University Advisory Council Meeting Minutes
Friday, February 14, 2025
1:30 p.m. | President's Conference Room

Name	Attended	Name	Attended	Name	Attended
Craddock, Emma	absent	Graham, Jeff	✓	Trey, Nick	✓
Dell, Troy	✓	Lombardi, John	✓	VanSkiver, Donnell	✓
Delia, Al	absent	Michalski, Rachel	✓	Walsh, Jennifer	✓
Donoway, Troy	✓	Nightengale, Amy	✓	Wilhelm, Sara	✓
Dunmyre, Justin	✓	Nixon, Bradford	✓	Weill, Larry	✓
Epstein, Jenna	absent	Short, John	✓	Wynder, Robin	✓
Fike, Harry	✓	Toro, Hailie	absent		

I. Call to Order at 1:32 p.m.
II. Approval of November Minutes **APPROVED**
III. Special Guests/Presentations
   A. Middle States Update (Bittinger) attachments
   B. MHEC 2024 Student Success Summit: Reflection Report (Graham) attachment
IV. Old Business
   A. Faculty Senate proposal on "Freedom of Speech and Expression Statement of Values" vs University Free Speech and Assembly Policy (Delia/Weill/Nixon/Dunmyre) attachments
      i. **ACTION**: Mr. Nixon and Dr. Dunmyre will work together to create a combined policy and will present this proposed policy at the March meeting.
   B. Update on Email Distribution List Discussions (Delia/Weill/Pelesky) attachment
      i. Mr. Pelesky provided an updated draft of recommendations on changes to current practices regarding email distribution lists. These recommendations align with other USM schools. Awaiting the statement of stance from union-represented employees.
      ii. Q&A with Mr. Pelesky
      iii. **ACTION**: Governance Units will establish evaluative tools with Mr. Pelesky.
      iv. **ACTION**: Review at the March meeting.
   C. FCC Request to UAC (Dunmyre) attachment
      i. **ACTION**: Elevate to Executive Cabinet for discussion.
V. New Business
   A. Honorific naming of Veteran's Center approved by Board of Regents. The new name will be Captain James A. Graham Veteran's Center. A naming ceremony is proposed for some time in May.
VI. Adjournment at 2:44 p.m.

Next meeting: March 14, 2025
Submitted by: Donnell H. VanSkiver, CAP, MEP, OM
                Executive Administrative Assistant III

Student Prep for Middle States

When preparing students for a Middle States visit, focus on questions that assess their perception of the learning environment, engagement in the curriculum, access to support services, and overall satisfaction with their academic experience, including:

General Academic Experience:

- How would you describe your typical day in class?
- How often do you have opportunities to apply what you learn in class to real-world situations?
- Can you share an example of a recent project or assignment that challenged you to think critically?
- How do teachers support your learning when you are struggling with a concept?
- How would you rate the level of difficulty of your coursework in general?

Assessment and Feedback:

- How do teachers provide feedback on your assignments and progress?
- Do you feel that the feedback you receive is helpful in improving your work?
- How are you informed about your academic standing in classes (grades, progress reports)?
- What are the different ways you are assessed in your classes (tests, projects, presentations, etc.)?

Student Engagement and Support:

- How would you describe the classroom environment in terms of student participation and collaboration?
- Do you feel comfortable asking questions in class?
- What resources are available to you if you need additional academic support (tutoring, study groups, advising)?
- How accessible are faculty members outside of class time for questions or concerns?

Technology and Learning Environment:

- How is technology integrated into your learning experience?
- Do you have access to the technology tools you need to complete your coursework?
- How are the learning spaces in your school conducive to effective learning?

School Culture and Climate:

- How do you feel about the overall school climate?
- Do you feel safe and respected at school?
- How does the school promote inclusivity and diversity?
- What opportunities are there for student leadership and involvement in extracurricular activities?

Self-Reflection and Improvement:

- What are the strengths of your academic experience at this school?
- What areas do you think could be improved to enhance your learning experience?

