







UMES Strategic Plan 2018-2020

Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders

Team Members: Cabinet, Admissions, Student Affairs, Deans and Chairs, Campus Life, Student Clubs and Organizations, Title IX

UMES Goal	Sub-Goals	Action Steps	Performance Measures	Data Sources	Key Data Contact	Outcomes to date	Scorecard Progress Level
Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders	1.1: Confirm that all policies, procedures and practices are inclusive of all University stakeholders	<p>Campus wide review of all policies, procedures and practices published and practiced using an agreed upon matrix for inclusivity</p> <p>Monitor Title IX investigations for increased awareness of campus issues</p>	100% of campus policies will be revised to demonstrate UMES understanding of inclusion by 2022.	<p>Faculty Handbook Student Handbook Employee Handbook HR Policies Manual Training Materials Student Government Constitution Faculty Senate Constitution Mission, Vision and Values Statements Title IX reports NSSE, BSSE, FSSE</p>	<p>Dr. Rondall Allen Mrs. Latoya Jenkins</p> <p>Dr. Michael Lane</p> <p>Dr. Urban Wiggins Mr. Jason Casares</p>	<p>In Spring 2020 with the help of a graduate student, all policies were reviewed. Language was checked and confirmed to be inclusive. The web site where these policies are located is here: https://www.umes.edu/UniversityPolicies/Content/University-Policies/</p> <p>Spring completed development of HHMI proposal and proposal was submitted in May 2022</p> <p>Academic Affairs had a weekly DEI research email dissemination</p> <p>Social Justice task force held a number of sessions around diversity, equity and inclusion</p> <p>Development of assessments for evaluating campus DEI efforts</p>	
	1.2: Replace or modify non-accessible facilities	Assess all campus building for accessibility, create action plan and budget for prioritized renovations	Incremental renovations will be scheduled and completed annually until target is achieved	<p>Facilities Inventory</p> <p>Budgets</p>	Ms. Anastasia Rodriguez	<p>Office of Capital Projects completed ADA plan in Spring of 2020. The plan is comprehensive and identified the need for significant renovations.</p> <p>Physical plant/Facilities has a plan in place to modify facilities that are not ADA compliant however lack of funding and the current pandemic have held up the process of making those renovations, which in some cases like the Ella Fitzgerald Center, are extensive.</p>	


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						With the completion of the Facilities Assessment Plan in June 2022, this has prioritized the facilities so that improvements can be planned over a multi-year process.	
	1.3: Create Greek Life opportunities for all stakeholders	Apply for membership in Greek and social organizations representative of diverse students on campus	At least one new organization or social program will be added annually until target is reached	Student Affairs Greek Life policies and information	Mrs. Latoya Jenkins	<p>Student life is exploring colonizing a Latinx sorority. Several organizations were expanded including: Groove Phi Groove, Swing Phi Swing, Men of Distinction. Considering re-colonizing the only Pan Hellenic Greek Letter Fraternity currently not active at UMES after the suspension time is complete.</p> <p>Hired Greek Life Coordinator. Partner with Title IX Office to offer mandatory diversity and inclusion training for all Greek Organizations.</p>	
	1.4: Become a Veterans Serving Campus and Yellow Ribbon Program member	Inventory requirements and make necessary applications; create infrastructure to support veteran students in campus space, admissions, learning support and wellbeing.	Completed and recognized in published materials by Spring 2021	Campus information on Veterans' experiences on campus	Mrs. Latoya Jenkins	The article below appeared in The Key, September 2020 recognizing that UMES has received the Yellow ribbon designation from the U.S. Department of Veterans Affairs for the 2020-2021 academic year.	
	1.5: Enhance cultural competencies	Review academic programs and work of study	Establish clear goals and outcomes for	Examples of cultural competencies certificates;	Dr. Rondall Allen	STUDY ABROAD: For 2018, we had 27 study abroad students, and for 2019, there were 33. For 2020 - 4, including 3 Winter Break. (All travel was	



