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I. INTRODUCTION

Good morning Mr. Chairman, Vice Chairman and other members of the Subcommittee. Thank you for the opportunity to testify on the Governor’s FY 2011 budget request for the University of Maryland Eastern Shore (UMES). My testimony highlights the progress that UMES has made during the past year, and responds to the legislative analyst’s recommended actions, questions, and comments.

On behalf of the students, staff, and faculty of UMES, I would like to thank Governor O’Malley and the Maryland General Assembly for the support that has been given to the University System of Maryland (USM) in general, and the University of Maryland Eastern Shore in particular. I applaud the Governor and the Legislature for the strategic decision to continue to invest in higher education despite the continued national and state economic downturns. UMES supports the Governor’s proposed budget of $31,872,000 to support the university in FY 2011.

UMES understands and appreciates the difficult decisions that the State had to make to maintain prudent fiscal balance and responsibility. Consequently, we joined the State’s call for action to balance the budget via furloughs and layoffs. At UMES, every employee sacrificed in the campus’ effort through furloughs to save $771,347 as a contribution to help balance the State budget. Our furlough plan was developed to ensure that the impact was equitable and ranged from 3-10 furlough days, with the President and her cabinet each taking 10 days of furloughs.

I am very happy that the State of Maryland continues to consider Higher Education as a critical instrument for enhancing socio-economic development in the state; and I am particularly thankful for the support and the investment that the State has made at UMES. The investment you have made at UMES during my eight-year tenure at the University is showing some very good returns, and we will continue our efforts to “Make Good Better” at UMES.

In January 2009, U.S. News & World Report, for the third consecutive year, listed UMES in the top tier of the Best Historically Black Colleges and Universities (HBCUs) in the nation.

The University of Maryland Eastern Shore is proud of its tripartite mission of being:

(1) A well-respected Historically Black University;

(2) One of the two Maryland Land Grant Institutions; and

(3) A comprehensive teaching/research institution offering bachelor’s, master’s, and doctorate degrees, with significant research and development activities.

UMES takes very seriously the charge of helping to prepare the future workforce for the State of Maryland and continues to graduate students in unique disciplines (aviation science, hotel and restaurant management, construction management, agribusiness management, physician assistant, and golf management). UMES is committed to graduating students who are globally competent.

Being fully committed to providing access to high quality, affordable, values-based educational experiences to students of all races who are first-generation college students, UMES emphasizes multicultural diversity and international perspectives. The University continues to serve the educational and research needs of Maryland’s multifaceted businesses, state and local governments, and non-governmental communities to meet the rural and economic development needs on the Eastern Shore, workforce development needs of the State of Maryland, and the international development priorities of the nation. Budgetary constraints notwithstanding, UMES’ student enrollment has continued to grow at an aggressive rate, reaching 4,433 in the fall of 2009 with 511 students being enrolled in graduate
programs (see figure 1). In addition, the enrollment profile for fall of 2009 shows greater diversity in the students population with Non-African American students accounting for 22.4% compared to 18% in fall of FY 2008 (see table 1).

![Figure 1: UMES Student Enrollment Trend - Fall 2005-Fall 2009](image)

Source: EIS Fall 2005-Fall 2009

<table>
<thead>
<tr>
<th>Race</th>
<th># Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,439</td>
<td>77.6</td>
</tr>
<tr>
<td>Native American</td>
<td>8</td>
<td>.2</td>
</tr>
<tr>
<td>Asian American</td>
<td>63</td>
<td>1.4</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>63</td>
<td>1.4</td>
</tr>
<tr>
<td>White</td>
<td>591</td>
<td>13.3</td>
</tr>
<tr>
<td>Foreign</td>
<td>167</td>
<td>3.8</td>
</tr>
<tr>
<td>Other</td>
<td>102</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,4330</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Enrollment Information System, 2009

II. CONTINUOUS FOCUS ON ACADEMIC EXCELLENCE AND GROWTH

The University’s Strategic Plan, “Learning and Leadership: Strategies for Student Success and Global Competence,” has ensured that the academic programs are responsive to the institution’s mission, relevant to workforce needs of the State and the nation, and that our graduates are prepared to meet the challenges of a highly competitive and global economy.
The University’s strategic priorities are guided by five goals that focus on quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. Academic programs at UMES form the centerpiece of the education enterprise where the emphasis is on student learning and leadership training. In the quest for academic excellence, UMES has focused on academic preparation that enables the students to be successful in their chosen disciplines and demonstrate competency and mastery in discipline-specific licensure examinations and global citizenry.

Figure 2 indicates that UMES’ retention rate (i.e., Full-Time First-Time students returning to UMES) has been increasing steadily from 64% in 2004 to 70% in 2009. The final retention rate for 2008 for students is likely to go even higher when the rate for UMES students returning to other four-year institutions in Maryland is included for Managing for Results accountability report for fall 2009.

The University understands the inextricable relationship between an accredited program, a program with national learning standards, student mastery in course work, and licensure examinations. Consequently, we have sought and continue to seek national accreditation for all our programs that have external professional accreditation bodies.

Figure 2: UMES Fall 2004-Fall 2008 Second-Year Retention Rate Trend

Source: EIS Fall 2005-Fall
A. Accreditations and Recognition

(i) U.S. News Recognition

In January 2009, for the third consecutive year, \textit{U.S. News and World Report} produced its ranking of the undergraduate education at Historically Black Colleges and Universities, and listed the University of Maryland Eastern Shore in the top tier of Historically Black Colleges and Universities.

(ii) National Licensure Examination Results

\textbf{Physical Therapy:} The Physical Therapy Program has consistently received the highest pass rate in the licensing examination. As in previous years, the program is in the elite national group that has consistently achieved 100\% pass rate.