- What suggestions do you have for how the school can continue to improve student learning outcomes?

Important Considerations:

- **Vary the question types:** Include open-ended questions to encourage detailed responses, as well as closed-ended questions for quick data collection.
- **Anonymity:** Consider providing students with an anonymous feedback option to ensure honest responses.
- **Focus on specific examples:** Ask students to provide concrete examples to support their answers.
- **Review the self-study report:** Ensure your questions align with the school's self-study report to demonstrate coherence in the evaluation process.

By asking thoughtful questions that engage students in reflecting on their educational experiences, you can gather valuable insights to showcase the strengths of your school and identify areas for improvement during a Middle States visit.

Generative AI is experimental.

AI Generated Preparation Questions for MSCHE visit:

Summary:

When preparing for a Middle States accreditation visit, key questions to anticipate include: **detailed inquiries about your institution's mission and goals, evidence of student learning outcomes, assessment practices, curriculum alignment, faculty qualifications, resource allocation, continuous improvement processes, governance structure, and how your institution addresses challenges and adapts to changing environments**; focusing on concrete examples and data to support your responses is crucial. [1, 2, 3]

General Questions:

- **Institutional Overview:**
  - How does your institution's mission statement guide decision-making across departments?
  - What are the most significant recent developments at your institution and their impact on student learning?
  - How does your institution monitor and respond to external factors impacting its operations?
- **Student Learning Outcomes:**
  - How are student learning outcomes clearly defined, measured, and assessed across programs?
  - What evidence exists to demonstrate student achievement of learning outcomes?
  - How are assessment results used to improve curriculum and instruction?
- **Curriculum and Instruction:**
  - How is curriculum aligned with program learning outcomes and the institution's mission?
  - What processes are in place to ensure faculty are qualified to teach their courses and stay updated with their field?
  - How does your institution promote active learning and student engagement in the classroom?
- **Assessment Practices:**
  - Describe the data collection methods used to assess student learning outcomes.
  - How are assessment results analyzed and interpreted to inform institutional improvement?
  - What mechanisms exist to ensure all stakeholders are involved in the assessment process?
- **Faculty and Staff:**
  - How does your institution support faculty development to enhance teaching effectiveness?
  - What mechanisms are in place to ensure faculty are engaged in scholarly activities?
  - How does your institution address faculty workload and diversity within the faculty body?

Specific Areas of Focus:

- **Governance and Leadership:**
  - How does your governing board actively participate in strategic planning and oversight of the institution?