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	through curricular and co-curricular activities, including study abroad	abroad office to identify growth areas; create scholarships to support study abroad; create internal certificates for cultural competency	<p>cultural competency-related performance measures</p> <p>Create training programs in essential elements of cultural competence and assess attainment to reach all faculty and staff by Spring 2021.</p> <p>Increase scholarships for study abroad by 5% by 2022.</p>	<p>exploration of certificates for non-academic campus personnel</p> <p>Institutional Advancement</p>		<p>halted due to the pandemic.)</p> <p>For Spring 2019, 20% of courses has some cultural competency built in. Summer 2019 41% of classes had a cultural competency connection and in Fall 2019, 49% of courses met the requirement.</p> <p>CO-CURRICULAR: Civic education – voter registration & census...Black Lives Movement on campus parade, protest march(s), HBCU Coalition Case: Advocacy in Annapolis. National Heritage Months, October Latina X, LGBTQ Workshops and identity events, ADA Workshops, Black History Month in February.</p>	
	1.6: Extend partnerships with Salisbury University to change the culture of HBCU and TWI collaborations	Develop MOUs with Salisbury in Title III funded areas to enhance learning opportunities especially at the HBCU Masters level	Develop at least three program-based MOUs that are HBCU Master's eligible focused on improvement of cultural competencies.	Title III reports	Dr. Robert Mock	<p>UMES and SU signed an MOU in March 2020 to share a radio station manager for the NPR stations that each campus operates: WSDL/WSCL at SU and WESM at UMES. This agreement is for two years and consolidates the stations under the umbrella Delmarva Public Media. They will share resources and programming.</p> <p>Prior to the start of the pandemic (February 20), UMES English Professor, Dr. Amy Hagenrater-Gooding was on a planning committee to create a joint Social Justice and Equity Forum program that</p>	



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						<p>would take place at SU with help from our faculty and theirs, but also had potential to grow and also happen on our campus. This project could not be seen to fruition, but there is future opportunity and willingness.</p> <p>Re-engaging the ESCIPE program collaboration with Salisbury University, Tidal Healthcare and UMES immediately, following the COVID-19 Pandemic.</p>	

Goal 2: Increase access, attainment and degree completion through improved communication and pro-active data analysis

Team Members- Cabinet, Deans and Chairs, Financial Aid Office, IR, Registrar, IT

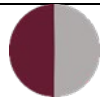
UMES Goal	UMES Sub-goals	Action Steps	Performance measures	Data Sources	Key Data Contact	Outcomes to date	Scorecard Progress Level
Increase access, attainment and degree completion through improved communication and pro-active data analysis	2.1.Increase student awareness of university processes, curriculum, and campus life that impact undergraduate and graduate degree attainment	Assess student satisfaction with mandated pre-orientation activities, awareness of advising process, financial literacy and the value of freshman week in increasing student awareness of campus processes, educational	Reduce number of student questions answerable by FAQs, social media, and related communication efforts by 10%	Student satisfaction surveys with pre-orientation, advising, freshman week, financial literacy, website, catalog, degree management planning software, etc.; staff and faculty tracking of commonly asked questions	Dr. Rondall Allen Mrs. Latoya Jenkins	<p>Redesigned new student orientation to include virtual workshops in the areas of academic advising, financial literacy, and on-campus student support services. This change ensures that new students understand the various resources afforded to them through the institution.</p> <p>Redesign Freshmen Week to include in-person feedback sessions with administrative staff. Required SGA to conduct student surveys to assess student satisfaction with various services from academic advising to food services.</p> <p>Increase in second-year retention rate from 62% (fall 2018 cohort) to 73% (fall 2019 cohort).</p>	



UMES Goal	UMES Sub-goals	Action Steps	Performance measures	Data Sources	Key Data Contact	Outcomes to date	Scorecard Progress Level
		offerings, and campus life Develop a response team for transfer students				Six-year graduation rate held steady at 41% for the fall 2013 and fall 2014 cohorts, the highest over the last 20 years.	
		Develop a response team for transfer students	Enhance timeliness and delivery methods for transfer advising and communication of transfer processes	Advising Office and Enrollment Management – documents and communication to and for transfer students			
	2.2: Reduce the need for interventions regarding degree attainment for undergraduates and graduates	Evaluate swirl, change of major, time to degree, prerequisites, placement testing, and waivers and substitutions to track barriers to degree attainment	Reduce change of major, swirl, and known barriers to persistence and graduation by 5%	Registrar records on swirl and change of major, IR data on program enrollment Student and faculty campus surveys (questions around are we doing the right thing? If we had this type of academic program or learning opportunity, would you enroll in it?) First Destination and Graduate School enrollments	Dr. Rondall Allen Dr. Wiggins Ms. Fawzia Abbas	On Hold	