\textbf{Teacher Education PRAXIS II:} UMES continues to enjoy a high pass rate on the licensure examination in teacher education, PRAXIS II. The pass rate on the PRAXIS II has been significantly increased and maintained over the last six years: 83\% in 2004, 100\% in 2005; 100\% in 2006; 100\% in 2007; 100\% in 2008; and 94\% in 2009 (see figure 3).

\begin{center}
\textbf{Figure 3: UMES 2005-2009 Licensure Exam PRAXIS II Pass Rate Trend}
\end{center}

\begin{center}
\includegraphics[width=\textwidth]{figure3.png}
\end{center}

\textit{Source: ETS}
New Accreditation

Pharmacy: The Accreditation Council for Pharmaceutical Education (ACPE) made its site visit to UMES November 10 – 12, 2009. As a result of the findings during campus visit in November, at its full Board meeting on January 22, ACPE granted UMES’ Pharm.D program pre-candidate status and the permission to admit its first class of 60 for Fall 2010.

Reaffirmation of Accreditations

Teacher Education: The Professional Unit completed its continuing reaccreditation/re-approval visit from the National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE) on October 25 – 29, 2008. In spring 2009, the Unit received notification that it has been granted continued reaccreditation from NCATE, and received approval from MSDE. The Unit was also given four commendations in the areas of Assessment and Field Experiences, and Clinical Practice.

The Professional Education Unit also received notification that the Special Education Programs (initial undergraduate and graduate) were nationally recognized by NCATE as a result of the program review process conducted by the Council for Exceptional Children. Their official report has been designated a national model.

Physician Assistant: As a result of the Continuation Accreditation site visit to the Physician Assistant Department, the Bachelor of Science program was awarded full certification by the Accreditation Review Commission on Education for Physician Assistant, Inc. (ARC-PA) through December 2011.

Rehabilitation Services: The Master of Science in Rehabilitation Counseling program was awarded an eight-year accreditation by the National Council on Rehabilitation Education.

Planned Accreditation

Business, Management & Accounting: The Department of Business, Management and Accounting continues to make progress in the pursuit of accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. The Third Annual Progress Report that was submitted to the Initial Accreditation Committee (IAC) in May 2008 was approved and the UMES business accreditation process was approved for an initial accreditation visit with the appointment of a Peer Review Team (PRT). The Self-Evaluation Report (SER) was submitted to the IAC and the PRT in August 2009. The Department is now preparing for the PRT site visit on March 21-24, 2010.

Pursuit of External Funds

In FY 2009, a total of $19.5 million was received by UMES in grants and contracts, as indicated in Table 2. This was the second highest total grants among all Comprehensive Institutions in the USM, and the highest average grant award per Full-Time Equivalent Faculty (FTEF) among the USM comprehensive institutions.
Table 2: UMES and Other USM Institutions’ Grants and Contracts Award Comparisons

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Award</td>
<td>FTEF</td>
<td>Average</td>
<td>Award</td>
<td>FTEF</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td></td>
<td>Award</td>
<td>Amount</td>
<td></td>
<td>Award</td>
</tr>
<tr>
<td>Comprehensives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSU</td>
<td>9,571,536</td>
<td>175</td>
<td>54,694</td>
<td>7,151,777</td>
<td>140</td>
<td>51,084</td>
</tr>
<tr>
<td>CSU</td>
<td>8,303,528</td>
<td>139</td>
<td>59,738</td>
<td>10,422,102</td>
<td>149</td>
<td>69,947</td>
</tr>
<tr>
<td>FSU</td>
<td>1,912,782</td>
<td>230</td>
<td>8,316</td>
<td>2,494,096</td>
<td>209</td>
<td>11,933</td>
</tr>
<tr>
<td>SU</td>
<td>3,886,661</td>
<td>305</td>
<td>12,743</td>
<td>4,702,476</td>
<td>297</td>
<td>15,833</td>
</tr>
<tr>
<td>TU</td>
<td>18,564,606</td>
<td>687</td>
<td>27,023</td>
<td>22,798,924</td>
<td>689</td>
<td>33,090</td>
</tr>
<tr>
<td>UB</td>
<td>8,004,190</td>
<td>162</td>
<td>49,409</td>
<td>7,122,987</td>
<td>156</td>
<td>45,660</td>
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<tr>
<td>UMES</td>
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<td>104,048</td>
<td>19,319,248</td>
<td>172</td>
<td>112,321</td>
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<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMB</td>
<td>410,049,084</td>
<td>1,527</td>
<td>268,532</td>
<td>449,020,777</td>
<td>1,605</td>
<td>279,764</td>
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<tr>
<td>UMBC</td>
<td>85,078,526</td>
<td>476</td>
<td>178,736</td>
<td>83,111,717</td>
<td>445</td>
<td>186,768</td>
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<tr>
<td>UMCP</td>
<td>405,616,126</td>
<td>1,928</td>
<td>210,382</td>
<td>399,291,350</td>
<td>1,901</td>
<td>210,043</td>
</tr>
<tr>
<td>Total USM</td>
<td>968,883,300</td>
<td>5,801</td>
<td>167,020</td>
<td>1,005,435,454</td>
<td>5,763</td>
<td>174,464</td>
</tr>
</tbody>
</table>

Source: Office of the Chief Operating Officer/Vice Chancellor of Administration and Finance, University System of Maryland, Instructional Workload of the USM, November 11, 2010.

