



1. Call to Order
2. Approval of the October 7, 2020 Senate Minutes (Action)
3. Report of the Chair
4. PCC Proposal to Establish a Post-Baccalaureate Certificate in Technology Management (Senate Document #20-21-12) (Action)
5. PCC Proposal to Establish a Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners (Senate Document #20-21-13) (Action)
6. Special Order
Damon Evans
Director of Athletics
State of Maryland Athletics
7. Special Order
Oscar Barbarin (co-chair)
Professor, Department of African American Studies

William Cohen (co-chair)
Associate Provost & Dean of Undergraduate Studies

Cynthia Kay Stevens
Associate Dean of Undergraduate Studies

Report of the Diversity Education Task Force
8. New Business
9. Adjournment



CALL TO ORDER

Senate Chair Laura Dugan called the meeting to order at 3:20 p.m.

Dugan stated that the Senate Executive Committee (SEC) had set the agenda with two Special Order presentations at the end of the meeting in order to ensure that the action items on the agenda could be completed, while allotting the remainder of the time to the presentations. She asked if there were any objections to the order of the agenda; hearing none, she proceeded with the meeting.

Dugan provided a brief reminder on voting procedures on the TurningPoint platform and stated that Senators who wish to make a motion that is in order when someone else has the floor can use the coffee mug feature in Zoom, which can be found in the participants window.

APPROVAL OF THE SEPTEMBER 8, 2020 SENATE MINUTES

Chair Dugan asked if there were any corrections to the minutes as distributed.

Senator Sakurai, exempt staff, made a motion to postpone the correction and approval of the minutes until the December Senate meeting. The motion was seconded.

Dugan opened the floor to discussion of the motion.

Senator Sakurai stated that the purpose of the motion was to have time to bring minute-keeping practices and the Bylaws into alignment, using procedures from *Robert's Rules of Order* as a guideline. They stated that it is important that the Senate's governing documents should be followed as closely as possible because the University's accreditation has already been in jeopardy regarding issues of governance. Senator Sakurai also noted that they were aware that another Senator was planning to propose an amendment to the Bylaws at the November Senate meeting to make it clear that current minute-keeping practices could be allowable, so postponing the approval of the minutes until December would allow for possible Bylaw amendments to be approved before the minutes were approved. Senator Sakurai also stated that they may make more corrections or motions if the Senate were to vote against the motion to postpone the approval of the minutes.

Past Chair Lanford stated that *Robert's Rules* are used by representative bodies to bring order to meetings and allow the group to take care of business in an efficient manner. She clarified that the MiddleStates accreditation issues related to governance involved relationships with outside governing bodies, not Senate processes.

Senator Sakurai stated that the Senate Bylaws allow *Robert's Rules* to be overridden, if the Rules do not work well for the Senate.

Dugan called for a vote on the motion. The result was 42 in favor, 60 opposed, and 12 abstentions.
The motion to postpone the approval of the minutes failed.

Dugan asked Senators if there were any other concerns about the minutes.

Senator Sakurai made a motion to amend the minutes by adding the following language at the end: **The only official part of these minutes are the actions and decisions taken. In case of a discrepancy between the written minutes and the audio recording, the audio recording overrides the written minutes.**

The motion was seconded.

Dugan stated that Parliamentarian Henry had advised that the amendment was not appropriate because according to *Robert's Rules*, the minutes have to reflect what was discussed at the last meeting and ruled the amendment out of order.

Senator Sakurai made a motion to appeal the ruling of the Chair. The motion was seconded.

Dugan clarified that a vote in favor of the motion would oppose the Chair's ruling that Senator Sakurai's amendment was out of order because *Robert's Rules* state that the minutes may only include what was actually discussed during the meeting, and cannot include additional language on recordings but a vote against the motion would support the Chair's ruling.

Dugan spoke first as rules permit for an appeal of the Chair's ruling. She stated that Senator Sakurai raised this issue prior to the meeting, so she consulted with Parliamentarian Henry, and the Senate Leadership reviewed his advice on *Robert's Rules*, which clearly limits the minutes to what is said at the meeting.

Senator Sakurai requested that the Chair provide the section of *Robert's Rules* with the specific provision. They stated that many parts of *Robert's Rules* allow for inclusion of descriptive information, and that Senate minute keeping procedures are out of compliance with other parts of *Robert's Rules*.

Vice President Hollingsworth raised a Point of Order inquiring if a motion to call the question and approve the minutes would be in order.

Dugan consulted with Parliamentarian Henry. She stated that the question could be called after Senator Sakurai finished their statement.

Senator Sakurai requested clarification on the current place in the appeal process. Dugan stated that the Senate will vote on the appeal, and then vote on the minutes. Senator Sakurai stated that their understanding is that calling the question now would be calling the question on the appeal. Dugan confirmed that they would vote on calling the question and then vote on the appeal.

Hollingsworth clarified that he was trying to call the question on the main motion, and will withdraw the motion if that is not in order.

Dugan, Henry, and Senate Director Montfort entered a Zoom breakout room to discuss Parliamentary procedures. Dugan instructed the Senate to stand at ease.

Dugan, Henry, and Montfort returned to the meeting.

Senator Sakurai inquired where in *Robert's Rules* it states that the minutes can only include the content from the meeting, as there are parts of *Robert's Rules* which state that there are descriptive elements in the minutes, and the proposed endnote is descriptive. The minutes already include a sentence about the verbatim recording being available.

Parliamentarian Henry stated that his interpretation of *Robert's Rules* is that adding something that was not discussed at the meeting is beyond what the minutes call for.

Past Chair Lanford stated that she wished to speak after this particular issue of the minutes has been resolved.

Hollingsworth withdrew his motion as it was ruled that his motion would apply only to the appeal of the Chair's motion.

Senators stated that *Robert's Rules* is being interpreted in two different ways, stated that more information on *Robert's Rules* is needed to have an informed discussion, and suggested this topic be introduced as an agenda item in the next meeting.

Dugan stated that she will recognize the two remaining Senators before proceeding to a vote.

Senator Callaghan, faculty, College of Arts & Humanities, requested that the discussion be tabled until the November meeting as the minute-keeping procedures have been long-standing.

Senator Rozenblit, faculty, College of Arts & Humanities, requested clarification on the motion to vote on the appeal.

Dugan explained that Senator Sakurai made a motion to amend the minutes to add a disclaimer explaining that if there is a discrepancy between the minutes and the recording, the recording will supersede the minutes as the official record but she ruled the amendment to be out of order. She stated that the Senator is appealing the Chair's ruling and the Senate is voting on that appeal.

Dugan called for a vote on the motion to appeal the Chair's ruling that the amendment was out of order.

Senator Sakurai made a motion to suspend the rules to dispense with the reading of the minutes and ask for unanimous consent. Dugan and Montfort requested clarification of the motion. Senator Sakurai stated that dispensing with the reading of the minutes will allow the Senate to move onto other agenda items.

Dugan ruled that the motion was out of order because voting on the motion to appeal the Chair's ruling had already begun.

Senator Sakurai raised a Point of Order that they were not given the right to obtain the floor a second time.

Dugan noted that she had stated that the remaining Senators whose hands were raised would be given an opportunity to speak before proceeding to a vote, and noted that Senator Sakurai's hand was not raised. She also stated that Senator Sakurai was given multiple opportunities to speak, but the vote on the motion to appeal was now open so additional motions were not in order at this time.

Senator Sakurai requested clarification on this ruling and made a motion to appeal this decision of the Chair.

Dugan ruled the motion dilatory and out of order.

The result of the vote on the motion to appeal the ruling of the Chair regarding Senator Sakurai's amendment to the Bylaws being out of order was 17 in favor, 84 opposed, and 14 abstentions. **The motion to appeal the ruling of the Chair failed.**

Dugan called for approval of the minutes and opened the floor for further discussion.

Past Chair Lanford stated that the Chair has a right not to recognize a speaker for dilatory motions, and requested that the Senate support the approval of the minutes.

Senator Iliadis seconded the motion to approve the minutes.

Senator Sakurai made a Point of Order as they did not think it was in order to make comments that did not pertain to correcting or approving the minutes.

Dugan called for a vote to approve the minutes as distributed.

Senator Sakurai requested a ruling on the Point of Order about the decorum issue.

Chair-Elect Williams expressed concern over the disruption of the meeting and supported the Past Chair's comments on the inappropriateness of dilatory behavior.

Senator Sakurai raised an objection to the minutes. They made a motion to correct the minutes as follows:

Senator Sakurai raised a **Point-of-Order Parliamentary Inquiry** that the minutes did not align with the provisions in the Senate Bylaws, which state, "The minutes shall include only actions and business transacted."

Senator Sakurai raised a **Point-of-Order Point of Information** regarding the order of agenda items and specifically inquired as to why the committee report was being presented before the special order item.

The motion was seconded. Dugan asked if there were any objections to approving the minutes as corrected; seeing none, **the minutes were approved as corrected.**

REPORT OF THE CHAIR

Zoom Login Procedures: Chair Dugan noted that based on guidance from the Division of Information Technology (DIT) to prevent Zoombombing, anyone planning to attend a virtual Senate meeting must sign in at umd.zoom.us before clicking on the meeting link.

Senate Orientation: Dugan stated that Director Montfort had created a Senate Orientation presentation this year in lieu of her annual presentation at the September Senate meeting in order to allow more time for the President's *State of the Campus* address and business at Senate meetings. She encouraged Senators to view the presentation at <https://go.umd.edu/senate-orientation>.

Nominations Committee: Dugan stated that outgoing Senators should have received an email about volunteering for the Nominations Committee. The Committee solicits nominations for the Chair-Elect and membership on the Senate Executive Committee, Committee on Committees, and other University-wide committees and councils. The Nominations committee will meet between January and April. Senators who are interested in serving can submit their application by October 16, 2020, and the Senate will vote on the membership in December.

TECHNICAL REVISIONS TO THE UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES (SENATE DOCUMENT #20-21-05) (INFORMATION)

Chair Dugan stated that this item is a technical amendment. She noted that revisions to the University of Maryland Non-Discrimination Policy and Procedures were made to update any references to the recently renamed interim University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct.

Dugan noted that the technical amendment has already been reviewed by the Senate leadership and approved by the President and does not require any further action but is provided as an information item for the Senate.

REVIEW OF THE UMCP POLICIES AND PROCEDURES CONCERNING TELEPHONE SYSTEM USAGE (SENATE DOCUMENT #19-20-51) (ACTION)

Jeffrey Klauda, member of the Information Technology (IT) Council, presented the council's recommendations and provided background information.

Dugan thanked Klauda and opened the floor to discussion.

Senator Katz, graduate student, requested assurance that there will not be arbitrary changes to the telephone policy in the future justified as security concerns.

Klauda referred the question to Hollingsworth. Hollingsworth responded that there are guidelines consistent with the Policy on Acceptable Use of Information Technology Resources that authorize the creation of security standards by the Division of Information Technology (DIT) and the Chief Information Officer (CIO). The Board of Regents (BOR) has delegated authority to the CIOs of all campuses to create security standards as necessary, and the standards are consistent with the Policy on campus.

Hearing no further discussion, Dugan called for a vote on the revisions to the policy. The result was 103 in favor, 4 opposed, and 7 abstentions. **The proposal passed.**

REVISIONS TO THE COLLEGE OF INFORMATION STUDIES (INFO) PLAN OF ORGANIZATION (SENATE DOCUMENT #12-13-37) (ACTION)

Marcia Shofner, Chair of the Elections, Representation, and Governance (ERG) Committee, presented the revised Plan and provided background information. and provided background information.

Dugan thanked Shofner and opened the floor to discussion; hearing none, she called for a vote on the revised Plan. The result was 115 in favor, 2 opposed, and 3 abstentions. **The proposal passed.**

SPECIAL ORDER

Jack Blanchard

Associate Provost of Enterprise Resource Planning

The Elevate Project: Next Generation Administrative Computing at UMD

Chair Dugan introduced Jack Blanchard, Associate Provost of Enterprise Resource Planning, and invited him to provide his presentation.

Blanchard provided an overview of the Elevate Project, which seeks to modernize the campus computing systems. The Project will centralize functions of the University's obsolete Enterprise Resource Planning (ERP) mainframe computing systems into a single cloud-based system. The University's current systems are not interconnected, and a failure of the Student Information System (SIS) would prevent the University from conducting basic functions.

- The Elevate Project will provide a positive user experience; make the University more efficient; allow for accurate collection, analysis, and reporting of data; ensure data security and privacy; and ensure system reliability.
- The University will partner with Huron and Workday on implementation.
- The project will be proposed to the Board of Regents (BOR) in November 2020, and if approved, to the Department of Public Works in December 2020.
- The start date will be January 2021 and the system will go live in fall 2026.
- The project will cost approximately \$145 million over six years and will be funded by internal sources through FY 2021.
- Funding details are being determined but will involve the University, the University System of Maryland (USM) and other related entities using the ERP, and a student fee starting in FY 2024 that will need to be discussed and approved.

Dugan thanked Blanchard and opened the floor to questions and comments.

Senators expressed concern over the use of student fees to fund this project, stating that the financial burden on students is an equity concern, which would particularly impact graduate students on a fixed income, and fee-paying students may not benefit from the project as it will take years to implement.

Senators also expressed concerns about the corporatization of the University, and requested information about integrations between current software programs.

Senators questioned the University's commitment to spending a large sum during a budget crisis, requested information on the cost-per-student comparison with other Universities, and inquired if the Elevate Project had been raised with the state legislature.

Blanchard responded that it is necessary to implement the project as the current systems are at risk of failure and have no backup. He shared that the new program has been adapted to higher education and is in use by 27 R1 Institutions, and will be integrated with existing software. Contracts for this project will need to be approved by the BOR and the Department of Public Works.

SPECIAL ORDER

Lisa Taneyhill

Chair of the Research Council

Update on the Development of the University of Maryland Policy and Procedures for the Establishment and Review of Centers and Institutes

Dugan introduced Lisa Taneyhill, Chair of the Research Council, and invited her to provide her presentation.

Taneyhill shared that the Research Council has been working on reviewing and revising the University Centers and Institutes Policy for the past year, and is in the final stages of considering policy revisions. The Council seeks to solicit additional input based on the feedback received after preliminary revisions were presented to the Senate last year.

Taneyhill summarized the committee's work to date and reviewed the guiding principles:

- A central database is needed.
- Current levels of group, center, and institute should be retained.
- A common proposal with key elements to create new centers or institutes is needed. Proposals and reviews should consider the University's research, teaching, and service mission.
- The initial review of a center or institute should be considered a milestone, and review processes should be specified and vary based on the type of level of center or institute.
- Sunset provisions should be specified after a negative review rather than required to be built in from the outset, and termination procedures may be initiated as a result of a negative review or outside of a review.

In response to feedback, the Research Council has incorporated a director review process in consultation with the Associate Provost for Faculty Affairs which mirrors the review of department chairs, and made organizational and stylistic changes to the Policy.

Taneyhill requested feedback on the Director Review process for Centers and Institutes, which is the most substantive change made since the last presentation to the Senate. The Research Council plans to present the final Policy at the December Senate meeting.

Dugan thanked Taneyhill and opened the floor to questions and comments.

Senators suggested that Directors should not be reviewed at the same time that centers and institutes are being reviewed; variations in the review process based on the size of the center or institute and amount and sources of funding should be considered; the review period should be aligned with the seven-year timeframe for the review of academic units; and the similarities and differences in the review process in comparison to academic departments should be clarified.

A Senator asked for clarification that existing centers which might not meet standards proposed will be grandfathered in or reclassified at re-review.

Taneyhill stated that all current centers will be put on a review cycle if they are not already on a cycle, and those items would be addressed during the review.

Dugan encouraged Senators to provide additional feedback by using the web form.

NEW BUSINESS

There was no New Business.

ADJOURNMENT

The meeting was adjourned at 4:55 p.m.



**Establish a Post-Baccalaureate Certificate in Technology Management
(PCC ID #682)**

PRESENTED BY Valérie K. Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – October 20, 2020 | SENATE – November 10, 2020

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** N/A

**NECESSARY
APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The Post-Baccalaureate Certificate in Technology Management will provide professional managers with additional training in managing technological resources and enterprises. Students will learn how to identify, transition, and leverage emergent technology within their own organizations and into markets. Faculty in the Robert H. Smith School of Business have learned from multiple public and private sector executives that there is an unmet demand for graduate-level programs that integrate business and technology education for mid-career professionals from diverse academic backgrounds. A variety of organizations, including Federal, state, and local governments, small and large private enterprises, non-profit organizations, and private corporations are in critical need of leaders and program executives skilled not only in the traditional disciplines of business management, but also in managing the conceptualization, maturation, commercialization or government adoption, employment, and impact of emergent technologies.

The program is 14 credits, consisting of five core courses and five credits of special topics courses. Courses are delivered in partnership with the A. James Clark School Engineering to facilitate cross-disciplinary instruction on research and development strategy, science and technology project valuation, technology entrepreneurship and commercialization, technical systems design, marketing emergent technology, and planning for technology resilience.

Core coursework includes Marketing Emergent Technology (1 credit), Science and Technology Project Valuation (2 credits), Research and Development Strategy and Process (2 credits), Technology Entrepreneurship, Innovation and Commercialization (2 credits), and a Technology Management Capstone course (2 credits).

This proposal was approved by the Senate Programs, Curricula, and Courses committee on October 2, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this degree program.

COMMITTEE WORK

The committee considered this proposal at its meeting on October 2, 2020. Joe Bailey, Associate Research Professor of Decision, Operations and Information Technologies, Frank Goertner, Program Director of Military and Veteran Affairs, and Mike Marcellino, Assistant Dean for the Robert H. Smith School of Business, presented the proposal. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new degree program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to provide specialized training in managing technological resources and enterprises for students in a growing technological industry.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal for campus as the courses and administrative resources already exist in the Robert H. Smith School of Business.

682: TECHNOLOGY MANAGEMENT

In Workflow

1. BMGT PCC Chair (bhorick@umd.edu; mmarcell@umd.edu)
2. BMGT Dean (ragar@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (aambrosi@umd.edu)
5. Graduate PCC Chair (aambrosi@umd.edu)
6. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Chancellor (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Mon, 06 Apr 2020 18:09:26 GMT
Michael Marcellino (mmarcell): Approved for BMGT PCC Chair
2. Mon, 13 Apr 2020 21:07:56 GMT
Ritu Agarwal (ragar): Approved for BMGT Dean
3. Fri, 18 Sep 2020 15:33:33 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Wed, 30 Sep 2020 14:15:57 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
5. Wed, 30 Sep 2020 14:30:55 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
6. Thu, 01 Oct 2020 12:34:20 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
7. Fri, 02 Oct 2020 14:41:17 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Mon, 06 Apr 2020 18:06:40 GMT

Viewing: 682 : Technology Management

Last edit: Wed, 07 Oct 2020 13:34:23 GMT

Changes proposed by: Michael Marcellino (mmarcell)

Program Name

Technology Management

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

Off Campus

Does an approved version of this program already exist?

No

Departments**Department**

The Robert H. Smith School of Business

Colleges**College**

The Robert H. Smith School of Business

Degree(s) Awarded**Degree Awarded**

Certificate, Post-Baccalaureate

Proposal Contact

Frank Goertner; 240-581-4405; fgoertne@umd.edu

Proposal Summary

The proposal is to offer an academic certificate in technology management that prepares public and private sector leaders in how to identify, transition, and leverage emergent technology into and across their organizations and markets. Course material will be delivered to admitted cohorts in weekend residencies at existing facilities in the Ronald Reagan Building and Internal Trade Center in Washington, DC with intent to consider eventual export of class sessions or web-stream delivery to the Crystal City, VA suite once available and approved.

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Post-Baccalaureate Certificate in Technology Management prepares public or private sector managers of technology-dependent enterprises to effectively identify, transition, and leverage emergent technology across their organizations or markets. Courses are delivered in partnership with the A. James Clark School Engineering to facilitate cross-disciplinary instruction on research and development strategy, science and technology project valuation, technology entrepreneurship and commercialization, technical systems design, marketing emergent technology, and planning for technology resilience.

Catalog Program Requirements:

Course	Title	Credits
Core Courses		
BUSI781	Course BUSI781 Not Found (Marketing Emergent Technology)	1
BUSI782	Course BUSI782 Not Found (Science and Technology Project Valuation)	2
BUSI786	Course BUSI786 Not Found (Technology Management Capstone)	2
BUSI791	Management of High Technology, Research and Development	2
BUSI793	Course BUSI793 Not Found (Technology Entrepreneurship, Innovation and Commercialization)	2
Special Topics Courses		
BUSI784	Course BUSI784 Not Found (Systems Design, Development, Test and Evaluation)	2
BUSI758	Special Topics in Business	1
BUSI758	Special Topics in Business	1
BUSI758	Special Topics in Business	1
Total Credits		14

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Fall Semester

- BUSI791: Research and Development Strategy and Process (2 credits)*
- BUSI793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)*
- BUSI781: Marketing Emergent Technology (1 credit)*

Winter Semester

- BUSI758: Mastery on Corporate Structures and Law for Technology Managers (1 credit)

Spring Semester

- BUSI782: Science and Technology Project Valuation (2 credits)*
- BUSI784: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI758: Mastery on Cyber/Enterprise Risk and Resilience Modeling (1 credit)

Summer Semester

- BUSI758: Mastery on Leadership and Technology (1 credit)
- BUSI786: Technology Management Capstone (2 credits)*

*** denotes core course**

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Learning Outcome 1: The Fundamentals of Technology Management

- Understand how public and private sector account for technology in strategic planning;
- Model best practices in developing and leading research and development programs;
- Comprehend the challenges associated with technology development, commercialization and transition, maturation and regulation, and how each is approached by public and private sector enterprises.

