



**DEPARTMENT OF BUSINESS, MANAGEMENT AND ACCOUNTING**  
**1122 KIAH HALL**  
**PRINCESS ANNE, MARYLAND 21853**

**FAX: (410) 651-6529**  
**CELL: (410) 603-9670**

02/25/20

Delegate Maggie McIntosh, Chairwoman  
Appropriations Committee  
House Office Building  
6 Bladen Street  
Annapolis, Maryland 21401

Re: HBCU Faculty Testimony on HB1260-Dr. Bryant C. Mitchell-UMES

Dear Chairwoman McIntosh and members of the Committee,

Peace and Blessings be upon you. My name is Bryant C. Mitchell, I am the chair of the Faculty Assembly at the University of Maryland Eastern Shore (UMES). In 1978, I graduated from UMES with a Bachelor of Science degree in Business Administration. In addition, I am a 1980 graduate of the Columbia University School of Business with an MBA in finance. In 2001, I received a Ph.D. in industrial management from Clemson University.

Currently, I serve an associate professor in management at the University of Maryland Eastern Shore (UMES) where I teach courses in management and organizational behavior, business ethics and entrepreneurship. Prior to academia, my work experience included four and half years at Mobil Oil Corporation in financial planning, two years as a consultant with McKinsey & Company (Cleveland Office), and over 15 years as a consultant in my own practice.

As Dr. Robert Johnson indicated, our colleagues from Bowie University, Coppin University and Morgan State University are here to provide testimony in support of HB 1260: The Historically Black Colleges and Universities Funding legislation and to endorse amendments proposed by the Coalition for Equity and Excellence in Higher Education. HB1260 represents for us the boldest state effort to date to address lingering problems related to academic programming, faculty recruitment and retention, student enrollment and graduation rates, financial aid, accreditation and other issues unique to our HBCUs.

Further, based on Carnegie classification and size (student enrollment) as criteria, we recommend a more equitable distribution among the HBCUs with no institution receiving less than \$10 million per annum for the 10-year period. In short, HB1260 should tract the language in the senate version of the HBCU legislation previously introduced and later withdrawn by Senator Charles Sydnor.

Ms. Maggie McIntosh, Chair  
02/25/20  
Page Two

In his testimony, my colleague, Dr. Robert Johnson, provided an overview of what we feel are key issues yet to be addressed in the legislation. The purpose of my testimony is to provide you with two alternative allocation methods for addressing the mission and institutional size issues raised in the previous paragraph. They are as follows:

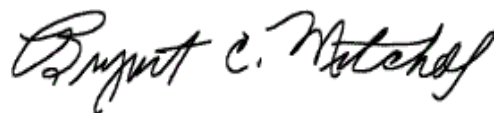
- The First Method, which I have labelled Plan A seeks to address the differences in institutional mission (Doctoral Granting vs. Comprehensive Institutions) and institutional size by applying a 60/40 across-the-board rule.
- The Second Method, which I have labelled Plan B seeks to address only differences in institutional mission (Doctoral Granting vs. Comprehensive Institutions). Otherwise, it treats each institution the same.

My personal preference is Plan B because it addresses significant differences in each university's institutional mission while acknowledging that each institution regardless of size has suffered equally but in differences ways from the funding inequities systemically promoted by the State through all of its various institutional mechanisms. My sense is that Plan B eliminates any perception of political bias or "*might makes right*" which is one of the principal reasons for this suit in the first place. Attached for your review and use are spreadsheet analyses of each approach in comparison to the current approach outline in HB1260.

Finally, HBCU's have an opportunity to provide a unique service to the State with regards to providing educational opportunities for the underprepared student population. *Remember, we should always keep in mind; "no one is most unprepared than a slave?"* For example, I have attached for your review and use is a proposal that was developed in 2006 as a result of an article that appeared in the Salisbury Daily Times where the USM Regents expressed concern about this critical issue. Unfortunately, neither Dr. Kirwan or his successor Dr. Caret saw the connection between the traditional role played by HBCUs and a potential solution to this important problem.