C. Effectiveness and Efficiency

UMES is committed to the USM Board of Regents’ Efficiency and Effectiveness (E&E) initiative and strives to incorporate E&E elements in the development of new programs, redesign of some old courses, and in its operational processes. Three examples of E&E efforts to control cost of education and increase benefits to students are:

(i) Pharmacy Program

The innovativeness of the UMES Pharm.D program curriculum is in its block system. This innovative approach is attractive to students because it is efficient and cost saving, allowing students to complete their degree requirements in three years instead of the normal four. Thus apart from saving the cost of tuition for the fourth year, students earn income as pharmacists sooner.
(ii) Course Redesign

CHEM 111E, Principles of Chemistry: The Department of Natural Sciences at UMES successfully redesigned the course - Principles of Chemistry, Chemistry 111 - with significant cost saving to the University. The average cost per student enrolled decreased from $268 to $80, a 235% decrease in cost in comparison with the traditional course offering. The proportion of students earning a C or better improved from 50 percent to 70 percent. The redesign of CHEM 111 increased section population such that two sections of Redesigned Chemistry 111E are taught per academic year by two professors in place of seven sections of the traditional Chemistry 111 taught by six.

On November 27, 2009, the Redesign of CHEM 111 at UMES was cited in an article published by The Baltimore Sun. According to that article, based on the success of the redesign project of the University System of Maryland (USM) and citing the success of the redesign of the introductory chemistry course at UMES, “the Lumina Foundation gave $1 million grant money to USM to enable System institutions to expand their efforts to redesign the college courses most responsible for stalling students' pursuit of degrees.” Kristin D. Conklin, who is helping to run the grant program for Lumina, noted an introductory chemistry course at the University of Maryland Eastern Shore as an example of improvement through redesign. By adding online components and increasing student access to instructors, UMES improved the proportion of students earning a C or better from 50 percent to 70 percent in two years.

(iii) Course Units Taught by Tenured/Tenure Track Faculty

UMES’ 2008-2009 average course units taught by Tenured/Tenure Track Full-Time Equivalent Faculty were 7.7. Based on a standard of an average 7-8 course units per faculty member, this level of performance was the second highest among the comprehensive institutions in the University System of Maryland, demonstrating the University’s efficient use of its most important resource – faculty members (see table 3).

Table 3: Trends in Average Course Units (CU) Taught by Tenured/Tenure Track Faculty
2004 thru 2008-2009

<table>
<thead>
<tr>
<th>Institutions</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CU/FTEF</td>
<td>CU/FTEF</td>
<td>CU/FTEF</td>
<td>CU/FTEF</td>
<td>CU/FTEF</td>
</tr>
<tr>
<td>BSU</td>
<td>8.2</td>
<td>7.5</td>
<td>7.9</td>
<td>7.9</td>
<td>7.5</td>
</tr>
<tr>
<td>CSU</td>
<td>9.0</td>
<td>9.2</td>
<td>8.5</td>
<td>8.5</td>
<td>7.9</td>
</tr>
<tr>
<td>FSU</td>
<td>7.8</td>
<td>7.8</td>
<td>7.7</td>
<td>7.8</td>
<td>7.5</td>
</tr>
<tr>
<td>SU</td>
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<td>7.9</td>
<td>7.9</td>
<td>7.9</td>
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<tr>
<td>TU</td>
<td>7.3</td>
<td>7.1</td>
<td>7.0</td>
<td>6.9</td>
<td>7.0</td>
</tr>
<tr>
<td>UB</td>
<td>6.9</td>
<td>6.9</td>
<td>6.7</td>
<td>7.3</td>
<td>7.1</td>
</tr>
<tr>
<td>UMES</td>
<td><strong>7.5</strong></td>
<td><strong>7.6</strong></td>
<td><strong>7.8</strong></td>
<td><strong>7.4</strong></td>
<td><strong>7.7</strong></td>
</tr>
<tr>
<td>Comp. Avg.</td>
<td>7.7</td>
<td>7.7</td>
<td>7.5</td>
<td>7.5</td>
<td>7.4</td>
</tr>
<tr>
<td>UMBC</td>
<td>5.7</td>
<td>5.8</td>
<td>5.8</td>
<td>6.0</td>
<td>6.1</td>
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<tr>
<td>UMCP</td>
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<td>5.9</td>
<td>5.8</td>
<td>5.7</td>
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<tr>
<td>Research Avg.</td>
<td><strong>5.3</strong></td>
<td><strong>6.0</strong></td>
<td><strong>5.9</strong></td>
<td><strong>5.8</strong></td>
<td><strong>5.8</strong></td>
</tr>
</tbody>
</table>

Source: Office of the Chief Operating Officer/Vice Chancellor of Administration and Finance, University System of Maryland, Instructional Workload of the USM, November 11, 2010.
III. PRODUCING GLOBALLY COMPETENT CITIZENSHIP

The pursuit of excellence in higher education requires the integration of global perspectives and the promotion of international experiences as being central to the mission of the University and to campus life. Hence UMES’ Strategic Goal 1.3 which states:

*The University will develop a comprehensive international program to support: (i) Student Study Abroad, (ii) international students and scholars, and (iii) globalization of the curricula.*

UMES’ efforts to enhance international education in FY 2009 included:

(i) **Global Studies Certificate Program**

In FY 2008, a new certificate program which requires 15 credit hours of Interdisciplinary Global courses was developed. The program is optional and open to all UMES students. The objectives of the certificate program are:

- To provide interdisciplinary courses in global studies for UMES students.
- To offer significant international dimension to students’ departmental majors.
- To provide tools students can use to understand, acquire knowledge, and develop skills for living and communicating in the global interdependent and culturally diverse world of the 21st century.

In FY 2009, seven additional courses from disciplines including History, English, Sociology, and Modern Languages (French, Spanish, and Arabic) were incorporated into the global curriculum and added to the options for the Global Studies Certification Program.

(ii) **Faculty/Staff International Professional Development Abroad**

- In FY 2009, one faculty member each, from the Departments of Natural Sciences, Human Ecology, Mathematics and Computer Science, Business Management and Accounting, Social Sciences, and Engineering and Aviation Sciences, was supported to conduct faculty professional development activities overseas. Countries visited included: Ghana, South Africa, Malaysia, India, and Uganda.