Learning Outcome 2: Executing Technology Management

- Develop skillsets to evaluate and cultivate emergent technology from concept to operational;
- Understand systems engineering precepts and design thinking through real-world case-studies and simulations involving design, development, test and evaluation of new technologies;
- Apply design methodologies for integrated human-machine systems design and risk management;
- Model, value and plan for the financial implications of investment in science and technology;
- Develop skills to assess and plan marketing strategies for emergent technologies and future applications;
- Understand implications of corporate structure, mergers and acquisitions on technology development in the private sector.

Learning Outcome 3: Leading and Practicing Technology Management

- Understand C-Suite perspective on enterprise-level risks from cyber activities and model techniques for enhancing cyber resilience;
- Develop skills for decision making in technology-dependent organization and leadership of integrated human-machine teams and activities;
- Collaborate with others on developing an innovative analysis, project or solution, by incorporating technology management principles, innovation practices, and stake-holder input.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The Technology Management Certificate aligns with several goals of the University of Maryland, the Clark School, and the Smith School. These goals include the students, the organizations they work for, the faculty that teach in the program, scholarship, and the public.

The first goal is in the growth and development of the students in this program. These students are looking for professional development to help them in their current roles and for future career success. Many of them are unable to find offerings at the University of Maryland or other regional schools. Although some universities provide similar programs, the location of these programs prevents the students from participating or the distance-learning design prevents the networking opportunities from face-to-face interactions. The University of Maryland is uniquely positioned by location and expertise to help bridge the divide between technology and management. In doing so, the students will learn more about themselves and set them up for future career success.

The second goal is for the organizations for which the students work. Since these students are actively employed as professionals in public and private sector technology enterprises, we hope that students will apply what they've learned as they are going through the program.

The third goal is to help faculty and scholarship in general. Many of the challenges faced by prospective Technology Management Certificate students are on the vanguard of developments in the industries and markets we aim to better serve and understand. Accordingly, faculty teaching in this program will have the opportunity to be more innovative with their course content and may even lead to research opportunities. The research may require funding, which the students in the program can help facilitate. Hopefully, this will lead to innovative curriculum and an increased number of scholarly publications.

The final goal is to help the public at large. Whether we are looking at the State of Maryland, the Baltimore-Washington region, or the country, we hope that by educating these students and helping them better execute on the mission of their organizations, they can better serve the public at large.

Program Characteristics

What are the educational objectives of the program?

The Technology Management Certificate is intended to prepare future public and private sector leaders with critical reasoning and academic skills to identify, transition and leverage emergent technology into and across their organizations and markets. The goal is a student experience that affords experiential, integrated, and relevant learning such that each cohort member can leverage what they learn from instructors and each other in their varied professional roles as they learn it.

The certificate will be structured to meet the requirements of a specialty elective track in the second year of Smith MBA studies that facilitates interdisciplinary exploration of topics relevant to managers of technology-dependent enterprises. It can also be completed as a stand-alone credit-bearing academic certificate for professionals not pursuing a degree or stackable credential for any graduate programs at the University.

Describe any selective admissions policy or special criteria for students interested in this program.

Applicants to the Technology Management Certificate program must have completed all of the requirements for a baccalaureate degree prior to their acceptance into the program with a minimum GPA of 3.0. A complete online application form that includes a written essay articulating qualifications and motivation for pursuing advanced education, one letter of recommendation from supervisors or from professors competent to judge the applicant's probability of success in graduate school will also be required.

An admissions interview may be required. After initial screening, the Admissions Office may select candidates for interviews which may be done in person or by telephone. Proof of English language proficiency (TOEFL or IELTS official scores) is also required unless the applicant has received an undergraduate or graduate degree from a select list of countries. For international students needing an F1 visa, a completed certification of finance form and supporting financial documentation are required.

In addition to Graduate School requirements, admission decisions for the Technology Management Certificate program will be based on the quality of previous undergraduate and graduate coursework (if applicable), the relevance of prior work and research experience, and the congruence of professional goals with those of the program. Students should submit application materials at least 30 days prior to the start date of the program.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Deans, faculty and staff at the Robert H. Smith School of Business have received recommendations from multiple public and private sector executives that the national capital region lacks academic programs that blend business and engineering higher education to enhance technology management skill sets for the region's working professionals.

Unmet demand for programs integrating business and technology education for mid-career professionals from diverse academic backgrounds has been exposed by corporate partners of the Robert H. Smith School of Business as well as public sector agencies headquartered in the national capital region. These employers have expressed need for their next generation managers to be upskilled in how to identify and transition emergent technology into or across organizations.

UMCP, with top ranked schools of business and engineering, is ideally situated to deliver solutions for this demand. This would be the first such offering by a business school in the National Capital Region tailored to working professional cohorts.

The Technology Management certificate will require completion of 14 credits distributed across nine credits of core courses and five credits of special topic courses:

Core Courses (9 Credits)

- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)
- BUSI 758: Science and Technology Project Valuation (2 credits)
- BUSI 758: Marketing Emergent Technology (1 credit)
- BUSI 758: Technology Management Capstone (2 credits)

Special Topic Courses (5 Credits)

- BUSI 758: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI 758: Mastery Elective (1 credit)
- BUSI 758: Mastery Elective (1 credit)
- BUSI 758: Mastery Elective (1 credit)

Special topic courses are differentiated from core courses in order to update the curriculum over time with topical instruction most relevant to the enrolled cohorts. Initial mastery electives are projected to focus on the following topics:

- Corporate Structures and Law for Technology Managers
- Cyber/Enterprise Risk and Resilience Modeling
- Leadership and Technology

NOTE: All courses are being submitted for permanent number assignment.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar (<https://www.provost.umd.edu/calendar/>) page)

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Robert H. Smith School of Business community is multifaceted at every level – students, staff and faculty represent a diverse blend of backgrounds, nationalities, ethnicities and experiences. About a dozen Smith School and student clubs are focused on bringing members together who have similar interests in gender, nationality, religion, and sexual orientation.

To attract the most diverse population possible for the proposed Technology Management certificate program, Smith School recruiting staff will focus on domestic efforts. These efforts will be targeted at recruiting U.S. minorities and American women of all ethnicities.

Current efforts include:

- Representing Masters programs in U.S. MBA and Masters Fairs and Tours
- Representing Masters programs in International MBA and Masters Fairs and Tours
- Online Chats
- U.S. College Visits
- International College Visits
- GMASS-based Mailings
- GRE-based Mailings
- Direct Mail
- Email Campaigns
- Outreach to College and Campus Organizations and Clubs
- Participating in Career/Graduate Study Panels or Workshops
- Presentations at Professional Conferences
- Creation of "Leap Your Career Forward" for Current UMD Students Looking At MBA and Masters Study Post-Undergraduate Studies (An Annual Event)
- Advertising in UMD Campus Newspapers
- Masters Only Education Fairs (Fall And Spring) Throughout the U.S.
- Participation in a Masters-focused Business School Alliance
- Participant in Graduate Business Education Events Targeted for Underrepresented Populations, Particularly U.S. Minorities and Women
- Including Master's Level Programming in Marketing Content Targeted to U.S. Military/Veterans
- Outreach to College Organizations in the Washington, D.C. Area
- Enhancement of Website for All Masters Programs
- Inclusion of Spotlight and Vignettes of Masters Alumni and Current Students who Reflect Diversity
- Participation in Events Targeted for Women Seeking Graduate Study (General and Non-MBA Based Events)
- Social Media and Online Advertising within U.S. Markets

Off Campus

Indicate the location for this off-campus program.

University of Maryland, Robert H Smith School of Business Suite; Ronald Reagan Building and International Trade Center, 1300 Pennsylvania Ave NW, Washington, DC 20004.

*Note: Upon approval, eventual export of program administration, class sessions, web-stream delivery, or student support to the Crystal City suite may also be considered.

Describe the suitability of the site for the off-campus programs.

The site is suitable as is with no need for facility improvement.

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), "At least # of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution").

To accommodate working professional students from across the national capital region, instruction will be in a cohort setting on-site with some content delivered online as suitable. On-site classes will be initially offered at our DC suite in the Ronald Reagan Building and International Trade Center with the desire to consider eventual export of class sessions or web-stream delivery to the Crystal City suite once available and approved.

Classes will be held during the day on weekends (Friday, Saturday, and/or Sunday) to accommodate schedules of working professional students and deconflict with Part Time and Online MBA course schedules.

Discuss the resources available for supporting faculty at the location. In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Key faculty have been identified and slated for all core certificate courses, along with an Academic Director, and Faculty Sponsors for the Schools of Engineering and Public Policy.

See attachment: Faculty Resources for Technology Management Program.docx.

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.

Enrolled certificate students will have access to the full range of services provided to existing Part Time MBA students as managed by the Masters Programs Office, Office of Career Services, and other relevant staff of the Robert H. Smith School of Business and UMCP.

Discuss how the off-campus program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program?

The rigor of the certificate will be identical to the rigor of elective courses taught in existing Masters programs at the University of Maryland. Although most of the certificate content will be instructed in person, content within each course deemed suitable for learning outside of classroom-based cohort settings may be offered online. This online content will be comparable in rigor and presentation to that of online content found in the Smith School's existing Online MBA program. Both the learning objectives and the assessment standards thereof will be the same as those for content delivered on-site for each course.

Describe the quality control and evaluation of the off-campus program's effectiveness. How will the program be evaluated?

Program success will be regularly measured and assessed by a program steering group comprised of key program faculty and staff. This will include an assessment of grades students earn within each of the classes, course evaluation data, and enrollment trends. Furthermore, program staff and faculty will meet regularly with students to learn more about student satisfaction and their learning. Finally, program staff and faculty will meet several times a year to share their perceptions of program success and student learning and plan for continuous program improvement.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Externally-sourced instructional support for courses on "Systems Design, Development, Test & Evaluation," and "Cyber/Enterprise Risk & Resilience Modeling" is coordinated with A. James Clark School of Engineering and the School of Public Policy via the following faculty members of the Technology Management program development steering-group:

George Syrmos, PhD; Assistant Dean for Continuing Education; University of Maryland
A. James Clark School of Engineering; syrmos@umd.edu

Charles Harry, PhD; Associate Research Professor; School of Public Policy; charry@umd.edu

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

N/A

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

N/A

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Academic direction and oversight will be managed by the Decision, Operations and Information Technologies Department of the Robert H. Smith School of Business and supported by key faculty listed in addendum (a) with the support of associated department chairs and school deans.

Indicate who will provide the administrative coordination for the program

Administrative coordination of the program will be provided by the Masters Programs Office of the Robert H. Smith School of Business.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

A library assessment has been completed.

See Attachment: Collection_Assessment_PBC_Tech_Mgt.docx

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

Launching this certificate in association with the existing Part Time MBA program will allow the Robert H. Smith School of Business to utilize its physical facilities, infrastructure and instructional equipment available in the off-site locations of the Ronald Reagan Building campus in Washington, D.C. and, eventually, new University of Maryland facilities in Crystal City. All courses will be offered at our DC campus on weekends when current Part Time MBA courses are not in session.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

Faculty who teach core courses in this program shall be drawn from existing faculty of the Robert H. Smith School of Business with faculty for specialty topic courses drawn from the Robert H. Smith School of Business, A. James Clark School of Engineering, and School of Public Policy.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

At steady-state, annual program support and administrative resources will include:

- Marketing & Recruiting
- Academic Director Administrative Increment
- Cohort Director Administrative Increment
- Full Time Staff Program Manager Salary

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See Attachment: PCC New Program Budget Sheets - 682 Tech Management Cert.xlsx

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

The national capital and greater Maryland region is among the most dynamic and fastest growing technology hubs in the United States. Federal, state, and local governments; small and large private enterprises; non-profit organizations; and the business communities that support each are in critical need of leaders and program executives skilled in the traditional disciplines of business management but also educated on how to manage the conceptualization, maturation, commercialization or government adoption, employment, and impact of emergent technologies. This demands instruction for business managers that extends beyond single course explorations of the disruptive phenomena of new technology or exposure to best practices in design thinking and innovation. Nor is it adequate to amend existing curricula for engineering students to include isolated objectives for business and organizational management. It requires integrated interdisciplinary curricula that attract technology-savvy business and government professionals to study alongside market and mission-oriented technology professionals learning to navigate the array unique challenges they each face leading human-machine teams.

We have received direct input on the demand for such education from government contacts in the U.S. Departments of Defense, Homeland Security, Veterans Affairs, Office of Personnel Management, and National Institutes and Standards and Technology. We also assess the program would have relevance for the Departments of Transportation, Energy, Commerce as well Maryland State agencies. Further, corporate contacts in public and private

sector consulting, defense and intelligence contracting, technology and strategic design, data analytics, finance, and logistics have expressed interest in such a program.

The most prominent U.S. business schools currently offering programs that blend business and technology education for technology managers in tailored programs are based in technology hubs outside of the national capital region: Boston, New York, Philadelphia, Washington State, Texas, and California. The list of current programs not only underserves national demand, its growth is constrained by the need for a university to have the unique advantage of collocated reputable business and engineering schools in proximity to a U.S. technology hub.

We see relevance to workforces across the region, to include those employed in Anne Arundel, Frederick, Harford, Montgomery, Prince Georges, and St Mary's Counties in Maryland; Alexandria, Arlington, Fairfax, King George, and Prince William County in Virginia; and the District of Columbia.

Beyond workforce demand, however, there is also a greater societal need for this type of interdisciplinary education for managers of business and technology. According to national polling by Pew Research Center in 2018, nearly 3 in 4 (74%) of Americans say major technology companies and their products and services positively impact their personal lives. But a solid majority (65%) of Americans feel technology enterprises fail to anticipate how their products and services will impact society, with less than 1 in 3 (28%) expressing trust in most of their decisions and roughly half (51%) supporting more regulation of them. The technology industry is not just growing, it is likely on the cusp of significant reforms. Public and private sector technology managers will need the skills to lead it.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook (<https://www.bls.gov/ooh/>), or Maryland state Occupational and Industry Projections (<http://www.dlr.state.md.us/lmi/iandoproj/>) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage (<http://mhec.maryland.gov/publications/Pages/research/>) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

The program is designed to serve the fastest growing sectors and occupations in the U.S. and Maryland.

From 2018-2028, USBLS projects U.S. employment growth of:

- 7 percent in management occupations, resulting in 706,900 new jobs;
- 12 percent in computer and information technology occupations, adding 546,200 new jobs with well above average demand in cloud computing, the collection and storage of big data, and information security.
- 4 percent in architecture and engineering occupations, adding 113,300 new jobs.

Long term projections for Maryland by the Department of Labor for 2016-2026 are similar:

- 22.1% growth in heavy and civil engineering construction;
- 8.0 growth in management of electronic equipment, appliances, and computers;
- 7.9% growth in management of computer and electronics manufacturing;
- 7.9% growth in telecommunications.

While there is no existing program in the State of Maryland comparable to this certificate, MHEC statistics evidence that graduate admissions in technical and technology branded independent schools in the state grew from 2018-2019:

- 22% growth in graduate student admission to Sand Technical Institute
- 7.1% growth in part time graduate student admission to Capitol Tech
- 3.5% growth in part time graduate student admission to Johns Hopkins University

At steady state, the program is anticipated to enroll and certify approximately 20-30 students annually.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

There is no similar program known to be offered in the state. The University of Maryland College Park does currently offer an Online Master of Professional Studies in Technology Entrepreneurship, however this program is substantially different in curriculum design, instructional format, learning objectives, and industry positioning.

- The MPS in Technology Entrepreneurship is designed to deliver skills to create, launch and lead start-up companies or innovation projects. The Certificate in Technology Management is focused on working professionals responsible for managing technology and the people envisioning, developing, acquiring or managing it. While entrepreneurs and start-up founders may be attracted to it, they are not the primary professional demographic it will serve.
- MPS in Technology Entrepreneurship's instruction is fully online with predominately asynchronous content delivery, catering to geographically distributed enrollment. The Certificate in Technology Management's instruction is predominantly in-person to managed cohorts.
- Credits earned in the Certificate in Technology Management are explicitly designed to be creditable as electives in BMGT's existing MBA degree programs.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

No.

Supporting Documents

Attachments

PCC New Program Budget Sheets - 682 Tech Management Cert.xlsx

Faculty Resources for Technology Management Program.docx

Collection_Assessment_PBC_Tech_Mgt.docx

Learning Outcomes Assessment.docx

Key: 682

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ 59,135	\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 235,480	\$ 291,053	\$ 349,749	\$ 411,705	\$ 530,070
a. #FT Students	NONE				
b. Annual Tuition/Fee Rate					
c. Annual FT Revenue (a x b)					
d. # PT Students	10	12	14	16	20
e. Credit Hour Rate	\$ 1,682.00	\$ 1,732.46	\$ 1,784.43	\$ 1,837.97	\$ 1,893.11
f. Annual Credit Hours	14	14	14	14	14
g. Total Part Time Revenue (d x e x f)	\$ 235,480	\$ 291,053	\$ 349,749	\$ 411,705	\$ 530,070
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$294,615	\$291,053	\$349,749	\$411,705	\$530,070
Graduate					
(FY2019)	annual	per credit hour	inflation		
resident		\$ 1,682.00	1.03		
non-resident		\$ 1,682.00			

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$33,915	\$46,577	\$47,974	\$49,413	\$50,896
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$25,500	\$35,020	\$36,071	\$37,153	\$38,267
c. Total Benefits	\$8,415	\$11,557	\$11,903	\$12,260	\$12,628
2. Admin. Staff (b+c below)	\$33,250	\$34,248	\$35,275	\$36,333	\$37,423
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
c. Total Benefits	\$8,250	\$8,498	\$8,752	\$9,015	\$9,285
3. Total Support Staff (b+c below)	\$86,450	\$89,044	\$91,715	\$94,466	\$97,300
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
c. Total Benefits	\$21,450	\$22,094	\$22,756	\$23,439	\$24,142
4. Graduate Assistants (b+c)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend					
c. Tuition Remission					
d. Benefits					
5. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses: Operational Expenses	\$141,000	\$105,450	\$105,914	\$106,391	\$106,883
a. Course Development	\$42,000	\$6,000	\$6,000	\$6,000	\$6,000
b. Teaching / Overload	\$84,000	\$84,000	\$84,000	\$84,000	\$84,000
c. Advertising / Recruitment	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
TOTAL (Add 1 - 8)	\$294,615	\$275,318	\$280,877	\$286,603	\$292,502
resources - expenditures	\$0	\$15,736	\$68,872	\$125,101	\$237,568
<p>These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.</p>					
	benefits	0.33			
	inflation	1.03			

Other expenses might include Space rental (if offsite), advertising/recruitment, course development, travel. Please specify in a footnote.

If new or renovated space is required beyond what is currently allocated to the College, this should be negotiated with the Office of the Provost prior to proposal submission.

FACULTY RESOURCES: TECHNOLOGY MANAGEMENT PROGRAM

Faculty	Courses	Program Role
<p>Wendy Moe, PhD Associate Dean of Master's Programs and Dean's Professor of Marketing, Robert H. Smith School of Business</p>		Dean/Faculty Sponsor
<p>Joseph Bailey, PhD Associate Research Professor, Department of Decision, Operations and Information Technologies, Robert H. Smith School of Business</p>	<i>Research and Development Strategy and Process</i>	Academic Director & Faculty
<p>George Syrmos, PhD Assistant Dean for Continuing Education, A. James Clark School of Engineering</p>	<i>Systems Design, Development, Test & Evaluation</i>	Engineering Faculty Sponsor
<p>Timothy Eveleigh, PhD, ESEP Institute for Systems Research (ISR), A. James Clark School of Engineering</p>	<i>Systems Design, Development, Test & Evaluation</i>	Faculty
<p>Yogesh Joshi, PhD Associate Professor and Academic Director, MS in Business & Management Program, Robert H. Smith School of Business</p>	<i>Marketing Emergent Technologies</i>	Faculty
<p>HENRY C. BOYD III, PhD Clinical Professor and Academic Director, Marketing, Robert H. Smith School of Business</p>	<i>Marketing Emergent Technologies</i>	Faculty
<p>Bren Goldfarb, PhD Associate Professor and Academic Director, Dingman Center for Entrepreneurship, Robert H. Smith School of Business</p>	<i>Technology Entrepreneurship, Innovation & Commercialization; Technology Management Capstone</i>	Faculty
<p>Even Starr, PhD Associate Professor of Management and Operations, Robert H. Smith School of Business</p>	<i>Technology Entrepreneurship, Innovation & Commercialization; Technology Management Capstone</i>	Faculty
<p>David Waguespack, PhD Associate Professor of Management and Operations, Robert H. Smith School of Business</p>	<i>Technology Entrepreneurship, Innovation & Commercialization; Technology Management Capstone</i>	Faculty

<p>Oliver Schlake, PhD Clinical Professor of Management and Operations, Robert H. Smith School of Business</p>	<p><i>Technology Entrepreneurship, Innovation & Commercialization; Technology Management Capstone</i></p>	Faculty
<p>Liu Yang, PhD Associate Professor of Finance and Academic Director, Master of Finance & Master of Quantitative Finance Programs, Robert H. Smith School of Business</p>	<p><i>Science and Technology Project Valuation</i></p>	Faculty
<p>David Kass, PhD Clinical Professor of Finance, Robert H. Smith School of Business</p>	<p><i>Science and Technology Project Valuation</i></p>	Faculty
<p>Sarah Kronke, MBA Senior Lecturer of Finance, Robert H. Smith School of Business</p>	<p><i>Science and Technology Project Valuation</i></p>	Faculty
<p>Judy Frels, PhD Clinical Professor, Marketing, Robert H. Smith School of Business</p>	<p><i>Leadership and Technology</i></p>	Faculty
<p>Martine Dresner, PhD Professor, Logistics, Business & Public Policy, Robert H. Smith School of Business</p>	<p><i>Corporate Structures and Law for Technology Managers</i></p>	Faculty
<p>Sandor Boyson, PhD Professor, Logistics, Business & Public Policy, Robert H. Smith School of Business</p>	<p><i>Research and Development Strategy and Process</i> <i>Corporate Structures and Law for Technology Managers</i></p>	Faculty
<p>JUSTÍN MARCOS REYNA, JD Lecturer, Logistics, Business & Public Policy, Robert H. Smith School of Business</p>	<p><i>Corporate Structures and Law for Technology Managers</i></p>	Faculty
<p>Charles Harry, PhD Associate Research Professor, School of Public Policy</p>	<p><i>Cyber/Enterprise Risk & Resilience Modeling</i></p>	Public Policy Faculty Sponsor

DATE: February 17, 2020

TO: Frank T. Goertner
The Robert H. Smith School of Business

FROM: On behalf of the University of Maryland Libraries:
Zaida M. Diaz, Business and Economics Librarian
Maggie Saponaro, Director of Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment- Post-Baccalaureate Certificate in Technology Management

We are providing this assessment in response to a proposal by the Technology Management Program in The Robert H. Smith School of Business to offer a Post-Baccalaureate Certificate in Technology Management. The Technology Management Program asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed new program.

