THE MARYLAND SENATE
BUDGET & TAXATION
SUBCOMMITTEE ON
EDUCATION, BUSINESS, & ADMINISTRATION
FEBRUARY 17, 2011

THE MARYLAND HOUSE
APPROPRIATIONS COMMITTEE
SUBCOMMITTEE ON
EDUCATION, & ECONOMIC DEVELOPMENT
FEBRUARY 21, 2011

Presented to

THE MARYLAND SENATE
BUDGET & TAXATION
SUBCOMMITTEE ON
EDUCATION, BUSINESS, & ADMINISTRATION
FEBRUARY 17, 2011

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APPROPRIATIONS COMMITTEE
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FEBRUARY 21, 2011

By

THELMA B. THOMPSON, Ph.D.
President

February 2011
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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 2012 budget request for the University of Maryland Eastern Shore (UMES). My testimony highlights the progress that UMES has made during the past year, delineates the University’s support and commitment to the University System of Maryland’s (USM) 10 Year Strategic Plan: Powering Maryland Forward – USM’s 2020 Plan for More Degrees, a Stronger Innovation Economy, and a Higher Quality of Life, 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 in our State, despite the continued National and State economic downturns.

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 funds 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 thankful 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 grateful for the support and the investment that the State has made and continues to make 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. As you are very well aware, demographic trends and other factors have led to increased demand for higher education in our State, especially among low income, underrepresented, and first generation students. These groups of students represent a large component of UMES’ population, given our historic interest and mission.

The investment that you have made at UMES during my eight-year tenure at the University has enhanced our capacity and capabilities to work effectively with our highly diverse student population; and is exhibiting excellent returns as evidenced by the following national recognition.

**National and USM Recognitions**

(i) U.S. News Recognition

- In January, 2010, for the third consecutive year, *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.

- In 2010 *U.S. News & World Report* included the University of Maryland Eastern Shore in its A-Z List of Best Graduate Education Schools for the second consecutive year.
(ii) National Licensure Examination Results

**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.

**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 seven years: 83% in 2004, 100% in 2005; 100% in 2006; 100% in 2007; 100% in 2008; 94% in 2009; and 100% in 2010.

(iii) USM Awards

- Two UMES faculty members received USM Regents’ 2010 Faculty Awards. Dr. Joseph Arumala received an award for public service, and Dr. Raymond Blakely received an award for mentoring.

- **USM Course Redesign Fellow:** To support USM faculty interested in redesigning courses under the Lumina and/or Carnegie funding mechanisms, Jennifer L. Hearne, Ph.D., Assistant Professor of Biochemistry at UMES, was named a 2010/2011 USM Course Redesign Fellow.

(iv) National Center for Academic Transformation (NCAT)

Drs. Jennifer Hearne and Joseph Okoh were recognized by the National Center for Academic Transformation for their contributions to course redesign. They were appointed as NCAT Redesign Scholars in August 2010. As Redesign Scholars, they address requests from individual campuses and higher education systems for advice and consultation about course redesign, ranging from a single speaking engagement to conducting a workshop to establishing an ongoing consulting relationship.

(v) Middle State Commission on Higher Education Accreditation

UMES was reaccredited by MSCHE after successfully meeting all 14 standards with:

- **No Recommendation** – First in UMES’ History

- **Five Commendations** – First in UMES’ History

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 (i.e., aviation science, hotel and restaurant management, construction management, agribusiness management, physician assistant, and professional golf management). UMES is also committed to “regular” degrees such as Teacher Education, of which there are 16 such programs. In addition, UMES is committed to graduating students who are globally competent and ready to compete in the highly competitive global economy of the 21st century.

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.
II. CONTINUOUS FOCUS ON ACADEMIC EXCELLENCE AND GROWTH

Academic programs at UMES form the centerpiece of the education enterprise with emphasis on student learning and leadership. In our quest for academic excellence, UMES has focused on academic preparations that enable the students to be successful in their chosen disciplines and demonstrate mastery in discipline-specific learning outcomes, and general education competencies.

The University understands the inextricable relationship between an accredited program, a program with learning outcome 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 and have developed student Learning Outcomes Assessment Plans for each degree program.

A. Programs and Enrollment Growth

Budgetary constraints, notwithstanding, UMES’ student enrollment has continued to grow at an aggressive rate, reaching 4,540 in the fall 2010 (see figure 1) with 573 students enrolled in graduate programs. In addition, the enrollment profile for fall 2010 (see table 1) shows greater diversity in the students’ population with Non-African American students accounting for 26.4% compared to 22.4% in fall 2009.

Figure 1: UMES Student Enrollment Trend - Fall 2006-Fall 2010

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>4,130</td>
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<tr>
<td>Fall 2007</td>
<td>4,086</td>
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<tr>
<td>Fall 2008</td>
<td>4,290</td>
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<tr>
<td>Fall 2009</td>
<td>4,433</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>4,540</td>
</tr>
</tbody>
</table>

Source: Student Enrollment System files, Fall 2006-Fall 2010
Table 1: Fall 010 Student Enrollment by Race

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black /African American</td>
<td>3,340</td>
<td>73.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>18</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>90</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>100</td>
<td>2.2%</td>
</tr>
<tr>
<td>White</td>
<td>627</td>
<td>13.8%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>195</td>
<td>4.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>39</td>
<td>0.9%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>128</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>4,540</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Enrollment Information System, 2010

B. Accreditations

(i) New Accreditation

Pharmacy: The Pharmacy Program is continuing with the Accreditation Council for Pharmaceutical Education (ACPE) accreditation process. The process includes (1) the hiring of six new faculty members for fall 2011, (2) submitting the Candidate Accreditation status application by February 18, 2011, (3) planning a site visit for April 5-7, 2011, (4) preparing the classroom for the second year Pharmacy students targeting July 1, 2011 for completion, and (5) admitting the second class of 60 students by May 15, 2011. All of these activities are on target and will be accomplished on schedule.

(ii) Reaffirmed Accreditation

PGA Golf Management: The PGA Evaluation Committee conducted an interim evaluation of the PGA Golf Management Program on October 5-6, 2010. After meeting with the PGA Golf Management staff, university officials, students and visiting the golf operations, the UMES/PGA Golf Management Program was reaffirmed by the PGA of America.