- What processes are in place to ensure effective communication between the board, administration, and faculty?
- **Resource Allocation:**
  - How are resources allocated to support student learning and institutional priorities?
  - What mechanisms are used to evaluate the effectiveness of resource allocation?
- **Continuous Improvement:**
  - Describe your institution's approach to continuous improvement and data-driven decision making.
  - How are identified areas for improvement addressed and monitored over time?
- **Diversity, Equity, and Inclusion:**
  - How does your institution promote diversity, equity, and inclusion across all aspects of campus life?
  - What initiatives are in place to address potential barriers for marginalized students?
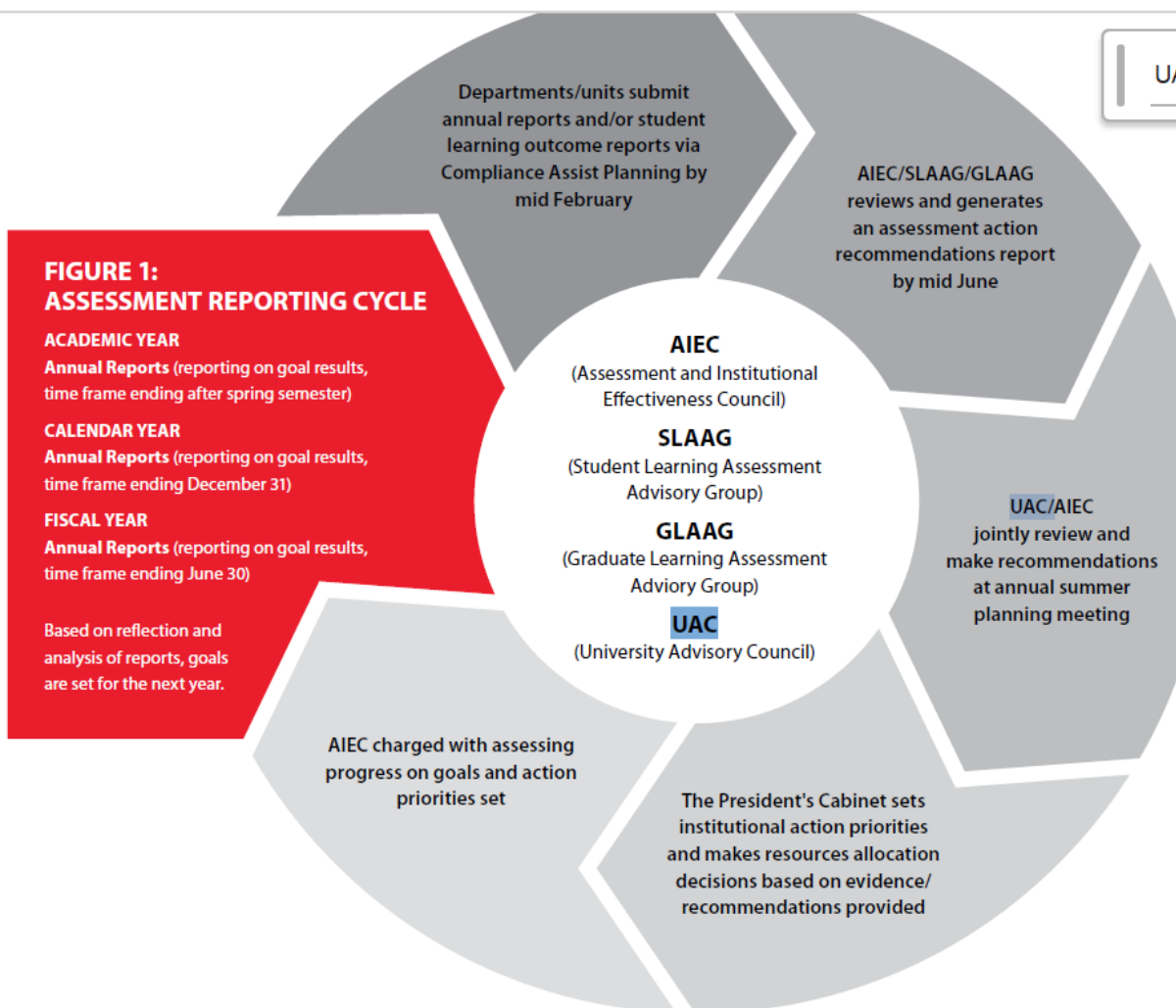
Important Considerations: [1, 2, 3]

- **Prepare supporting documentation:** Be ready to present evidence such as student learning data, curriculum documents, faculty qualifications, assessment reports, and relevant policies to substantiate your answers. [1, 2, 3]
- **Practice clear communication:** Explain complex concepts in a concise and understandable manner, using clear language. [1, 3, 4]
- **Focus on positive aspects:** Highlight your institution's strengths and innovative practices while addressing areas for improvement. [1, 2, 3]

Generative AI is experimental.
[1] https://www.marist.edu/middle-states/self-study-evaluation-visit
[2] https://www.mercyhurst.edu/about/middle-states-self-study-guide
[3] https://www.msche.org/module-three-developing-an-effective-self-study-design/
[4] https://www.msche.org/accreditation/self-study-guides/module-one-introduction-to-msche-and-accreditation/

FSU Key Review Documents:
- Institutional Effectiveness Plan/Cycle: https://www.frostburg.edu/academics/air/AIEC/aiec-plan.php
- AIEC reports
- UAC resources
- Strategic Plan Results and Current Strategic Plan

FIGURE 1:
ASSESSMENT REPORTING CYCLE

ACADEMIC YEAR
Annual Reports (reporting on goal results, time frame ending after spring semester)

CALENDAR YEAR
Annual Reports (reporting on goal results, time frame ending December 31)

FISCAL YEAR
Annual Reports (reporting on goal results, time frame ending June 30)

Based on reflection and analysis of reports, goals are set for the next year.