Serial Publications

Since the course material is expected to be delivered to admitted students during weekend residencies at the Ronald Reagan Building and Internal Trade Center in Washington, DC, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on business, technology entrepreneurship and commercialization and cybersecurity, among other related subject areas.

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format. Many of these are top ranked journals by the *Journal Citation Reports*, in terms of research impact and are widely recognized in the fields of development strategy, science and technology project valuation, technology entrepreneurship and commercialization, technical systems design, marketing emergent technology, cybersecurity, management, organization theory, computation, and other related areas, which would be relevant to the subject or program areas within technology management. Among these are the following scholarly journals published by the highly regarded *Institute for Operations Research and the Management Sciences (INFORMS)* that cover the latest research in a wide range of analytics methods, technology applications, information and computing systems, among many other relevant areas in technology management:

- *INFORMS Transactions on Education* – Open access journal with the mission of advancing O.R., management science, and analytics education at all levels worldwide.
- *Decision Analysis* – Focuses on advancing the theory, application, and teaching of all aspects of decision analysis.

- *Information Systems Research (ISR)* – Covers the latest theory, research, and intellectual development for information systems in organizations, institutions, the economy, and society.
- *INFORMS Journal on Computing* – Contains topical and informative papers on the broad intersection of O.R. and computing.
- *Management Science* – Scientifically addresses the problems, interests, and concerns of managers while promoting the science of managing private and public sector enterprises.
- *Operations Research* – Presents high-quality papers that represent the true breadth of the methodologies and applications that define O.R.
- *Manufacturing & Service Operations Management (M&SOM)* – Presents state-of-the-art research of interest to both academic and industry researchers and practitioners working at the interface of research and implementation.
- *Marketing Science* – Addresses current questions in marketing and introduces cutting-edge research as well as new insights and approaches to current marketing-related problems.
- *Mathematics of Operations Research* – Publishes excellent foundational studies with significant mathematical content and relevance to OR/MS.
- *Organization Science* – Covers groundbreaking research about organizations, including their processes, structures, technologies, identities, capabilities, forms, and performance.
- *Transportation Science* – Features comprehensive timely articles and surveys that cover all modes of transportation, present and prospective, and researches planning and design issues.

In cases in which the Libraries do not subscribe to highly ranked journals, for example: *Journal on Optimization* and *Strategy Science*, both also published by the INFORMS, or any other articles in journals that we do not own, they likely will be available through our Interlibrary Loan/Document Delivery.

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) and also the Virtual Business Information Center (VBIC) (<https://www.lib.umd.edu/vbic>) resource portal offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. In the case of the VBIC portal, it also provides exclusive access to data sets that the Smith School of Business subscribes to, such as: *Bloomberg*, *Wharton Research Data Services (WRDS)*, *Thomson Reuters Eikon*, and many others. Additional databases that would be useful in the field of technology management are:

- *Business Source Complete* (EBSCO) – Comprehensive database of business sources — includes over 3600 peer reviewed journals, trade publications, magazines, books, case studies, company profiles, SWOT analysis, etc.
- *Science Direct* (Elsevier) – It is an international leading source for scientific, technical, and medical research. It is a peer-reviewed, full text database containing e-books and online journal

titles covering the fields of business, computing, economics, science, technology, health and life sciences.

- *IEEE Xplore* – Provides full-text access to IEEE transactions, journals, magazines and conference proceedings published since 1988 and all current IEEE Standards. Includes access to Bell Labs Technical Journal Archive (BLTJA) 1922-2015. Among topics covered are: computer engineering, biomedical technology and telecommunications, electric power, aerospace and consumer electronics, among many others.
- *Mergent Intellect* (Mergent/Dun) – Provides access to private and public U.S. and international business data, among them: company annual reports, industry reports and ratios, news, facts, and figures, and more.
- *IBISWorld* (IBISWorld)– Provides Industry market research reports on U.S., China and Global Industries; U.S. Risk Ratings, and U.S. Business Environment Profiles.
- *Mintel Oxygen* (Intel Group)– Provides full-text reports on a wide range of market research studies, analyzing market sizes and trends, market segmentation, consumer attitudes and purchasing habits, opportunities, weaknesses and the future of the market.

Also three general/multidisciplinary databases: *Academic Search Ultimate*, *MasterFILE Premier* and *ProjectMUSE* are good sources of articles relevant to this topic.

In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in business and engineering, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as individual e-books or through online collection packages, among them:

- *EBSCO eBook Collection* – A collection of e-texts covering topics in computer science, business, international relations, education, environmental science, psychology, and civil rights law and history.
- *IEEE/Wiley eBooks* – The collection of titles includes practical handbooks, introductory and advanced texts, reference works and professional books with an emphasis on leading areas of research, such as Aerospace; Bioengineering; Communication, Networking & Broadcasting; Components, Circuits, Devices & Systems; Computing & Processing (Includes Hardware & Software); Engineered Materials, Dielectrics & Plasmas; Fields, Waves & Electromagnetics; General Topics for Engineers (Math, Science & Engineering); Geoscience; Photonics & Electro-Optics; Power, Energy & Industry Applications; Robotics & Control Systems; Signal Processing and Analysis.

- *IET eBook Collection* – Contains engineering and technology titles, in a broad range of specialty including: Computing; Control, Robotics & Sensors; Electromagnetic Waves; Energy Engineering; Healthcare Technologies; History of Technology; Management of Technology; Materials, Circuits & Devices; Radar, Sonar & Navigation; Sector Publications; Security; Telecommunications; and Transport.
- *SIAM eBooks* - Titles are written by internationally renowned experts spanning a wide range of topic areas in applied mathematics and computational science. Hosted by the same AIP/Scitation platform as SIAM Journals.
- *SPIE Digital Library* (International Society for Optics and Photonics) – Provides an e-book collection that includes all of the top SPIE Press monographs, reference works, field guides, tutorial texts, and Spotlight eBooks to keep researchers current on the latest science and technology and advancing their own work.
- *World Scientific eBooks* – Titles in the collection span a wide variety of subjects: Mathematics, Physics/Nonlinear Science, Chemistry/Materials Science/Nanotechnology, Computer Science, Engineering, Environmental Science, Medicine and Healthcare, Life Sciences, Business and Economics, General and Popular Science, Social Sciences and Asian Studies.

Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (<https://www.lib.umd.edu/access/ill-article-request>).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms, for example: technology management and business or technology and business, yielded a sizable list (78,569) of citations of books that we own, among them:

- *The Aerospace Business: Management and Technology* (e-book) 2020
- *Knowledge Management and Risk Strategies* (2018)
- *Digital Transformation: The Realignment of Information Technology and Business Strategies for Retailers in South Africa* (e-book) 2017
- *Technology Entrepreneurship and Business Incubation: Theory, Practice, Lessons learned* (e-book) 2017
- *Learning Nagios: Learn and Monitor Your Entire IT Infrastructure to Ensure Your Systems, Applications, Services, and Business Function Effectively* (e-book) 2016

A further search using the same search terms, revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations at about 158,814. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarians: Zaida Diaz zdiaz@umd.edu and Lily Griner griner@umd.edu, (business and economics) and Sarah Over sover@umd.edu (engineering), also serve as an invaluable resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives, major trade associations and/or societies, government organizations and research centers in the country vitally important for researchers in business and engineering. Some of them are the: Library of Congress, National Science Foundation [Centers of Research Excellence in Science and Technology (CREST) and HBCU Research Infrastructure for Science and Engineering (HBCU-RISE)], Society for Computing Machinery (ACM), Bureau of Economic and Business Affairs (EB), The Office of Commercial and Business Affairs (CBA), World Bank, to name just a few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in the area of technology management. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post- Baccalaureate Certificate in Technology Management.

Learning Outcomes Assessment

Outcomes will be measured through various means depending on the course subject matter and the instructors' syllabi. Examples of measurements and assessments are:

- **Performance on individual course summative assessments including exams, papers, and presentations;**
- **Performance on team assignments including papers and presentations;**
- **and assessment by faculty, program staff, and external partners of the quality of discourse and dialog among the class participants.**

Student learning will be assessed during and at the conclusion of each course. Team and individual student summative assessments will be sampled and reviewed by faculty and external partners to ensure program-level learning outcomes are achieved.

Post-Baccalaureate Certificate in Technology Management

Program learning outcomes have been mapped to course learning outcomes. Evaluation will take place within these courses by the instructor(s). The program team will work with faculty to create and improve rubrics and – when appropriate – standardize the rubrics across courses. In some cases, course deliverables will be evaluated for programmatic learning outcome assessment especially when those learning outcomes demonstrate integration of concepts across courses within the certificate.

In the sections below, we describe how the course learning outcomes will be evaluated to assess programmatic learning outcomes. We map the proposed 6 courses (11 credits in total: 10 credits with from 5 courses at 2 credits each and one 1-credit course) to the program learning outcomes. The additional 3 credits in the program come from the Mastery courses (1 credit each), which are more fluid and are specifically designed to complement and fill in any deficiencies the programmatic learning outcome assessment may reveal.

The following 6 courses are mapped to learning outcomes:

- BUSI 781: Marketing Emergent Technology (1 credit)
- BUSI 782: Science and Technology Project Valuation (2 credits)
- BUSI 784: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

	BUSI781	BUSI782	BUSI784	BUSI786	BUSI791	BUSI793
Learning Outcome 1: The Fundamentals of Technology Management						
Understand how public and private sector account for technology in strategic planning		X		X	X	
Model best practices in developing and leading research and development programs					X	X
Comprehend the challenges associated with technology development, commercialization and transition, maturation and regulation, and how each is approached by public and private sector enterprises	X		X		X	X
Learning Outcome 2: Executing Technology Management						
Develop skillsets to evaluate and cultivate emergent technology from concept to operational					X	X
Understand systems engineering precepts and design thinking through real-world case-studies and simulations involving design, development, test and evaluation of new technologies			X	X	X	
Apply design methodologies for integrated human-machine systems design and risk management			X	X		
Model, evaluate and plan for the financial implications of investment in science and technology		X		X	X	
Develop skills to assess and plan marketing strategies for emergent technologies and future applications	X			X		
Understand implications of corporate structure, mergers and acquisitions on technology development in the private sector		X				X
Learning Outcome 3: Leading and Practicing Technology Management						
Understand C-Suite perspective on enterprise-level risks from cyber activities and model techniques for enhancing cyber resilience		X		X		
Develop skills for decision making in technology-dependent organization and leadership of integrated human-machine teams and activities				X	X	X
Collaborate with others on developing an innovative analysis, project or solution, by incorporating technology management principles, innovation practices, and stake-holder input				X		

Learning Outcome 1.1. Understand how public and private sector account for technology in strategic planning

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can describe the differences between public and private sector contexts				
Can differentiate among strategic planning techniques based on the technology				
Can articulate how timing and sequence affects strategic planning for technology management				

Assessed in:

- BUSI 782: Science and Technology Project Valuation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)

Learning Outcome 1.2. Model best practices in developing and leading research and development programs

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can describe how risk affects the R&D process				
Can demonstrate how to assess the value of technology investments				
Can apply the iterative process to help improve technology design				

Addressed in:

- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

Learning Outcome 1.3. Comprehend the challenges associated with technology development, commercialization and transition, maturation and regulation, and how each is approached by public and private sector enterprises

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can identify challenges for private sector enterprises in technology diffusion				
Can identify challenges for public sector enterprises in technology diffusion				
Can describe how public and private sector enterprises can collaborate on diffusing a new technology				

Addressed in:

- BUSI 781: Marketing Emergent Technology (1 credit)
- BUSI 784: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

Learning Outcome 2.1. Develop skillsets to evaluate and cultivate emergent technology from concept to operational

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can develop criteria for emergent technology evaluation				
Can describe how to incentivize innovations				
Can translate the design of a technology, market, and customer to a diffusion plan				

Addressed in:

- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

Learning Outcome 2.2. Understand systems engineering precepts and design thinking through real-world case-studies and simulations involving design, development, test and evaluation of new technologies

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can describe the design thinking process				
Can apply the design thinking process to real-world case studies				
Can articulate how iteration is used during the design thinking process to improve technical design				

Addressed in:

- BUSI 784: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)

Learning Outcome 2.3. Apply design methodologies for integrated human-machine systems design and risk management

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can describe the interdependencies between humans and machines				
Can identify potential risks associated with system design				
Can eliminate, reduce, or mitigate risks through improved systems design				

Addressed in:

- BUSI 784: Systems Design, Development, Test and Evaluation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)

Learning Outcome 2.4. Model, value and plan for the financial implications of investment in science and technology

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can perform a discounted cash flow analysis				
Can describe how real options are used to help define the value of a new technology				
Can compare a set of science and technology options and allocate funding based on financial projections and portfolio analysis				

Addressed in:

- BUSI 782: Science and Technology Project Valuation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)

Learning Outcome 2.5. Develop skills to assess and plan marketing strategies for emergent technologies and future applications

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can articulate different marketing strategies for emergent technologies				
Can define a marketing plan for a technology to expand into a new market				
Can objectively assess marketing plans for emergent technologies				

Addressed in:

- BUSI 781: Marketing Emergent Technology (1 credit)
- BUSI 786: Technology Management Capstone (2 credits)

Learning Outcome 2.6. Understand implications of corporate structure, mergers and acquisitions on technology development in the private sector

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can compare and contrast private sector corporate structures for effectiveness of technology development				
Can evaluate how potential collaborations, mergers, or acquisitions may affect technology development				
Can design corporate structures and inter-firm collaborations to help bring a technology to market				

Addressed in:

- BUSI 782: Science and Technology Project Valuation (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

Learning Outcome 3.1. Understand C-Suite perspective on enterprise-level risks from cyber activities and model techniques for enhancing cyber resilience

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can define enterprise risks associate with cybersecurity threats				
Can discuss the balance between preventative and prescriptive cybersecurity investments				
Can design risk reduction processes at the enterprise level				

Addressed in:

- BUSI 782: Science and Technology Project Valuation (2 credits)
- BUSI 786: Technology Management Capstone (2 credits)

Learning Outcome 3.2. Develop skills for decision making in technology-dependent organization and leadership of integrated human-machine teams and activities

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can describe how to integrate the perspectives of various stakeholders into a decision model				
Can objectively evaluate a technology decision				
Can define different leadership roles within the organization to help promote good technology management decisions				

Addressed in:

- BUSI 786: Technology Management Capstone (2 credits)
- BUSI 791: Research and Development Strategy and Process (2 credits)
- BUSI 793: Technology Entrepreneurship, Innovation and Commercialization (2 credits)

Learning Outcome 3.3. Collaborate with others on developing an innovative analysis, project or solution, by incorporating technology management principles, innovation practices, and stake-holder input

Rubric:

Criterion	Advanced	Proficient	Beginning	Unacceptable
Can work well in a multidisciplinary team				
Can demonstrate good team collaboration skills within a technology management context				
Can propose a technical design that synthesizes stakeholder input and solves a defined problem				

Addressed in:

- BUSI 786: Technology Management Capstone (2 credits)



Establish a Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners (PCC ID #685)

PRESENTED BY Valérie K. Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – October 20, 2020 | SENATE – November 10, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

This post-master's certificate program will provide practicing speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of American Speech-Language-Hearing Association (ASHA), the national certification body for speech-language pathologists, only 11,197 (6.4%) are registered as bilingual service providers. The number of qualified providers available is dwarfed by the population of bilingual clients who need these services. In 2018, UMD established a post-baccalaureate certificate program in Bilingual Speech-Language Pathology for students within the Speech-Language Pathology Master of Arts program. The proposed program will allow professionals who have already earned their master's degree to receive this training and earn this credential. The program will advance the university's goal of developing an ever-widening range of programs for the continuing needs of students/professionals by providing an opportunity for students to achieve proficiency in working with individuals from diverse backgrounds.

The program is 12 credits, consisting of five required courses:

- HESP617 Cultural and Linguistic Diversity in Communication and its Disorders (2 Credits)
- HESP728 Advanced Clinical Practice in Speech (1 Credit)
- HESP605 Assessment & Intervention in Bilingual Populations (3 Credits)
- HESP621 Bilingualism in Children and Adults (3 Credits)
- HESP623 Education, Policy & Advocacy in Bilingual Service Delivery (3 Credits)

This proposal was approved by the Senate Programs, Curricula, and Courses committee on October 2, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this certificate program.

COMMITTEE WORK

The committee considered this proposal at its meeting on October 2, 2020. Jose Ortiz from the Department of Hearing and Speech Sciences presented the proposal. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new degree program.

RISKS

If the Senate declines to approve this certificate program, the University will lose an opportunity for students to achieve proficiency in working with individuals from diverse backgrounds.

FINANCIAL IMPLICATIONS

The advising, administrative, and instructional infrastructure already exist. Tuition revenue will be used to cover program expenses. Consequently, the program has no significant adverse financial implications.

685: BILINGUAL SPEECH-LANGUAGE PATHOLOGY FOR PRACTITIONERS

New Program Proposal

Changes saved but not submitted

Viewing: 685 : Bilingual Speech-Language Pathology for Practitioners

Program Name

Bilingual Speech-Language Pathology for Practitioners

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments

Department
Hearing & Speech Sciences

Colleges

College
Behavioral and Social Sciences

Degree(s) Awarded

Degree Awarded
Certificate, Post-Masters

Proposal Contact

Matthew Nesson - Office of Extended Studies

Proposal Summary

The Department of Hearing and Speech Sciences in the College of Behavior and Social Sciences proposes to establish a face-to-face Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners. The proposed certificate will provide licensed speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. Administered by the Office of Extended Studies, the 12-credit program will utilize the semester academic calendar to offer five courses that emphasize the clinical application and training in bilingual service delivery. To be eligible, students must demonstrate a conferred graduate degree in speech-language pathology. The program intends to launch in Spring 2021.

(PCC Log Number 20014)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners provides speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. The 12-credit program utilizes the semester academic calendar to offer five courses that emphasize the clinical application and training in bilingual service delivery. Upon completion, students will be able to diagnose communication disorders in both bilingual and monolingual speakers, apply intervention strategies for treatment of communication disorders, demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and explain the social and cognitive processes underlying bilingualism and bilingual language development. A conferred master's degree in speech-language pathology is required for full admission into this certificate. Students can begin applying in the final semester of their master's program.

Catalog Program Requirements:

12 credits required

Course	Title	Credits
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2
HESP728	Advanced Clinical Practice in Speech	1-8
HESP605	Assessment & Intervention in Bilingual Populations	3
HESP621	Course HESP621 Not Found (Bilingualism in Children and Adults)	3
HESP623	Course HESP623 Not Found (Education, Policy & Advocacy in Bilingual Service Delivery)	3

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Spring (16-Week Semester)

Course	Title	Credits
HESP621	Course HESP621 Not Found (Bilingualism in Children and Adults)	

Summer Session (12 weeks)

Course	Title	Credits
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2

Course	Title	Credits
HESP728	Advanced Clinical Practice in Speech	1-8

Fall (16-Week Semester)

Course	Title	Credits
HESP605	Assessment & Intervention in Bilingual Populations	3

Winter Session (3 weeks)

Course	Title	Credits
HESP623	Course HESP623 Not Found (Education, Policy & Advocacy in Bilingual Service Delivery)	

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

- 1) Students will be able to diagnose communication disorders in both bilingual and monolingual speakers of a language other than English. This includes the ability to distinguish between a language difference and a language disorder.
- 2) Students will be able to effectively apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs of the individual, taking into account cultural practices.
- 3) Students will be able to demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.
- 4) Students will be able to use and explain the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The proposed Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners advances the university's goal of developing an ever-widening range of programs for the continuing needs of students/professionals by providing an opportunity for students to achieve proficiency in working with individuals from diverse backgrounds. This program aligns with the ongoing commitment to diversity at the University of Maryland and will serve to support the recruitment, retention, and advancement of a diverse student body, while also equipping students with expertise in a highly specialized area of clinical practice.

Program Characteristics

What are the educational objectives of the program?

- 1) Students will diagnose communication disorders in both bilingual and monolingual speakers of a language other than English. This includes the ability to distinguish between a language difference and a language disorder.
- 2) Students will effectively apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs of the individual, taking into account cultural practices.
- 3) Students will learn factual knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.
- 4) Students will understand the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.

Describe any selective admissions policy or special criteria for students interested in this program.

In addition to the standard requirements set by the Graduate School, eligible students for the proposed Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners must demonstrate a conferred master's degree in speech-language pathology. Licensure is not an admissions requirement for this certificate.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of American Speech-Language-Hearing Association (ASHA), the national certification body for speech-language pathologists, only 11,197 (6.4%) are registered as bilingual service providers. The number of qualified providers available is dwarfed by the population of bilingual clients who need these services. ASHA requires that all bilingual speech-language pathologists demonstrate specific clinical skills when working with bilingual clients. The Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners will provide the knowledge and skills needed to meet these standards, with the long-term goal of growing the number of qualified bilingual service providers. Through this program, the Department of Hearing and Speech Sciences will be able to offer a unique and much-needed educational opportunity to clinicians who work with culturally and linguistically diverse populations.