Thank you for affording me this opportunity to share my views on this important matter. I would be delighted to elaborate on this recommendation should you feel discussion is merited

Peace be unto you,



Associate Professor of Management and Freshmen Advisor  
Department of Business, Management & Accounting  
University of Maryland Eastern Shore  
Kiah Hall, Room 1122  
Princess Anne, Maryland 21853  
Cell: (410)603-9670 Website: <http://www.umes.edu/bma/Mitchell.html>

Appendix A								
HBCU Settlement Recommendation								
60/40 Rule Allocation Recommendation								
Plan A								
Potential Settlement Amount	\$ 577,000,000	Dr. Mitchell C. Mitchell 60/40 Across the Board Method			House Bill 1260 Allocation Method			****
<b>Type of Institution</b>		<b>Percent</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Percent</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	****
Doctoral Institution		60%	\$ 346,200,000	\$ 34,620,000	58%	\$ 336,968,000	\$ 33,696,800	****
Comprehensive Institutions		40%	\$ 230,800,000	\$ 23,080,000	42%	\$ 240,032,000	\$ 24,003,200	****
Total Settlement		100%	\$ 577,000,000	\$ 57,700,000	100%	\$ 577,000,000	\$ 57,700,000	****
<b>Comprehensive Institutions</b>		<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	****
Bowie State University		60.0%	\$ 138,480,000	\$ 13,848,000	70.0%	\$ 167,907,000	\$ 16,790,700	****
Coppin State University		40.0%	\$ 92,320,000	\$ 9,232,000	30.0%	\$ 72,125,000	\$ 7,212,500	****
Total Settlement		100.0%	\$ 230,800,000	\$ 23,080,000	100.0%	\$ 240,032,000	\$ 24,003,200	****
<b>Doctoral Institutions</b>		<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	****
Morgan State University		60.0%	\$ 207,720,000	\$ 20,772,000	71.2%	\$ 240,032,000	\$ 24,003,200	****
UMES		40.0%	\$ 138,480,000	\$ 13,848,000	28.8%	\$ 96,936,000	\$ 9,693,600	****
Total Settlement		100.0%	\$ 346,200,000	\$ 34,620,000	100.0%	\$ 336,968,000	\$ 33,696,800	****
<b>Note: The 60/40 Rule is easy to understand and would account for both for type of institution (comprehensive vs. Doctoral) and size of enrollment. It provides for a 50 percent differential in dividing between Doctoral and Comprehensive Institutions and 50 percent premium between large and small institutions of each category.</b>								

Appendix B								
HBCU Settlement Recommendation								
60/40(50/50) Rule Allocation Recommendation								
Plan B								
Potential Settlement Amount	\$ 577,000,000	Dr. Bryant C. Mitchell 60/40(50/50) Across the Board Method			House Bill 1260 Allocation Method		****	Difference
<b>Type of Institution</b>		<b>Percent</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Percent</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Total Allocation</b> <b>Annual Allocation</b>
Doctoral Institution		60%	\$ 346,200,000	\$ 34,620,000	58%	\$ 336,968,000	\$ 33,696,800	\$ 9,232,000 \$ 923,200
Comprehensive Institutions		40%	\$ 230,800,000	\$ 23,080,000	42%	\$ 240,032,000	\$ 24,003,200	\$ (9,232,000) \$ (923,200)
Total Settlement		100%	\$ 577,000,000	\$ 57,700,000	100%	\$ 577,000,000	\$ 57,700,000	\$ - \$ -
<b>Comprehensive Institutions</b>		<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Total Allocation</b> <b>Annual Allocation</b>
Bowie State University		50.0%	\$ 115,400,000	\$ 11,540,000	70.0%	\$ 167,907,000	\$ 16,790,700	\$ (52,507,000) \$ (5,250,700)
Coppin State University		50.0%	\$ 115,400,000	\$ 11,540,000	30.0%	\$ 72,125,000	\$ 7,212,500	\$ 43,275,000 \$ 4,327,500
Total Settlement		100.0%	\$ 230,800,000	\$ 23,080,000	100.0%	\$ 240,032,000	\$ 24,003,200	\$ (9,232,000) \$ (923,200)
<b>Doctoral Institutions</b>		<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Allocation</b>	<b>Total Allocation</b>	<b>Annual Allocation</b>	<b>Total Allocation</b> <b>Annual Allocation</b>
Morgan State University		50.0%	\$ 173,100,000	\$ 17,310,000	71.2%	\$ 240,032,000	\$ 24,003,200	\$ (66,932,000) \$ (6,693,200)
UMES		50.0%	\$ 173,100,000	\$ 17,310,000	28.8%	\$ 96,936,000	\$ 9,693,600	\$ 76,164,000 \$ 7,616,400
Total Settlement		100.0%	\$ 346,200,000	\$ 34,620,000	100.0%	\$ 336,968,000	\$ 33,696,800	\$ 9,232,000 \$ 923,200
<b>Note: The 60/40 (50/50) account for difference in institutional mission (comprehensive vs. Doctoral), but treats the individual institutions equally. It provides for a 50 percent differential in dividing between Doctoral and Comprehensive Institutions and no premium between large and small institutions of each category.</b>								