(iii) Planned Accreditation

Department of Business, Management and Accounting: The Department of Business Management and Accounting had its Deferral Team visit on January 31 – February 1, 2011 for the Association to Advance Collegiate Schools of Business (AACSB) International accreditation. The AACSB Initial Accreditation Committee (IAC) took place on March 21-24, 2010. The Peer Review Team (PRT) made three recommendations. The recommendations were addressed in the Deferral report. During the exit interview, the team indicated that on March 7, 2011 it would recommend, in writing, that this program be granted full AACSB accreditation status. On April 28-30, 2011, the annual meeting of the AACSB will take place in New York, New York and the Department of Business, Management and Accounting will formally receive its accreditation certification.

Engineering & Aviation Sciences: The Engineering Program is continuing its efforts for the Accreditation Board for Engineering and Technology (ABET, Inc.) accreditation. Following participation in several ABET accreditation workshops, the department chair and faculty are currently preparing the Self-Study Report for a scheduled visit by the ABET Team in FY 2012.
Mathematics & Computer Science: The Computer Science Program is embarking on an application for ABET accreditation. Following participation in several ABET accreditation workshops, the department chair and faculty are currently preparing the Self-Study Report for a scheduled visit by the ABET Team in fall 2013.

(iv) Technological Competency

In October, 2010, the University initiated a Technology Competency and Certification program that will provide an opportunity for UMES to strengthen its capacity to adequately prepare and assess students’ technological competency required by Maryland Higher Education Commission (MHEC) and Middle States Commission on Higher Education (MSCHE). The specific objectives of the initiative are to (1) provide opportunity for UMES faculty and staff to be trained and certified by Microsoft as Microsoft Certified Trainers; (2) provide a center for preparing students to take Microsoft examinations to be certified as Microsoft Specialist and/or Microsoft Office Specialist Master; and (3) provide external professional validity for meeting the technological competency required by MHEC and MSCHE.

C. Pursuit of External Funds

UMES continues to be successful in securing external grants and contracts. In AY 2009-2010, a total of $19,233,655 was received by UMES in grants and contracts, as indicated in Table 2. This was the second highest total grant amount 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 |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Institution                     | Award Amount  | FTEF           | Average Award  | Award Amount  | FTEF           | Average Award  | Award Amount  | FTEF           | Average Award  |
| Comprehensives                  |               |                |                |               |                |                |               |                |                |
| BSU                             | 7,151,777     | 140            | 51,084         | 14,358,573    | 195            | 73,634         | 17,391,311    | 194            | $89,646        |
| CSU                             | 10,422,102    | 149            | 69,947         | 9,177,462     | 148            | 62,010         | 9,177,462     | 157            | $58,455        |
| FSU                             | 2,494,096     | 209            | 11,933         | 3,671,522     | 224            | 16,391         | 4,144,578     | 245            | $16,917        |
| SU                              | 4,702,476     | 297            | 15,833         | 5,608,378     | 376            | 14,916         | 4,700,613     | 371            | $12,670        |
| TU                              | 22,798,924    | 689            | 33,090         | 25,712,270    | 785            | 32,754         | 29,493,680    | 822            | $35,880        |
| UB                              | 7,122,987     | 156            | 45,660         | 5,370,283     | 165            | 32,547         | 4,594,526     | 169            | $27,187        |
| Research                        |               |                |                |               |                |                |               |                |                |
| UMB                             | 449,020,777   | 1,605          | 279,764        | 516,020,036   | 1,606          | 321,308        | 565,961,418   | 1638           | $345,520       |
| UMBC                            | 83,111,717    | 445            | 186,768        | 83,260,381    | 493            | 168,885        | 89,011,751    | 503            | $176,962       |
| UMCP                            | 399,291,350   | 1,901          | 210,043        | 516,650,042   | 1,967          | 262,659        | 540,906,304   | 1981           | $273,047       |
| Total USM                       | 1,005,435,454 | 5,763          | 174,464        | 1,199,305,220 | 6,137          | 195,422        | 1,284,615,298 | 6240           | $205,868       |

Source: Faculty Non-Instructional Activity Survey, 2009 Annual Extramural Awards Survey

D. 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 current courses, and in its operational processes. Four 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 tuition savings for the fourth year, students earn income as pharmacists sooner.

(ii) Course Redesign

The continuing success of the UMES Principles of Chemistry I course redesign is evident in the comparison of the final grades earned by students enrolled in the traditional section versus the grades earned by students enrolled in the redesigned section of the Pilot Phase. The number of students in the redesigned section who were eligible to enroll in the second semester chemistry course Principles of Chemistry II, was 69% compared to 55% in the traditional section. Furthermore, a comparison of students enrolled in the parallel traditional and pilot sections of the Pilot phase revealed that students enrolled in the pilot section were 7.4% more likely to earn the grades of A, B or C in Principles of Chemistry II, the second semester of the two-semester chemistry sequence regimen, than those who were enrolled in the traditional section of Principles of Chemistry I.

The success of the UMES Redesign Team has been recognized nationally in the media as confirmed by the following:

- Baltimore Sun, December 19, 2010, Universities are slowly tiptoeing into taming costs with efficiency. Jay Hancock
- Baltimore Sun, November 27, 2009, State to redesign more college courses, Foundation gives money to help more students pass. Childs Walker

In addition, the following peer refereed publications by lead UMES faculty, provide further evidence of success:


The first USM Course Redesign program demonstrated the effectiveness of applying nationally accepted principles of course redesign to traditionally large, lecture-based or multi-sectioned core curricular courses. Thus, USM Chancellor Kirwan expressed his goal to have this program transition from a pilot initiative to a broad based approach to offering large enrollment courses. To facilitate that transition, he dedicated funding from his Carnegie Foundation Award to support the next phase of course redesign efforts, with the goal of creating a long-term and self-sustaining program to redesign these...
traditional courses into highly interactive academic experiences. The Course Redesign 2 Program consists of three cycles of funded cohorts over a four-year period that began in fall 2010, and an Early Start Program that began in the summer of 2010.