The Department of Hearing and Speech Sciences recently created a Graduate Certificate program for students within the Speech Language Pathology Master of Arts program. Since starting this Graduate Certificate, the Department of Hearing and Speech Sciences has observed a marked increase in the number of applications from students with an interest in bilingualism. The department believes that there is also substantial interest in a similar program specifically designed for licensed professionals. Given the level of expertise in the Department of Hearing and Speech Sciences, and the demand for content related to bilingual service delivery, the department is well-positioned to offer such a program to the public.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar (<https://www.provost.umd.edu/calendar/>) page)

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Certificate in Bilingual Speech-Language Pathology for Practitioners is designed to serve the needs of clients from culturally and linguistically diverse backgrounds. Given the focus on working with clients whose native language is not English, we expect that a significant proportion of our incoming cohorts will similarly be from culturally and linguistically diverse backgrounds. We will utilize existing methods of recruitment that have demonstrated effectiveness including published information on our website, advertising through ASHA's special interest group 14 (cultural and linguistic diversity), direct advertising to speech-language pathologists in the region, and advertising at local conferences.

With respect to retention, the Department of Hearing and Speech Sciences is committed to inclusion and diversity in all aspects of the program. Because aspects of cultural and linguistic diversity are deeply ingrained into the content of the coursework, the department hopes to engage students from diverse backgrounds in topics that are relevant for them. In addition, the department is committed to ensuring minority representation among course instructors.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

No required or recommended courses in the proposed program are offered by another department. The academic content does not overlap with any existing programs at UMD or institutions within the University System of Maryland.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The proposed program does not require any specialized accreditation beyond that of the University or the Speech Language Pathology master's program. Some admitted will already possess speech/language pathology licensure/certification at both the state and national levels, but licensure is not a requirement for admission into this certificate. Specific certification for bilingual service provision is not currently required in order to practice professionally in the state or country.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

The success of the proposed program is not reliant upon any cooperative arrangements with other institutions or organizations.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The proposed program will create an advisory committee that include at least one tenure-track faculty member, Rochelle Newman, as well as one professional-track faculty member, José Ortiz. HESP faculty and the potential courses they may teach can be found in Attachment A.

Indicate who will provide the administrative coordination for the program

The Office of Extended Studies (OES) will provide administrative coordination for the proposed program. OES is a self-support unit reporting to the Associate Provost for Academic Planning and Programs. OES provides administrative services for a broad range of self-support initiatives that include program development and delivery, program management, student and program services, financial management, and marketing management. By providing quality, innovative learning opportunities, OES extends the University's commitment to being a preeminent national center for graduate education, and the institution of choice for undergraduates of exceptional ability and promise.

Office of Extended Studies Administrative Support

- Terrie Hruzd, Director of Programs
- Matthew Nesson, Associate Director of Programs

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

The Library Assessment is included as Attachment B.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The proposed program will be held at the University of Maryland's main campus, which consists of approximately 14.1 million gross square feet (GSF) with 254 buildings on 1,340 acres. The proposed program does not have any requirements regarding physical facilities, infrastructure, or instructional equipment that extend beyond those provided to all undergraduate and graduate programs offered at the College Park campus.

The University of Maryland's learning management system, often referred to as ELMS or simply Canvas is hosted by Instructure. ELMS will augment face-to-face instruction and provide access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments).

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

The program will rely upon current faculty and staff from the Department for Hearing and Speech Sciences. At least 50% of the total semester credit hours within the proposed program will be taught by full-time faculty. Tuition revenue generated from the program will be used to pay all instructional expenses. Three of the five courses included in the certificate have already been developed and approved by VPAC. The remaining two courses are currently under development.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

The advisory committee will provide academic oversight while an appointed program director will serve to oversee the planning and operations of the program. The principal role of the director will be to ensure the long-term success and achievement of the stated program goals. This includes

planning, ongoing program evaluation, development, and facilitation of communication amongst all members and students in the program. The program director's salary will be paid through revenue generated from the program.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

The projected five year budget is included as an Attachment C.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

According to the most recent statistics available from the U.S. Department of Education (2015), of the 50 million students in public schools, English Language Learners (ELLs) make up about 4.4 million students (9.2%). About 13% of all students receive some form of special education services, with the vast majority receiving speech therapy services. The practical effect of this is that there is a significant disparity resulting in 32 potential clients for every one monolingual clinician, but 52 potential clients for every bilingual clinician. Importantly, this is a conservative estimate, which does not take into account the disproportionate representation of ELLs in special education, or the high demand for services provided in specific languages. In many instances, a service provider who speaks the language of a given client population is simply not available. In these cases, either a monolingual English speaking SLP ends up providing the service, or there is a lapse in service during the time in which a bilingual provider is found. Both of these scenarios are very common occurrences.

There is a great degree of variability in the numbers of ELLs from state to state, from county to county, and even from one neighborhood to another. In the state of Maryland, this variability is very clear; some areas of the state have relatively low numbers of ELLs, while others have high numbers. Although the overall percentage of ELLs in Maryland is lower than that of the US as a whole, certain counties have significantly higher populations of ELLs than others resulting in a greater demand for bilingual professionals, speech#language pathologists among them. For example, ELLs account for 15.4% of students in public schools in Montgomery county but only 7.6% overall in the state of Maryland. It is clear that certain areas have a greater need than others, with our region being an area of particularly high need.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook (<https://www.bls.gov/ooh/>), or Maryland state Occupational and Industry Projections (<http://www.dllr.state.md.us/lmi/iandoproj/>) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage (<http://mhec.maryland.gov/publications/Pages/research/>) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

The projected employment and job growth is included as Attachment D.

Identify similar programs in the state. Discuss any di#ferences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplica on of an existing program (you can base this argument on program di#ferences or market demand for graduates). The MHEC website can be used to find academic programs operatinng in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

An institutional comparison is included as Attachment E

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

The proposed program will not affect any existing programs at Maryland HBIs. No comparable programs are offered within USM.

Supporting Documents

Attachments

Attachment E - HESP BSP Institutional Comparison.xlsx

Attachment A - HESP BPS Faculty.docx

Attachment B - HESP BSP Library Assessment.pdf

Attachment C - HESP BSP Program Budget.pdf

Attachment D - HESP BSP Employment & Job Growth.xlsx

Reviewer Comments

Angela Ambrosi (aambrosi) (Thu, 01 Oct 2020 12:12:21 GMT): Rollback: Update admissions requirements

Key: 685

HESP Faculty		
Faculty Member	Area of Focus	Potential Courses
Kathryn Dow-Burger, M.A., CCC-SLP	Autism spectrum disorder, fluency, cultural and linguistic diversity	HESP617 HESP728
Jan Edwards, Ph.D., CCC-SLP	Language acquisition, speech and language processing, language diversity and dialect shifting	HESP605 HESP617
Yi Ting Huang, Ph.D.	Language acquisition, psycholinguistics, emergent literacy, bilingualism	HESP605 HESP621
Yasmeen Farooqi-Shah, Ph.D., CCC-SLP	Aphasia, neurolinguistics, neural plasticity, bilingualism and multiculturalism	HESP605 HESP617 HESP621
Eusebia Mont, M.S., CCC-SLP	Adult and pediatric speech and language disorders, telepractice, cultural and linguistic diversity, professional practice issues	HESP605 HESP617 HESP623 HESP728
Rochelle Newman, Ph.D.	Speech perception, language acquisition, word-finding errors, word recognition, bilingualism, autism, concussion	HESP605 HESP617
Jared Novick, Ph.D.	Psycholinguistics, bilingualism, cognitive control, neuroscience	HESP621
José Ortiz, M.A., CCC-SLP	Bilingual speech and language development, cultural and linguistic diversity, clinical education	HESP605 HESP617 HESP621 HESP623 HESP728
Nan Ratner, Ed.D, CCC-SLP	Speech and language acquisition in typical children and children with communication disorders, monolingual/bilingual fluency, parent-child interaction	HESP605 HESP621
Eliza Thomson, M.S., CCC-SLP		HESP605 HESP617 HESP621 HESP623 HESP728

DATE: 02/20/2020

TO: Dr. Rochelle Newman
Professor and Chair, Department of Hearing & Speech Sciences

FROM: On behalf of the University of Maryland Libraries:
Chuck Howell, Subject Librarian for Hearing & Speech Sciences
Maggie Saponaro, Director, Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Office of Extended Studies and the Department of Hearing & Speech Sciences (HESP) to create a Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners. José Ortiz, Clinical Asst. Professor and coordinator of the Bilingual Certificate Program in HESP, asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that either focus on or are relevant to Hearing & Speech Sciences.

The Libraries subscribe to all but one of the top ranked journals that are listed in the Audiology & Speech – Language Pathology category in the Science Edition of *Journal Citation Reports**. These journals include the following, all of which are available online:

- *Trends in Hearing* – ejournal – 1996 -present
- *Hearing Research* – ejournal - 1995 – present
- *Ear and Hearing* – ejournal – 1980 -present
- *Journal of Fluency Disorders*– ejournal - 1995 -present; print – 1977-1994
- *Brain and Language* - ejournal -1995 -present; print – 1974-1994
- *AAC: Augmentative & Alternative Communication* - ejournal – 2001- 18 months ago; print – 1985-2005
- *International Journal of Language and Communication Disorders*– ejournal – 1966 – present
- *Language, Cognition and Neuroscience* – ejournal – 1985 – present
- *Noise & Health* – ejournal – 1998 - present
- *Journal of Speech, Language & Hearing Research* – ejournal – 1958 - present
- *International Journal of Audiology* – ejournal – 1962 - present
- *The Journal of the Acoustical Society of America* – ejournal – 1929 - present
- *Language & Speech* – ejournal – 1958 – 18 months ago
- *Journal of Communication Disorders* – ejournal – 1995 - present

The one highly-ranked core journal to which the Libraries does not currently subscribe is *Audiology and Neurotology*, published by Karger (Basel, Switzerland). However, articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery.

Other journals of interest in the holdings of UMD Libraries include:

- *American Journal of Speech-Language Pathology*
- *Australian Journal of Human Communication Disorders*
- *British Journal of Disorders of Communication: The Journal of the College of Speech Therapists, London*
- *Canadian Journal of Speech-Language Pathology and Audiology*
- *Communication Disorders Quarterly*
- *Directory, Resources for Deafness and Other Communication Disorders /National Institute on Deafness and Other Communication Disorders, (NIDCD) Information Clearinghouse*
- *European journal of disorders of communication: the journal of the College of Speech and Language Therapists, London*
- *Handbook of Hearing Aid Measurement*
- *Hearing, Speech, and Communication Disorders: Cumulated Citations*
- *Human Communication and Its Disorders: A Review*
- *Journal of Multilingual Communication Disorders*
- *Journal of Speech-Language Pathology & Applied Behavior Analysis*
- *Journal of Speech-Language Pathology And Audiology = Revue D'orthophonie et D'audiologie.*
- *South African Journal of Communication Disorders*
- *Studies in Speech Pathology and Clinical Linguistics*
- *Topics in Language Disorders*

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. A number of these databases cover subject areas that would be relevant to this proposed program.

Databases that would be useful in the field of HESP include:

- *Academic Search Complete*
- *BioMed Central*
- *Biological Science database (ProQuest)*
- *CINAHL Plus with Full Text*
- *ERIC*

- *Education Source*
- *Films on Demand Master Academic Collection*
- *Google Scholar*
- *Health Source: Consumer Edition (EBSCO)*
- *Health Source: Nursing/Academic Edition (EBSCO)*
- *Linguistics and Language Behavior Abstracts (LLBA)*
- *Medline (EBSCO)*
- *MedlinePlus*
- *Mental Measurements Yearbook with Tests in Print (EBSCO)*
- *Neurosciences Abstracts*
- *Project Muse/UPCC Ebooks*
- *PsycARTICLES*
- *PsycINFO (EBSCO)*
- *Psychology & Behavioral Sciences*
- *PubMed*
- *Reference Universe*
- *Science Citation Index (Web of Science)*
- *Springer eBooks (2005-2011)*
- *SpringerLink*
- *Web of Science Core Collection*
- *World Scientific eBooks*

Some other databases that would be relevant to this curriculum include:

- *Child Trends Databank*
- *Communication and Mass Media Complete*
- *Counseling and Therapy in Video*
- *Dissertations & Theses Global*
- *Encyclopedia of Bilingual Education*
- *Health Policy Reference Center*
- *History of Science, Technology and Medicine*
- *National Center for Health Statistics Data Warehouse*
- *Neuroscience Information Framework*
- *Psychology and Behavioral Science*
- *Public Health Database*
- *ScienceDirect*

Also, three general/multidisciplinary databases, *JSTOR*, *MasterFILE Premier* and *Project Muse* are good sources of articles relevant to this topic.

In many-and likely in most-cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through the Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/access/ill-article-request>). (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in HESP and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own:

- Speech Pathology - 263
- Speech – Language Pathology – 248
- Speech Therapy – 585
- Speech Disorders - 733
- Speech Disorders Therapy – 73
- Language Disorders - 847

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) substantially increases these holdings and citations:

- Speech Pathology - 804
- Speech – Language Pathology – 529
- Speech Therapy – 1617
- Speech Disorders - 2237
- Speech Disorders Therapy – 122
- Language Disorders - 1671

As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at

McKeldin Library. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>).

The subject specialist librarians for the following disciplines also serve as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

- Asian Languages and Cultures –Kana Jenkins- Curator, Prange Collection & East Asian Studies Librarian – jenkins1@umd.edu
- Behavioral and Community Health; Disability Studies - Nedelina Tchangalova, Public Health Librarian –STEM Libraries / Research, Teaching & Learning - nedelina@umd.edu
- English Language and Literature; Second Language Acquisition - Patricia Herron, English, Latin American & Latina/o Studies, Linguistics and Second Language Acquisition - Humanities & Social Sciences Librarians / Research, Teaching & Learning - herron@umd.edu
- French, Italian, Portuguese and Spanish Language and Literature - Kelsey Corlett-Rivera, Head of Research Commons, Research, Teaching & Learning - kcr1@umd.edu
- Germanic Studies - Eric Lindquist, History, American Studies, & Classics Librarian Humanities & Social Sciences Librarians / Research, Teaching & Learning - ericl@umd.edu
- Hebrew and Slavic Language and Literature - Yelena Luckert - Director, Research, Teaching & Learning - yluckert@umd.edu
- Neuroscience and Cognitive Science (NACS) - Svetla Baykoucheva - Chemistry and Life Sciences Librarian, STEM Libraries / Research, Teaching & Learning - sbaykouc@umd.edu

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country, many of which are vitally important for researchers in HESP. These include the Library of Congress, the National Library of Medicine, the Himmelfarb Health Sciences Library at the George Washington University School of Medicine and the Dahlgren Memorial Library at the Georgetown University School of Medicine, both in the District of Columbia; the William H. Welch Medical Library at the Johns Hopkins University School of Medicine and the Health Science and Human Services Library of the University of Maryland Medical School (both in Baltimore) to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in the Department of Hearing & Speech Sciences. These materials are supplemented by a strong monograph

collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners.

PCC Budget (F2F)					
Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners					
[This program is self-support. Instructors may not teach on-load.]					
Estimated Program Revenue & Support	Year 1	Year 2	Year 3	Year 4	Year 5
I. Total Tuition Revenue	\$70,176	\$82,895	\$96,711	\$111,702	\$127,949
A. Total number of students (by enrollment year)	8	9	10	11	12
B. Total Credits (by enrollment year)	12	12	12	12	12
C. Graduate Tuition Per Credit Rate; Assumes 5% increase	\$731	\$768	\$806	\$846	\$889
II. Other Support	\$0	\$0	\$0	\$0	\$0
A. Dean Support	0	0	0	0	0
B. Department Support	0	0	0	0	0
C. Other program support (grant/vendor)	0	0	0	0	0
Total Estimated Program Revenue & Support	\$70,176	\$82,895	\$96,711	\$111,702	\$127,949
Estimated Program Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
I.Total Instructional and Academic Administration	\$58,830	\$60,007	\$61,207	\$62,431	\$63,679
A. Instructional Totals	\$45,290	\$46,196	\$47,120	\$48,062	\$49,023
1. Instructor Totals	35,000	35,700	36,414	37,142	37,885
a. Average Instructor Salary: assumes a 2% annual increase	7,000	7,140	7,283	7,428	7,577
b. Total # of courses	5	5	5	5	5
2. Benefits: Total (29.4%)	10,290	10,496	10,706	10,920	11,138
B. Academic Administration Totals	\$13,540	\$13,811	\$14,087	\$14,369	\$14,656
1. Total Academic Admin Salary (assumes 2% increase)	13,540	13,811	14,087	14,369	14,656
a. Program Director (paid hourly; no teaching responsibilities)	10,000	10,200	10,404	10,612	10,824
2. Benefits: Total (35.4%)	3,540	3,611	3,683	3,757	3,832
II. Marketing	\$0	\$0	\$0	\$0	\$0
A. Program Marketing (minimum \$15,000 per year)	0	0	0	0	0
III. Materials & Supplies	\$800	\$900	\$1,000	\$1,100	\$1,200
A. Cost per course (estimated)	\$20	\$20	\$20	\$20	\$20
B. Total number of courses	5	5	5	5	5
C. Total number of students	8	9	10	11	12
IV. Equipment	\$1,250	\$1,000	\$1,000	\$1,000	\$1,000
A. Computer-related (laptop, tablet)	1,000	1,000	1,000	1,000	1,000
B. Other Devices (printer, scanner, etc)	250	250	250	250	250
V. Library	\$0	\$0	\$0	\$0	\$0
A. Library	0	0	0	0	0
VI. Other Operational Expenses	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
A. Travel (for recruitment)	3,000	3,000	3,000	3,000	3,000
B. Other	0	0	0	0	0
VII. Courses: Development & Design	\$7,000	\$0	\$0	\$0	\$0
A1. New Course: Per course instructor stipend	3,500	0	0	0	0
A2. Ttl # of new courses	2	0	0	0	0
B1. Existing Course: Per course instructor stipend	0	0	0	0	0

Estimated Program Expenses	Year 1	Year 2	Year 3	Year 4	Year 5																		
B2. Ttl # of courses	0	0	0	0	0																		
Total Estimated Program Expenses	\$84,420	\$78,717	\$80,294	\$81,900	\$83,536																		
Total Estimated Program Revenue & Support	\$70,176	\$82,895	\$96,711	\$111,702	\$127,949																		
Total Estimated Program Expenses	\$84,420	\$78,717	\$80,294	\$81,900	\$83,536																		
Net Revenue	-\$14,244	\$4,178	\$16,418	\$29,802	\$44,413																		
<table border="1"> <thead> <tr> <th>Certificate F2F Completion Assumptions</th> <th colspan="2">Cumulative 5 Yr</th> </tr> </thead> <tbody> <tr> <td># of terms/semesters per year: 4 semesters/sessions</td> <td>TTL Revenue/Support</td> <td>\$489,433</td> </tr> <tr> <td># of courses per term/semester: Generally 1, but two in Summer</td> <td>TTL Expenses</td> <td>\$408,866</td> </tr> <tr> <td># of courses per year: 5</td> <td>TTL Net</td> <td>\$80,567</td> </tr> <tr> <td>To complete the 12-credit; 5 course program:</td> <td></td> <td></td> </tr> <tr> <td>Students take 5 courses (12 credits) over one academic year</td> <td></td> <td></td> </tr> </tbody> </table>						Certificate F2F Completion Assumptions	Cumulative 5 Yr		# of terms/semesters per year: 4 semesters/sessions	TTL Revenue/Support	\$489,433	# of courses per term/semester: Generally 1, but two in Summer	TTL Expenses	\$408,866	# of courses per year: 5	TTL Net	\$80,567	To complete the 12-credit; 5 course program:			Students take 5 courses (12 credits) over one academic year		
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OES In-House Market Research: Employment and Job Growth

Program Name = Bilingual Speech-Language Pathology for Practitioners, GC

Occupation	# of Jobs in the Field	Where Professionals are Employed	Professional Salary Information	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (https://www.bls.gov/oooh)				
Speech Lanaguage Pathologists	153,700	Education services; state, local, and private-40% Offices of physical. Occupational and speech therapists, and audiologists- 23% Hospitals; state, local, and private- 14% Nursing and residentia; care facilities- 5% Self-Employed workers- 3%	\$77,510/year \$32.26/hour	27%
Information from State of Maryland's Occupational and Industry Projections (http://www.dllr.state.md.us/lmi/iandoproj)				
Speech Lanaguage Pathologists	2,900	Education services; state, local, and private-40% Offices of physical. Occupational and speech therapists, and audiologists- 23% Hospitals; state, local, and private- 14% Nursing and residentia; care facilities- 5% Self-Employed workers- 3%	\$84,960/year	17%

Note: Since there are no comparable Maryland insitutions that offer this program there is no program enrollment data or program completion data to compare.