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				Swirl data (who left for a type of program we don't offer? What can we do about that?) Scholarship awards Promotion applications - what are people doing and how?			
	2.3: Assess scholarship awards types, history, uses, and impact on time to degree for undergraduates, student athletes, Pell eligible students, and international students	Assess the historic data on retention and degree attainment by majors, minors, and tracks to determine areas for improvement	Increase awareness of the relationship between scholarships and historic financial aid data patterns on time to degree	Financial aid data, awards history, student performance, time to degree	Mrs. Latoya Jenkins Mr. Darryl Isom Dr. Urban Wiggins Ms. Anastasia Rodriguez Ms. Chenita Reddick Ms. Danena Livingston	Nyirenda: Office of Institutional Research, Planning & assessment prepared and shares with the university community five-year trnd data in its Facts & Figures of key indicators of student access, persitence and success.	
	2.4: Employ data from USM and RNL relative to optimization of	Develop collaborative action plans to use external data to inform revised	Design comprehensive student success plans from prospect	Student cohort performance data	Mrs. Latoya Jenkins	Office of Institutional Research, Planning & assessment prepared and shares with the university community five-year trnd data in its Facts & Figures of key indicators of student access, persitence and success.	

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	resources to promote access, affordability and degree attainment	or new campus partnerships to promote student success	identification to graduation applications and increase degree attainment by 5% through each year of the strategic plan			AY 2007-08 thru 2019-20 Degrees Awarded trend data shows that UMES awarded 676 degrees in AY 2018-19 and 665 in AY 2019-2020, a decline of 1.6%.	


Goal 3: Becoming a leading USM partner in research, innovation, and economic competitiveness
Team- Provost, IA, IR, Grants and Sponsored Programs, Academic Deans and Chairs, Communication



UMES Goal	Sub-goals	Action Plan	Performance Measures	Data Sources- <i>(All of these apply to each sub-goal in different levels of detail)</i>	Key Data Contact	Outcomes to date	Scorecard Progress Level
Become a leading USM partner in research, innovation, and economic competitiveness	3.1 Increase innovation in academic programs and delivery methods	Create working description and assessment measurements for “innovation” as understood at UMES	Increase student-faculty and faculty research by 5%	IR data on sponsored research activities Academic information on program and delivery methods Career Center Data State of Maryland economic impact reports BLS Careers Data by State	Dr. Rondall Allen Dr. LaKeisha Harris Dr. Urban Wiggins Ms. Theresa Queenan	Nyirenda: NSF HERD Suurvey UMES Data FY 2018 UMES R&D Expenditure \$4.7 Million FY 2019 UMES R&D Expenditure \$7.1 Million FY 2020 UMES R&D Expenditure FY 2021 UMES R&D Expenditure UMES has maintained its Carnegie Classification of Doctoral University (High Research Activity) by awarding a threshold of at least 20 research/scholarship doctorate degrees (i.e., 24 and 20 in AY 2018-19and AY 2019-20 respectively). 166 and 145 STEM defgrees awarded in AY 2018 - 2019 and AY 2019-2020 respectively.	