New Course Redesign Initiatives at UMES: As a USM Course Redesign Fellow, Dr. Hearne encourages USM and community college faculty members to become familiar with the process of course redesign and provide guidance to them in their submission of proposals. As a result, six successful proposals were submitted to the USM from UMES:

- College Algebra (MATH 109)
- Introduction to Psychology (PSYC 200)
- Introduction to Arts (ARTS 101)
- Principles of Biology I (BIOL 111)
- Intermediate Algebra (MATH 101)
- Principles of Chemistry II, (CHEM 112)

Each redesign initiative has been recommended for funding in the amount of $20,000 from the USM Program with a match from UMES.

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

UMES’ 2009-2010 average course units taught by Tenured/Tenure Track Full-Time Equivalent Faculty were 8.4. Based on an average standard of 7.5-8.0 course units per faculty member, this level of performance was the highest among the comprehensive institutions in the University System of Maryland, demonstrating UMES’ efficient use of its most important resource – faculty members. (see table 3).

Table 3: USM Comprehensive Institutions’ Trends in Average Course Units Taught by Tenured/Tenure Track Faculty 2005-2006 thru 2009-2010

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<tbody>
<tr>
<td></td>
<td>CU/ T/TF</td>
<td>CU/ T/TF</td>
<td>CU/ T/TF</td>
<td>CU/ T/TF</td>
<td>CU/ T/TF</td>
<td>CU/ T/TF</td>
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<tr>
<td>Bowie State University</td>
<td>7.5</td>
<td>7.9</td>
<td>7.9</td>
<td>7.5</td>
<td>7.3</td>
<td></td>
</tr>
<tr>
<td>Coppin State University</td>
<td>9.2</td>
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<td>8.5</td>
<td>7.9</td>
<td>7.9</td>
<td></td>
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<tr>
<td>Frostburg State University</td>
<td>7.8</td>
<td>7.7</td>
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<td>7.5</td>
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<tr>
<td>Salisbury University</td>
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<td></td>
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<tr>
<td>Towson University</td>
<td>7.1</td>
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<td>7.0</td>
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<tr>
<td>University of Baltimore</td>
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<tr>
<td>University of Maryland Eastern Shore</td>
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<td>Comprehensive Average</td>
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<td>7.4</td>
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</table>

(iv) Time to Graduation

UMES continues to maintain a rapid time-to-degree as demonstrated by the average number of semesters it takes students to graduate. For entering classes of 1996 to 2002 the time-to-degree for UMES students has ranged from 9.3 course units in 1996 to 8.7 course units in 2002, reflecting positively on faculty and student productivity and strong performance among the USM institutions (see table 4).
UMES’ 2002 measure of 8.7 course units is second only to University of Maryland College Park’s measure of 8.4 course units.

### Table 4: Undergraduate Time-to-Degree in Semesters

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<td>BSU</td>
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<td>9.7</td>
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<td>10.0</td>
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<td>9.5</td>
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<td>10.3</td>
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<td>SU</td>
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<td>9.1</td>
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<td>8.9</td>
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<td>8.4</td>
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<tr>
<td>UMES</td>
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<td>9.3</td>
<td>9.2</td>
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<td>8.9</td>
<td>8.8</td>
<td>8.7</td>
</tr>
</tbody>
</table>

#### E. Faculty Productivity

This past year, UMES faculty of 160 produced 103 refereed publications, 56 non-refereed publications, 88 creative performances and exhibitions, 204 presentations at professional meetings, published five books, and contributed 1,648 person-days in public service locally, regionally, and nationally.

#### F. Global Education

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 and campus life of a 21st Century University. Hence UMES’ strategic goal 1.3 which states:

*The University will develop a comprehensive international program to support:*

1. Student Study Abroad, 2. international students and scholars, and 3. globalization of the curricula.

In support of academic relevance in meeting the challenges of a global workforce, and consistent with the USM’s 2020 Strategic Plan, Goal II:

"Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy...."

and UMES’ Presidential initiative for internationalization of the curriculum, the following activities were undertaken in AY 2009/2010.

**Global Studies Certificate Program:** A new Global Studies Certificate program that requires 15 credit hours of interdisciplinary global courses was approved by the UMES Senate and forwarded to USM and MHEC for approval. The program is optional and open to all UMES students. The objectives of the Global Studies Certification program are to (1) provide interdisciplinary courses in global studies for UMES students; (2) offer significant international dimension to students’ departmental majors; and (3)
provide tools students can use to understand, acquire knowledge, and develop skills for living and communicating in the globally interdependent and culturally diverse world of the 21st century.

Faculty/Staff International Professional Development Activities

- Two faculty members from the Department of Agriculture led six students on a short-term (three week) Study Abroad Internship in Belize.

- One professor from the University of South Africa in South Africa visited UMES under the Fulbright Scholar Exchange Program as the International Scholar-in-Residence in the Department of Fine Arts for one month. She shared her artistic and cultural expertise with the UMES community through public seminar presentations, class instruction, and cultural exhibits.

Internationalizing the Curriculum: In AY 2009/2010, eleven (11) existing courses were infused with international dimensions and six (6) new courses were developed with global focus, as a result of the international professional development activities.

Promotion of Cultural Communication: Cultural communication awareness has been highly promoted through International Education Week activities, Ethnic Festival (including respective country’s cultural exhibits, authentic food sampling, cultural attires’ fashion shows and dancing), and Flag of Nations Parades at Founders’ Day Convocation, Honors Convocation and University Commencements.

G. Admissions to Graduate and Professional Schools

The UMES Honors Program in collaboration with the Minority Access to Research Careers Undergraduate (MARCU)*Student Training and Research (STAR), and Minority Biomedical Research Support (MBRS)-Research Improvement for Scientific Enhancements (RISE) programs, continued to prepare students for graduate and professional studies. Some of the 2009-2010 graduates are pursuing graduate and professional degrees at the following institutions:

American University, Arizona State University, Baylor University, Columbia University, Drexel University, Eastern Virginia Medical School, Emory University, Howard University, Johns Hopkins University, Michigan State University, North Carolina State University, The Ohio State University, Saint Joseph School of Pharmacy, Vanderbilt University, Virginia Commonwealth University, University of Maryland College Park, University of Maryland University College, University of Michigan, University of Nebraska, University of North Carolina-Chapel Hill, and Virginia Commonwealth University.