OES In-House Market Research: Other Institution Comparison								
Program Name = Bilingual Speech-Language Pathology for Practitioners, GC								
Institution	Website	Delivery Method	Degree Name & Type (MPS, MA, MS, MPH, etc.)	# of Credits	Tuition (course or credit)		Target Population	Prior Education/ Pre-Requisites
					Resident	Non-Resident		
Big Ten Institutions								
Purdue University	https://www.education.purdue.edu/academics/graduate-students/degrees-and-programs/graduate-programs/english-language-learning/bilingual-certificate/	Online	Dual Language Bilingual Education (DLBE) Graduate Certificate	12	\$397.85/credit	\$562.38/credit	The purpose of the dual language bilingual education (DLBE) graduate certificate is to address the growing need of schools and teachers in meeting the needs of culturally and linguistically diverse students, including the rapidly growing English language learner student population, through the provision of high-quality dual language and other bilingual education programs.	Applicants must hold a bachelor's degree from a regionally-accredited institution and must have a minimum of a 3.0 GPA to be considered.
Rutgers University New Brunswick	https://ese.rutgers.edu/academic-programs/certificate-and-endorsement-programs/endorsement-program-bilingual/bicultural-certification	Online	Endorsement Program for Bilingual/Bicultural Certification	21	\$900/credit		The nondegree endorsement program for bilingual/bicultural certification is designed for individuals who possess a New Jersey standard teaching certificate in mathematics, science, social studies, or elementary education and who wish to earn the bilingual/bicultural endorsement.	Designed for individuals who possess a New Jersey standard teaching certificate
State of Maryland System Institutions: Overseen by MHEC (http://mhcc.maryland.gov/publications/Pages/research/index.aspx)								
N/A								
Colleges & Universities in the Washington DC - Baltimore MD area								
Teachers College Columbia University	https://www.tc.columbia.edu/bilingual-institute/	Online or F2F	Advanced Certificate in Bilingual Speech-Language Pathology	6	\$1,108/credit		The Institute's Advanced Certificate in Bilingual Speech-Language Pathology is designed to provide students with the knowledge and clinical skills needed to provide culturally and linguistically appropriate services for children and adolescents.	Applicants must hold or be enrolled in a program leading toward the Teachers of Students with Speech and Language Disabilities (TSLD) or Teacher of Speech and Hearing Handicapped (TSHH) certification. Applications without either must demonstrate strong work experience and education in bilingual speech language pathology
Other								
The University of Arizona	https://grad.arizona.edu/catalog/programinfo/BIH_SLP_CKTC	F2F	Bilingual Speech-Language Pathology (Certificate)	9	\$853/credit	\$1,781/credit	Students interested in learning how the structure of common languages spoken in the United States compares and contrasts with English, how to appropriately assess and treat all languages in the bilingual or multilingual individual, how to train and implement the use of interpreters, and cultural awareness and sensitivity in the clinical setting.	Applicants must be currently enrolled in the Master of Science in Speech, Language, and Hearing Sciences (MS-SLHS) or the Clinical Doctorate in Audiology (AuD) to be eligible for the Bilingual Certificate Program. PhD applicants must have a clinical degree.
The University of Texas at El Paso	http://catalog.utep.edu/grad/college-of-health-sciences/rehabilitation-science/bilingual-speech-language-pathology-graduate-certificate/	F2F	Graduate Certificate in Bilingual Speech Language Pathology	16	\$496/credit	\$1,086/credit	To provide additional educational and practicum experience for speech-language pathologists in the area of diagnosis and treatment of Spanish only and Spanish-English individuals who are suffering speech-language-voice-swallowing disorders. This certification is designed for individuals seeking a master's degree in Speech-Language Pathology.	Any individual who is pursuing a master's degree in speech-language pathology, who has a master's degree in speech-language pathology is eligible. An individual must earn a passing score in the following English and Spanish test of proficiency: Spanish Placement Exam administered at the UTEP Testing Center
Hunter College	http://www.hunter.cuny.edu/comsc/facsbilingual-extension	F2F	Bilingual Extension- Specialized certificate	12	\$470/credit	\$855/credit	Students interested in becoming knowledgeable and skillful clinicians in the field of Speech-Language Pathology by integrating academic, clinical and research components into its curriculum.	In order to get the coursework to apply for this specialized certification within Speech-Language Pathology, you must be enrolled in our master's degree program in speech. You must have at least one credit of school-based practicum in a bilingual setting (e.g., Spanish-speaking) bilingual educational setting. This must be in a setting where children are eligible for bilingual education services. You must take New York State sponsored tests to show you are proficient in both English and Spanish.
Hofstra University	https://www.hofstra.edu/academics/colleges/health-human-sci/speech-language-pathology/bilingual-advanced-certificate.html	F2F	Bilingual Extension in Speech-Language Pathology, Advanced Certificate	15	\$1,398/credit		This Advanced Certificate is for students who wish to have a more in-depth experience in working with bilingual and multicultural populations and who hold a valid initial/professional TSSLD certification.	Students can either obtain this Bilingual Extension while they are matriculated in the M.A. Speech-Language Pathology program at Hofstra University, or after a master's program in Speech-Language Pathology has been completed along with the TSSLD certification.
San Diego State University	https://slhs.sdsu.edu/programs/other-programs/bilingual-certificate/	F2F	Bilingual Speech-Language Pathology Certificate	13	\$494/credit	\$890/credit	The Bilingual Speech-Language Pathology Certificate is designed for students who plan to work with bilingual Spanish-English speakers with communicative disorders, consistent with ASHA's definition regarding bilingual speech-language pathologists.	To be a candidate for the certificate, a student must be admitted to the MA program in speech-language pathology since the certificate is coordinated with these endeavors.

The New York State Education Department (NYSED) has offered speech-language clinicians who are employed in schools and 4410 preschool \$3,000 in funding towards the tuition of the Bilingual Extension Institute.

ONE



M





VISION

To uphold and enhance the academic mission of the University of Maryland, **we will lead boldly**. To be recognized as a premier program within the dynamic landscape of intercollegiate athletics, **we will provide a student-centered environment** dedicated to our values of inclusivity, innovation, engagement and transparency. To exceed our own high expectations as an elite athletic program, **we will inspire pride** in the character and achievement of our student-athletes, our program, our university and our state.

GUIDING PRINCIPLES

- Collaboration
- Inclusivity
- Innovation
- Integrity
- Passion
- Transparency
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2018-2020 DIVERSITY EDUCATION TASK FORCE REPORT NOVEMBER 2020

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i *The Diversity Education Task Force examined existing UMD undergraduate diversity and civic educational initiatives with the goal of offering recommendations for improvement. Based on our analysis, we propose revising introductory activities for new students, modifying parts of the General Education diversity curriculum, offering microcredentials for optional diversity and civic engagement programs, and encouraging all major degree programs to include discipline-specific diversity content.*

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TASK FORCE CHARGE AND SCOPE

Background

This report summarizes the findings and recommendations of the **Diversity Education Task Force (DETF)**, which was convened by Provost Mary Ann Rankin during summer 2018 to supplement the work of the Joint President/Senate Inclusion and Respect Task Force. The 2017-2018 Joint President/Senate Task Force was formed to examine campus diversity and inclusion initiatives in nine areas other than curriculum and classroom programs, as noted in its April 2018 report:

“In developing the charge, the President and Chair of the Senate focused the Task Force’s work on programming efforts and initiatives *primarily outside of the classroom*. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an *important task that should be led with singular focus by the faculty*.” (p. 7, emphasis added).

Our mandate began where the Joint President/Senate task force ended—that is, to investigate and offer recommendations for improving campus undergraduate diversity education. In addition, we were tasked with exploring potential synergies between diversity education and campus *civic engagement* initiatives, a topic of interest to the University System of Maryland and President Wallace Loh. **Appendix A** includes our formal charge and describes how we conceptualized these dual aims.

Context

Reports from two prior efforts¹ to revise the undergraduate diversity curriculum noted that UMD’s historical context plays a pivotal role in motivating and focusing recommendations. That observation remains valid here: the formation of our own and the Joint President/Senate task forces as well as our inclusion of civic engagement education can be traced to **broad student demands precipitated by the polarizing 2016 national election**,² followed by the May 2017 racially motivated campus murder of Bowie State University student, Lt. Richard Collins III. Against that backdrop, we adopted a broad definition of diversity (i.e., race, gender, sexual orientation, religion, etc.) and concentrated on developing students’ skills for constructive civic interactions as an aim of instructional revision.³ With those launching points, we interviewed campus constituents, identified possible changes, and debated value–feasibility tradeoffs for four sets of recommendations. In late February and early March 2020, we began soliciting input from key campus constituents who would be involved in implementation and started drafting our final report.

Since mid-March, however, our context has altered radically. First, the urgent need to slow the spread of COVID-19 necessitated abrupt migration from face-to-face to online instruction for the indefinite future, which has challenged faculty members to learn both videoconferencing technology and effective virtual teaching techniques. Second, the callous May 25, 2020, homicide of George Floyd by Minneapolis police sparked prolonged global demonstrations and widespread acknowledgement of serious, long-standing racial inequities. This has prompted campus constituents to spotlight racism and anti-Black bias within

¹ These are the 2004 CORE Diversity Task Force Recommendation and the 2010 [Transforming General Education](#) reports.

² <https://www.washingtonpost.com/news/answer-sheet/wp/2016/12/28/64-demands-by-u-md-student-coalition-include-prayer-rooms-in-every-major-building-shuttles-to-muslim-center/>

³ Briefly, *civic engagement*, as defined by and for the Task Force, refers to the capacity to communicate effectively and work together constructively across a range of differences, including (but not limited to) demographic, cultural, and political differences.

the broader framework of diversity. Finally, President Wallace Loh stepped down at the end of June, and on July 1, 2020, UMD welcomed its 34th president, Dr. Darryll J. Pines.

Given these seismic shifts in campus leadership, salient elements of diversity, and instructional delivery methods, we revisited our preliminary recommendations during September-October 2020 with both senior campus leaders and task force members. As such, this draft incorporates numerous modifications and may be considered a starting point for campus revisions to the undergraduate diversity curriculum.

Focus of report

At the outset, the DETF formulated the following questions to guide its data collection, analysis, and recommendations:

1. What are the **characteristics of effective diversity education** and how might these overlap with civic education and engagement initiatives?
2. What **range and depth of diversity and civic undergraduate education is currently offered** on campus and in what units is this offered?
3. What steps should be taken to **build on, modify, and strengthen approaches to diversity and civic education** currently offered at UMD?
4. How might such **modifications be introduced and scaled** for delivery to all undergraduate students?

These questions are addressed in sequence in the following sections of this report.

DATA COLLECTION AND ANALYSIS

Our data collection and analysis efforts centered on (1) understanding the characteristics of effective diversity and civic education, (2) identifying current forms and sources of diversity and civic education on campus as well as campus constituents' assessments of those initiatives, and (3) clarifying available information about the campus diversity climate as context for our work. Below, we summarize the sources of information consulted and briefly summarize our findings.

Data sources

A key source in our understanding of effective diversity and civic education was a 2016 Association for the Study of Higher Education (ASHE) report, *Rethinking Cultural Competence in Higher Education: An Ecological Framework for Student Development*, by Edna Chun and Alvin Evans. These authors reviewed published research and interviewed higher education scholars from across the country to capture emerging trends and approaches. In so doing, they laid the groundwork for our inquiry and we drew heavily from their findings and conclusions.

In addition, the DETF met with numerous constituents to learn about current diversity and civic education efforts on campus, including groups of students, faculty, and staff. Specific individuals and programs of interest included:

- President Wallace Loh
- Provost Mary Ann Rankin
- Dr. Carlton Green from the Office of Diversity and Inclusion, Prevention and Education (ODI)

- The Words of Engagement Intergroup Dialogue program (WEIDP), which is a series of 1-credit courses administered through ODI that meet the General Education Cultural Competence learning outcomes
- Dr. Scott Roberts from the Teaching and Learning Transformation Center (now in the Graduate School)
 - Workshops for faculty on difficult dialogues in the classroom
- New Student Orientation
 - Diversity skits during orientation programs
 - UNIV100 (Introduction to the University) diversity components, including the Sticks+Stones program used in UNIV100 pilot study
- Faculty affiliated with General Education
 - Academic Writing Program, which has a pilot project to revise its standard syllabus with a diversity and inclusion focus; developing training and support of faculty to help students grapple with controversial or difficult topics and engage others' points of view
 - Oral Communication Program, which has civic engagement pilot project
- Department of Resident Life
 - Common Ground Multicultural Dialogue program
 - Collaboration with the Clarice in 2017-18
- Fraternity and Sorority Life, specifically its Diversity and Inclusion chapter chairs
- Campus Fabric (a network of faculty and staff collaborating to offer community and service-learning opportunities)
- The First Year Book program
- Do Good Institute, which infuses civic content into classes and projects across campus
- The Clark School of Engineering and staff involved in its Empowering Voices pilot project during fall 2018
- Counseling Center and its Kognito online training modules for faculty and students (since discontinued)
- Athletics diversity training in Gossett Center
- Proposed SGA leadership training for Recognized Student Organizations (through the Stamp)
- Student Advisory Board for the Dean for Undergraduate Studies
- Academy of Innovation and Entrepreneurship, which hosted a design sprint with students, faculty, and staff regarding diversity education

Finally, we examined historical documents underlying adoption of the current General Education diversity requirement and recent campus reports assessing UMD's diversity climate to understand the context for change. These included: the December 2010 report, [Transforming General Education](#) and the 2004 report that preceded it, *CORE Diversity Task Force Recommendation*; the [2018 Campus Climate Survey Preliminary Report](#); an external review (June 2018) and self-study (n.d.) of the Office of Diversity and Inclusion; and a 2017 report, *Diversity and Inclusion at College Park: Perspectives on Institutional Assets*, by Kevin Allison, Association of Colleges and Employers Fellow. In addition, the 2018 report from the Board of Regents of the University System of Maryland, *USM BOR Workgroup Report on Civic Learning and Democratic Engagement*, provided useful background regarding its civic learning and engagement goals for member institutions.

Findings

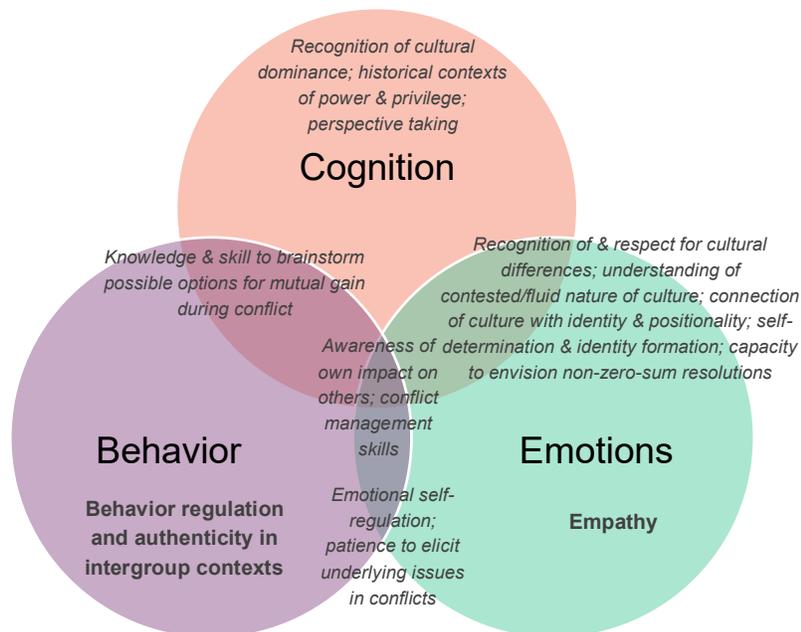
Characteristics of effective diversity education

ASHE report findings

In addition to supplying useful background regarding how *cultural competence* (as part of diversity education) has been conceptualized, the ASHE report outlined desired outcomes of diversity and democracy education, clarified institutional and contextual factors that affect success in achieving these outcomes, and offered recommendations for implementing effective diversity education initiatives. The authors noted that effective diversity education begins with the understanding that *culture* is not static; it varies over time as well as within and between sociocultural groups and intersects with different attributes of individuals' identities (e.g., the impact of race differs depending on one's gender, age, religion, etc.). It acknowledges that sociocultural groups vary in their access to power in ways that are profoundly affected by historical, political, and economic contexts and that people's membership in these groups is fluid.

Underscoring the importance of the Joint President/Senate Task Force work, authors Edna Chun and Alvin Evans observed that university contexts have enormous impact on the design and anticipated outcomes of diversity education initiatives. Historical legacy, demographic diversity, psychological and behavioral climate, and existing organizational structures, policies, and procedures regarding diversity have profound effects on what and how students learn. For example, predominantly White universities often lack the demographic diversity, policies, and procedures needed to create campus climates welcoming to Black and Brown faculty and students. This in turn impairs the campus infrastructure for teaching and learning about racial differences in curricular and informal settings; moreover, poorly implemented diversity educational initiatives may polarize or alienate majority and minority students.

Regarding effective diversity education, Chun and Evans highlighted the importance of supporting students' identity development and promoting perspective-taking, empathy, and intergroup learning. We expanded their ideas by incorporating additional cognitive, emotional, and behavioral outcomes identified in UMD's General Education Diversity category, as shown in Figure 1.



Chun and Evans emphasized the need to consider and evaluate how diversity education programs address identity development among both majority and minority students, and recommended the Words of Engagement Intergroup Dialogue Program (WEIDP) as especially effective in promoting perspective taking, empathy, and cross-group interactions. Three additional key points are that (1) students' first year experiences are formative in their skill development; (2) empirical research indicates greater attitude change among students who have two or more diversity and inclusion courses (i.e., preliminary exposure and later reinforcing content); and (3) faculty members need ongoing development in how to create and ensure culturally inclusive classroom environments.

Overlap with civic engagement education

Regarding *civic education and engagement*, the Board of Regents (BOR) of the University System of Maryland (USM) originally identified this issue in its 2010 strategic plan and emphasized it again in 2018 due to concerns about the “current cultural landscape of divisiveness and polarization, and the troubling trends in America’s overall civic health” (*USM BOR Workgroup Report on Civic Learning and Democratic Engagement*, p. 5). The BOR workgroup recognized challenges associated with implementing civic engagement initiatives that match those associated with implementing diversity education initiatives, noting for example that the “complexities of managing difficult conversations in and out of classrooms” necessitates greater support for professional development of faculty members (pp. 20-21).

Likewise, the ASHE report explicitly linked diversity education with democracy outcomes. Chun and Evans argued that, to function effectively in democratic nations characterized by ethnic, racial, religious, and economic diversity, citizens need to be aware of the implications of such differences as well as how to negotiate them constructively. In summary, the USM and ASHE reports both indicated that effective civic engagement education entails the development of behavioral skills associated with listening across areas of difference, finding common ground, nonviolent conflict resolution, coalition-building, and advocating successfully for change. As such, supporting development of these behavioral skills became a major focus of our work.

Current diversity and civic education on campus

Range and depth of campus diversity and civic education

One important asset for revising the diversity and civic education curriculum is the large number of scholars who research and teach content relevant to diversity, inclusion, and civic engagement on our campus. Appendix C includes a partial list of the colleges, schools, and departments with faculty members whose expertise can both inform the development and delivery of stimulating workshops and courses and contribute to related programs seeking to augment their courses and curriculum.

As shown in Appendix D, UMD also offers a patchwork of campus-wide and college-specific educational programs pertaining to diversity and civic engagement. At the campus level, many (not all) freshman and transfer students enroll in UNIV100 or a comparable introductory course that includes a diversity-related learning outcome (i.e., to understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation). All incoming freshmen are invited to participate in the First Year Book program, which historically has had substantial diversity, inclusion, and civic engagement aspects (e.g., *March Book 3* by John Lewis, Andrew Aydin and Nate Powell). Although copies of the first year book are free to all incoming freshmen, the extent of students' participation in campus events and activities depends on active participation of faculty members teaching their courses.

General Education diversity requirements

The 2010 [Transforming General Education](#) modifications to the previous CORE diversity requirement increased the number of needed courses from one to two and shifted the focus of these courses from celebrating differences to (1) understanding the complexities of pluralism⁴ and (2) moving from theory to practice.⁵ The goal of this change was to expand the set of courses to include those that would teach behavioral skills needed “to live in a globally competitive society” (see p. 25), and all Words of Engagement Intergroup Dialogue Program courses⁶ (currently offered through the College of Education and coordinated by the Office of Diversity and Inclusion) were approved for the Cultural Competence designation. However, lingering concerns about whether the campus had enough instructors who could achieve the behavioral learning outcome (i.e., “effectively use skills to negotiate cross-cultural situations and conflicts”) and would be willing to offer enough sections to fulfill demand if these courses were required led to modification of the requirement. Currently, students can take *either* (1) two Understanding Plural Societies courses, *or* (2) one Understanding Plural Societies and one Cultural Competence course.

Concerns about numbers of available seats in Cultural Competence courses proved prescient, as fewer than 60 unique courses have been approved by the Diversity Faculty Board for this designation. A stumbling block is the single required behavioral learning outcome: approved courses need to offer both guidance and opportunities to interact effectively with people who have different identities from those of students. To increase availability of these courses, former Chief Diversity Officer Kumea Shorter-Gooden offered summer workshops and stipends in 2014 and 2016 to faculty members interested in redesigning their courses to earn a Cultural Competence designation. About 18 additional Cultural Competence courses were approved because of her efforts.

Note that most courses that fulfill General Education diversity requirements have been developed so that they can also count toward fulfilling distributive studies requirements (typically in Humanities or History and Social Sciences). This feature enables students in majors that have large numbers of required courses (e.g., engineering, for which most major degrees require over 100 credit hours in major area courses) to complete their General Education requirements efficiently. Also note that, due to agreements with state community colleges, about 16% of UMD undergraduate students transfer into campus having fulfilled their General Education requirements by completion of their associate degrees. As a result, these students typically do not take any courses approved for the General Education diversity requirement.

College diversity and civic engagement education

Beyond campus-wide diversity and civic engagement coursework, UMD offers a variety of optional experiences to increase students’ understanding of and experience with people whose identities differ from their own. For example, Global Classroom courses, Education Abroad, Civic Engagement Abroad, and the Global Studies minor programs provide highly engaging coursework and experiences. Within specific majors, students also gain exposure to coursework in diversity and/or civic engagement. For example, the School of Public Health requires students in all majors to complete coursework pertaining to diversity and inclusion due to recent changes in professional accreditation requirements. Formal programs, such as the Do Good Institute, and informal networks, such as the Campus Fabric coalition, offer guidance to faculty members who wish to include meaningful service learning opportunities in their

⁴ This became the Understanding Plural Societies (DVUP) category within the GenED Diversity requirement.