AIEC
(Assessment and Institutional Effectiveness Council)

SLAAG
(Student Learning Assessment Advisory Group)

GLAAG
(Graduate Learning Assessment Adviory Group)

UAC
(University Advisory Council)

Departments/units submit annual reports and/or student learning outcome reports via Compliance Assist Planning by mid February

AIEC/SLAAG/GLAAG reviews and generates an assessment action recommendations report by mid June

UAC/AIEC jointly review and make recommendations at annual summer planning meeting

The President's Cabinet sets institutional action priorities and makes resources allocation decisions based on evidence/ recommendations provided

AIEC charged with assessing progress on goals and action priorities set

Freedom of Speech and Expression Statement of Values

The free exchange of ideas and information is central to higher education's foremost obligation of fostering both intellectual development and the discovery and dissemination of knowledge. Scholarship and learning can only flourish in an environment in which the unfettered expression of all ideas is nurtured. To that end, Frostburg State University (FSU) is committed to promoting and protecting every person's freedom to express their views, however controversial, in a lawful manner.

With certain exceptions, such as threats of physical violence and unlawful harassment, free speech is protected by the United States Constitution. The State of Maryland and FSU share the commitment to free speech that is imbedded in our nation's constitution. Any effort to limit protected speech based solely on content is a violation of FSU's legal and academic responsibilities and is therefore impermissible.

FSU's duty to advance facts and the truth--as well as our commitment to the students, faculty, and staff who comprise the FSU community--can also impose an obligation to condemn, confront, or correct speech that is hateful or discriminatory. Institutional leaders and other campus community members may counter speech designed to denigrate others or undermine evidence-based scholarship with additional speech. Offensive speech cannot be banned, but it can—and often should—be challenged.

A healthy and thriving community also depends on the civility of its members towards one another. Although offensive speech cannot be prohibited, FSU community members have a responsibility to demonstrate mutual respect for their peers and colleagues. Concerns about civility and mutual respect cannot, however, be used as a justification for stifling discussion of ideas, however offensive or disagreeable those ideas may be to some members of the FSU community.

As a community of scholars and learners, FSU is committed to fostering vigorous debate based on facts and evidence. With that in mind, and in keeping with the University System of Maryland's civic education and engagement initiative, FSU should inculcate among students an appreciation for the importance of free speech, as well as an understanding of how to communicate effectively and respectfully regarding contentious issues.

Finally, the physical safety of all FSU students, faculty, and staff is paramount. FSU's campus serves as a home, center of learning and scholarship, community hub, and workplace. Neither unlawful harassment nor violence, nor the threat of violence, can be tolerated. In safeguarding the physical safety of every member of the FSU community, regardless of their background or views, we can enable, rather than stifle, the process of free inquiry and intellectual exchange that is at the heart of any academic enterprise.

In considering their obligations to support free speech and expression, while promoting civility and ensuring every person's physical safety, FSU should be guided by the following principles.

<u>Promoting Free Speech and Free Expression</u>
FSU institutions has an obligation to protect every person's freedom to speak and to hear all views. Hateful speech that does not rise to the level of a true threat or unlawful harassment cannot be banned.

FSU has no obligation to protect any person from exposure to speech with which they might disagree. Exposure to all perspectives, including those that may be deemed disagreeable or even offensive, can be an essential part of the educational experience and can help foster a greater understanding of how to respect a person while communicating a differing opinion.

FSU may restrict time, place, and manner of speech under uniformly applied guidelines, but cannot restrict protected speech based on content.