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

A. Local and State Priorities (Workforce Development)

To help in developing human capital needed to address local and state workforce needs the following programs and activities have been developed and implemented:

(i) Professional Science Master's (PSM) Degree Program in Quantitative Fisheries and Resource Economics

UMES in collaboration with National Oceanic and Atmospheric Administration established a Professional Science Master’s (PSM) degree program in quantitative fisheries and resource economics in
2010 with $700,000 funding from the National Science Foundation. The program provides competitive stipend and educational opportunity to prepare students, especially those from underrepresented minority groups and women, for employment and continued development of student research training in the disciplines of fisheries and resource economics. The UMES PSM program is the only one in the nation which offers a curriculum that includes the nine courses (Fish Stock Assessment, Risk and Decision Analysis, Population Dynamics, Fish Ecology, Multivariate Statistics, Sampling Theory, Fisheries or Natural Resource Modeling, Bayesian Statistics and Advanced Environmental and Resource Economics) essential for training students in fisheries science as recommended by the U.S. Department of Commerce.

(ii) Pharmacy

UMES admitted its first class of students for the Doctor of Pharmacy program in the fall of 2010. The applicant pool for this class was 918 for 64 slots. This resulted in the selection of the best of the best for the inaugural class. Meanwhile, the pharmacy program is in the beginning stages of the admission process for the fall 2011 cohort and there is already an applicant pool of 435, and likely to grow to over 600 for 60 slots. It is clear that this program is off to a very good start and in a couple of years will begin to produce pharmacy graduates that are much needed for Maryland’s workforce.

(iii) 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. The Engineering program has been growing and the student enrollment has steadily increased from an initial enrollment of 39 students in fall 2007, to 112 in fall 2010.

(iv) Professional Golf Management

The Professional Golf Management (PGM) inaugural cohort started in the fall 2008 semester, and consisted of 13 students. UMES was the 20th university and the first Historically Black College/University to become accredited by the Professional Golf Association (PGA) to offer its Professional Golf Management Program. Now in its third year, the program has a total enrollment of 42 students.

(v) Educational Leadership

During the 2010 academic year, a substantive change was approved for the Doctor of Education (Ed.D.) in Education Leadership and the first cohort began classes in September. Access to and availability of this doctoral degree program on the Eastern Shore meets the expressed needs of local citizens who want to work toward terminal degrees. The Education Leadership curriculum addresses program, personnel, knowledge and skills needed for the student to become an effective leader. Consistent with the evolved land-grant university’s purposes, this doctoral degree meets the needs of Delmarva residents in acquiring skills required for job advancement and regional economic development. The doctorate in Education Leadership prepares leaders who are particularly effective teachers, leaders and applied researchers for today’s schools.

(vi) 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.

(vii) Rural Development Center Efforts

The Rural Development Center turned 20 years 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.

(viii) Maryland Hawk Corporation

Bloosurf and the WiMAX Network: UMES teamed with Bloosurf, LLC to pursue and won a $3.2 million award from the U.S. Department of Agriculture to build a wireless last-mile network for the rural areas of Somerset, Wicomico, and Worcester counties, as well as Smith Island. Approximately 126,000 people, 6,000 businesses, and 351 community institutions are estimated to be in Bloosurf’s projected service area. UMES’ support of this project is expected to help create 25 to 30 jobs almost immediately and will bring wireless broadband capacity to many parts of the region that will be equivalent to the best available capacity in Baltimore and Washington.

AviHome and the Poultry House Flooring System: UMES is continuing its efforts to support AviHome, LLC in its development of a revolutionary new flooring system for commercial poultry houses that substantially reduces ammonia production. Tests in full-scale production houses have demonstrated the potential for record-setting improvements in feed efficiency, growth rates, and health indicators. UMES is working with AviHome, LLC and national poultry producers to investigate the feasibility of having the new flooring system registered as a national best practice. If this step is pursued, federal funds would become available to support the rapid deployment of this exciting new technology that also has tremendous environmental benefits. The job production associated with retrofitting commercial poultry houses would be a great benefit to the regional construction industry that is looking for an opportunity to rebound. This project has been a beneficiary of funding support from MIPS, DBED, DNR, and USDA Rural Development.

SunEdison and the UMES Solar Production Facility: The 17-acre solar production facility at UMES is near completion. Once fully operational, the facility will generate over 3 million kilowatt hours of electricity to be used by UMES. This represents a bit more than 10% of the total annual electricity usage of the campus.

Luke Premier Foods and the Heirloom Tomato Juice: UMES has teamed with Luke’s Premier Foods, a fledgling juice firm, on an heirloom tomato project. A Maryland Industrial Partnership (MIPS) grant will support incubation and development efforts with the UMES Food Science Technology Program.
(ix) Cooperative Extension Service

The Cooperative Extension Program continues to address the needs of small farmers in the state through the annual small farm conference, small ruminant workshops, farm tours, field days and entrepreneurial workshops. A special effort to improve the diets of pre-school children on the lower Eastern Shore is being addressed through a USDA Capacity Building Grant. Through the efforts of metro farming, hoop houses are being established in Baltimore City at schools and other sites to provide fresh vegetables nearly all year-round. The Rural Development Center continues to be a source of funds for businesses and municipalities on the Eastern Shore. The Expanded Food and Nutrition Program provided limited resource families low cost food preparation and nutritional information.

B. National Priorities (Workforce Development – STEM)

(i) UMES Climate Change Initiative

The UMES climate change initiative has two components: (1) Center for the Integrated Study of Coastal Ecosystem Processes and Dynamics in the Mid-Atlantic Region, and (2) Carbon Capture Research.

Center for the Integrated Study of Coastal Ecosystem Processes and Dynamics in the Mid-Atlantic Region: In fall 2010, UMES established the above center funded by the National Science Foundation’s CREST (Center For Research Excellence in Science and Technology) program for $5 million over a five-year period. Land use and two major climatic phenomena; El Nino-Southern Oscillation (ENSO) and the North Atlantic Oscillation (NAO) are two factors which influence the climate in this region. It has also been projected that the regional global air temperatures will increase by 1.4 to 5.8°C in the region during this century because of an increase in greenhouse gases in the atmosphere. As a component of the UMES Climate Change project, the Center recruits, mentors and educates undergraduate and graduate students, particularly members of the underrepresented minorities while conducting research on impacts of climate change on biodiversity in the mid-Atlantic Region.