**Appendix C**  
**University of Maryland Eastern Shore**  
**9<sup>th</sup> Semester Provisional Admissions Program-White Paper**  
**By Dr. Bryant C. Mitchell**  
**Chair of Faculty Assembly**

**Purpose**

The purpose of this paper is to begin a dialog among the various stakeholders at the University of Maryland Eastern Shore (UMES) regarding the implications of an article which appeared on 9/09/06 in The Daily Times entitled “Regents fear increase in unprepared students”. There were several issues raised in this article which are relevant to our work here at UMES. Chief among them are the following:

- The need for dramatic improvement in the State’s K through 12 education system; particularly in districts which are responsible for educating large numbers of minority students.
- The dramatic increase in the number of African American and Hispanic population in the 18 to 24-year-old age group by 2015.
- The implications of the Board of Regents mindset as expressed in the article title and comments of some of its key members regarding potential solutions to the problem.

The issues raised in this article are nothing new to UMES. Since its foundation, UMES mission has been to “take students where they are” and help to make them productive members of the American and the World community. The purpose of the **9<sup>th</sup> Semester Provisional Admissions Program** is to systemize many of the best practices that we have developed over the years to deal with the large number of under-prepared students who matriculate at UMES.

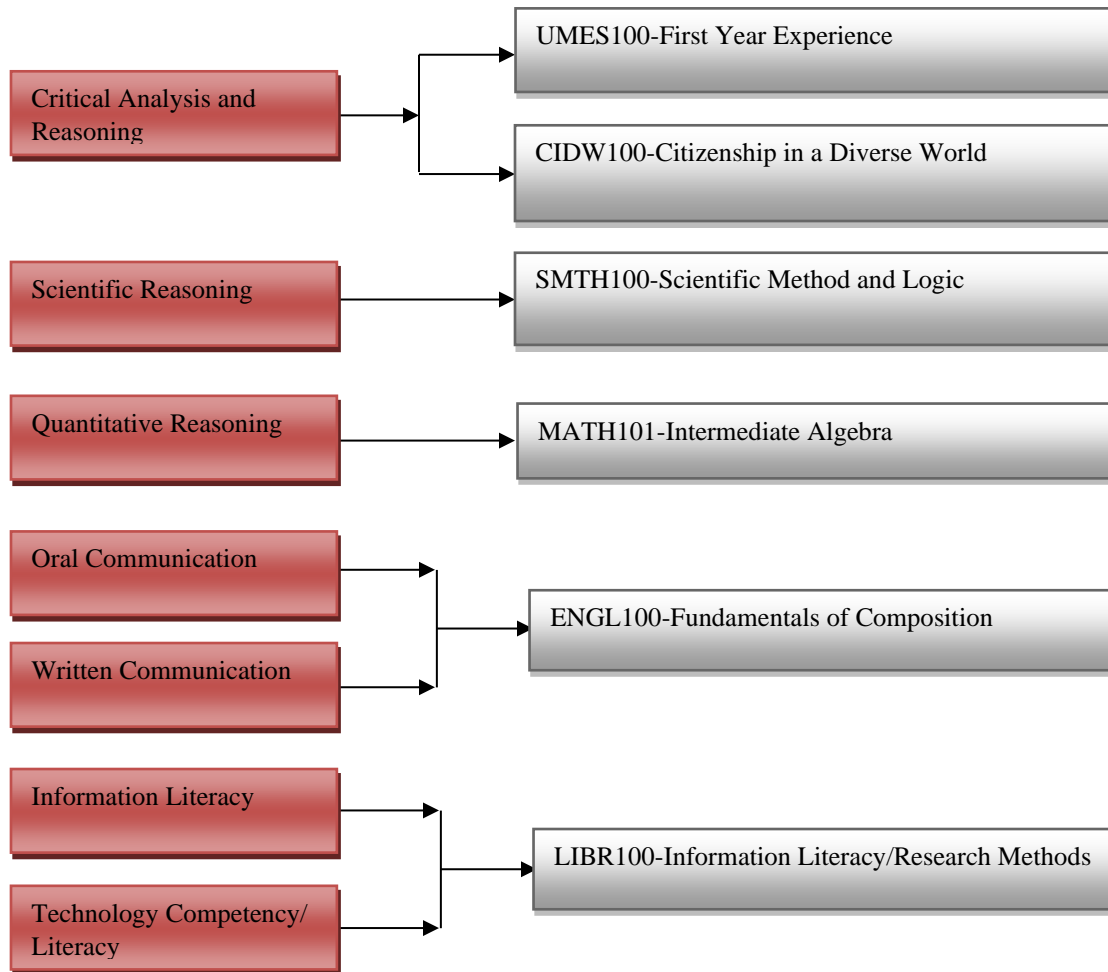
**Proposal**

The proposed **9<sup>th</sup> Semester Provisional Admissions Program** would involve one semester course load of 14 credit hours. The breakdown of the courses in the proposed curriculum is as follows:

<u>Course#</u>	<u>Course Title</u>	<u>Credit Hours</u>
UMES100	First Year Experience	1.0
LIBR100	Information Literacy/Research Methods	1.0
MATH101	Intermediate Algebra	3.0
ENGL100	Fundamentals of Communications	3.0
SMTH100	Scientific Method and Logic	3.0
CIDW100	Citizenship in a Diverse World	<u>3.0</u>
	Total Program Credit Hours	<u>14.0</u>
	<b>Relationship to General Education Competencies</b>	

**General Education Competencies**

**9<sup>th</sup> Semester Provisional Admissions Program**



Three of the courses in the proposed program are existing course (BUED100, LIBR100, and MATH101); two are entirely new courses (SMTH100 and CIDW100); and one course (ENGL100) represents a combination of two foundation courses (FDRG100 and FWTG100). The benefits of this proposed approach are as follows:

- This proposal utilizes many of the best practices that are already in existence at UMES.
- It supplements current best practices with new courses that focus on scientific method and global citizenship.
- It removes some of the stigma associated with current non-credit courses in functional reading and writing by combining them into one three credit hour course.