- In October 2009, 23 UMES personnel (eleven faculty, six staff, and six students) were sponsored to attend a UMES global education workshop in Ghana.

- One professor from Malaysia visited UMES under the Fulbright Scholar Exchange Program as the International Scholar-in-Residence for six months. She conducted research with faculty in Mathematics and Computer Science and shared her expertise and culture with the UMES community.

- Five students in the Department of Agriculture completed a three-week study abroad internship in Belize.

- Ten educational administators from Nigeria visited UMES to study UMES experiences.
(iii) Special International Student Recruitment

In March 2009, UMES, signed a Memorandum of Understanding (MOU) with Delta State Oil Producing Areas Development Commission (DESOPADEC) in Nigeria. The main purpose of the MOU was to allow students from Delta State to attend UMES. An Articulation Agreement, further detailing the students’ attendance, was signed in July 2009. The Agreement made provision for 97 scholarships, for both graduate and undergraduate students, to attend UMES. In January 2010, 73 students (28 graduates and 45 undergraduates) were granted Visas to enter the United States and enrolled at UMES in spring 2010. The total amount of money received by UMES for the students’ first year expenses is $3,628,644.

(iv) Expanding International Partnerships for Study Abroad

To expand opportunities and diversity in geographic locations for Student Study Abroad, three new linkages were established:

- MOU between UMES and Estonian Aviation Academy, Estonia was signed in May 2009. This agreement allows for the exchange of faculty (Research/Outreach opportunities) and Students (Graduate/advanced degrees, Undergraduates/study abroad).

- MOU between UMES and the Universiti Kuala Lumpur was signed in July 2009. This agreement allows for the exchange of faculty (Research/Outreach opportunities) and Students (Graduate/advanced degrees, Undergraduates/study abroad).

- Articulation Agreement was signed between UMES and Walter Sisulu University in South Africa, which allows for faculty, staff, and student exchange.

IV. MEETING LOCAL, STATE, NATIONAL, AND INTERNATIONAL PRIORITIES

A. Local and State Priorities

To help in developing human capital needed to address local and state workforce needs the following programs have been developed:
(i) Pharmacy

UMES has been approved to offer the Doctor of Pharmacy (Pharm.D) program. Pharmacy is one of the top 25 high demand occupations in the State. The fall 2006 statewide listening tour on partnering workforce development and higher education reinforced the need for pharmacy and in regional locations of the State such as the Eastern Shore. UMES plans to implement the Pharm.D program in fall 2010. The first graduating class of anticipated 60 students will be in the third year of the program on-or before 2012, at which time the new and returning enrollment in the program is anticipated to be approximately 180.

(ii) Engineering

The independent four-year Engineering Degree program was developed in 2007 to support the growing technological and industry demands of the Eastern Shore and satisfy workforce development needs. This program has four specializations – electrical, computer, mechanical and aerospace. This growing program enrolled 93 students in fall 2009.

(iii) Professional Golf Management

The Professional Golf Management inaugural cohort began in the fall 2008 semester, consisting of 13 students. UMES was the 20th college to become accredited by the PGA to offer its Professional Golf Management Program, and the first Historically Black College and University. During the fall of 2008, the PGA of America asked all 20 PGM universities to change the name of the PGM Program to PGA Golf Management, a branding issue for the PGA of America. Now in its second year, the program has a total enrollment of 23 students. The first cohort of 13 students completed First Level 1 Checkpoint, a major step toward graduation and PGA membership, in January 2010. Testing was administered by the PGA of America staff. UMES had 10 of 14 students complete the Level 1 Checkpoint for a passing rate of 71.4%. The national average for first time passers at the 20 universities is 49%.

(iv) Collaboration with USM Regional Centers and Salisbury University

Shady Grove: The University of Maryland Eastern Shore has two academic programs offered at The Universities at Shady Grove (USG). The two programs, Hotel and Restaurant Management (HRM) and Construction Management Technology (CMT), are offered within the School of Business and Technology.

Salisbury University: In 1981, the University of Maryland Eastern Shore and Salisbury University entered into a Long-Range Collaborative Academic Plan. The Plan included the development of joint academic programs. In 1990, a dual degree program that permitted UMES Sociology majors to earn a concurrent second bachelor’s degree in Social Work was implemented. In addition, Salisbury University Biology majors could earn a second degree from UMES in Environmental Science. In 1996, the Master of Arts in Teaching (MAT) was implemented between the two universities. These three collaborative agreements are currently active and students have access to degree programs that are not located at their home campuses.
Rural Development Center Efforts

- The Rural Development Center turns 20 this year. During this 20-year period, the UMES Rural Development Center has received over $14.3 million in grants and contracts in support of a comprehensive list of business and economic development initiatives and a large number of heritage and cultural programs on the Delmarva Peninsula. Another accomplishment of the Rural Development Center is that over the past 14 years, its Revolving Loan Fund has provided access to over $113 million in funds to support 78 borrowers and has impacted over 5,600 manufacturing jobs on the Lower Shore, thus demonstrating UMES’ commitment to growing and sustaining Maryland-based businesses.

- UMES continues to demonstrate its benefit to the State by helping AviHome, LLC commercialize new technology. UMES provided access to over $1.5M in federal and state funding to demonstrate its new flooring technology for poultry houses. Initial studies show the potential to reduce significantly, and in some cases prevent the production of ammonia in the houses. This means an improved environment for the birds and human workers, and the possibility to improve control of nitrogen and phosphorus in poultry waste. The study has demonstrated repeatable results in the 12-chamber experimental poultry house and has entered the next phase of pre-commercial testing of the flooring system. The current tests are being conducted in one of the University’s existing production poultry houses that has been retrofitted with the new flooring system. The first six-week trial has begun and initial results from the full-scale production facility are expected later this spring. AviHome, LLC anticipates going commercial with its new flooring product later this year pending results of these studies.