Carbon Capture Research: Carbon dioxide (CO2) is one of the major greenhouse gases affecting the change in the global climate. To reduce the rate of global warming, it is important to develop the technology that will decrease carbon dioxide emissions from point sources. As part of an initiative to establish a Carbon Capture and Sequestration Research Center, UMES secured $245,000 in external funds in January 2011 from the U.S. Department of Education to establish a laboratory of carbon management in which the carbon capture research will be conducted.

The goal of the UMES carbon capture research is to develop a novel method for capturing carbon. Carbon sequestration is generally considered the most effective means of reducing emissions of the greenhouse gas, CO2 from large point sources and the first step to sequestration is the capture of CO2. The UMES project will involve the synthesis and characterization of novel biodegradable amine grafted high-surface area solids which are cost effective for use in capturing carbon. Results from the project will earn a patent for UMES on novel biodegradable solvents for CO2.

(ii) UMES Center For Infectious Diseases (UMESCFID)

The UMES diverse expertise in molecular and biochemical parasitology are engaged in research projects which involve molecular, biochemical and cell biological analyses of parasitic pathogens. UMESCFID research is aimed at identifying important pathogen molecules and metabolic pathways that could be exploited as targets for the development of vaccines, serodiagnostics and chemotherapeutic agents to support the treatment and management of parasitic pathogens of humans and animals. UMESCFID research group will establish core facilities for antibody production, proteomics,
glycobiology/glycomics and molecular imaging for the study of Metabolic Pathways and Molecular Biology of Trypanosomes, Molecular Interactions of Sporozoites of Malaria Parasites and the Role of Glycan Antigens in Host-Schistosome Interactions. Together, these diseases affect over 400 million people worldwide with over 2.7 million deaths yearly. The U.S. military is particularly at risk in contracting these diseases. The UMESCFID group currently collaborates with the NIH-funded Consortium for Functional Glycomics at Emory University, Atlanta GA and the Complex Carbohydrate Research Center, at the University of Georgia, Athens, GA.

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

UMES continues to be the lead institution in the $25 million 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). 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, 319 students have graduated in NOAA core science areas and 111 students are currently supported by the Center, of which 50 are graduate students, including 22 Ph.Ds. More than 15 LMRCSC graduates with M.S. and Ph.D. degrees in fisheries have been employed by NOAA.

(iv) UMES MARCU*(STAR) Program

In AY 2009/2010, the National Institute of General Medical Sciences (NIGMS) at the National Institutes of Health (NIH) selected the UMES Minority Access to Research Careers Undergraduate Student Research and Training (MARC U*(STAR) program to be featured as an example of a success story. The selection was based on our track record, in which 17 of 18 MARC graduates were accepted into Ph.D. programs in the 2004/2008 funding cycle and matriculation of about 50 Trainees into Ph.D. programs nationwide since 2000. The UMES MARC U*(STAR) MARC program augments the efforts of the campus administration and the University System of Maryland to close the achievement gap between minority and majority students at System institutions by providing resources to address mentoring as the key to attracting and retaining more minority students into UMES life sciences, securing academic support for STEM majors and providing access to appropriate professional development activities. The UMES MARC Program works collaboratively with several programs to achieve broader impact campus-wide and to provide synergy in ensuring student success especially in increasing the retention of underrepresented minority students in STEM disciplines. The programs include: the MBRS RISE (Minority Biomedical Research Support Research Improvement for Scientific Enhancement) Program, HBCU UP (Historically Black Colleges and Universities – Undergraduate Program), LSAMP (Louis Stokes Alliance for Minority Participation Program), and the Honors Program. Formal collaborative arrangements with institutions in the University System of Maryland and others have made possible the 100% acceptance rate of our MARC trainees into summer undergraduate research programs.

(v) Capacity Building and Grant Award for 2010

In AY 2009/2010, UMES received eleven (11) competitive grant awards from the U.S. Department of Agriculture, totaling $3.5 million. Listed below are the titles of the funded projects:

1. Development of a Dry Poultry Litter Incorporation Technology to Protect Air and Water Quality
2. Increasing Capacity to Attract, Retain & Graduate Underrepresented Minorities in Low Enrollment Programs in Human Ecology: A Model for Recruitment, Matriculation & Increased Graduation Rates

UMES
4. Characterizing Certain Grass Plants and Forage Soybean Genotypes as Sources of Biofuel and Their Potential for Phosphorus Hyperaccumulation
5. Enhancing Cowpea Production in the Delmarva Region to Increase Bio-diversity and Food Security
6. Food Safety Risks For Leafy Greens and Tomatoes from Small Farm Environments Exposed to Manure Dust, Soil Amendments, Insects, and Creek Water
7. Building Curriculum and Experiential Learning in Sustainable Agriculture to Enhance Students: Communication and Problem-Solving Skills
8. Watershed Level Examination of Urea Use as Fertilizer and the Production of the Biotoxin Domoic Acid
9. Bio-Fuels, sustainability, and geospatial information technologies to enhance experiential learning paradigm for precision agriculture project
10. Evaluation of Practical Post-Harvest Mitigation Strategies to Reduce the Abundance of Vibrio Bacteria in Molluscan Shellfish
11. Head Start: Jump Start on Healthy Lifestyle Program in Somerset County, Maryland

The implementation of the projects provided opportunities for both graduate and undergraduate students to participate and acquire significant research experiences.

IV. PARTNERSHIP WITH USDA/USAID FOR INTERNATIONAL DEVELOPMENT

Through six 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 2010, UMES provided 16 long-term advisors assigned to USAID offices in Washington, D.C. to provide technical assistance and training to several countries in Africa. UMES also provided three long-term Urban Disaster Mitigation Advisors who worked in areas of the world where disasters and emergencies threaten the safety and survival of the inhabitants. In addition, two short-term advisors were provided for food safety projects in Azerbaijan and Nigeria. The six projects are: (1) Global Hunger & Food Security Initiative – U.S. Presidential Initiative, (2) Assistance for Emergency Locust and Grasshopper Abatement (AELGA), (3) Urban Disaster Mitigation, (4) HPAI Indonesia Country Director, (5) Sanitary and Phytosanitary (SPS) Technical Assistance World, and (6) Sudan Agricultural Program - U.S. Presidential Initiative.