UMES Goal	Sub-goals	Action Plan	Performance Measures	Data Sources- (<i>All of these apply to each sub-goal in different levels of detail</i>)	Key Data Contact	Outcomes to date	Scorecard Progress Level
						First-time Freshman Survey, curenly administered by CAAS and Online Senior Exit Survey administered to graduating seniors every year.	
	3.2: Align academic program, educational centers and enterprises, and co-curricular activities with workforce development needs	<p>Review all curricular and co-curricular activities to determine alignment with innovation and workforce development needs</p> <p>Identify area for program growth, reform, revision and sunseting through ongoing program review and assessment of placements in careers and post-secondary learning</p>	Design and stage implementation of revised and new online and face to face curriculum addressing workforce needs with one to three new programs or learning pathways per academic year for the next five years		Dr. Rondall Allen	<p>Participation of deans, Provost, in workforce development committees and projects.</p> <p>Digital Media B.A. program launched in Fall 2021.</p> <p>Sport Management B.S. launched in Fall 2022.</p> <p>Mathematics reforms, including implementation of Math pathways underway and ready for phase 2 (meeting with math and CS faculty) in early October</p> <p>Computer Science reforms include transition to Data Science focus</p> <p>Technology B.S. curricular reforms to include focus on the Built Environment</p>	
	3.3: Increase student-faculty and faculty research efforts to promote innovative partnerships in	Assess types of research conducted, grants and sponsored research activities, and use the inventory to	Increase grants and sponsored research to use the full 10% of funds available to HBCUs from		Dr. Rondall Allen Dr. Lakeshia Harris	<p>Restructured Research Office (complete).</p> <p>Developed strategy for next steps of increased grant and contract activity.</p> <p>New methods for educating the campus on research and grant activity have been achieved.</p>	

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	region of impact and service areas	map areas for growth with diverse stakeholders Explore opportunities to fund research and provide research scholarship funding lines	state and federal resources by 3%.			Analyzed and restored the indirect cost sharing was completed to ensure the long term goals of Research Office support 100% from cost-sharing within 5 years	
	3.4: Create campus communications dedicated to research, innovation and economic impact of UMES	Campaign legislators for funding for research and academic innovation	Increase legislative and external stakeholders awareness of the research and innovation associated with UMES by 3%.		Mr. David Balcom Dr. Robert Mock Mrs. Alissa Carr	Green energy and sustainability projects USDA projects Partnerships with other HBCUs	

Goal 4: Meet the educational needs of the state of Maryland with high-quality and innovative academic programming
Team- Provost, IR, Deans and Chairs, HR, IVP Jenkins, VP Primus, auxiliary services, and communications


UMES Goal	Sub-goals	Action Plan	Performance measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
Meet the educational needs of the state of	4.1: Align academic programs with	Increase the number of MOUs and articulation	Increase MOUs and articulation	MOUs and articulation agreements	Dr. Rondall Allen	Number of MOUs and Articulation Agreements increased by ???	



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Maryland with high-quality and innovative academic programming	educational needs of state of Maryland	agreements to build collaborative curricular and co-curricular educational opportunities statewide	agreements by 10%		Mrs. Latoya Jenkins Dr. Willie Brown	UMES expanded its articulation agreements with additional community colleges beyond our traditional community college partners of Montgomery College and Northern Virginia Community College. The new articulation agreement “crosswalks” are 90% complete with respect to partnering academic programs at Prince George's Community College, Anne Arundel Community College, and Southern Maryland Community College.	
	4.2: Attract and retain diverse, highly qualified faculty members and staff to lead innovation and transformation efforts	Develop, in collaboration with HR and Finance, targeted recruitment programs for faculty and scholars in residence around educational needs of the state	Recruit at least 3 new faculty or scholars whose purpose is to address the educational needs of the state	Hiring data trends	Dr. Nancy Niemi Ms. Anastasia Rodriguez	Criminal Justice Chair search completed New chairs in DNS and HTM completed, both target areas 2019 – New Education Program and Scholar (Warren) to recruit Black male teachers of color The University has hired several faculty to address the educational needs of the State. Particularly this goal has been filled with hires in the school of arts and sciences and health professions.	
	4.3: Build a sustainable culture of scholarship of teaching and learning to promote connections between UMES	Design and implement Scholarship of Teaching and Learning (SoT) experiences focused on educational needs of students	Implement new learning with at least 3 large scale events, through office of Provost, associated with SoTL programming focused on UMES students and	Program reviews CTE Website and programs CITOL Website and programs	Dr. Nancy Niemi	Multiple new events (5+) for improving teaching and learning. Entirely new Center for Teaching Excellence with multiple initiatives for faculty development. Completely revised CITOL infrastructure, focusing on online and remote teaching and learning improvement.	