- It creates a full semester credit load of courses that would enable students to qualify for financial aid.

- It enables UMES to offer a viable alternative to junior college to selected students, while at the same time minimizing the dilution effects on the quality of our general education curriculum resulting from enrolling under-prepared students directly in those courses.
- It minimizes a potential financial burden on the student and perceived negative effect on under-prepared students who feel left behind from their better prepared classmates.

This approach enables UMES to demonstrate leadership in an area where it has had significant successes in the past. In addition, it facilitates our mission of “taking students where they are” and helping to mold them into productive citizens.

Further, it enables UMES to remove some of the stigma related to its commitment to a liberal admission policy by segregating the entering under-prepared students from the rest of the student population. Finally, it facilitates the adoption of admission standards at the departmental level, thereby strengthening each department’s case with national or international accrediting agencies.

### **Measuring Success**

Successful completion of the program will be measured in two complementary ways. They are:

- Overall Semester grade point average
- And passing a **9<sup>th</sup> Semester Provisional Admissions Competency Exam**

Each student must meet both criteria in order to successfully graduate from the **9<sup>th</sup> Semester Provisional Admission Program** and matriculate in the regular University undergraduate program.

#### **Grade Point Average Criteria:**

Successful completion of the program will require students to receive a minimum overall grade point average 2.75. In addition, students must receive a grade of “C” or higher in their Mathematics and English courses.

#### **9<sup>th</sup> Semester Competency Exam:**

The **9<sup>th</sup> Semester Provisional Admissions Competency Exam** would be administered to measure how well students acquire the skills and knowledge described in the Core Curriculum as outlined above. Each student that did not meet the minimum qualifications (SAT and GPA) for regular admittance to the University would be required to enroll in the **9<sup>th</sup> Semester Provisional Admissions Program** and take the **9<sup>th</sup> Semester Provisional Admissions Competency Exam** at the end of the semester.

In order to receive a passing grade, students would be required to receive an overall combined score of 80 in all their courses and a minimum score of 75 percent in Mathematics and English. Students who did not pass the **9<sup>th</sup> Semester Provisional Admissions Competency Exam** would be permitted to re-enroll in the **9<sup>th</sup> Semester Provisional Admissions Program** one additional time.