⁵ This became the Cultural Competence (DVCC) category within the GenEd Diversity requirement.

⁶ WEIDP courses are offered in a 1-credit format and, due to their highly interactive pedagogy, each section is limited to about 15-18 students with one or two instructors trained by staff in ODI.

courses or programs. These programs are worthwhile and valuable to students who seek them out; yet, as with existing campus-wide initiatives, they do not reach all undergraduate students.

Current campus climate

Available data from the self-study, external review, and campus climate survey each captured different facets of a heightened campus-wide concern about students' (and faculty and staff members') need to learn to navigate differences immediately and locally. For example, the ODI External Review concluded that various hate bias incidents (e.g., a noose hanging in a fraternity house, swastikas drawn in buildings, and anti-LGBT language posted in dorms) created uncertainty about administrative leaders' and faculty commitment to inclusion and diversity, as well as pressure "to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served" (p. 10). The Campus Climate Survey Preliminary Report noted that Black and Latinx students, staff, and faculty scored lower on measures of perceived safety and institutional attachment than did Whites and Asian Americans (p. 19 & p. 30). The report stated that,

"... the classroom was the largest opportunity at UMD to integrate diversity and inclusion. Suggestions about how to best approach academic integration varied from establishing a required class to embedding diversity and inclusion into every class" (p. 26).

Reports revealed that UMD students, faculty, and staff desire more consistent, comprehensive diversity education both in and outside the classroom. At the same time, the 2017 *Diversity and Inclusion at College Park: Perspectives on Institutional Assets* and the ODI Self-Study reports (among others) indicate that although a wide variety of campus diversity and inclusion initiatives do exist, they have typically been created to meet needs within specific units across a large, decentralized campus. As a consequence, these initiatives may simultaneously duplicate effort while isolating their impact within specific units.

Desired diversity and civic education outcomes

An overarching goal of this and related campus reports is to move toward a campus climate and community that embraces the aspirational values articulated in the 2018 Joint President/Senate Inclusion and Respect Task Force: united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth. The 2016 ASHE report indicated that successful campus-wide movement in this direction requires coordinated, large-scale organizational changes, including: clear, consistent communications and internal marketing; broad training initiatives for faculty and staff; close examination and modification of inconsistent campus policies and practices, particularly those pertaining to human resources; and reconsideration and possible realignment of the campus organizational structure. Such institutional changes directly influence faculty and staff motivation and capability to implement curriculum modifications.

Against that background, we developed the following outcomes to guide our recommendations and to provide a general benchmark against which to assess progress.

As a result of UMD's diversity, inclusion and civic education curriculum, students should:

1. Reflect on how their culture and demographic characteristics, personal agency, and self-affirmations factor into their own identity formation.
2. Recognize that societies have embedded, dynamic, normative systems of thought, attitudes, and behavior that confer power and privilege more on some than other members.

3. Develop empathy for the social and material costs of structural exclusion and marginalization, including reflection on how their own social and structural position influence their beliefs, attitudes, and behaviors.
4. Appreciate and respect cultural differences, including internalization of UMD aspirational values of united, respectful, secure and safe, inclusive, accountable, empowered and open to growth.
5. Develop the skills necessary to engage and communicate constructively with people who differ from them, generate effective solutions for shared problems, and advocate for change. These include but are not limited to: perspective taking, empathy, emotional self-regulation, collaboration, and creative problem solving.

Key campus constraints

Any changes to diversity education requirements should not hinder students' degree progress. Some undergraduate majors, such as those in engineering, require 100+ credit hours (of 120 total) for degree completion. Adding more credit hours to students' programs of study is not a viable option.

The decision about how much of the proposed program changes should be required versus how much should be optional is difficult. Those interviewed made strong arguments for and against placing additional requirements on students. Many campus constituents strongly support mandatory diversity education because those who dismiss or fear diverse others are less likely to pursue optional education. Imposing requirements could mean, however, that students approach these educational opportunities with low motivation and passive resistance that would vitiate their intended benefits. In contrast, optional components increase the extent to which people internalize concepts and attitudes, but at the expense of broad participation across campus.

Although the focus of this report is on diversity and inclusion in undergraduate education, accomplishing the goal of altering the university's diversity climate should involve all members. The delivery of diversity education is heavily dependent on faculty, staff, and graduate assistants. To implement these recommendations successfully, faculty, staff, and graduate assistants will need additional training and guidance.

Although many aspects of the training are appropriate across campus, changes proposed here in the provision of training over the duration of a student's time on campus will require that the colleges be involved in providing some of this training. Additional diversity education should include consideration of diversity issues within disciplines and major degrees. Involvement of the colleges has the advantage of tailoring the approach to diversity education to the discipline and professional field.

Diversity education resources, including those of the Office of Diversity and Inclusion and the Teaching and Learning Transformation Center, are limited in terms of staff and time. Diversity education requirements thus need to be scaled and deployed in ways that do not overload staff capacity.

TASK FORCE RECOMMENDATIONS

Diversity Education Task Force recommendations comprise an interlocking set of mutually reinforcing proposals that incorporate research findings while balancing goals with campus constraints. As such, they should be considered as a package, in that adoption of one recommendation without the others would necessarily dilute its impact.

Our proposals fall into four broad categories: enhanced introductory activities for students new to campus; modifications of the General Education diversity requirement; expansion and formalization of optional diversity and civic education credentials; and voluntary adoption of diversity learning outcome(s) as part of all disciplinary and major area requirements. Key recommendations in each category can be found in Appendix E; here we outline the rationale, costs and expected benefits, and implementation issues.

1. Introductory activities for new students

As the 2016 ASHE report noted, *students' first-year experiences are formative* in their later diversity awareness and skill development; this is particularly true for students who have had limited exposure to other people whose identities differ significantly from their own. About 25% of UMD's 30,000 undergraduate students are new to campus, either as first-year or transfer students. Among those 75% who are in-state residents, undergraduate students may vary widely in prior exposure to other people who differ from themselves,⁷ and with an average age of 20.5 years, they stand to benefit from early acknowledgement of such differences and clear expectations regarding how to interact constructively.

A critical place to intervene—both in changing the campus diversity climate and in preparing these students for a broader, deeper diversity and civic engagement curriculum—is prior to their arrival and during their first few weeks and months on campus. To supplement the Terrapin Strong initiative (which is currently in development within academic units) and those offered by the Department of Resident Life (for students who live on campus), we propose the creation of a mandatory online training module and expansion of diversity and civic engagement activities connected to UNIV100 and the First Year Book.

1.a. Online training module

We recommend development of a brief (30-minute) introductory online training module for all new students (freshmen and transfer) to complete prior to their arrival on campus. The purpose of this online module would be to:

1. Set positive expectations for upcoming interactions with diverse students, staff, and faculty;
2. Describe and illustrate UMD's aspirational values, emphasizing their role in fostering effective learning environments for all students;⁸
3. Indicate what students should do if they ever feel disrespected or unsafe while on campus; and,
4. Preview the historical context and upcoming Terrapin Strong activities after arrival on campus.

Ideally, this interactive and engaging module would be created collaboratively by current undergraduate students, ODI, TLTC, and faculty and staff from Academic and Student Affairs. Module completion could be enforced with a registration block and although the module would not be credit-bearing, it could highlight upcoming campus diversity activities, dialogues, and other credit-bearing experiences.

Assuming such an introductory online module were developed and implemented successfully, it could be delivered to other campus constituents such as new faculty, staff, and graduate assistants. Benefits of an introductory online training module include scalability and satisfying the need for some form of shared,

⁷ The population of Prince George's County, Maryland, is 64% Black/African American and 27% White, whereas that of Garrett County, Maryland, is 1% Black/African American and 97.5% White; see <https://www.census.gov/quickfacts/fact/table/garrettcountymaryland,princegeorgescountymaryland,MD/RH1125218>.

⁸ We anticipate that this framing and component may be important for defending this and other campus diversity initiatives from objections based on the September 22, 2020 Executive Order on Combating Race and Sex Stereotyping. Note that even if this EO is eventually abandoned or struck down in court, campus diversity initiatives may come under heightened political scrutiny due to nationwide polarization on issues of race and gender.

mandatory experience for every new member of the campus. Costs include the time, effort and financial resources needed to develop, test, and deploy such a module, although faculty, staff, and student participation in this work may enhance the sense of ownership of and commitment to the larger initiative.

The creation and deployment of an online training module carries the risk of having low or limited impact, especially if it is of low quality or is not effectively reinforced by subsequent aspects of the undergraduate curriculum. As a mandatory training program, it also risks having its importance dismissed, in that voluntary participation in diversity training typically leads to greater internalization of the content. The registration block has potential to slow students' degree progress. Finally, the online module would need to be updated and refreshed periodically to remain interactive and engaging.

1.b. UNIV100

UNIV100, *The Student in the University*, and UNIV106, *The Transfer Student in the University*, are **optional** 1-credit courses for first year and transfer students, respectively, that provide an extended orientation to campus. Many colleges and living-learning programs also offer their own in-house versions of this course. UNIV100 and its variations include a required learning outcome pertaining to diversity and inclusion: students will examine their assumptions about diversity, inclusion, and individual differences. Note that, consistent with guidance from the 2016 ASHE report about first-year students' needs, this learning outcome could be revised to focus more squarely on students' intersectional identity formation.

Leaders in the Office of Orientation and Student Transitions (which coordinates UNIV100 instructor staffing, training, and delivery) indicated that one hurdle to improving the course's diversity content is that most instructors are staff members or advisors who have little time for training. To offset this, one option would be to offer financial incentives for UNIV100 instructors to participate in year-long learning communities focused on improving students' experiences, similar to the Elevate Fellows program. Another option would be to collaborate with senior leaders in Student Affairs, who have engaged with Narrativ4,⁹ a nonprofit organization that teaches the use of personal storytelling to foster development of empathy. Narrativ4 uses a train-the-trainer model that could be expanded over time to include UNIV100 instructors.

In addition to supplemental training, two stand-alone diversity modules are currently available for UNIV100 instructors to adopt. One is Sticks+Stones, which was pilot tested several years ago. Available data indicated that students found Sticks+Stones to be engaging and that it deepened their understanding of and appreciation for identity-related differences; however, this module takes up most or all of three class sessions, which reduces class time for addressing the other six UNIV100 learning outcomes. The second innovation is an interactive board game, *My Maryland Odyssey*, that embeds diversity and inclusion content in a simulated four-year college experience. Playing and debriefing the game takes about 90 minutes of class time, and early student feedback has been positive. The Office of Student Orientation and Transitions prepared 20 sets of game boards (including teaching guides for instructors) that can be checked out at no cost for use in UNIV100 and related courses.

UNIV100 and its variants are not required; in particular, students who transfer directly into degree programs are not likely to take the course. Yet, the course has broad enrollment among first year students. The costs associated with incentivizing learning community participation and expanding use of innovative modules are modest and would have a beneficial impact on staff interest and morale.

⁹ See <https://narrative4.com/>.

1.c. First Year Book

The First Year Book program, which provides a free copy of the selected book to all new students, has historically had strong diversity, inclusion, and civic engagement components.¹⁰ We propose that this effort be extended to include faculty and student incentives to participate in explicit, university-wide programming pertaining to diversity, inclusion, and civic engagement; note that the ODI external review included a similar recommendation.

Broadening faculty involvement in this effort through training and workshops with groups of students early in the year would promote respectful conversations around important issues, even where there is substantive disagreement. Prizes could be offered to recognize engaged and creative responses to the book; corollary events such as talks, films, and performances might be developed; faculty members could be offered stipends to participate and be trained in convening workshops for students; and the campus could publicize these programs to solicit engagement from the larger community. Likewise, students could be awarded electronic badges for their participation in these activities as a low-cost approach to promote attendance.

2. Changes to General Education

Many post-secondary institutions include diversity requirements as part of their General Education curricula; UMD is among those that have required diversity coursework for several decades. To enhance the value and impact of this coursework, we recommend changing the names, learning outcomes, and composition of required diversity courses. In addition, we support ongoing innovation among faculty teaching Academic Writing and Oral Communication courses to incorporate diversity, inclusion, or civic engagement content in course assignments.

2.a. Diversity requirement

As noted on page 7, UMD's current General Education diversity requirement consists of two courses for a total of 4-6 credit hours. The requirement can be fulfilled in one of two ways: either two courses that meet Understanding Plural Societies (UPS) learning outcomes, or one UPS course and one that meets Cultural Competence (CC) learning outcomes (see Table 1 for a summary; approved courses must meet four of six UPS or three of five CC learning outcomes). Because UPS courses were designed to teach theory, many are also approved for General Education distributive categories (i.e., Humanities or History and Social Science), whereas CC courses were designed to emphasize practice. Most students fulfill the diversity requirement by taking two UPS courses. Due to the required behavioral outcome, CC courses tend to be small and resource-intensive; for example, ODI's Words of Engagement Intergroup Dialogue Program and many Study Abroad courses qualify.

Understanding Plural Societies Learning Outcomes	Cultural Competence Learning Outcomes
1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological.	1. Understand and articulate a multiplicity of meanings of the concept of culture.
2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification.	2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.

¹⁰ Titles of the First Year Book from the last five years illustrate this; they include: *Demagoguery and Democracy* (Patricia Roberts-Miller), *The Refugees* (Viet Thanh Nguyen), *March Book 3* (John Lewis, Andrew Aydin & Nate Powell), *Just Mercy* (Bryan Stevenson), and *Head off & Split* (Nikky Finney).

Understanding Plural Societies Learning Outcomes	Cultural Competence Learning Outcomes
3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.	3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels. 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses)

After extensive discussion with the General Education diversity faculty board, as well as other faculty, staff, and student groups, we propose that the General Education diversity requirement retain the same basic two-course structure and a minimum of 4-6 credit hours, with several modifications:

1. Revise the diversity category labels and learning outcomes. (Note that the labels and learning outcomes listed below are tentative, pending further discussions with General Education diversity faculty and board members.)
 - a. The *Understanding Plural Societies* category would be relabeled *Understanding Structures of Racism and Inequality*, and would include one required learning outcome focused on systemic racism.
 - b. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required behavioral learning outcomes from which to choose at least one.
 - c. Empathy would be added as a learning outcome in both diversity categories.
2. Require students to take one course in each category (i.e., one theory and one practice course).
3. Allow (but do not require) courses to qualify under both categories.

Summaries of the current and proposed new learning outcomes are shown below in Tables 2 and 3.

Current Understanding Plural Societies Learning Outcomes	Understanding Structures of Racism and Inequality Learning Outcomes
1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification. 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political,	1. Analyze racism as a form of historical and systemic discrimination that intersects with other forms of power and oppression. (required) 2. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories. 3. Reflect on and critically analyze one's own identity including race/ethnicity, cultural values, norms, and biases, and how these affect one's perceptions of individuals with different identities. 4. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes due to racial and other forms of systemic inequity.

Table 2. Current and Proposed Theory-Oriented Diversity Learning Outcomes	
Current Understanding Plural Societies Learning Outcomes	Understanding Structures of Racism and Inequality Learning Outcomes
<p>and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.</p> <p>6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.</p>	<p>5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.</p> <p>6. Use a comparative or intersectional framework to examine the histories, experiences, and perspectives of two or more social groups (a) within a single society or historical timeframe or (b) across different societies or historical times.</p>

Table 3. Current and Proposed Practice-Oriented Diversity Learning Outcomes	
Current Cultural Competence Learning Outcomes	Navigating Diverse Social Environments Learning Outcomes
<p>1. Understand and articulate a multiplicity of meanings of the concept of culture.</p> <p>2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.</p> <p>3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.</p> <p>4. Compare and contrast similarities, differences, and intersections among two or more cultures.</p> <p>5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses)</p>	<p>1. Reflect deeply on critical similarities and differences between one's own and others' identities and social positions due to racism and other systems of oppression.</p> <p>2. Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds.</p> <p>3. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes with more powerful social groups.</p> <p>At least one of the following is required:</p> <p>4. Communicate effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social backgrounds to establish and build coalitions.</p> <p>5. Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals.</p> <p>6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across social groups.</p>

Our proposed modifications offer significant additional educational benefits to students. By requiring one course in each category, they ensure that students gain exposure to both theory and practice. Broadening the range of behavioral learning outcomes to include skills needed for civic engagement would broaden the types and numbers of courses that could be approved and may contribute to an improved campus diversity climate. The new Understanding Structures of Racism and Inequality learning outcomes are sharper and more focused. Finally, the new required learning outcome ensures that students will grapple with the problems of systemic racism, which is timely and has been an historic oversight on this predominantly White campus in a former slave-holding state.

At the same time, these proposed modifications preserve many advantages of the existing General Education diversity requirements. For example, there would be no changes in the required number of credit hours, and courses approved for the “theory” category would still be able to qualify as distributive studies courses. The theory-practice distinction between the two diversity categories would be maintained. Finally, at least three Understanding Plural Societies learning outcomes overlap with those in the new category of Understanding Structures of Racism and Inequality, which would facilitate migration of those courses into the new diversity requirement.

Note that the proposed modifications pose several implementation challenges. By changing the required course structure, this proposal needs University Senate approval. Currently approved UPS and CC courses may need to be revised and would have to be reviewed to ensure they meet the new Understanding Structures of Racism and Inequality and Navigating Diverse Social Environments learning outcomes. This entails considerable work. In addition, the revision and approval process would need to be planned and managed in a way that produces approximately 6000 seats per year in approved Navigating Diverse Social Environments courses, so as not to impede students' ability to complete the requirement. Departments and faculty members will need additional training and course development resources to acquire the skills and approaches necessary to meet the new outcomes. One way to facilitate this would be to follow the model used for I-Series courses; that is, to provide incentives for faculty to design, teach, and participate in learning communities. Another possibility would be to expand collaboration with Student Affairs in their work with Narrativ4 and the use of storytelling to teach empathy. Both options would require additional financial resources and additional staff members in TLTC, ODI, and/or UGST to provide needed support, training and development.

Modifying the General Education diversity requirement also entails changes to the curriculum management and course auditing systems. It appears that Courseleaf (the curriculum management system) can be programmed to handle these change at a general level, but the diversity faculty board would need to validate that newly submitted courses meet the minimum number of learning outcomes from each set (i.e., the CIM system could not do this automatically; it can only designate specific learning outcomes as required or not). The degree audit tool would require specific re-programming to recognize the two-course/4-6 credit requirement and advisors would need to be trained to resolve anomalies.

In considering the implications of this change, the DETF recognized that this proposal may create disruption for and possible resistance from some instructors teaching previously approved diversity courses. There may be less demand for courses previously approved for UPS and eligible for Understanding Structures of Racism and Inequality, which could prompt some instructors to discontinue offering those courses. Related risks are that the demand for Navigating Diverse Social Environments diversity courses outstrips the supply or that this modification results in unevenness in the quality of available diversity courses, which in turn would undermine the larger goals of this initiative. Potential benefits include the creation of a high impact, engaging set of courses that enable students to develop skills valuable in workplace and civic settings and generalization of faculty skills in creating and teaching these courses to other parts of the undergraduate curriculum.

In summary, we propose substantive changes to the labels and learning outcomes of courses that qualify for the General Education diversity requirement. Implementing these changes successfully will necessitate contingent planning, both in transitioning the supply of approved courses and in motivating and preparing faculty members to revise their General Education diversity courses. Our analysis revealed that the benefits and risks of this change depend on the availability of (1) incentives to faculty members to make the change and (2) guidance and support for them to implement it. This will take time and resources in the form of 1-2 additional staff members in key support units such as ODI, TLTC, and UGST.

2.b. Academic Writing and Oral Communication

Another method to supplement students' exposure to diversity, inclusion, and civic engagement content is to embed these topics within other required courses. For example, our discussions with the director of the Academic Writing Program indicated that she has been experimenting with including explicit diversity-focused changes to the design of these courses. We recommend that this work be supported and extended; note that it does not necessitate Senate approval. Similarly, we propose that faculty members

could be encouraged to incorporate a civic engagement component in Oral Communication courses, as has been initiated through a pilot collaboration with the Do Good Institute.

3. Optional diversity and civic engagement credentials

3.a. Existing programs and opportunities

Our review of prior reports and interviews with campus constituents indicated that many programs have been created within both Academic Affairs and Student Affairs units to develop students' understanding of, sensitivity to, and skills for dealing with diversity, inclusion, and civic engagement issues. Some of these programs rely on sets of credit-bearing courses while others do not. Examples of such opportunities include: training provided by ODI to undergraduate teaching assistants for the Words of Engagement Intergroup Dialogue Program; the Common Ground Multicultural Dialogue program in Resident Life; the PEER and CARE mentor programs at the University Health Center; specific course and service-learning requirements within living-learning programs (e.g., CIVICUS); comprehensive training programs for campus Resident Assistants; courses and service learning programs developed and documented by members of the Campus Fabric; and training programs offered by Fraternity and Sorority Life, Athletics, and other recognized student organizations.

Although these programs offer students deep and valuable learning experiences, they are often not publicized broadly or recognized formally for their impact in developing students' skills. We propose to change this by cataloguing and codifying these programs using a badging or microcredentialing system such as that available in UMD's recently acquired ePortfolio tool, Portfolium. To the extent existing programs and courses might meet the outcomes of the revised Diversity category within General Education described above, they might also provide expanded opportunities for fulfilling requirements.