UMES Goal	Sub-goals	Action Plan	Performance measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
	and stakeholders educational needs		educational needs of Maryland stakeholders				
	4.4: Deploy program review cycles and accreditation activities in support of mission-centric program development	Align ideas of “quality” around common understandings of student success, assessment, mission, access and equity	Communicate through campus messaging common conversations on UMES academic quality and crosswalk with Maryland’s needs	President’s Weekly Messages, public appearances, media and social media on and off campus; regular publications such as The Key; social media messages regularly	Mrs. Alissa Carr Dr. Rondall Allen		


GOAL 5: Maximize University Resources

Team Members – VP Balcom, Institutional Advancement (IA), VP IVP Jenkins, VP Primus, VP Niemi, Alumni Office, Government Relations

UMES Goal	Sub-goal Priorities	Action Plan	Performance Measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
Maximize University Resources	5.1: Align expenditures with operational costs to reduce expenses and increase affordability	Review fee structures for public spaces and align as needed Assess investment strategies (domain of USMF)	Implement new fees structure and revised payment plan structure by Fall 2020 Identify at least two areas for investment of campus funds/operating resources to reduce	Office of Financial Aid; Finance and Admin; Budget USMF	Ms. Anastasia Rodriguez Mr. David Balcom Ms. Latoya Jenkins	Henson Center Manager has created a new campus pricing structure of all areas on campus. The plan to market the campus for conferences and events are on hold during the Pandemic. The payment plan action was changed to improving the distribution of institutional aid and with additional aid from USM. USM has provided UMES with \$200k Fall 2019 and \$400k in Fall 2020 for students with current semester balances and other student educational expenses.	


UMES Goal	Sub-goal Priorities	Action Plan	Performance Measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
			costs by 2% by 2023				
	5.2: Create endowed chairs and increase scholarships to build capacity.	<p>Identify areas of need and opportunity in academic programs</p> <p>Collaborate with VP in Enrollment and Provost to target areas for scholarship funding and program growth</p>	Launch at least one new endowed chair and one new scholarship opportunity to meet the workforce and educational needs of the State of Maryland by 2021	IA, Provost and Enrollment VP management plan	Mr. David Balcom	<p>Established Endowed Chair in Entrepreneurship</p> <p>Exploring Professorship in Justice Studies (SESA) from two sources.</p> <p>Building additional capacity for scholarship support on multiple fronts -- on-line, crowd funding sites; staff/faculty campaign; Class of 1970 Reunion campaign; and multiple program-specific outreach, EAB contract</p> <p>Established one named professor Dr. Richard Warren – Hazel Professor</p>	
	5.3 Advance economic footprint in the community to diversify revenue streams and attract matching funds	Align funding priorities with educational and economic needs of the region	<p>Increase the size of the University endowment by 20% in 2025</p> <p>Promote UMES as an affordable, resource rich community of learners</p>	<p>IA and F and A annual budget reports</p> <p>Marketing and Communication</p>	Mr. David Balcom	<p>New gifts to grow University endowment, both realized and pending</p> <p>Expanding social media capacity to promote University and funding opportunities.</p> <p>Corporate & Foundation grant opportunities -- increased outreach and successes, but still insufficient capacity to capitalize on opportunities.</p> <p>In addition to expanding campus rentals, Admin and Finance continue to encourage and support grants and contracts. Grants have been awarded as result of admin staff and researchers negotiated indirect cost and departmental budget activity, which have improved the application.</p>	