Maryland Hawk Corporation

- The Hawk CubeSat (HawkSat 1), the first CubeSat-class satellite designed, developed, fabricated, tested, and launched entirely from the Eastern Shore of Maryland and Virginia, recently made its mark – in space and in history. The Hawk CubeSat, developed by the Hawk Institute of Space Sciences LLC (HISS) in conjunction with the National Aeronautics and Space Administration at the Wallops Flight Facility, sat on board the Air Force Minotaur 1 rocket launched from the Mid-Atlantic Regional Spaceport on Tuesday, May 19, 2009. According to NASA, the satellite’s primary function was to act as a proof of concept vehicle for future satellites to be developed by the Hawk Institute for Space Sciences. HawkSat-1 subsystems include command and data handling, electrical power system with solar panels to recharge the flight batteries, and radio communications with an antenna deployment system. In addition, HawkSat-1 carries a customer payload developed by a major aerospace firm. This experiment contains an external payload board, which exposes newly developed materials to the radiation and temperatures encountered in the space environment.

- “The launch of the HawkSat1 from the NASA Wallops Space Flight Facility comes as the culmination of over two years of hard work by the Maryland Hawk Corporation (MHC), an affiliated non-profit of UMES, and by HISS scientists and engineers,” said Daniel S. Kuennen, MHC executive director. “MHC invested early stage funding and organizational support to expand the regional economic activity at the Wallops facility through the development of HISS LLC. Those investments are now beginning to pay dividends.”
The Maryland Hawk Corporation develops opportunities to improve regional and state economic infrastructure and to advance Eastern Shore regional economic development and diversification. NASA Wallops was identified as a great asset for economic development to build off federal infrastructure investments in an earlier cluster analysis sponsored by UMES in cooperation with the Worcester County Department for Economic Development.

The MHC helped to form and financed the Hawk Institute for Space Science LLC, located in Pocomoke City, and is the majority member in the LLC. HISS is a full service engineering company specializing in aerospace engineering services for commercial and governmental agencies. The company seeks to partner with academia and governmental organizations to develop opportunities for student participation in the aerospace industry; to expand the utilization of local, regional and national resources through partnering with customers; and to support the development of the aerospace industry on the Eastern Shore.

B. National Priorities

(i) MARCU*(STAR) Program

The aim of the UMES MARCU*(STAR) program is to increase the number of underrepresented biomedical scientists with doctoral degrees for the U.S. workforce. The program was refunded for another five years beginning June 1, 2009 for $2,500,000. As a result of the quality science programs in biology and chemistry at UMES, 94% or 17 of 18 MARCU graduates were accepted into Ph.D. programs at various institutions nationwide in the last five-year funding period which ended in 2008. Six former trainees have earned their Ph.D.s and an additional seven have been admitted to candidacy. Some of the graduates are currently employed at the National Institutes of Health, Tulane University, and Clark Atlanta University, etc. Another will return to UMES as an Assistant Professor of Pharmaceutics in the UMES PharmD. program in summer 2010. Examples of institutions into which our UMES MARCU graduates have matriculated for their Ph.D. include University of Maryland Baltimore, Vanderbilt University, University of Pittsburgh, Thomas Jefferson University, Howard University, Purdue University Indiana, Johns Hopkins, University of Pennsylvania, and University of North Carolina, Chapel Hill.

(ii) UMES Living Marine Resources Cooperative Science Center – LMRCSC

UMES is the lead institution in the $25,000,000 Living Marine Resources Cooperative Science Center (LMRCSC), which was established in 2001 with funding by the National Oceanic and Atmospheric Administration’s (NOAA’s) Educational Partnership Program (EPP). The LMRCSC is one of five centers established nationwide by NOAA EPP since 2001. LMRCSC supports research and training of students in NOAA-related sciences in order to increase science competency and competitiveness of U.S. workforce. Since its establishment in 2001, over 15 LMRCSC graduates with MS and Ph.D. degrees in fisheries have been employed by NOAA.

(iii) Vaccine Research at UMES

Leishmaniasis: Two Department of Natural Sciences professors received $160,000 in funds from the Technology Development Corporation of Maryland (TEDCO) and the U.S. Army Material and Research Command (AMRC) in Fort Detrick, Maryland, to conduct research on the Identification and Characterization of the causative agent of Leishmaniasis, a deadly parasitic protozoan disease. The research is important to the U.S. military because its personnel are at high risk to contract leishmaniasis and recently reported drug resistance. The aim of research is to identify and characterize an enzyme that can be used in vaccine design.
**Schistosomiasis:** Another professor’s research, funded by the National Institutes of Health for $800,000, focuses on identifying and characterizing the structures of the immunogenic carbohydrate epitopes to allow their large scale synthesis and formulation into suitable conjugates for trial as vaccine targets for individuals who have Schistosomiasis, a tropical disease. Approximately 210 million people are infected with schistosomes worldwide and these infections are responsible for an excess of 300,000 deaths annually.

C. **Partnership with USDA/USAID for International Development**

Through four cooperative agreements between UMES and the U.S. Department of Agriculture (USDA), UMES provides technical assistance to the U.S. Agency for International Development (USAID). In FY 2009, UMES provided 22 long-term advisors assigned to USAID offices in Washington, D.C. to provide technical assistance and training to several countries. Two of the most critical international development challenges are poverty reduction and food insecurity in developing economies, especially in sub-Saharan Africa. The following are UMES’ contributions to addressing food insecurity and hunger:

(i) **Global Hunger & Food Security Initiative**

The USAID Africa Bureau’s Office of Sustainable Development (SD) is one of several USAID management units assigned an implementation role for The President’s Global Food Security Response. The agriculture team within SD’s Economic Growth, Environment, and Agriculture (EGEA) division has the lead responsibility for implementation in the Africa Bureau. The President’s Global Food Security Response recognizes that, to address the challenges posed by high food prices worldwide, higher levels of sustained support will be needed for agricultural development over the next five years. The major objectives of the response are: 1) to double production of selected staple food commodities in selected countries; 2) double intra-regional trade of staple food products, especially in Africa that will help food insecure countries benefit from increased food supplies regionally; and 3) promote sound policies to increase the competitiveness of agriculture for sustained growth. These objectives and related actions are critical for stabilizing food supplies, reducing food prices, increasing incomes and revenue needed to buy food, and stimulating higher rates of agricultural growth to reduce food security in Africa.