Students who failed to meet the minimum standards for the **9<sup>th</sup> Semester Program** would be permitted to reapply after once a full year has passed since they were last enrolled at UMES. Once student achieved the required test scores, he or she would be permitted to declare a major with one notable exception. Aspiring education majors would still not be permitted to declare their major until they had successfully passed the Praxis I examination.

### **Educational Resources**

An educational resource fee should be added to ensure that each student possesses all the necessary resources (including books, study guides, etc.) required to successfully completing the course load on the first day of class. Further, course syllabi, sample competency exams, and other study materials should be placed online to facilitate maximum preparation for the program prior to student's matriculation at UMES.

### **Course Descriptions**

**UMES100-First Year Experience.** The course is interdisciplinary in nature with emphasis on preparing the graduates for productive careers in their **chosen degree area** (One per undergraduate department). Course content includes the following: orientation to the University; the role and responsibilities of the student; effective study techniques; presentation and practice of a variety of established study methods; note taking, time management; concentration, memorization; test-taking; and report writing.

Also, included is personal career planning. The career search focuses on goal orientation, planned process of selecting a major and occupational direction. Occupational testing, decision-making, values classification skills are introduced. Interpersonal skill development, business dress, etiquette and the need for continued intellectual development are discussed. The faculty facilitator relies heavily on guest lectures in presenting the various topics. Progressive levels of this course are taken three times throughout the four-year program. Prerequisite: None

**LIBR100-Information Literacy/Research Methods.** The LIBR100 course is designed to provide student with information pertaining to library orientation, basic research techniques, subject specific resources, and advanced research tutorials.

**MATH101-Intermediate Algebra.** MATH101 is an introductory algebra course. Topics covered in this course include: the algebra of signed numbers, solving linear equations and inequalities, quadratic equations, operations on algebraic expressions, and graphing. This course does not satisfy the General Education Requirement in Mathematics.

Satisfactory performance on the CTB/McGraw Hill Comprehensive Test of Basic Skills in Mathematics concepts and Application is required to pass the course. MATH 101 does not satisfy the General Education requirements nor count towards graduation and is a prerequisite to MATH102 and MATH109.

**ENGL100-Fundamentals of Communications.** This course is designed to prepare students for ENGL101 and other first-year college writing experiences. Areas of instruction include reference skills, spelling, punctuation, applied grammar, sentence patterns and variety and paragraph-length writings.

In addition, this course is designed to prepare students to read and study college-level material. The course content includes comprehension, vocabulary, spelling, structural analysis, skimming, and scanning, time management, note-taking and test-taking techniques. Students are placed in this course as a result of their writing and reading diagnostic assessment score.

**SMTH100-Scientific Method and Logic.** This course is designed to help students understand what scientific method is and how is it used appropriately? How are problems formulated, research questions designed, tests and other measurements constructed, data gathered and analyzed, conclusions drawn, and findings incorporated into theories?

Using scientific topics drawn from the headlines –evolution, ecology, stem cell research in genetics, astronomy, and neuroscience—this course provides an overview of basic science, emerging technologies, and lingering questions. One focus of the course is on how science addresses pseudoscientific claims founded on methods that look like science but are unable to meet the tests of scientific method.

**CIDW100-Citizenship in a Diverse World.** The course introduces students to the concepts, possibilities, and dilemmas inherent in the notion of global citizenship—specifically the notion of multidimensional citizenship appropriate to the needs and demands of a world community. It will seek to formulate goals and instructional strategies for global education as well as the expected competence of an individual located within a global society--e.g., able to focus upon many diverse elements, issues and contexts simultaneously.