<u>Protecting and Fostering Community</u>

FSU must protect the physical safety of all community members, react to threats of violence or destruction, and penalize unlawful conduct. They must also work to prevent and respond to unlawful harassment that is based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, or any other legally protected class.

Institutional leaders may take positions on the content of speech, particularly if the speech is uncivil and/or designed to denigrate other community members based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class.

FSU may respond to offensive, but permitted, speech by fostering opportunities for other speakers with contrary viewpoints. Offensive speech is combatted most effectively not through speech bans, but through additional speech and communication.

FSU should provide support services to community members negatively impacted by offensive, but permitted, speech.

In accordance with applicable law, FSU must track and annually report on hate crimes.

FREE SPEECH AND ASSEMBLY POLICY

Frostburg State University ("FSU") recognizes that in the community of scholars there are certain indisputable rights to freedom of inquiry, freedom of thought, and freedom of expression. The university encourages the search for truth and knowledge and does not abridge searchers' rights to reveal their findings, by both spoken and written word, even if in so doing they might find themselves at variance with their peers as well as the lay community. Consistent with the mission of the University and in the spirit of academic inquiry, to dissent, to disagree with generally accepted truth and knowledge is acceptable. The university also stands for the right of all the university community to pursue their legitimate activities without interference, intimidation, coercion, or disruption. The university will protect the rights of freedom of speech, expression, petition, and peaceful assembly and affirms all rights and freedoms guaranteed under the Constitution of the United States.

PROCEDURE

Reasonable time, place, and manner restrictions will be enforced. However, the enforcement will not depend, in any way, on the subject matter involved in an expressive activity. It is strongly suggested that all activities be registered with the appropriate office based on the building you are intending to reserve in advance in order to make adequate arrangements for safety and security and to ensure the space desired is available. Information can be found at Office of the Lane Center Director located in the Lane Center, Room 214.

FSU provides forums for the expression of ideas and opinions, such as the following:

1. FSU supports outdoor assembly of persons for free speech activities, including vigils, protests, demonstration, and similar activities. Outdoor spaces are also frequently used for FSU sponsored events and activities, such as educational forums, Homecoming, concerts, etc. Public forums include FSU's public yard space, sidewalks, Echo Circle, and the area around the Clock Tower. These areas are generally available for non-amplified expressive activity, planned or spontaneous, for the individual or small group at any time without the need for reservation or prior approval, unless the space is already scheduled.

2. Designated public forums include other parts of the campus that may become temporarily available for non-amplified expressive activity as designated by the University. Examples of designated forums include parking lots and athletic fields.

3. Non-public forums are areas that are not traditional public forums or designated public forums. These locations will be restricted to use for their intended purpose and are typically not available for public expressive activity. Examples include, but are not limited to, classrooms, residence halls, faculty and staff offices, academic buildings,

administration buildings, the Student Health Center and Counseling and Psychological Services and the library.

4. Additionally, security considerations may affect the availability of spaces that would otherwise be available.

GUIDELINES

1. Registered university organizations and university departments may display signs and banners at designated locations on campus. For information regarding these designated locations, contact the Office of the Lane Center Director located in the Lane Center, Room 214.

2. Literature can be distributed in public forums. However, the party distributing the literature is responsible for cleaning up any discarded paper and restoring the campus to its previous condition. Literature may not be distributed in non-public forums.

3. No amplification equipment may be used. Exceptions may be made by requesting written permission from the Office of the Vice President of Student Affairs.

4. Use of campus land is on a temporary basis.

5. Flyers may be placed on open bulletin boards inside or outside university buildings with the approval of the Vice President of Student Affairs or designee.

6. "Chalking" or the use of chalk on FSU sidewalks is governed by the FSU Chalk Policy.