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/Office of Sudan Programs (AFR/SP) was established to respond to the rapidly growing needs of the Sudan program.

UMES has six staff members working for USAID on the Sudan program. These staff members have contributed significantly to USAID's important role in working with the Sudanese people and their government to help achieve the U.S. foreign policy goal of an enduring peace in Sudan. The staff have also contributed to the historical changes happening this year in Sudan. Six months ago, many experts and journalists were predicting a renewal of civil war in Southern Sudan as the country faced the referendum for Southern Sudanese to determine their future, whether to remain united with the North or to secede and become an independent nation. The
referendum took place successfully in January, without violence and on schedule. USAID has played a key role to ensure stability in Southern Sudan, both in reducing the conflict between communities that rose to alarming levels in 2009, and in supporting the milestone political events under the 2005 Comprehensive Peace Agreement (CPA), including the 2008 population census, the April 2010 elections, and the January 2011 referendum in the South.

In FY 2010, the six agreements with USDA were funded $3.7 million. The 21 International Development Advisors that UMES has assigned to USAID worked in several African countries including Sudan, Ghana, Kenya, Nigeria, Mali, Senegal, Cameroon, South Africa, Zambia, Liberia, and Malawi; and other countries such as Indonesia, Afghanistan, Pakistan, Kyrgyzstan, Azerbaijan and Haiti.

V. FUNDRAISING

Under the leadership of the Institutional Advancement Division, UMES has exceeded its seven-year Campaign for Academic Excellence fund-raising goal of $14 million. The campaign, which will conclude in June 2011, has concentrated its philanthropic appeals on need- and merit-based scholarships, especially endowed scholarships. During the current fiscal year, UMES endowments have yielded some $700,000 in spendable income, much of it for student scholarships.

Despite an economic climate that created considerable challenges in fundraising, this is the first time in University history that UMES has met and surpassed its campaign goal. Some 25% of our alumni have made donations to the campaign.

UMES remains committed in its pursuit of philanthropic partners to advance the institution's vision and goals.

VI. COMMITMENT TO USM'S VISION 2020

As a constituent member of the University System of Maryland, UMES is supportive and committed to the USM’s new 10 Year Strategic Plan: *Powering Maryland Forward-USM’s 2020 Plan for More Degrees, A Stronger Innovation Economy, and A Higher Quality of Life*, which was approved by the Board of Regents in December 2010. UMES, like the other System campuses, has already developed and submitted its Five-Year Implementation Business Plan (IP) consistent with the USM’s Five-Year Implementation Business Plan. The UMES Five-Year Implementation Plan focuses on the following Themes and Strategies:

**Theme 1: Access, Affordability, and College Completion - Achieve 55% Degree Attainment for Maryland** by (a) Expanding Access and Enrollment; (b) Increasing Affordability; and (c) Improving Degree Completion.

**Theme 2: Research Excellence, Economic Competitiveness, and Job Creation** by (a) Developing and Recruiting New Companies; (b) Enhancing Research and Development Competitiveness; (c) Increasing Graduates in Critical Areas; and (d) Developing Two Nationally International Recognized Research Centers.

**Theme 3: Academic Transformation** by (a) Redesigning Courses; (b) Seeking Accreditation for Computer Science, Engineering, and Counseling Education; (c) Transforming Physician Assistant Programs from B.S. to M.S. degree program; (d) Enhancing STEAM programs (i.e., Toxicology, Physics,
Biochemistry, and Food Science and Technology); (e) Creating Center for Academic Instructional Technology; and (f) Providing and Maintaining adequate Technology Infrastructure.

**Theme 4: Stewardship** by (a) Measuring Effectiveness and Efficiency; and (b) Expanding Philanthropic Capacity and Efforts

**Theme 5: Quality and Eminence** by (a) Recruiting Best and Brightest Students; (b) Attracting and Retaining Quality Faculty; (c) Attracting and Retaining Quality Staff; and (d) Building and Maintaining World Class Facilities.

**VII. RESPONSES TO LEGISLATIVE ANALYST’S ISSUES AND RECOMMENDATIONS**

**A. Issues**

**Question #1:** The President should comment on progress in retention and graduation since reorganizing its recruitment, retention and graduation units under the Office of the President. [Page 6]

**Response:** A comparison among the four Historically Black Colleges and Universities (HBCU) [Morgan State University, Coppin State University, Bowie State University and UMES] shows that UMES is at the average for second-year retention rate, and slightly above average for six-year graduation rate among the State’s HBCU’s. It is understandable that St. Mary’s College of Maryland’s retention and graduation rates are much higher than any of the four HBCU’s because of differences of missions and selectivity of students for admission as measured by SAT scores and high school GPA. St. Mary’s College of Maryland enrolls students whose average High School GPA is 3.4, and with an average SAT two component score of 1,250, compared to UMES’ average SAT score of 847. UMES takes the challenge of increasing its retention and graduation rates very seriously and is committed to turning these rates around by utilizing a combination of strategies including best practices and more targeted and proactive approaches.

As figure 2 shows, our efforts in addressing the retention challenge led to increases in second-year retention from 64% with the 2004 cohort and 70% with the 2008 cohort. We thought that we had turned the corner and that our strategies were working well. Unfortunately, second-year retention rate for the 2009 cohort returned to 65%.

The growth in faculty lines that has not kept pace with growth in student enrollments at UMES and the higher load for faculty has started to show adverse impact on the quality of faculty student engagement outside of class interaction, and has contributed and will continue to contribute negatively to student persistence and graduation at UMES. A review of the full-time equivalent students enrolled and full-time equivalent faculty (i.e., tenured, tenure track and non-tenure track full-time instructional faculty) teaching those students at UMES over the past seven years, reveals that faculty lines have not kept pace with increases in enrollment. Between Fall 2003 and Fall 2008, the ratio of full-time students to full-time equivalent faculty ranging between 24:1 and 26:1 have remained above the average of 15:1 based on the national average by the Integrated Postsecondary Education Data System (IPEDS). The student
faculty ratio dramatically increased to 28:1 in fall 2009. Consequently, faculty members have ended up teaching more course units than the average of between 7.50 and 8.00 for comprehensive universities of the University System of Maryland (see table 5).