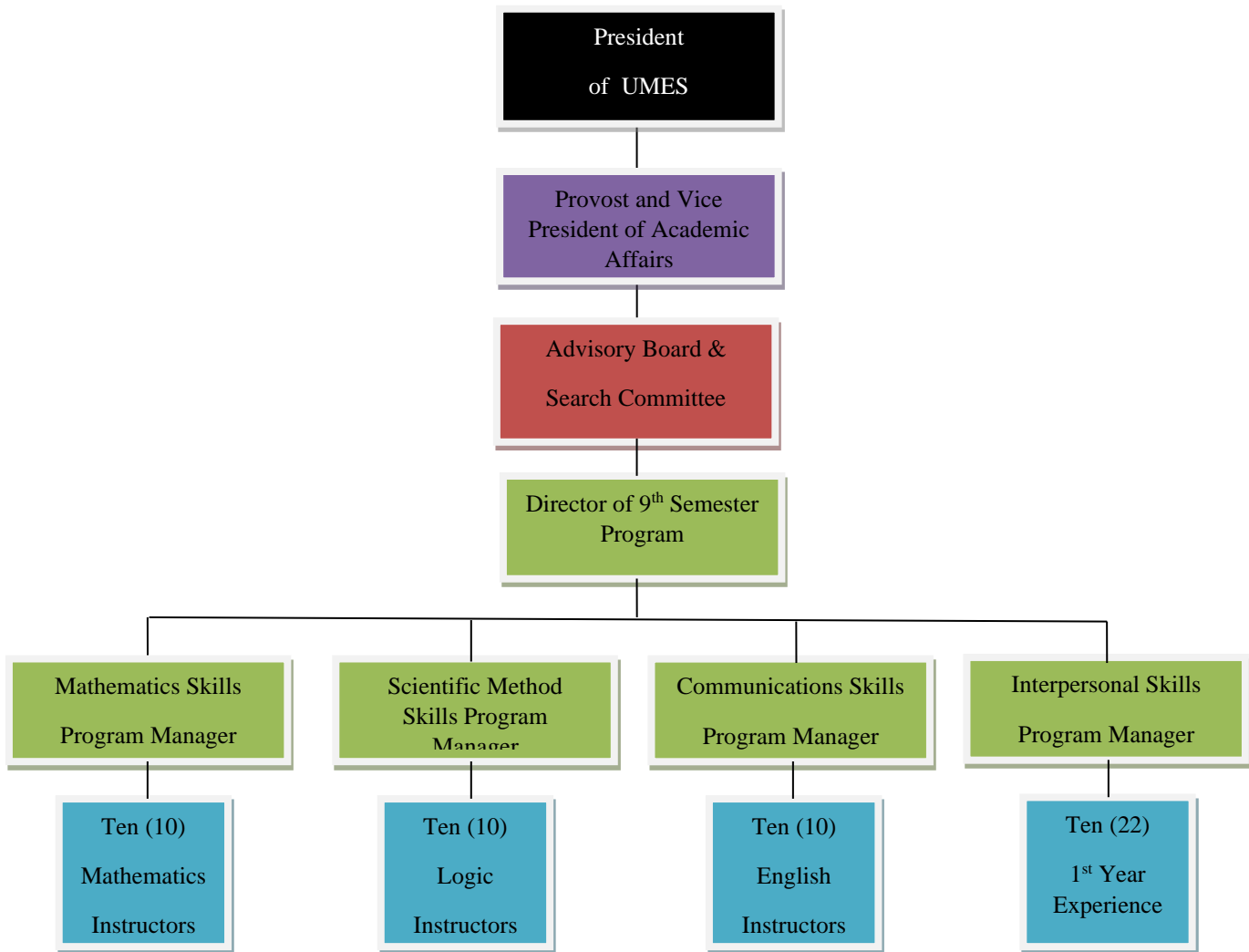
The course will examine the role that communication and curriculum can play in the formation of identity, language use and civic responsibility of a global citizen. Students will be asked to participate in research and/or civic projects to examine them from a global perspective.

### **Organizational Structure and Personnel Requirements**

Adoption of this program will require a significant investment in new personnel and skills at UMES. We estimate given the magnitude of the level of under-prepared students in our first-time full-time population is that we would require a minimum of 62 new personnel with the unique skills needed to address the special needs of this population of students. Given the current market realities UMES should be able to find a large pool of qualified candidates to fill these positions. The organizational chart and related budget provide an overview of the structure and cost to operate the program as a 15-week summer program.