7. Sales, solicitation, merchandising: This policy prohibits the sale of products or food, the exchange of goods, contractual arrangements, or services, or the barter or trade of merchandise or material by any unaffiliated person or group. Outside commercial activities and the posting of flyers for commercial purposes inside or outside of buildings are prohibited unless accompanied by a fully executed Event Services/Facilities Use contract for such activities. The Office of the Vice President for Student Affairs may authorize, in writing, exceptions to this provision based on written requests received at least three business days prior to the event or activity.

8. Disruptive activities will not be allowed. FSU has defined a disruptive activity as any action by an individual, group, or organization to impede, interrupt, interfere with or disturb the holding of classes, the conduct of the university business, or the authorized scheduled events and activities of any and all segments of the university. Furthermore, any activity that incites imminent lawless action or that triggers an automatic violent response will be considered disruptive. In addition to any potential criminal penalties, students engaging in disruptive activities will be referred to the Office of Student Conduct, and employees will be referred to Human Resources.

9. No activity will be permitted that blocks access to university buildings, streets, sidewalks, or facilities, defaces property, injures individuals, unreasonably

interferes with regular or authorized university activities or functions, or disrupts the free flow of pedestrian or vehicular traffic.

REVIEW

The Vice President for Student Affairs in consultation with the General Counsel is responsible for the review of this operating policy annually.

Distribution Lists
Draft 2

Proposed Model

1. **Role-Based Distribution Lists**
   Transition from the current model to a more granular system where distribution lists are maintained for the following populations:

   - **Faculty:** All faculty employed on a full-time or part-time basis, deans, associate deans, Provost, Chair of the Faculty Senate. Academic department administrative assistants at the approval of their respective department chairs.

   - **Tenure/Tenure Track Faculty:** All faculty with tenure or tenure-track appointments, deans, associate deans, Provost Chair of the Faculty Senate.

   - **Faculty Emeriti:** Retired faculty holding emeritus status, deans, associate deans, Provost, Chair of the Faculty Senate.

   - **Staff:** All non-faculty employees.

   - **Staff Emeriti:** Retired staff members holding emeritus status, university Chief of Staff (or designee of the President), Chair of Staff Senate.

   - **All-Hands:** All Full-Time Faculty, Adjunct Faculty, Staff

   Membership on these lists will be dynamically updated based on a person's current role(s) at the institution, ensuring accuracy and relevance.

2. **Permissions**
   To ensure responsible use of these lists and to ensure access to relevant communication, the following permissions will apply:

   - **Broad Send Permissions:** Reserved for key institutional offices, including Human Resources, Marketing, and the Executive Cabinet.

   - **Targeted Departmental Communication:** Department administrators will have access to communication with lists relevant to their scope of responsibility (e.g., faculty lists for academic departments).

   - **Broadcast:** All departments and all faculty/staff/emeriti members can submit communications to Marketing for review and broadcast publication. Requestors would select the distribution lists to be targeted as part of the broadcast request.

   - **Membership Communication:** All members of the Full-Time Faculty, Adjunct Faculty, and Emeriti Faculty lists will have access to communicate openly across all faculty lists.

   - **"Monitor" Membership:** Existing "monitor" membership offerings will be discontinued.

3. **Access**

   Simplicity of access will be upheld:

   o **Access via Email:** Ability to send communications through the University's email system will remain in place, governed by permissions as outlined above.

   o **Access via the Faculty/Staff Portal:** An additional option to draft and send messages via the portal will be implemented.

   o **Broadcast Requests:** A workflow published in the Faculty/Staff Portal would be used to submit messages for review and broadcast.

4. **Governance**

   Under the proposed model, governance impacts Broadcast messaging only.

   o Shared governance organizations will be charged with creating a rubric to score broadcast requests among "official university business" criteria.

   o Broadcast requests submitted to the marketing department will be scored using the rubric, with the results determining which distribution list(s) the communication is appropriate for.

   o Rubric criteria will be based on factors such as how broadly relevant the content is to a given audience and whether or not the content is better suited for alternative publication/marketing venues.