(ii) **Sudan Agricultural Program**

The Sudan Comprehensive Peace Agreement signed on January 9, 2005, ended Africa's longest running civil war and was a major achievement for the President and the U.S. Government (USG), which played the key role in brokering the peace. USAID’s Africa Bureau the Office of Sudan Programs (AFR/SP) was established to respond to the rapidly growing needs of the Sudan program.

In FY 2009, UMES received a cooperative agreement totaling $2,263,302 to provide 17 long-term technical advisors for the two U.S. Presidential initiatives listed above, namely the Global Hunger and Food Security Initiative and the Sudan Agricultural Program.
(iii) Urban Disaster Mitigation and Assistance for Emergency Locust and Grasshopper Abatement (AELGA)

In FY 2009 UMES also received two Agreements totaling $690,729 for four long-term specialists to provide training and support for the USAID Bureau for Democracy, Conflict and Humanitarian Assistance (DCHA), U.S. Office for Foreign Disaster Assistance (OFDA), Disaster Response & Mitigation (DRM).

(iv) HPAI Indonesia Country Director

The fourth Agreement for FY 2009 totaling $330,792 with USDA's Foreign Agricultural Service (FAS), Animal and Plant Health Inspection Service (APHIS), and International Service provides for a long-term technical advisor in Indonesia working on controlling Highly Pathogenic Avian Influenza.

In FY 2009, the four agreements with USDA totaled $3,284,823. The 22 International Development Advisors that UMES has assigned to USAID work in several African countries including Sudan, Ghana, Kenya, Mali, Senegal, Cameroon, South Africa, Zambia, Liberia, and Malawi; and other countries such as Indonesia, Iraq, Afghanistan, Serbia and Haiti. UMES Advisors provide technical assistance and training on projects related to Human Capacity Development, Insect Control, Disaster Mitigation, Agricultural Development, Avian Influenza Control, and Food Security.

D. Biennial International Workshop

The University of Maryland Eastern Shore, in partnership with the University of Cape Coast, Ghana; Kwame Nkrumah University of Science and Technology, Ghana; Central Region Development Commission, Ghana; and Golden Beach Hotels (GH) Ltd., Ghana, hosted its Third Biennial International Workshop in Accra, Ghana on October 14-16, 2009. Administrators, faculty, students, staff and alumni from some 44 domestic and international universities and over 200 participants representing 41 organizations ranging from donor community, non-governmental organizations, the private sector, and civil society discussed “Capacity Building for Global Competitiveness in Developing Economies: The Nexus of Technology Development and Transfer, Education and Culture.” A delegation of eight Ministers from various departments of the government of Ghana was present to participate in the opening ceremonies and attend some of the workshop sessions. Six UMES alumni participated in the workshop.

The Third Biennial International Workshop was a resounding success with representatives from several counties in Sub-Saharan Africa, United States, Middle East, and the Caribbean. The workshop was so successful that three other American universities, and a major international development organization, have asked to collaborate with UMES to co-sponsor the next Biennial Workshop in 2011.

E. Foreign Language Instructional Center

The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages and international affairs, as well as upon a strong research base in these areas. Advances in communications technology and the growth of regional and global problems make knowledge of other countries and the ability to communicate in other languages essential to the promotion of mutual understanding and cooperation among nations and their peoples. Dramatic post-Cold War changes in the world’s geopolitical and economic landscapes are creating needs for American expertise and knowledge about a greater diversity of less commonly taught foreign languages and nations of the world. Systematic efforts are necessary to enhance the capacity of institutions of higher education in the United States for: (a)
producing graduates with international and foreign language expertise and knowledge, and (b) research regarding such expertise and knowledge.

The Higher Education Opportunity Act enacted on August 14, 2008, calls for:

- institutions of higher education in the United States to produce increased numbers of trained personnel and research in foreign languages, area studies and other international studies;
- developing a pool of international experts to meet national needs; and
- developing and validating specialized materials and techniques for foreign language acquisition and fluency, emphasizing (but not limited to) the less commonly taught languages.

In response to this call, UMES has developed a Foreign Language Instructional Center. UMES through the Office of International Programs envisioned the need for and then created the Foreign Languages Instructional Center (FLIC) to address this dire need for the learning of more foreign languages that have been characterized as less-commonly taught languages that are critical to the US national security and interests.

FLIC has a high-tech, state of the art facility that is available to government and state agencies, industry and UMES personnel who desire to study, teach foreign languages, conduct commerce, promote democracy or expect to work abroad. Its focus is on conversational proficiency in the identified less commonly taught foreign languages which include for example Arabic, Swahili, Hausa, Akan, Hindi, Spanish, Xhosa, and Chinese. In addition, FLIC activities involve teaching the participants the sociology, culture, and history of the original speakers of the languages as vital contexts for languages and to better prepare the participants for travel, teaching and personal contacts.

