaders are empowered to aid their campuses The conference will provides students an opportunity to reflect and learn about how justice, equity, diversity, and inclusion (JEDI) can be	Spring 21

		advanced through the collective efforts of our member institutions' civic and community engagement initiatives and programming.	
Cultural awareness events were held with small	All Students	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.	Ongoing
Safe Colleges	All Students	Develop, create and generate learning content with the ultimate goal of increasing awareness on campus. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc.	Ongoing
Monthly Discussions with the Chancellor	Diverse Student Groups	Great understanding of students needs and how USM provides support	Monthly
Student Focus Groups	Diverse Student Groups	Understanding of student resources and needs. To improve retention and sense of belonging	Ongoing
SGA Town Halls	Diverse Student Groups	The committee recommends topics to strengthen and create discussion with students and administration	Monthly
Student Surveys	All Students	Understand the climate on campus and hear from students directly with the ultimate goal of increasing retention (Example: Campus Climate,	Ongoing
Student Representation on Campus Committees/ Taskforce	Diverse Student Groups	Student representation on taskforce, hiring committees, campus groups to ensure a diverse group of student voices are heard. (Examples: Enrollment Management Taskforce, Commencement Committee, Cabinet Level Searches, Good Neighbor Taskforce)	Ongoing
Young Men of Distinction	7-21 year olds who identify as male	Mentorship Group hosted by the Men of Distinction, Counseling Services, and Princess Anne Community Members	Ongoing
Academic Programs and Faculty Discussions	Diverse Student Groups	Discuss research, hear from students directly with the ultimate goal of increasing retention	Ongoing

UMES Cultural Diversity Report 2022 -- Appendix 1

Diversity Statement:

The University of Maryland Eastern Shore (UMES) is an equal access, equal opportunity institution fully committed to diversity in education and employment. All students, employees, and the campus community at UMES are valued, respected, and have the opportunity to receive an equitable experience in an inclusive, welcoming environment of openness and appreciation.

Revised: April 2022

UNIVERSITY of MARYLAND EASTERN SHORE

2021-2025 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Revised: April 2022

2022 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.

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Revised: April 2022

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

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 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

> *"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."*

Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Revised: April 2022

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.

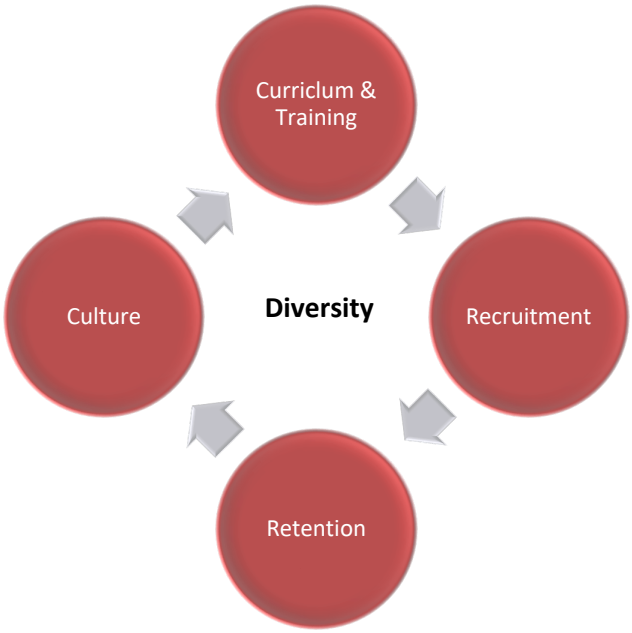
- Phase One: In 2019, the University submitted a framework to update and enhance our plan.
- Phase Two: In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best 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 2022

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 2022

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 2022

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 2022

- 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.

- 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 2022

- 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

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Office of Diversity and Equity

2021 Cultural Diversity Report
University of Maryland Global Campus
April 22, 2022

Institutional narrative

1. ***A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Student***

Our mission as a public institution is dedicated to meeting the higher education needs of the adult, "non-traditional" student. Our commitment to expanding access to education is why UMGC enjoys the most diverse student body of any institution in the University System of Maryland. The Worldwide UMGC student population is a student body comprised of individuals from all backgrounds, cultures, and experiences. These students come together to learn alongside one another and benefit from the varied perspectives they bring to the classroom.