FCC would like to request UAC to consider an update to communication protocols when outside groups come to campus. Specifically, FCC requests informing the community as soon as possible, rather than waiting hours until all the information is ready. These messages can be updated as more information is acquired, or a Town Square post can be created and linked for live discussion and up-to-date information. We should consider testing this protocol when Middle States comes to campus.

IT has a generic message that it sends out for outages and problems, which could serve as a model. IT has demonstrated this recently and noted that Town Square posts can be automatically created and linked as part of their process.

Upon receipt of notification that a group is coming to campus, a "Here's what's happening" notification could go out with the following:

What we know: Group A will be on campus Day/Time at the Location. Here is what we know about them at this time.

Here is what we are doing: Research, response, etc. (Template language populated by IT's form)

Here is what you can expect: If needed

Here is who to contact if you need assistance: If needed. For example: CAPS, Campus Police, etc.

2024 Student Success Summit: Reflections Report
Frostburg State University

1. **Institutional Reflection on the Summit:**
   - *Key Takeaways from the summit, including the draft post-2025 goals:* Our Frostburg State University team was invigorated by the Summit. The depth and breadth of the presentations were outstanding, with superior presentations and great discussions. Key takeaways included the use of data analysis that demonstrated progress, while charting a path forward with actionable goals.
   - *Reflection on discussions from national leaders and peer institutions that resonated with current strategies:* Our team found significant value in data shared in the Draft Post and specifically appreciated the presentation from Josh Wyner, Vice President at The Aspen Institute regarding *Strengthening Transfer Pathways in Maryland*. This information resonated with our increasing progress with identifying unique programs at community colleges that afford the opportunity for articulation agreements and transfer pathways. This has been one focus of our Strategic Enrollment Management Plan to improve access and opportunity.
   - *How the Moore-Miller State Plan can guide our future strategies:* It was great to see the focus on the second priority of *Setting Maryland's Students Up for Success*. The objectives regarding student success aligns with our strategies for retention from enrollment onboarding, academic supports, and accessibility.

2. **Reflection on Draft Post-2025 Goals:**
   - *Feedback on the Draft Post-2025 goals:* It was great to see the data analysis trajectory for annual and actual target goals, particularly as it relates to undergraduate degree production. It was also promising to see that degree attainment rates are improving across race and ethnicity.
   - *Areas where further refinement, clearer definitions, or recommended solutions are needed:* Although the initial Summit has stimulated our thoughts regarding completion, we also acknowledge the task that is before us. Bold goals require bold actions that can counter challenges such as the increasing cost of attendance, population trends, and the economic marketplace. As such, macro-level strategies for funding higher education will need to be examined at the state level.
   - *Thoughts on appropriate benchmarks or metrics for measuring progress*: Eliminating completion gaps will continue to be one of our greatest challenges for the future with an ever-changing population demographic, migration trends, and state budget challenges. We will continue to focus on access opportunities for all

students and measure success through admissions, retention, and degree attainment rates.

3. **Action Plan for Aligning with Maryland's Draft Post-2025 Goals:**
    *   *Specific changes or initiatives we would need to implement to meet the new goals:* Our current Strategic Enrollment Management plan includes a goal to increase recruitment and enrollment of Hispanic/Latino students to specifically address post-secondary completion gaps. Not only is this goal consistent with the countries' and Maryland's changing demographics, but will enhance enrollment opportunities for Marylanders, while adding to our ability to provide higher education accessibility to meet the goals. Along with this strategy, we are committed to the Aspen Institute's Maryland Transfer Intensive initiative to improve transfer pathways, articulation agreements, and access. To be successful with this initiative, our team plans to identify a dedicated Transfer Coordinator.
    *   *Plans to adapt our existing goals, metrics, and outcomes to align with Post-2025 priorities:* We have several early strategies we have identified, including improving barriers to completion gaps, such as Financial Aid optimization and predictive modeling via the use of analytical data. Additionally, we are hopeful that we can identify unique academic program offerings that match community college programs to enhance articulation agreements.
    *   *Challenges and outcomes for improvement related to joining the Maryland Transfer Intensive:* Dedicating fiscal and human assets will create challenges based on the potential reallocation of operational resources. We have strategically discussed our ability to prioritize our participation in the initiative and believe it will potentially lead to improved completion outcomes, while improving our fiscal margins to provide comprehensive services to transfer students.