To implement such a badging initiative, UMD would need to create a new standing committee comprised of program faculty members with support from ODI staff and TLTC learning experts; they would identify the criteria and relevant types of coursework, training, and learning experiences that contribute to students' acquisition of diversity, inclusion, and civic engagement skills. These could be used to generate sets of two- and four-year diversity, inclusion, and civic engagement microcredentials. Existing campus programs (such as those listed above) could then document which parts of their coursework and learning experiences fulfill these criteria, resulting in a centralized clearinghouse of diversity, inclusion, and civic engagement learning experiences. With assistance from the Office of Career Services, UMD could market these microcredentials to prospective employers, thereby creating incentives for students to incorporate these learning opportunities into their undergraduate degree programs.

3.b. New programs

We propose that UMD expand its civic engagement offerings by establishing the Maryland Volunteer Corps (MVC) to provide students with opportunities for service and immersion in settings that involve extended, intense involvement with cultural groups distinct from those in which they were raised. The MVC could be structured as a semester long or summer program akin to an internship, fostered in partnership with local governments, school districts, and human service organizations. The experience should extend and build on students' prior diversity education experiences. Students might be involved in working on local problems identified by municipal or county governments or residents; supporting community-based programs as frontline staff members; assisting local governments or human service organizations via community needs assessment; or working directly with local agencies, such as schools,

police, or child welfare agencies. Limited slots could be assigned through a competitive process and treated as an honor for students.

Funding to support stipends for MVC internships could be sought from the state legislature or through philanthropy and coordinated with the Do Good Institute and Office of Community Engagement. Placements would be developed within participating communities across the state of Maryland. Note that the MVC could be designed explicitly to qualify for a diversity and civic engagement microcredential.

4. Major degree program requirements

We recommend that faculty members in each department and college be asked to review their undergraduate major degree requirements regarding *discipline-relevant* diversity, inclusion and civic engagement content. Where such content is absent or limited, they would be asked to identify appropriate learning outcomes and to use these as a basis for introducing or augmenting current instruction. The goals of this undertaking would be to ensure that all graduating students (1) are knowledgeable regarding diversity-related issues that influence opportunities within and the practice of the discipline; and (2) obtain guidance regarding how to navigate diversity-related issues successfully. This component of diversity education could dovetail with the college-specific Terrapin Strong onboarding program, emphasizing the dimensions of diversity and inclusion pertinent to the academic discipline and the identity of the college.

A brief illustration of why and how this recommendation could be implemented in disciplines that do not typically focus on diversity and inclusion issues derives from the 2016 book *Weapons of Math Destruction*, by Cathy O’Neil (designated as the 2020-21 First Year Book). She noted that math and computer science are heavily male-dominated fields, which has resulted in seemingly minor oversights with large practical consequences in the development and deployment of algorithms. Facial recognition technology, for example, relied on norm samples of White male faces, with the result that available systems are less accurate in recognizing non-White and female faces. Acknowledging such consequences of imbalanced workforce participation and highlighting the value of learning skills to work effectively with members of underrepresented groups offer important contributions to students’ degree programs.

Consistent with current campus practice, decisions regarding content, format, learning outcomes, and assessment would reside within departments and colleges. We define “instruction” broadly in that it could take a variety of forms, including non-credit workshops, experiential learning opportunities, or credit-bearing coursework. We propose that all diversity-related learning outcomes be incorporated into existing assessment practices within each major, so that they are subject to the same continuous improvement processes as are other learning outcomes. Degree programs’ implementation and assessment of diversity-related outcomes would form part of the regular review process by the Provost’s Commission on Learning Outcomes Assessment. Departments and colleges retain control over and responsibility for their programs’ requirements, learning outcomes, and instruction.

We anticipate that, for some undergraduate degree programs, adoption of this recommendation would require minimal or no changes to either the curriculum or the assessment plan. For example, the College of Education and the School of Public Health have incorporated diversity-relevant instruction into their current degree programs as the result of accreditation requirements and their understanding of labor market needs. For degree programs that do not currently offer diversity-related content, relevant instruction could take the form of professional development workshops that help students learn to work in

diverse teams, appreciate a range of perspectives, or interact respectfully with those whose background and experiences are different from their own. Ideally, the inclusion of diversity-related content will both improve graduates' preparation for employment and help reduce race and gender imbalances in some disciplines.

An alternative that might facilitate this process for majors and disciplines that do not ordinarily address diversity and inclusion content is that adopted in the General Education Professional Writing Program, which offers courses tailored to the writing needs within disciplinary clusters (e.g., technical writing, business writing). Using a similar approach, appropriate learning goals and relevant diversity-related workshops or coursework could be identified and designed collaboratively by small teams of faculty members within specific departments, ODI staff, and TLTC instructional development specialists. Depending on departmental capabilities and preferences, workshops or courses might also be delivered by ODI or TLTC staff members, in collaboration with departments.

Many colleges and universities, including UMD, have incorporated diversity education requirements into their General Education programs. Although there are clear benefits for offering this type of broad-based introduction early in students' academic programs, the concepts may seem abstract and distant from students' goals and professional careers. Supplementing these early courses with instruction focused on discipline-specific diversity-related challenges can increase the perceived relevance and value of such content and equip students to address these challenges in the workplace.

In weighing the implications of modifying undergraduate degree requirements, Diversity Education Task Force members sought to pinpoint both the likely outcomes and those with unexpectedly negative consequences. One set of high-probability outcomes concerns an expectation that some academic units will resist this change, either because they fail to discern value in undertaking it, they resent externally directed changes, or they lack confidence in their skills to implement these changes successfully. We recognize that some resistance may be offset by the high degree of faculty control retained over the content and form of any changes. Yet, to the extent that in-house centers of expertise—in the form of ODI, AIE, Career Services, and TLTC—currently lack the staffing to assist extensively with implementation, our analysis indicated potential for dissatisfaction among faculty and students. Thus, adoption of this proposal depends on having adequate staffing in campus-wide units to handle the increase in workload.

A second high-probability outcome pertains to external publicity generated from adopting this proposal. It is relatively rare for universities to mandate diversity instruction in their majors, and some efforts to move in this direction¹¹ have been met with criticism.¹² Given the University's recent history, such criticism may be muted. Regardless, a clear rationale and plan of communication is essential.

CONCLUSIONS

Our recommendations entail a seismic shift in UMD's approach to diversity education. The changes involve the articulation of cultural awareness of civic engagement with the development of skills needed to participate in a culturally diverse setting, both within and outside of the university. We offer these

¹¹ See <https://news.stanford.edu/2019/08/14/making-physics-inclusive/>.

¹² See <https://www.campusreform.org/?ID=13615>.

recommendations with the goal of keeping in check the burden placed on students so as not to impede their progress toward graduation. At the same time, additional time and resources will be needed to signal a seriousness of purpose in transforming the community and imparting needed skills to our students.

An exclusive focus on knowledge development or other cognitive processes is insufficient to achieve the outcomes intended for diversity education. Opportunities for skill building and behavioral change are critical. These outcomes are unlikely to be achieved solely through General Education requirements. They are more likely to arise from optional training and co-curricular experiences. Recognition of these experiences will combine with intrinsic drive to motivate students to take advantage of these non-required experiences that are designed to engage students with difference.

Finally, this report underscores the responsibility and contribution of colleges and departments for diversity education of their students. Although some colleges and departments have already initiated programs that embrace this role, we invite others to develop their willingness and capacity to infuse diversity education within their curricular offerings and the co-curricular experiences provided to students.

APPENDICES

Appendix A. Diversity Education Task Force Charge

The Diversity Education Task Force (DETF) received the following charge from Provost Mary Ann Rankin on April 12, 2018:

The Diversity Education Task Force will review the University of Maryland's provisions for diversity education and make recommendations for improving them. The group will consider the current diversity requirements within the university's General Education program, as well as ways to articulate them with the educational efforts underway or proposed for other parts of the campus, to foster a more inclusive and respectful community. The task force will take into account national conversations about diversity and explore research and best practices for diversity education used by our peers. It will recommend how to achieve our goals via General Education and other educational or training initiatives (such as those offered in Resident Life, Education Abroad, student organizations, etc.). In addition, the task force will consider provisions for civic education and civic engagement in current educational efforts and make recommendations about their potential expansion.

Co-chaired by Professor Oscar Barbarin and Dean for Undergraduate Studies/Professor William Cohen, the task force included Senam Okpattah (undergraduate student), Steven Petkas (Student Affairs/Resident Life), Professor Lourdes Salamanca-Riba (Materials Science & Engineering), Professor Thurka Sangaramoorthy (Anthropology), Professor Ebony Terrell Shockley (Teaching and Learning, Policy & Leadership), Professor Janelle Wong (American Studies), and Associate Dean/Associate Professor Cynthia Kay Stevens (Office of Undergraduate Studies; Management and Organization).

Refinement of charge

As we considered our charge, we concluded that several interrelated considerations restricted our scope to **undergraduate education**. First, the charge explicitly mentions General Education and initiatives within Resident Life and Education Abroad, all of which are geared toward the undergraduate population. Second, [most of UMD's undergraduate population is at an age and stage](#) in which they are encountering and living among peers from diverse identity backgrounds for the first time. As a result, effective diversity and inclusion education may be crucial to facilitate successful transitions to campus life. Third, responsibility for undergraduate education is shared across the campus as a whole, whereas graduate education is the purview of individual departments, colleges, and schools. In many cases, graduate coursework is mandated by professional associations and other discipline-specific accrediting bodies, which limits UMD's jurisdiction regarding recommended curriculum changes. Thus, our analysis and recommendations focus on diversity and inclusion education within UMD's undergraduate population; we consider training and education for graduate students, faculty, and staff only insofar as these affect implementations of undergraduate initiatives.

Regarding integration of **civic engagement** with diversity and inclusion education, the DETF met with UMD President Wallace Loh on July 13, 2018, to learn how the University System of Maryland (USM) defined civic education and engagement. We also reviewed the May 15, 2018 USM Board of Regents Working Group Report, [Civic Learning and Democratic Engagement](#). Both the conversation and document review clarified that there was substantial overlap in intent and definition. Although some civic education components seemed tangential to diversity and inclusion (e.g., familiarity with key democratic texts; understanding how to access voting and political representation systems), those regarded as

essential by the USM Board of Regents and by President Loh fit well with DETF working definitions, including: civility and civil discourse; ability to work across differences toward collaborative decision making; and understanding how to work with community groups and members to identify and solve problems (see page 7 of report).

Third, the DETF devoted several meetings to clarifying and re-considering the intention underlying UMD's General Education diversity requirement. Included in the 2008 revision to CORE, [current General Education diversity requirement](#) was added to prepare students to enter a global, diverse workforce and consists of two courses, either (1) one fulfilling Cultural Competence learning outcomes and one fulfilling Understanding Plural Societies learning outcomes, or (2) two that fulfill Understanding Plural Societies learning outcomes. The rationale for two options is that there were not enough seats available in approved Cultural Competence courses to meet demand. This formulation has on occasion been criticized by students who argue that Understanding Plural Societies (UPS) courses are less directly relevant to them than are Cultural Competence (CC) courses.

DETF members agreed that the original rationale for the diversity requirement is, in hindsight, both distal and limited given the pressing proximal need to improve the campus racial climate and to ensure that students of all identities feel safe and welcome. Moreover, as we dug deeper into best practices for diversity and civic education, we realized that both UPS and CC learning outcomes offer essential context for diversity and civic education.

Appendix B. Terminology and Definitions.

From the NIEHS-NIH Glossary of terms:¹³

- **Culture:** An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group; the ability to transmit the above to succeeding generations; culture is always changing.
- **Cultural awareness:** Recognition of the nuances of one's own and other cultures.
- **Cultural competence:** The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Cultural competence implies a state of mastery that can be achieved when it comes to understanding culture. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs, and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.
- **Cultural diversity:** Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, values, behavior patterns, or customs among various groups within a community, organization, or nation
- **Cultural humility:** is a lifelong process of self-reflection and self-critique. Cultural humility does not require mastery of lists of “different” or peculiar beliefs and behaviors supposedly pertaining to different cultures, rather it encourages to develop a respectful attitude toward diverse points of view.
- **Cultural sensitivity:** Understanding the needs and emotions of one’s own culture and the culture of others.
- **Cultural responsiveness:** is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.¹⁴

Diversity and Inclusion Component

Issues and concerns with the term **cultural competence**:

- **Cultural** suggests a focus on behavior, norms, interpretation and language, but there are structural inequities and hierarchies embedded in cultures that play an important role and need to be captured. There is also sometimes an erroneous belief that culture is fixed or static.
- **Competence** has connotations of elitism (i.e., those who are not competent are deficient) and that people can achieve a state of mastery or a stopping point. In this realm, however, there is infinite room for growth.

The ASHE Report proposed the term **diversity competence**, which has many of the problems outlined above, in that “diversity” emphasizes differences without capturing the structural inequities and hierarchies.

We opted to use the term **diversity education** to sidestep problems associated with terms listed above.

¹³ https://www.niehs.nih.gov/news/events/pastmtg/hazmat/assets/2007/wtp_2007ntec_wruc_latino_tips_glossary_508.pdf

¹⁴ http://www.niusileadscape.org/docs/pl/culturally_responsive_pedagogy_and_practice/activity2/Culturally%20Responsive%20Pedagogy%20and%20Practice%20Module%20academy%202%20%20Slides%20Ver%201.0%20FINAL%20kak.pdf

Civic Education and Engagement

The USM Report includes this formulation: Civic Education + Civic Engagement ⇒ Civic Responsibility

Civic education, as defined by the 2018 USM Report¹⁵

- Civic education means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. It includes the following knowledge and skills:
 - Familiarity with key democratic texts and universal democratic principles and significant debates;
 - Understanding of the historical, economic, and political contexts of the U.S. government'
 - Understanding of how to access voting and political representation systems;
 - Knowledge of the political systems that frame constitutional democracies and political and social levers for influencing change;
 - Knowledge of the diverse cultures, histories, values and significant debates that have shaped U.S. and other world societies;
 - Understanding of key issues in society and how different groups are impacted by government processes and decisions;
 - Exposure to multiple traditions drawing on views about religion, government, race; and
 - Understanding ethnicity, gender, education, ability, family structures, and the economy from multiple intellectual traditions as well as students' own perspectives.
- ✓ **Civic education skills** include:
 - Civility and civil discourse in both oral and written communication;
 - Information and media literacy, including gathering and evaluating multiple sources of evidence and seeking and being informed by multiple perspectives;
 - Ability to work across differences toward collaborative decision making; and
 - Understanding of how to work with community groups and members to identify and solve problems.

Civic engagement, as defined by the 2018 USM Report

- Civic engagement promotes an understanding and awareness of the world and one's role in it, helping to prepare students to become responsible citizens. Civic engagement:
 - Builds upon the knowledge and skills of civic education by providing students with opportunities to work in their communities;
 - Connects students with their communities by creating access points;
 - Expands their knowledge of democracy in practice through direct participation;
 - Includes individual and group reflections which examine democratic institutions, policies, principles, rights, and values and reinforces civic learning;
 - Provides context for exploring the sources of and potential solutions for problems associated with the functioning of a democracy; and
 - Develops capacity for leadership in the larger community.

¹⁵ <http://www.usmd.edu/usm/academicaffairs/civic-engagement/CivicReport.pdf>

Civic responsibility

- Civic responsibility is the culminating outcome of this work; it incorporates democratic values and practices and leads to individual and collective action for the public good. Values and practices include:
 - Respect for freedom and human dignity for all;
 - Civil discourse and respect;
 - Empathy;
 - Open-mindedness, inclusion and tolerance;
 - Justice and equality;
 - Ethical integrity;
 - Commitment to regular community participation; and
 - Responsibility to a greater good.

Appendix C. Overview of Campus Scholarly Experts

One substantial asset for implementing proposed changes to the undergraduate diversity and civic education curriculum is the large number of University faculty who have spent their careers studying these issues in a variety of contexts. Although they are too numerous to name individually here, the University's scholarly experts represent resources that can be tapped by schools and colleges with less direct experience in addressing these issues.

Colleges, Schools, and Departments with Relevant Expertise

- **College of Agricultural and Natural Resources**, which includes the following relevant disciplines: Environmental Science and Policy, Nutrition and Food Science, Veterinary Medical Sciences, and the Institute of Applied Agriculture.
- **School of Architecture, Planning and Preservation**, which includes scholars with expertise in Urban Studies and Planning and Historic Preservation.
- **College of Arts and Humanities**, in which virtually every department includes faculty members with relevant expertise, including American Studies, Art History and Archaeology, Communication, English, History, Theatre, a variety of languages and cultures (Arabic, Central European, Russian and Eurasian Studies, Chinese, French, Germanic Studies, Italian, Japanese, Persian Studies, Romance Languages, Russian, Spanish), Jewish Studies, Women's Studies, Music, and Religion.
- **College of Behavioral and Social Sciences**, with outstanding scholars in African American Studies, Anthropology, Criminology and Criminal Justice, Economics, Government and Politics, Hearing and Speech Sciences, Psychology and Sociology.
- **College of Computer, Mathematical and Natural Sciences** includes experts in biodiversity and conservation.
- **College of Education**, with renowned faculty in Teaching, Learning, Policy and Leadership, and Counseling, Higher Education and Special Education.
- **College of Information Studies**, whose faculty offer coursework in teams and organizations, user-centered design and assessing information user needs
- **The Philip Merrill College of Journalism** includes a wide variety of journalists and scholars who cover topics ranging from politics and sports to broadcast journalism and alternative media platforms.
- **The School of Public Health**, with experts in Family Science, Public Health, and Behavioral and Community Health.
- **The A. James Clark College of Engineering**, which offers undergraduate minors in Engineering Leadership Development and International Engineering.
- **The Robert H. Smith School of Business** offers degrees in International Business, Marketing and Management, with coursework focused on cultural differences.
- **The School of Public Policy** offers a new undergraduate degree in public policy that is infused with understanding differences.

Appendix D. Selected Summary of Current UMD Undergraduate Diversity and Civic Education

The table below provides a partial summary of UMD's current undergraduate diversity and civic education programs.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
UNIV100	<ul style="list-style-type: none"> • 1 credit course taught across campus; typically runs for 7-10 sessions • Content varies across campus; some learning objectives are tailored to specific majors & living-learning programs • It is not required across campus except for some majors 	Many UMD freshmen and some transfer students	<p>Many UMD freshmen take a college- or program-specific version of UNIV100 with different learning outcomes.</p> <p>Most transfer students opt out.</p>	<ul style="list-style-type: none"> • Learning outcome: To understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation • The Sticks+Stones program was pilot-tested in UNIV100 and showed positive outcomes. However, this program requires 3 class sessions which is not feasible for all UNIV100 instructors (given that they need to accomplish other UNIV100 learning goals)
First Year Book	<ul style="list-style-type: none"> • Faculty members opt in to obtain prepared teaching content and materials. 	UMD freshmen who enroll in courses that make use of the first-year book	Many transfer students and first-year students whose curriculum does not use these books.	Selected books have historically had strong diversity, inclusion and civic engagement aspects, e.g., <i>March Book 3</i> (John Lewis, Andrew Aydin & Nate Powell), <i>The Refugees</i> (Viet Thanh Nguyen) and <i>Demagoguery and Democracy</i> (Patricia Roberts-Miller).
General Education: Diversity requirement	<ul style="list-style-type: none"> • 2 required courses: either 2 DVUP or 1 DVUP + 1 DVCC • The Words of Engagement Intergroup Dialogue Program (WEIDP) courses are approved to fulfill DVCC requirements. 	Undergraduate students who complete General Education requirements on campus (about 84% of the	Not required if students transfer in with AA degree from state community colleges	<p>DVUP learning outcomes include cognitive and attitudinal aspects:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
		undergraduate population)		<p>knowledge about plural societies and systems of classification.</p> <ol style="list-style-type: none"> 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies or social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time. <p>DVCC learning outcomes include a required behavioral component (#5):</p> <ol style="list-style-type: none"> 1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Explain how cultural beliefs influence behaviors and practices at the individual, organizational or societal levels. 3. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
				<ol style="list-style-type: none"> 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Effectively use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom.
Global Classroom courses	<ul style="list-style-type: none"> • See https://globalmaryland.umd.edu 	Students who select these courses	Students who do not take these courses.	<ul style="list-style-type: none"> • Global classroom courses provide virtual classrooms and co-taught courses with faculty and students at partner universities around the world. • Courses are project-based and require interaction with peers.
Education Abroad & Civic Engagement Abroad	<ul style="list-style-type: none"> • See https://globalmaryland.umd.edu 	Students who choose study abroad opportunities.	Students who do not or cannot afford to study abroad.	<ul style="list-style-type: none"> •
Global Studies Minor Program	<ul style="list-style-type: none"> • 	Students who select these minor degree programs.	Students who do not opt in.	<ul style="list-style-type: none"> • Minors are available in Global Poverty, Global Terrorism, International Development and Conflict Management, and Global Engineering Leadership.
Major and minor degree programs	<ul style="list-style-type: none"> • A variety of degree programs offer coursework pertaining to diversity, inclusion, and/or civic engagement. 	Students who select these degree programs.	Students who do not major or minor in these areas.	<ul style="list-style-type: none"> • A sample of relevant major (and minor) degree programs include African American Studies; American Studies; those offered by the School of Languages, Literature and Cultures; and Women's Studies. • Relevant coursework is required for some or all majors within the College of Education, the College of Behavioral and Social Sciences, the School of Public Health and the School of Public Policy.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
MICA (Multicultural Involvement & Community Advocacy)	<ul style="list-style-type: none"> Student Affairs initiative to empower students through education on & involvement in identity groups. 	Students who seek out these groups and participate in these programs.	Students who do not opt in to these experiences	<ul style="list-style-type: none"> Includes programming, involvement, leadership, civic engagement, recognition, and learning opportunities for Asian American & Pacific Islander; Black; Interfaith & Spiritual Diversity, Latina/x/o; Lesbian, Gay, Bisexual, Transgender & Queer; Multiracial & Multicultural, and Native American Indian students.
Residence Halls: Common Ground and other programming	<ul style="list-style-type: none"> Common Ground results from a 20-year partnership between Resident Life and the CIVICUS LLP. Students completing BSCV 301 in the fall semester are invited to be trained as undergraduate Peer Dialogue Leaders (PDLs) in a credit-bearing internship the following spring. Original program element is the 4-session/90 minute per session dialogue group involving up to sixteen participants, facilitated by two PDLs. PDLs make brief presentations to group members in beginning of sessions on Defining Dialogue, Obligations of Dialogue Participants, Dualism, Hot Buttons, Seeking Consensus, Wicked Problems and Consequences. Group members are invited to share important dimensions 	<ul style="list-style-type: none"> 1st & 2nd year CIVICUS Associates (optional assignment in BSCV 191, BSCV 182, BSCV 301), members of the Resident Assistant Training Class (optional assignment in HESI 470) are regularly structured group participants in the Common Ground 4-session dialogue groups. Resident students and selected members of other courses 	Common Ground programs (unlike the intergroup “Words of Engagement” dialogue program) are facilitated solely by undergraduate PDLs. The two semesters of preparation combined with the on-going supervision of PDLs service in their roles by a small number of professional staff are limiting factors on the numbers of students who participate in the program. Students	<ul style="list-style-type: none"> The impetus for the creation of Common Ground was the observed polarization, reflexive disposition for heated debate, and avoidance of engagement on diversity/identity related issues among undergraduate students that emerged in the mid-1990’s on the campus. The design of the program employs a task-oriented structure (main questions to be explored in each of four dialogue sessions) that results in process-oriented learning (achieving common-ground solutions via consensus while also reaching mutual understanding on elements of an equity dilemma on which consensus cannot be reached. Participants achieve an understanding of dialogue as a process-oriented discipline, defined as <i>honest discussion of serious topics with flexible minds, without polarizing, while maintaining civility</i> (Cortes, 1995). Participants learn about consensus as an alternative process to argument, requiring patience, discipline, and empathy. Participants are recruited to participation via their invested interest in a societal equity dilemma, while consistently reporting that their understanding of both the complexities of the dilemma and the sentiments of others with