Analysis of institutional data shows that average course units taught may have contributed to the decline in the second-year retention rate of the 2009 cohort. Figure 2 shows that as average course units taught by faculty reduced from 8.4 in 2003-2004 to 7.6 in 2007-2008, our second-year retention started to increase from 64% to 70%. As may be expected, the increase in course units taught by faculty from 7.6 course units in 2007-2008 to 9.3 course units in 2009-2010 (see figure 3), contributed to the decline of the second-year retention to 65% in 2009-2010 (see figure 2). As figure 3 reveals, given the level of faculty complement, the level of course units for which faculty can be most effective is 7.8 and not 9.3 course units.

Finally, a review of the relationship between full-time equivalent faculty and full-time equivalent students in Figure 4 confirms that growth in faculty lines that keeps pace with growth in student enrollment contributes significantly to improvement in student persistence and success. Thus, the 2008 cohort of first-time full-time students benefited from the relatively higher full-time equivalent complement of 156 faculty and UMES achieved a much higher second-year retention rate of 70%. In summary, UMES needs more, rather than fewer faculty lines, and other additional funding resources to fulfill its mission and goal of providing its students a world class educational experience.

Since spring 2011, UMES has reorganized units that have impact on recruitment, retention and graduation of students to report to the President through an “Integrated Recruitment, Retention and Graduation Taskforce”. The Taskforce requires each unit to develop specific and measurable retention objectives for second, third, and fourth-year retention, and four-year and six-year graduation rates; and also requires frequent performance monitoring reporting as well as assessment feedback for continues improvement. Since this reorganization has just taken place, progress will be reported in the next Legislative Testimony.

**Figure 2: UMES Full-time Equivalent Faculty & First-time Full-time Undergraduates Retention Rates Fall 2003-Fall 2009**

Sources: MEHEC, EIS files, and USM Instructional Workload of USM Faculty Reports 2003-2004 – 2009-2010
Table 5: Average Course Units Taught by Tenured/Tenure-Track & FT Non-tenured/Non-
tenure-track Instructional Faculty (2008-2009 and 2009-2010)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2008-2009</th>
<th></th>
<th>2009-2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>CU’s</td>
<td>AVG CU’s</td>
<td>FTE</td>
</tr>
<tr>
<td>BSU</td>
<td>178</td>
<td>1,424</td>
<td>8.0</td>
<td>177</td>
</tr>
<tr>
<td>CSU</td>
<td>134</td>
<td>1,102</td>
<td>8.2</td>
<td>141</td>
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<tr>
<td>FSU</td>
<td>215</td>
<td>1,632</td>
<td>7.6</td>
<td>219</td>
</tr>
<tr>
<td>SU</td>
<td>278</td>
<td>2,197</td>
<td>7.9</td>
<td>307</td>
</tr>
<tr>
<td>TU</td>
<td>663</td>
<td>4,884</td>
<td>7.4</td>
<td>694</td>
</tr>
<tr>
<td>UB</td>
<td>66</td>
<td>498</td>
<td>7.5</td>
<td>69</td>
</tr>
<tr>
<td>UMES</td>
<td>156</td>
<td>1,235</td>
<td>7.9</td>
<td>143</td>
</tr>
<tr>
<td><em>Comprehensives</em></td>
<td>1,690</td>
<td>12,972</td>
<td>7.7</td>
<td>1,750</td>
</tr>
<tr>
<td>UMBC</td>
<td>421</td>
<td>2,721</td>
<td>6.5</td>
<td>422</td>
</tr>
<tr>
<td>UMCP</td>
<td>1,392</td>
<td>7,913</td>
<td>5.7</td>
<td>1,368</td>
</tr>
<tr>
<td>Research*</td>
<td>1,813</td>
<td>10,634</td>
<td>5.9</td>
<td>1,790</td>
</tr>
</tbody>
</table>

* Research Universities may include only State Supported FTE at their discretion in addition to Full-time Non-tenured.

Note: Salisbury, Towson and UB’s FTE’s and CU’s are adjusted to omit the schools of business and law.

Figure 3: UMES Trends of Course Units Taught by Tenured/Tenure Track and Non-Tenure Track Instructional Faculty 2003-04-2009-10

Source: USM Instructional Workload of USM Faculty Reports 2003-2004 – 2009-2010
Question #2: The President should comment on the cause of the growing achievement gap at UMES and whether data on the 2004 cohort indicates any improvement. [Page 7]

Response: It is noted that six-year graduation rates are affected by strategies or activities undertaken over a six-year time frame including second, third and fourth-year retention rates. UMES retention rates for three years in a row, up to and including fall 2008 cohort, experienced some increases, ranging from 64.8% for 2005 to 69.9 in 2008. Given the UMES’ mission and the students served—low income, first-generation, and less well prepared for college, UMES needs to provide our students more resources to support both their academic and social integration in an academic environment, for them to succeed. The gap has become wider because UMES lacks resources to implement fully the Closing the Achievement Gap plan. As already pointed out in response to question one, UMES has reorganized its units to strengthen its capacity to implement interventions for increasing its fourth-year retention to over 60%. The recent reorganization will begin to have results in two to three years from now. Based on the current data, the six-year graduation rate of African American first-time, full-time students for the 2004 cohort is likely to be the same as that for 2003 (i.e., 32%). However, given the reorganization of student recruitment, retention, and graduation recently implemented, our trajectory projects an increase in six-year graduation rate from 32% to 47% by 2015 (see Figure 5). This is feasible in light of our significant growth in retention for 2006-2008 cohorts on condition that additional resources are provided as requested in our Closing the Achievement Gap plan.
Question #3: The President should comment on whether UMES reserves institutional financial aid resources to help upper division students who require additional aid to remain enrolled. [Page 8]

Response: Yes, UMES reserves and provides institutional financial and resources to help upper division students who require additional aid to remain enrolled.