4. **Support Needed from the Maryland Higher Education Commission (MHEC):**
    *   *Types of support, resources, or guidance we need from MHEC to implement new goals:* Our teams are grateful to MHEC for planning the Summit as it has stimulated our thought process regarding student success, which will strategically assist with our enrollment goals. We are hoping the planned meetings and next steps throughout the calendar year will solidify our continued efforts. As a regional, comprehensive, public institution, we are concerned at times that we are getting squeezed out of the higher education marketplace, particularly given the current state budget challenges. An example of this concern is regarding the potential changes in the disbursement of EAG and GAG grants, particularly involving recent discussions about awarding at the institutional Financial Aid Office level, along with state budget challenges in funding the grants. These actions will likely have a disparate impact on smaller institutions with fewer personnel resources and students with more challenging estimated family contributions.

- *Recommendations on how MHEC can better assist institutions working toward objectives:* Although the legislative oversight ensured by MHEC is statutorily imperative, advocacy regarding trending away from the consistent increases in the cost of higher education, including state support will be helpful. Seeing the data regarding Maryland high school graduates, including the number not choosing to attend college and the number choosing out of state institutions will continue to be challenging until USM institutions are able to reduce out of state and regional rates to remain competitive in today's higher education climate. This particularly affects FSU given our proximity to West Virginia and Pennsylvania, and the unique challenges of our regional location. We certainly understand and appreciate the conversations around Maryland residents receiving the benefits of taxpayer dollars, but the marketplace has changed and our institutional abilities to bring revenue into Maryland from out of state students could significantly enhance our state, regional, and community economies.

5. **Support Needed from Other Organizations:**
   - *Other organizations or partners from whom support is essential:* We are pleased to be involved with the Aspen Institute's Maryland Transfer Intensive initiative and believe it will lead to positive institutional outcomes, as well as assist with Post-2025 completion goals. Obviously, partnerships between MHEC, USM institutions, and community colleges will be paramount to our success. Additionally, it is great to see the nexus between the Maryland Department of Labor, the Governor's Workforce Development Board, and institutions of higher education in using a data informed approach to identify our position in research, innovation, and economic success.
   - *Type of support required through collaborative partnerships:* We look forward to additional information, direction, and strategies over the next year with the continuation of the MHEC Student Success events that will direct our efforts on achieving Post-2025 completion goals. Again, we continue to be optimistic about our participation in the Maryland Transfer Intensive initiative.

6. **Outstanding Questions or Challenges:**
   - *Unresolved questions or challenges that emerged from the Summit:* Our team was invigorated by the focus of the Summit and have begun the strategic planning phase of establishing institutional goals. This includes reviewing and modifying our Strategic Enrollment Management plan to align with our new focus on Post-2025 completion goals, institutional resources, and enrollment priorities.
   - *Solutions or approaches to address these issues:* We have identified an institutional Subcabinet Workgroup to focus on enrollment initiatives. This includes focusing on improving coordination, communication, operational

efficiencies, and stakeholder engagement in the recruitment, onboarding, and retention of first-time and transfer undergraduate and graduate students.

7. **Engagement with Governance and Student Organizations:**
   - *Sharing of the Student Success Summit experience and plans:* Our experience with the MHEC Maryland Student Success Summit, our reflections report, and the current efforts of the Subcabinet Workgroup have been shared with the Executive Committee and will be presented to our University Advisory Council (UAC) on February 14, 2025. The UAC consists of the Executive Committee and representatives from Faculty Senate, Staff Senate, Student Government Association, and the Graduate Student Association. We look forward to continuing this important work in collaboration with MHEC, USM, community colleges, and our campus stakeholders to reach Maryland's Post-2025 completion goals.