F. JA FARMS: Jamaica

In 2007, the Maryland hawk Corporation joined with Citizen Development Corps as a subcontractor under a USAID Jamaica contract in collaboration with Jamaica’s Ministry of Agriculture to introduce the FARMS (Farmers Access to Regional Markets) model developed at UMES to Jamaican farmers, referring to the project as JA FARMS. The model works by facilitating market linkages between smallholder farmers and processing intermediaries to enhance the performance of the agribusiness industry in targeted regions. Essentially, by fostering the creation of grower associations to balance the grower-marketer relationship, wealth is equitably distributed. Additionally, grower associations enable smallholder farmers to compete with larger, more capital intensive producers by allowing them to access agricultural inputs, financing, transportation, and other services under more favorable terms.

In Jamaica, JA FARMS proved to be extremely successful. The project leveraged $5.7 million in local inputs, infrastructure development, and cash in private sector support from Jamaican businesses and matching funds from the USAID Jamaica. With participation from three champion businesses in the agro-processing industry – Walkerswood Caribbean Foods, Santoy Cooperative, and Rock Mountain Herbs – JA FARMS was able to expand the market opportunities for small farmers and other community groups while promoting the preservation of the island’s unique biodiversity.

V. FUNDRAISING

The Institutional Advancement Division led the University’s philanthropic efforts, raising over $1.5 million in charitable gifts during 2009. UMES received its largest gift of $355,000 ever from an
The alumnus. The institution also received a $240,000 gift from the J. Willard and Alice Marriott Foundation to enhance further the university’s renowned Hotel and Restaurant Management program.

The University’s recent emphasis on philanthropy is paying significant dividends. For the first time in its history, UMES had over $1 million in endowment interest and outright gifts available to spend on student scholarships, faculty and staff development and other donor-driven priorities. As recently as 2000 UMES had just over $250,000 in interest and gifts available for student scholarships.

The UMES Campaign for Academic Excellence has raised over $10 million toward its $14 million goal. The University will raise more in its campaign than during the entirety of its previous 125-year history. The alumni giving rate has risen to 11%, much improved over the 2.5% rate at the beginning of the campaign.

VI. RESPONSES TO LEGISLATIVE ANALYST’S ISSUES AND RECOMMENDATIONS

Issue #1 (Page 17):

The President should comment on plans to level-fund need-based institutional aid despite the planned 3% tuition increase for undergraduate resident students and the University’s efforts to decrease the amount of unmet need among the lowest income students.

Response:

The analyst is correct that UMES has significantly increased institutional need-based aid annually from an actual expenditure of $1,182,144 for FY 2006 to a budget of $2,071,255 in Fall 2011, which is an increase of $899,111 or 75.2%. It should be recognized that there will be a significant increase in endowment generated aid from programs such as the Hazel/Educational Scholarship Fund, the Henson scholarship Fund and the Bernstein Fund, in excess of $150,000, and is more than 250% of what equates to a 3% increase of the need-based aid budget. UMES made a strategic decision to direct the $254,462 of additional institutional aid to seek additional students entering into the UMES Honors Program. This strategy is in concert with the retention and graduation goals that have been established for the University.

Issue #2 (Page 19):

The President should comment on how the existing programs have been enhanced using guidance provided by the MHEC-HBI report to improve graduation and retention among underprepared students.

Response:

UMES has enhanced existing programs using guidance provided by the MHEC-HBI report to improve retention and graduation among its underrepresented students by (1) enhancing Summer Bridge Programs; (2) strengthening advising policies and practices; (3) supplementing instruction, and (4) course redesigning.

The Summer Bridge program was enhanced by providing more tutoring support, mentors and structured academic activities after the end of the academic day. Additionally, instructors were required to meet weekly to identify students who were “at-risk” of not being successful. These students were referred to Supplemental Advisors who provided more structure and guidance to assist these students in the
transition from high school to college. Their goal was to assure that students connected daily with mentors and peer tutors.

Advising Policies and Practices included the requirement for each academic advisor to meet with his/her new freshman advisees during the first week of each academic semester. The outcomes of these meetings were individualized Student Success Plans. The advisor and Access and Success staff monitored these students to assure they followed their plans. Learning Communities were enhanced this year by enrolling the students who participated in the Summer Bridge program into designated learning communities; each learning community has pre-selected faculty who were committed to the learning community concept.

Supplemental Instruction is still being provided to Mathematics and Science students. Additionally, the University now provides peer mentors and tutors to gatekeeper courses in mathematics and science. The tactic assists the University in providing services to the students who need these services, but who might be reluctant to avail themselves of the services.

The SMARTTHINKING Online Tutoring service is being used to provide students with anywhere, anytime tutoring support in Mathematics and Statistics, Science, Business, and Writing. This service enables students to connect with a tutor and interact live, submit their writing for any class to the SMARTTHINKING writing lab, and submit a question and receive a response from a tutor. The service also provides a full range of study services including writing manuals, sample problems, research tools, and study skill manuals. Students have the convenience of accessing the service 24 hours a day, seven days a week.

The Department of Natural Sciences at UMES successfully redesigned the course Principles of Chemistry, Chemistry 111 with significant cost saving to the University. The average cost per student enrolled decreased from $268 to $80, a 235% decrease in cost in comparison with the traditional course offering. The proportion of students earning a C or better improved from 50% to 70%. The redesign of CHEM 111 increased section population; now two sections of redesigned Chemistry 111E are taught per academic year by two professors in place of seven sections of the traditional Chemistry 111 taught by six. On November 27, 2009, the Redesign of CHEM 111 at UMES was cited in an article published in The Baltimore Sun.

According to that article, based on the success of the redesign project of the University System of Maryland (USM) and citing the success of the redesign of the introductory chemistry course at UMES, “the Lumina Foundation gave $1 million grant money to USM to enable System institutions to expand their efforts to redesign the college courses most responsible for stalling students' pursuit of degrees.” Kristin D. Conklin, who is helping to run the grant program for Lumina, noted an introductory chemistry course at the University of Maryland Eastern Shore as an example of improvement through redesign. By adding online components and increasing student access to instructors, UMES improved the proportion of students earning a C or better from 50 percent to 70 percent in two years.