## 9<sup>th</sup> Semester Program Provisional Admissions Program Organizational Chart



### 9<sup>th</sup> Semester Program Personnel Budget

<u>Personnel Category</u>	<u>Number</u>	<u>Cost/</u>		<u>Percent</u>
		<u>Personnel</u>	<u>Annual Cost</u>	
Director of 9th Semester Program	1	\$ 90,000	\$ 90,000	2.4%
Mathematics Skills Manager	1	\$ 75,000	\$ 75,000	2.0%
Scientific Method Skills Manager	1	\$ 75,000	\$ 75,000	2.0%
Communications Skills Manager	1	\$ 75,000	\$ 75,000	2.0%
Interpersonal Skills Manager	1	\$ 75,000	\$ 75,000	2.0%
Mathematics Instructors	10	\$ 60,000	\$ 600,000	15.7%
Scientific Method Instructors	10	\$ 60,000	\$ 600,000	15.7%
Communications Skills Instructors	10	\$ 60,000	\$ 600,000	15.7%
Interpersonal Skills Instructors	27	\$ 60,000	\$ 1,620,000	42.5%
Subtotal 9th Semester Personnel	62		\$ 3,810,000	100.0%
		<u>Class Size</u>		<u>Class Size</u>
<u>Estimates Teaching Capacity</u>		<u>20 Students</u>	<u>25 Students</u>	<u>30 Students</u>
12 Credit Hour Load		800	1,000	1,200
9 Credit Hour Load		600	750	900

### **Role of Provost and Vice President of Academic Affairs:**

As Chief Academic Officer of the university, the role of the Vice President of Academic Affairs is to ensure the overall quality of the academic programs at UMES. The role principal role being played here is to ensure that one of the key inputs in the educational transformation process meets basic academic standards of the university. This program addresses an on-going concern at any institution of higher learning and that is to ensure that the overall quality of its programs is not being lowered to accommodate undeserving students.

### **Role of the Advisory Board and Search Committee:**

This group is designed to perform a dual but related role. First and foremost, it will perform on-going program evaluation and assessment. Second, it will be responsible for the acquisition and maintenance of the talent pool used to operate the program.

The Advisory Board and Search Committee will be composed of the following thirteen (13) university personnel:

- **Four Undergraduate School Deans.** One of the Deans will serve as chair of the Advisory Board and Search Committee. The Chair will serve for two years.
- **Six Curriculum Experts.** One each from the English Department, Mathematics and Computer Science Department, Department of Natural Science, History Department, Career Services and the Library. They will serve for two years.
- **Admission and Recruitment Expert.** One representative from the Office of Admission and Recruitment. They will serve for two years.
- **Chair of Faculty Assembly.**
- **Chair of UMES Senate.**

### **Director of 9<sup>th</sup> Semester Provisional Admissions Program:**

The Director is responsible for managing the day-to-day operations of the program. In addition, the Director is responsible for producing a program annual report, which will include but is not limited to information pertaining to each student's progress towards a degree at UMES.