Diversity, equity, and inclusion is integrated into the curriculum to ensure that the UMGC student is equipped with the cultural competence to be successful in their careers and enter the world as true global citizens. Through the Behavioral Sciences and Gerentology programs, students have access to courses designed to further their growth and development; namely BEHS 220 Diversity Awareness, BEHS 320 Disability Studies, BEHS 453 Domestic Violence, and GERO 302 Health and Aging.

As of Fall 2021, 48% of the UMGC student body were from historically under-represented minority groups. Further, 18% of UMGC students speak English as a second language and 50% were "first-in-family" college students. These students are aided by support services and resources specifically designed to incorporate the experiences they bring to the classroom.

Over the past year, UMGC has overhauled the manner in which we support the UMGC Student. The Office of Student affairs has been restructured to ensure that advising, student success, accessibility, student resolutions, and financial aid are all under one department. This has led to a renewed and increased focus on efforts to support the needs of Latino Students through UMGC's Latino Student Support Working Group. The Latino Student Support initiative has also led to identifying bilingual advisors and success coaches to work directly with students that may be more comfortable conversing in Spanish.

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UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Office of Diversity and Equity

A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Faculty

Supporting the collection of diverse UMGC students is an equally diverse and varied faculty. The UMGC faculty reflects the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations. UMGC has more than 170 classroom and service locations throughout the world. Our faculty members teach courses online and in a hybrid format at more than 20 locations in Maryland, Virginia, and Washington, D.C., and on military installations in more than 20 countries and territories throughout the world.

UMGC Faculty annually receive a training stipend ($250.00) to compensate them for time they spent participating in required training and professional development. Over the course of the year, faculty completed required trainings which included Title IX and Sexual Harassment Prevention. Additionally, faculty have received additional guidance about supporting students with disabilities and the accommodation process. These efforts ensure that faculty are equipped to maintain a culturally inclusive classroom experience.

The Provost Office has further been working with Program Chairs and members of the faculty to explore the deeper integration of diversity, equity, and inclusion across the curriculum. The goal of this review is to ensure that faculty are incorporating DEI into courses in a manner that will allow for a deeper understanding of how DEI impacts areas and subjects that may not have been previously considered. The Provost Office, Deans, and the Chief Diversity Officer will continue to work with faculty members and course designers to ensure that this effort continues for existing and future courses.

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Office of Diversity and Equity

A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Non-faculty Staff

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 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 the UMGC 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.

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Office of Diversity and Equity

A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Administration

In 2021, the Chief Diversity Officer position was elevated to become part of the Executive Committee. While the CDO was always part of the President's Cabinet, having the CDO as part of the Executive Committee has ensured DEI is present in all conversations about strategic university efforts and the direction of the university. Additionally, the Chief Human Resources Officer and the General Counsel were elevated to the Executive Committee allowing for all of the leaders involved in UMGC people programs to be involved in strategic decision making.

In December 2021, UMGC's Diversity Strategic Plan for 2022-2023 was launched. The development of the plan involved discussions and feedback from leaders across the university. The final plan was shared with the entire UMGC Community to engage staff, faculty, students, and alums in the efforts to improve the climate for diversity, equity, and inclusion. This plan will set the direction for the strategic priorities and goals for the next two years of UMGC. To further ensure that the plan can be successfully operationalized, each department is responsible for developing team specific projects/initiatives that are aligned to the goals contained within UMGC's Diversity Strategic Plan.

In support of the Latino Student Support Efforts, the university secured a President's Level membership with the Excelencia in Education organization. This organization will ensure that the President engages with other President and leaders across Higher Education as we develop our own projects and initiatives to support Latino students. Additionally, this membership will allow leaders across the university to share in best practices and resources that will strengthen our current and future programs.

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Office of Diversity and Equity

2. ***A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.***

The diversity, equity, and inclusion efforts at the University of Maryland Global Campus are overseen by the Diversity and Equity Office led by VP, Chief Diversity Officer and Ombudsman, Blair Hayes. Within the Office are units consisting of 1) ADA Compliance, 2) Multicultural Training and Programming, and 3) Fair Practices.