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
	<p>of their individual identities during the first session.</p> <ul style="list-style-type: none"> • Groups take up a current societal equity dilemma. Each of the four sessions explores a main structural question: (1st) What are the dimensions of this dilemma? (2nd) What are options for action? (3rd) Which options are those upon which the group can reach consensus? (4th) What are the intended and unintended consequences of the agreed upon options? • Additional elements of the Common Ground program are derivatives of the 4-session model. An engagement on personal identity (“You-ID”) and a single session dialogue on a current multicultural issue (“Trending Topics”) are also available and facilitated by PDLs. 	<p>are participants in the You-ID and Trending Topics groups.</p> <ul style="list-style-type: none"> • All participation in the Common Ground program is voluntary. Those who participate via coursework must be offered an alternative assignment if they do not wish to participate in Common Ground. 	<p>who do not choose to participate in You-ID or Trending Topics on their residence hall floors, and students who are not enrolled in the courses for which Common Ground is an auxiliary assignment are not regularly exposed to the program.</p>	<p>opposing views are significantly expanded as the result of their participation in the dialogues.</p> <ul style="list-style-type: none"> • The program design intends that participants will (1) develop a better understanding of a current, complex, multicultural issue, (2) present coherent, logical, evidence-based analysis of the issue rather than simply asserting their own opinions, (3) ask questions of one another that will elicit greater personal and group understanding of the issue being discussed, (4) develop a better capacity for seeing the issue through the eyes of others, (5) become better able to discuss an important issue without losing quality of discussion, and (6) test their own beliefs about and issue without any obligation to change their position, with the possibility that change may occur. • For the twenty years of the Common Ground program, 75% to 80% of participants in the four session dialogue groups have consistently expressed agreement that they were “<i>more willing to engage with people of differing identities and views about issues that are divisive</i>” on participant evaluation forms. • For reference, please see: Voorhees, R. & Petkas, S.N. (2011) Peer educators in critical campus discourse. In L.B. Williams (Ed.), <i>Emerging practices in peer education</i> (pp. 77-86). <i>New Directions for Student Services</i>, No. 133. San Francisco: Jossey-Bass.

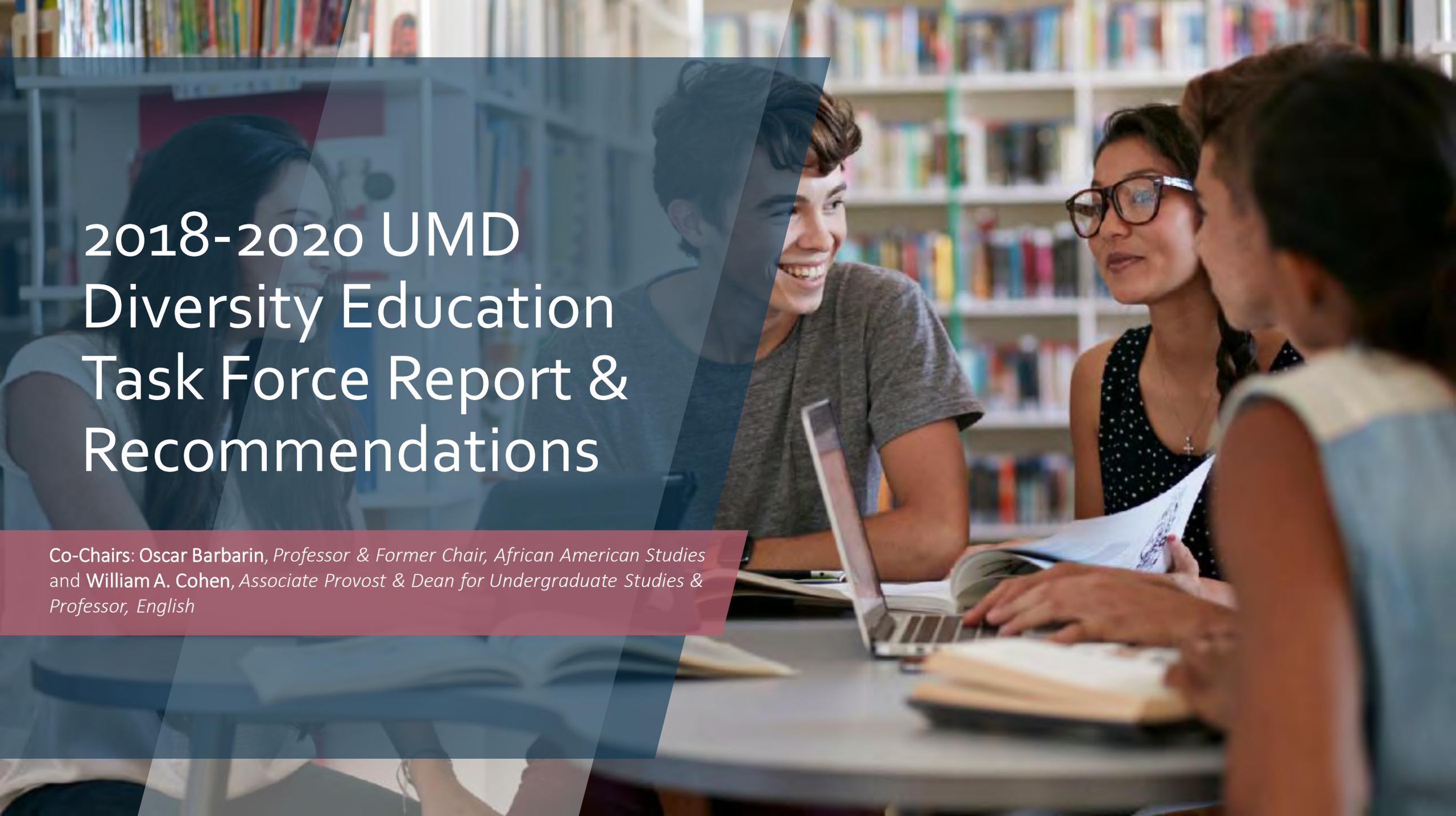
Appendix E. Summary of Task Force Recommendations

DETF recommendations fall into four broad categories: introductory activities for students new to campus (first-year and transfer students); General Education diversity requirements; optional diversity education and civic engagement experiences; and disciplinary and major area requirements. We summarize key recommendations and options for each category in the table below, and elaborate on the rationale, expected costs and benefits, and implementation challenges of each in the report.

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Introductory activities for undergraduate students new to campus (first-year and /or transfer students)	Introductory online course	<ul style="list-style-type: none"> This could be developed in-house as a joint project between TLTC, ODI, and Academic and Student Affairs. It would be administered online and could be completed before students arrive on campus. It would need to be updated & refreshed periodically. 	<p>Required for all students and enforced through registration block.</p> <p>A version should be developed for faculty & staff as well.</p>	<ul style="list-style-type: none"> An online course offers a cost-effective, practical approach for communicating proposed UMD values (united, respectful, secure and safe, inclusive, accountable, empowered and open to growth), explaining the historical context, and clarifying the need for such values in forming an effective learning environment for all students. It might offer examples of how these values are enacted; and indicate what actions students should take if they feel disrespected or unsafe. It would serve as a prelude to the Terrapin Strong program once students arrive on campus. 	<ul style="list-style-type: none"> Interactive quiz results Conduct focus groups to assess perceived value
		<ul style="list-style-type: none"> Additional online courses could be developed and piloted 		<ul style="list-style-type: none"> Subsequent online courses could explore and expand on other proposed UMD diversity education and civic engagement learning outcomes 	
	First-Year Book program	<ul style="list-style-type: none"> This program has historically had a strong diversity & inclusion component that could be expanded. 	First-year students	<ul style="list-style-type: none"> University-wide incentives could be offered for supplemental programming related to diversity, inclusion, and civic engagement. A badging system could be included to encourage students to attend these campus events. 	

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
	UNIV100	<ul style="list-style-type: none"> • 1 credit course taught across campus; typically runs for 7-10 sessions • Many instructors are campus staff members and advisors. 	Many UMD freshmen + some transfer students	<ul style="list-style-type: none"> • Modify the current diversity learning outcome to focus on students' identity formation. • Enhance instructor training by offering incentives to participate in year-long learning community experiences. • Additional content (an interactive board game; the Sticks+Stones program) have been pilot tested and are available for use by instructors. 	<ul style="list-style-type: none"> • Class visits, surveys of students, tracking innovations in content.
General Education	General Education: Diversity requirements	<ul style="list-style-type: none"> • Retain 2 categories and require that students take 1 course from each category • This may require Senate approval and would necessitate review of existing courses. 	Students who complete General Education at UMD	<ul style="list-style-type: none"> • The category labels and learning outcomes would be revised to sharpen their focus. • One required learning outcome would focus on race and racism. A new learning outcome pertaining to empathy would be included in both categories. The set of behavioral learning outcomes would be expanded. • A process would need to be created to review all currently approved courses. 	<ul style="list-style-type: none"> • A revised rubric for the new categories and learning outcomes.
General Education	General Education: Academic writing	<ul style="list-style-type: none"> • Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement. 	Students who complete General Education at UMD	<ul style="list-style-type: none"> • The director of the Academic Writing program has begun pilot testing such revisions. 	<ul style="list-style-type: none"> • Would require revised rubrics for FSAW-category courses
	General Education: Oral communication	<ul style="list-style-type: none"> • Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement. 			<ul style="list-style-type: none"> • Would require revised rubrics for FSOC-category courses

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Optional diversity-related experiences	Optional pathway with badging or a micro-credential in diversity education	<ul style="list-style-type: none"> Several current programs exist across campus (e.g., CARE, training for Common Ground and WEIDP) 	Undergraduate students interested in expanding their exposure or experiences	<ul style="list-style-type: none"> Faculty and staff could nominate their programs for inclusion and serve on campus committees to assess student learning and progress. Career Services staff might market these pathways, badges or micro credentials to prospective employers as a strategy for increasing students' interest in pursuing such credentials. 	Assessment plans would need to be developed and/or formalized
	Maryland Volunteer Corps	<ul style="list-style-type: none"> Proposed program 	Rising junior or senior students	<ul style="list-style-type: none"> This program could provide supervised, semester- or summer-long opportunities for service to Maryland communities different from students' communities of origin. 	
Discipline and major areas of study	Major degree programs	<ul style="list-style-type: none"> Require all major degree programs to review their requirements for diversity content. If absent or limited, ask them to identify discipline-relevant diversity, inclusion and/or civic engagement learning goals, content, and instruction. 	All graduating students	<ul style="list-style-type: none"> Many degree programs already include relevant coursework (e.g., College of Education, School of Public Health); this initiative would extend this to all campus majors. Degree programs would retain control over the goals, content, and instructional format, which could include non-credit professional development workshops, experiential learning or formal coursework. 	<ul style="list-style-type: none"> Learning outcomes would be included on learning outcome assessments for each major. Colleges would update information regularly about these requirements and their effectiveness

A photograph of four diverse students sitting around a table in a library, engaged in a study session. One student is using a laptop, while others are looking at papers. The background is filled with bookshelves. A semi-transparent blue diagonal overlay is present on the left side of the image.

2018-2020 UMD Diversity Education Task Force Report & Recommendations

Co-Chairs: Oscar Barbarin, *Professor & Former Chair, African American Studies*
and William A. Cohen, *Associate Provost & Dean for Undergraduate Studies &
Professor, English*

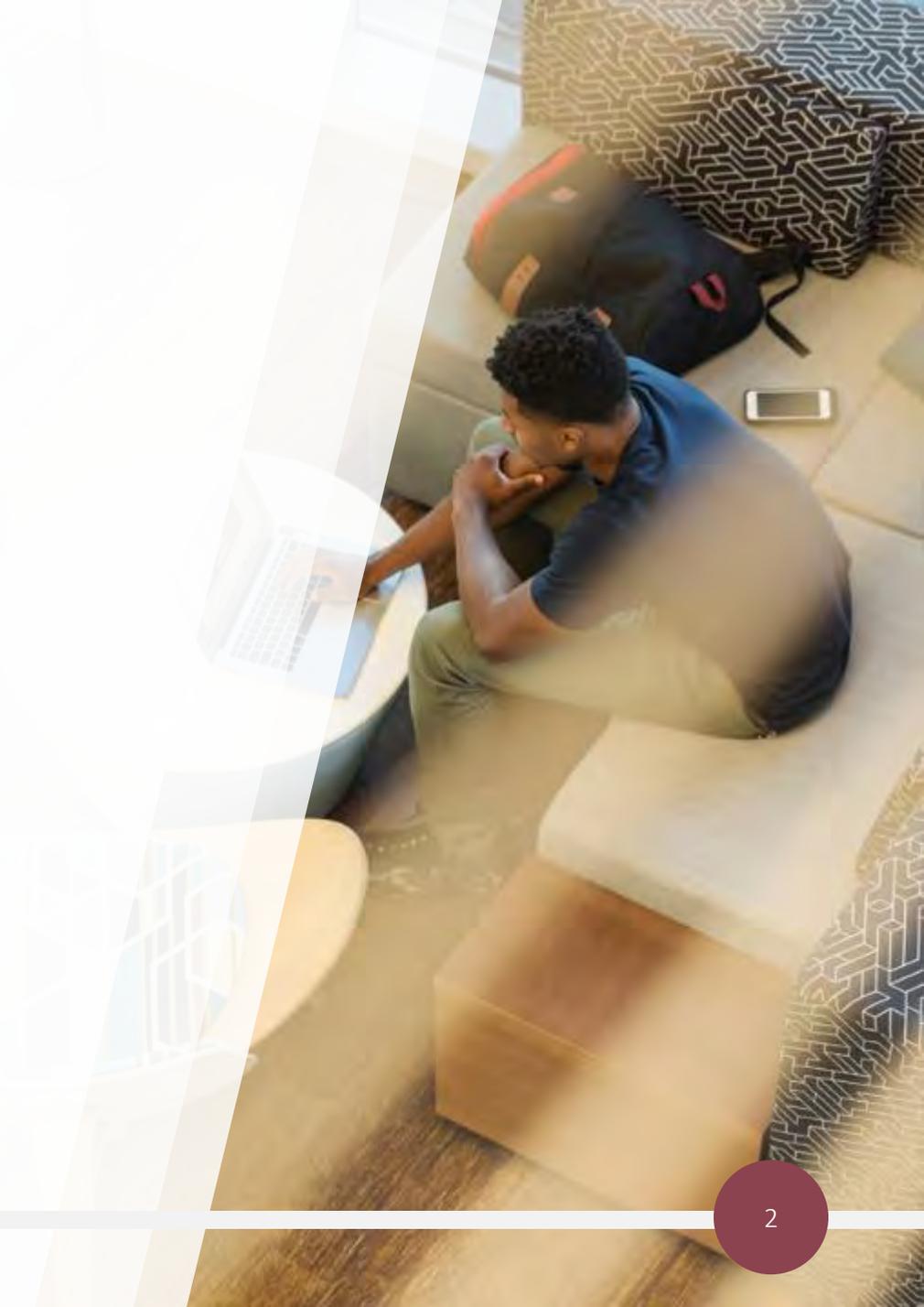
Background



- 2016 Student demands and May 2017 campus murder of Lt. Richard Collins III prompted formation of task forces
- Joint President/Senate Inclusion and Respect Task Force report released spring 2018
 - Offered 9 recommendations to improve campus diversity and inclusion climate
 - Educational and curricular issues were delegated to a separate faculty-led Diversity Education Task Force (DETF)



- DETF asked to consider how education and engagement in civic issues could contribute to campus community and students' capacities
- **Charge**
 - ✓ Review provisions for diversity education & make recommendations for improving them
 - ✓ Consider General Education and other educational efforts
 - ✓ Consider provisions for civic education and engagement



Context and Focus



- Since mid-March 2020, our context has altered radically
 - ✓ Instructional delivery has migrated online due to pandemic
 - ✓ Murder of George Floyd has prompted global demonstrations and acknowledgement of racial inequities
 - ✓ University has new leadership
- In September & October 2020, DETF sought feedback from key constituents and revised recommendations



Focus of our report

1. What are the characteristics of effective diversity education? How might this overlap with civic engagement education?
2. What range & depth of diversity and civic engagement education is currently offered on campus?
3. What steps should be taken to build on, modify, and strengthen diversity and civic education at UMD?
4. How might these changes be introduced and scaled for delivery to undergraduate students?

Findings



2016 ASHE Report

- Campus infrastructure has huge impact on teaching & learning about identity-based differences
- Effective programs support students' identity development & promote perspective-taking, empathy & intergroup learning
- Students' first-year experiences are formative; greater attitude change occurs with 2+ courses
- Faculty need ongoing development to create culturally inclusive classrooms



Current Status

- UMD offers a patchwork of campus-wide & college specific educational programs
- General Education currently requires 2 diversity courses
 - ✓ 2 Understanding Plural Societies OR
 - ✓ 1 Understanding Plural Societies + 1 Cultural Competence
- ✓ Optional experiences: Global Classroom courses, Education Abroad, Global Studies minors, etc.



Current Campus Climate

- Hate-bias incidents have created uncertainty regarding campus leaders' commitment to diversity & inclusion
- Black and Latinx members feel less safe and less institutional commitment
- Many D&I initiatives exist within campus units; however, these largely duplicate effort and isolate impact

Goals and key constraints



Goals for proposed changes in diversity & civic engagement education

- Reflect on how culture & background factor into own identity formation
- Recognize that societies have embedded systems that confer power & privilege on some more than others
- Develop empathy for social & material costs of exclusion & marginalization
- Appreciate & respect cultural differences, including internalization of UMD values
- Develop skills needed to engage & communicate constructively with others who differ from oneself

Constraints on proposed changes for diversity & civic engagement education



- Changes should not hinder students' degree progress by adding more required credit hours
- Incorporate voluntary activities with required ones to reduce pushback
- All members of the University community need to be involved in this initiative
- Colleges should be involved in the development & delivery of diversity education to their students
- Diversity education requirements need to be scaled & deployed in ways that do not overload TLTC and ODI staff, whose guidance is essential for successful implementation

DETF Recommendations

DIVERSITY



- **Introductory activities for new students**

- ✓ Offer online training module to set stage, communicate UMD values, and connect with Terrapin Strong
- ✓ Incorporate UNIV100 enhancements (e.g., launch instructor learning community, use board game)
- ✓ Incentivize instructors and students to participate in First Year Book activities



- **General Education**

- ✓ Modify the diversity requirement category labels and learning outcomes (including a required outcome focused on racism) and require one course in each category
- ✓ Incorporate more explicit diversity content into Academic Writing and Oral Communication



- **Optional diversity and civic engagement credentials**

- ✓ Offer microcredentials to incentivize student pursuit of these opportunities and highlight value of microcredentials to employers
- ✓ Expand available programs (e.g., Maryland Volunteer Corps)



- **Major degree requirements**

- ✓ Ask all departments to include discipline-relevant diversity education (in the form of workshops or coursework) into their majors

Supplemental information on General Education proposal



Understanding Structures of Racism & Inequality

1. Analyze racism as a form of historical & systemic discrimination that intersects with other forms of power & oppression. (required for all courses with this designation).
2. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories.
3. Reflect on and critically analyze one's own identity including race/ethnicity, cultural values, norms, and biases, and how these affect one's perceptions of individuals with different identities.
4. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes due to racial and other forms of systemic inequity.
5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.
6. Use a comparative or intersectional framework to examine the histories, experiences, and perspectives of two or more social groups (a) within a single society or historical time frame, or (b) across different societies or historical times.



Navigating Diverse Social Environments

1. Reflect deeply on critical similarities and differences between one's own and others' identities and social positions due to racism and other systems of oppression.
2. Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds.
3. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes with more powerful social groups.
4. Communicate effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social backgrounds to establish and build coalitions.
5. Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals.
6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across social groups.
(At least one from #4-6 is required for all courses with this designation.)



THANK YOU DETF Members



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