**Issue #3 (Page 19):**

The President should comment on the impact that fluctuations in first-time student enrollment have on appropriately planning to provide expanded services to this population.

**Response:**

In FY2008, the university established an improved screening process to identify students with the greatest potential of success through graduation. This initiative was started to 1) increase the number of
students that are fully prepared for rigorous academic pursuits, and 2) to reduce the total number of entering students needing remedial support. The anticipated result has been an overall reduction in the number of first-time freshmen, which in turn has allowed UMES to focus its underfunded student support efforts on a smaller and more concentrated population.

In addition, UMES has implemented concurrent initiatives to increase the number of transfer students in order to help offset the resulting enrollment reduction in upper division courses (as shown in the figure below), and to increase its effectiveness in boosting retention rates. Both of these components have contributed to forcing an increase in enrollment in spite of the planned reduction in first time freshmen.

UMES expects that this strategy will continue to yield a greater consistency with planned first-time freshman population and that the overall strategic direction is in full concert with the retention and graduation goals that have been established for the institution.

![Graph showing enrollment trends](image)

**RECOMMENDED ACTIONS**

**Recommendation #1:**

Adopt the following narrative:

*Report on Outcomes of Students Participating in Access and Success Programs by Cohort:* The committees request that Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) each annually submit progression, retention, and graduation data on all students participating in Access and Success programs. In this first year of data collection, baseline data from fiscal 2009 should be submitted along with fiscal 2010 data, in accordance with a framework developed by the Maryland Higher Education Commission (MHEC) to facilitate the collection and analysis of data evaluating the impact of Access and Success programs across the historically black institutions (HBIs). Date should be submitted to MHEC by August 15, 2010. MHEC should submit the data and analysis to the budget committees by October 15, 2010.
Response:

The University of Maryland Eastern Shore has no objection to submitting annually “progression, retention, and graduation data on all students participating in Access and Success programs.” However, UMES would like to remind the subcommittee that all evidence, including the Bohanan Commission Report, suggests that the current Access and Success funding level is not adequate to achieve the expected increases in retention and graduation rates.

VII. CONCLUSION

The University of Maryland Eastern Shore (UMES) has witnessed yet another very successful fiscal year. The UMES community and I are very grateful for the budgetary support the State of Maryland provides that has and will continue to enable us to provide the high quality education our students expect and deserve. Our tripartite mission as a well-respected Historically Black University, one of the two Maryland Land Grant institutions, and comprehensive institution with a focus on learning, inquiry, and engagement provides us exceptional opportunities to have impact on organizations and peoples’ lives. Our mission calls us to serve the educational and research needs of Maryland’s multifaceted businesses, state and local governments, nongovernmental organizations, and communities to meet the needs of the Eastern Shore. It also calls us to meet the workforce development needs of the State of Maryland, and the international development priorities of the nation.

The funding provided by the State enables us to provide access to high quality education to an ever-growing student population from diverse backgrounds including race, income, and social status. In the past seven years, our student population has grown from 3,644 in fall 2002 to 4,433 in fall 2009, a whopping 21.7%; UMES has the most diverse student population among its peers with non-African American students accounting for more than 20% for the fall of 2009 enrollment compared to our peers whose non-African American populations are in single digits; and we continue to serve students from low income backgrounds, while more than 40% of students are first generation. We are also servicing the System goal to recruit international students as confirmed by the 73 students recruited from Nigeria for the spring 2010 semester. These students are fully funded by the Delta State Oil Producing Areas Development Commission (DESOPADEC). Additional income to the university in the amount of $3,628,644 has been realized from this initiative alone in the first year.

The fact that we provide access to students from diverse backgrounds does not mean that we compromise our standards. UMES has been recognized by the U.S. News & World Report (2009) as being in the top tier of Historically Black Colleges and Universities for the third time in a row; has a high pass rate in Physical Therapy and teacher licensure examinations; twenty-two of its programs are currently accredited by respective accrediting organizations. In addition, UMES offers unique programs of exceptional quality that attract academically strong students. These programs include Physical Therapy, Hotel & Restaurant Management, Physician Assistant, Aviation Science, Professional Golf Management, and beginning fall 2010 Doctor of Pharmacy.

At UMES, we understand the importance of producing globally competent citizens. In FY 2008, we launched a Global Studies Certificate program and we actively promote faculty/staff professional international development abroad as well as Study Abroad programs. Since May 2009, UMES has signed Memoranda of Understanding with the Estonian Aviation Academy, in Estonia, Universiti Kuala Lumpur,
Malaysia, and Walter Sisulu University, South Africa to provide opportunities for professional development and study abroad to faculty, staff, and students from partner institutions.

UMES is fully aware of the financial crisis that the state, nation, and global community are experiencing due to the recession. The University is fully committed to ensuring the every employee bears his/her fair share of the burden. In addition, the University utilizes Efficiency and Effectiveness measures to ensure that resources go a long way. These measures include designing unique programs that take a shorter period of time without sacrificing the standard/quality such as a three-year Pharmacy Doctorate instead of four years; course redesign, and leveraging resources from external sources. UMES’ fundraising efforts are bearing fruit with the Campaign’s success in raising $10 million toward a $14 million goal and alumni are validating the quality of our work by the contributions they make.

I would be remiss if I did not underscore the importance of continued, sustained, and equitable support needed from the State when the economic circumstances permit to enable UMES to provide students the high quality education they deserve. The weighted average faculty salary is far below the benchmark (57% versus 85%), technology is in need of updating, and resources for facilities renewal are also at a lower rate than expected by the benchmark. In short, UMES cannot continue to “Make Good Better” on diminishing resources. Something is bound to give and it would be unfortunate if the high quality learning we provide to our students fell victim.

Thank you for your attention.