Question #4: The President should comment on why fiscal 2012 institutional aid is budgeted at the fiscal 2011 level, despite the proposed 3.0% increase in Undergraduate resident tuition. [Page 15]

Response: The analyst is correct in her assessment that non-endowed/privately funded institutional aid will remain flat for FY 2012. Initially, under the assumption that the University would receive additional General Funds, UMES had planned for an increase of $400,778 in institutional aid. Upon the receipt of budget allowances without additional General Funds and with a base mandatory cost increase in excess of the revenue generated from a 3% instate undergraduate tuition increase and a 4% tuition increase for graduate and out of state undergraduate students, UMES was forced to eliminate an increase in institutional aid as well as facility renewal funds. Generally, UMES has increased non-endowed institutional aid annually (see table 6). However, due to a reduction in budget level from $2.8 million in FY 2011 to $1.8 million in FY 2012, the total aid will remain at its FY 2011 level of $5,332,775. Institutional aid will remain a priority in future years to assist with access, retention and graduation. As depicted in table 6, historically UMES has reinvested 14 – 25% of its undergraduate tuition revenue in institutional aid.
Table 6: UMES’ Reinvestment of Undergraduate Tuition Revenue Towards Financial Aid, FY 2002-FY2012

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Need Based</th>
<th>Merit</th>
<th>Athletics</th>
<th>Total Aid</th>
<th>Tuition</th>
<th>% of Undergrad Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>434,564</td>
<td>1,117,238</td>
<td>499,606</td>
<td>2,051,408</td>
<td>11,655,081</td>
<td>18%</td>
</tr>
<tr>
<td>2003</td>
<td>568,855</td>
<td>1,270,295</td>
<td>465,001</td>
<td>2,304,151</td>
<td>12,862,467</td>
<td>18%</td>
</tr>
<tr>
<td>2004</td>
<td>582,295</td>
<td>939,021</td>
<td>678,445</td>
<td>2,199,761</td>
<td>15,291,309</td>
<td>14%</td>
</tr>
<tr>
<td>2005</td>
<td>673,159</td>
<td>873,948</td>
<td>922,237</td>
<td>2,469,344</td>
<td>17,056,146</td>
<td>14%</td>
</tr>
<tr>
<td>2006</td>
<td>990,069</td>
<td>1,297,858</td>
<td>1,134,756</td>
<td>3,422,683</td>
<td>18,069,065</td>
<td>19%</td>
</tr>
<tr>
<td>2007</td>
<td>1,586,907</td>
<td>1,900,771</td>
<td>1,050,245</td>
<td>4,537,923</td>
<td>20,032,362</td>
<td>23%</td>
</tr>
<tr>
<td>2008</td>
<td>1,650,732</td>
<td>1,276,689</td>
<td>1,152,783</td>
<td>4,080,204</td>
<td>19,117,913</td>
<td>21%</td>
</tr>
<tr>
<td>2009</td>
<td>1,638,581</td>
<td>1,627,551</td>
<td>1,280,651</td>
<td>4,546,783</td>
<td>20,205,002</td>
<td>23%</td>
</tr>
<tr>
<td>2010</td>
<td>1,621,247</td>
<td>1,937,414</td>
<td>1,317,742</td>
<td>4,876,403</td>
<td>21,874,217</td>
<td>22%</td>
</tr>
<tr>
<td>2011</td>
<td>1,826,177</td>
<td>2,461,598</td>
<td>1,045,000</td>
<td>5,332,775</td>
<td>21,056,067</td>
<td>25%</td>
</tr>
<tr>
<td>2012</td>
<td>1,826,177</td>
<td>2,461,598</td>
<td>1,045,000</td>
<td>5,332,775</td>
<td>22,307,335</td>
<td>24%</td>
</tr>
</tbody>
</table>

Question #5: The President should comment on how the program’s anticipated $1.7 million net revenue beginning in fiscal 2014 will be used. [Page 18]

Response: In FY 2014 and a part of FY 2015, funds will be used to repay the account from which funds were borrowed to renovate the current facility. In FY 2016, $768,614 will be reallocated to enhance other academic programs and the remaining funds will be directed towards the enhancement of the pharmacy program.

Questions #6: The President should also comment on why pharmacy students who already own a laptop are required to purchase a new one. [Page 18]

Response: All members of the class must have the same computer and specifications to accommodate the special software dedicated to the program. Based on the uniqueness of the curriculum within the UMES School of Pharmacy, all students must have the same laptop for the use of taking notes, attendance and quizzes/examinations. As technology is the hallmark of the curriculum, having the same system allows us continuity throughout the program. Students are not allowed to download other programs and in case of breakage or damage, a loaner is available for students to use as their laptop is being repaired. Having one consistent model also allows the IT technician to gain expertise and easily problem-solve any issues.
B. Recommended Action

DLS recommends reducing the System Office FY 2012 General Fund appropriation by $8.1 million with its institutions providing the funds to support its operations. (Pages 3&20)

Response: The University of Maryland Eastern Shore opposes the recommended reduction to the University System of Maryland Office. This is another direct budget reduction to each campus, including UMES. Even with the current FY 2012 allowance, UMES cannot generate enough revenue from its tuition increase to offset its basic mandatory costs. The analyst has commented on UMES’ inability to increase institutional aid, which is due to the lack of financial resources. An additional budget reduction will result in employee layoffs. The USM truly provides an added value to the services each institution provides to its constituencies and should not be subjected to this recommended budget reduction.

VIII. CONCLUDING STATEMENT

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 eight years, our student population has grown from 3,644 in fall 2002 to 4,540 in fall 2010, a whopping 24.6%; UMES has the most diverse student population among its peers with non-African American students accounting for 26.4% for the fall of 2010 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 45% of students are first generation.

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 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, Teacher Education, and Doctor of Pharmacy. Our graduates continue to be admitted to some highly respected graduate and professional schools in the country.

UMES is fully aware of the financial crisis that the state, nation, and global community are experiencing due to the recession. 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 Capital Campaign’s very good progress toward the $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%), student faculty ratio is too high, 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.