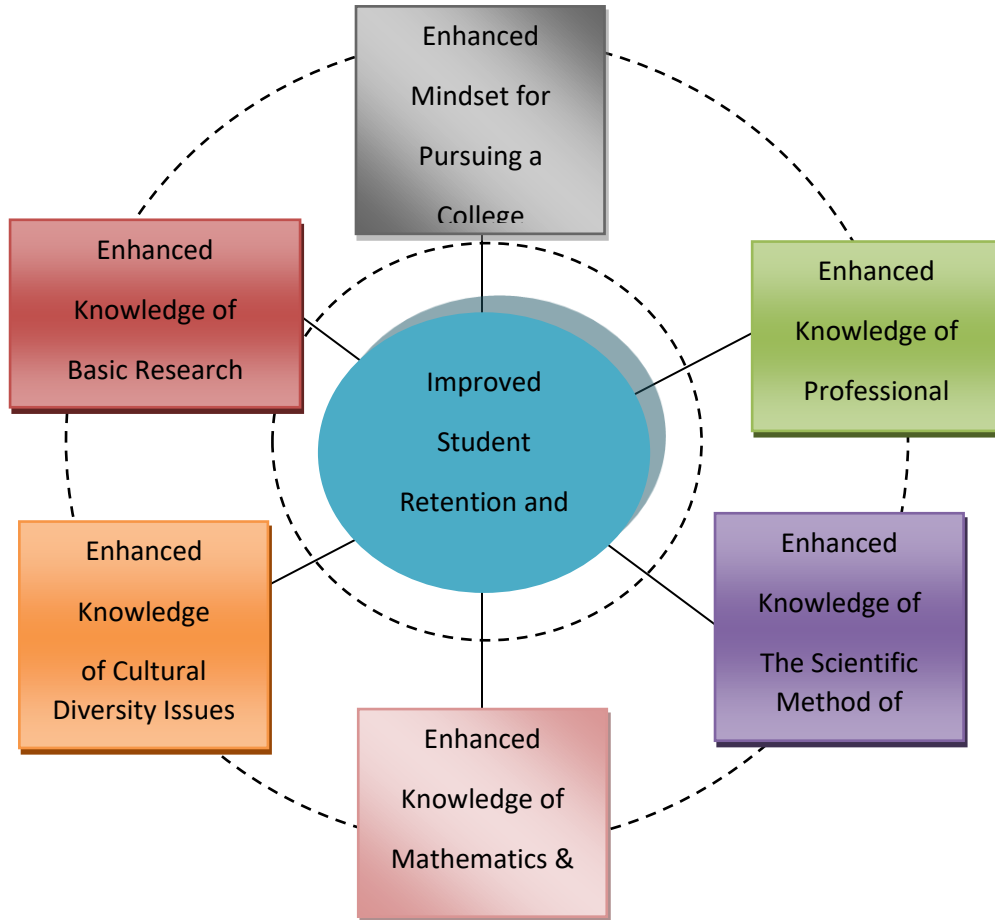
### **Program Skills Managers:**

Program Skills Managers are responsible for coordinating efforts of their respective skills instructors. Their role is like the roles currently performed by department chairs. These individuals should be selected from the pool of UMES faculty.

### **Skills Instructors:**

They are responsible for delivering curriculum content in the form of classroom instruction and one-on-one tutoring as needed. **Skills Instructors should be chosen from best available talent. The selection and retention of these individuals is ultimately the key success factor of the program.**

**9<sup>th</sup> Semester Program Provisional Admissions Program  
The Virtuous Cycle**



# Regents fear increase in unprepared students

By L. Reed Walton  
Capital News Service

COLUMBIA, Md. — Higher education officials are worried that students from Maryland's public schools are coming to college increasingly unprepared to succeed academically — and they say they fear the problem will only get worse.

"Community colleges teach basic English and math again, then at a 4-year college — again," said former Gov. Marvin Mandel, a member the University System of Maryland Board of Regents, at the board's retreat Thursday. "You can't make the higher ed better unless you have a product to work with."

Board members suggested a possible solution to the problem of unprepared incoming freshman was to improve the quality of teachers in K-12 throughout the state, but acknowledged that they have little leverage over the public schools.

"The preparation of teachers — that is one area where we have responsibility," said board member Alicia Coro Hoffman. "Maybe it's time to take a hard look at the school of education, because that is our responsibility."

Chancellor of the University System of Maryland William E. Kirwan cautioned the board about an expected surge in college-age students, many of

## The Wire State

For live news updates from the Associated Press, go to [www.DelmarvaNow.com](http://www.DelmarvaNow.com).

[delmarvanow.com](http://delmarvanow.com)

whom come from low-income households and are the first in their families to go to college.

A study by the system suggests over half of the 2009 graduating class from all state public high schools will be minority students. According to the U.S. Census, Maryland's 18- to 24-year-old age group will grow by 8.5 percent by 2015, and black and Hispanic populations are expected to grow by a combined 48.1 percent.

Kirwan highlighted the so-called "achievement gap" between low-income and minority students and the rest of the student population. Even though more and more high school students in are enrolling in Advanced Placement courses and taking the SAT college admissions test, there will likely be a dip in scores because more lower income students will be taking the tests.

Like Hoffman, Kirwan pointed to teacher preparation as something state higher education officials can control.

"The responsibility we do have is the quality of teachers

that go into schools," he said.

Patricia S. Florestano, another board member, suggested competency test assessment programs for teachers.

Mandel suggested bonuses for teachers who stay in the classroom instead of going to administrative jobs, and who teach in underperforming schools.

Marietta English, president of the Baltimore Teachers Union, reacted angrily to the idea that public schools were to blame for poor performance by incoming freshmen.

"By keeping cutting programs in our urban schools, you get what we have in education today," she said. "Public education is the only means by which poor students and students in the middle class can get ahead."

Florestano suggested a more active partnering of schools with the state's universities.

The Maryland chapter of the American Federation of Teachers is working on a program to partner teachers with colleges to make certain they are certified by the state to teach.

Board member Orlan M. Johnson, who represents Prince George's County on the board, suggested that a "K through 16 model," or thinking of college as a logical extension of high school, might be the best approach.