The Diversity and Equity Team is comprised of individuals with the expertise, knowledge, skills, and abilities to support diversity, equity, and inclusion across the university. Further, the team participates in regular training to ensure that they have the most up-to-date understanding of best practices across higher education and how to effectively implement them across the university.

The Office is part of the President's Office ensuring that DEI strategies, initiatives, and concerns have the visibility and support of the most senior leaders of the university. Further, the CDO is part of the Executive Committee and meets regularly with Senior Vice Presidents across the University to discuss strategic objectives, project development, and concerns that have been raised about team performance and direction.

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3. ***A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys).***

The University of Maryland Global Campus has partnered with Glint to conduct regular Engagement Surveys and Pulse Checks to measure employee satisfaction and engagement across the university. These surveys serve as key measures of how the UMGC staff and faculty experience the university. The surveys and pulse checks allow for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams. Feedback related to diversity and inclusion is also gathered through this platform and will be expanded on in the latter part of this year to conduct a university-wide diversity survey.

In 2021, the Diversity and Equity Office worked closely with the Analytics Team to develop Diversity Dashboard detailing demographics for staff, faculty, and students across the university. The dashboard provides regular snapshots of demographics related to race, gender, and age of UMGC staff, faculty, and students. To ensure transparency and visibility dashboard data is available through public channels that all members of the community can access.

Additionally, the Human Resource Office provides regular analysis of personnel actions related to hiring, promotions, and terminations including demographic breakdowns. These breakdowns allow the university to avoid potential adverse impacts related to personnel actions. Further, the team conducts regular compensation reviews to ensure that compensation is competitive with market standards and that the UMGC payscale is equitable.

Another critical data point for DEI efforts is the annual Affirmative Action plan. This plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the Affirmative Action plan, UMGC job fairs, and outreach the university seeks to improve hiring and career opportunities for job seekers across the state.

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Office of Diversity and Equity

4. ***A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.***

The Student Advisory Council (STAC) at UMGC has been integral to sharing information and surfacing issues that students face related to diversity, equity, and inclusion. STAC is comprised of students within the undergraduate and graduate school at UMGC. Student Affairs works with STAC to ensure that they have the resources and supports needed to capture and share critical lessons from their time at UMGC.

UMGC Administration regularly meets with STAC to collect feedback. Additionally, as the new Diversity Strategic Plan was being developed, the CDO met with representatives of STAC to ensure that their input was included in shaping the plan. Further, this discussion informed the development of the plan for the UMGC Student Diversity Advisory Group. This Advisory Group will be working directly with the Office of Diversity and Equity to surface concerns, issues, and successes related to diversity and the cultural climate within the UMGC classroom.

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UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Office of Diversity and Equity

Appendix 1

University of Maryland Global Campus Diversity Statement

At University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the education process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions

[Revised August 1, 2021]

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UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Office of Diversity and Equity

Appendix 2

University of Maryland Global Campus
Institutional Plan

i. Implementation strategy and timeline for meeting goals within the plan

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance**: Bottom-up and Top-down
- **Inclusivity**: Diversity is everyone's responsibility
- **Tailored for our Culture**: Tied to educational and departmental goals
- **Scalability**: Address underlying processes, do not just add programs
- **Deliberateness**: Developed for the long-term
- **Action**: Measure what people can manage to do
- **Programmatic**: Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

UMUC Mission Statement

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Office of Diversity and Equity

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

Recruiting and Retention

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations

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- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

Training and Development

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

Communications

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

Culture and Climate

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups
- Core Values and Diversity Competencies
- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:

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UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Office of Diversity and Equity

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.

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UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

THE DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN 2021–2023

DIVERSITY IN ACTION

Initiatives for Change and Opportunities for Growth

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Diversity, Equity, and Inclusion Mission Statement **back cover**

UMGC's The Diversity, Equity, and Inclusion Strategic Plan, 2021-2023
can be accessed at https://www.umgc.edu/administration/arts-and-diversity/diversity.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: 2022-2023 EPSL Agenda Brainstorming

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

SUMMARY: The annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, the regents have the opportunity to suggest the addition of items that may warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only	DATE: May 10, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman	jboughman@usmd.edu