UMES Goal	Sub-goal Priorities	Action Plan	Performance Measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
	5.4: Increase alumni giving as well as corporate and foundation grant making	Communicate planned giving and scholarships as optional ways of giving	Increase giving in desired areas (scholarships, real property, estate and planned giving) by 6 % annually	IA documents	Mr. David Balcom Dr. Nancy S. Niemi Dr. LaKeisha Harris	Increased capacity, as noted in 5.2, yielding new and renewed gifts. Hiring of Director Alumni Relations has been effective, reaching younger alumni 2010-present Greater attention on planned giving opportunities needed. Campaign funds raised have increased from \$1.7 million in FY 2018 to \$2.9 million in FY 2020, based on Managing for Results (MFR) report.	
	5.5 Pursue alternative energy and other facilities modifications to enhance global sustainability	Develop diversified energy plan to include wind, natural gas and solar resources	Reduce operational expenditures by 10% per annum through alternative resources uses Convert 50% of campus buildings to sustainable energy by 2025	F and A documents and annual financial reports	Ms. Anastasia Rodriguez Dr. Robert Mock	Projects include: Natural Gas Pipeline, Sustainable Green Electricity project, Sustainable water project, Planet Found Energy Poultry waste bio-energy, ReGreen bio-energy, Solar energy expansion, Wind Turbine Power. Several projects are in planning and or in design for alternate energy sources The completion of the projects are guaranteed to reduce energy costs. Hytche Gym light completed. Natural Gas Fall 2021 Water flow Fall 2020 Electricity flow Fall 2020 Percentage rate of operating budget savings continues to meet the target of 1.0% but has declined from 2.2% in FY 2018 to 1.0% in FY 2020 based on the MFR report.	


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	5.6 Launch Mini-Capital campaign. Go public at 50%-60% status 2020-2021	Plan and launch mini-capital campaign of \$10M to run for three years as a prelude to a larger, multi-year effort	Raise endowment and scholarship funds by 3% per year	IA, Alumni Relations, Government Relations	Mr. David Balcom	???	

Goal 6: Achieve and maintain national eminence and global impact

Team – President, Cabinet, Communications, Academic deans and chairs, Grants and Sponsored Programs, IR and IA

UMES Goal	UMES Sub-goal	Action Plan	Performance Measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
Achieve and maintain national eminence and global impact	6.1: Create signature academic programs to prepare students for careers nationally and internationally	<p>Develop a comprehensive UMES understanding of both eminence and global impact.</p> <p>Use 2020-21 as a benchmark year to evaluate new academic programs with global impact and development implementation and resourcing calendar</p>	<p>Each school will create a global impact/global footprint internal measure of program success.</p> <p>Each school will add or refashion an existing program for the next five years to create at least 6 new signature areas of “Global Readiness in Education” for UMES.</p>	Peer aspirant schools/colleges and universities	Dr. Rondall Allen	In progress; details from deans will be forthcoming.	

UMES Goal	UMES Sub-goal	Action Plan	Performance Measures	Data Sources	Main Data Contact	Outcomes to date	Scorecard Progress Level
	6.2: Expand sponsored research and grants into multinational opportunities	Identify through campus and community networks, R1 grants and begin competing for these.	Grants and sponsored research in highly competitive areas increases by 1% per AY, 2020-2025	Peer aspirant colleges and universities	Dr. LaKeisha Harris	Signed on one new partnership (per Dr. Acquah).	
	6.3: Raise UMES in the US News and World Report national rankings	Assess UMES' readiness to move up in the rankings and target a specific area for advancement for 2020-25	Meet one ranking increase per AY 2020-2025	Peer aspirant colleges and universities	Vice Provost	UMES remains in the top tier among HBCUs i.e, ranked #18 in 2020; #17 in 2021 and #16 in 2022) by U S News and World Report. Rank is up by three points since 2019.	
	6.4: Develop targeted international academic exchange programs that include graduate and undergraduate students	Review the HBCU inventory of study abroad opportunities; create an inventory of gaps and create at least one new partnership for each college within the next two years	Add five new international partnerships by 2025.	Peer aspirant colleges and universities	Dr. Rondall Allen Dr. Philip Broussard Vice Provost	The Center for International Education currently has six study abroad provider partners. In addition, there is an annual U.S. Fulbright Student Award program we promote as a post-graduate opportunity (per Dr. Khoza)	
	6.5: Compete for national recognition of academic programs	The IA Office and Communications will create a list of available awards and begin the process of applying for no less than three awards for academic, research and student support per year.	Compete for 15 awards within 2020-25	Peer aspirant colleges and universities	Dr. Rondall Allen Deans	???	

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	6.6: Increase faculty, student and staff participation on national boards for academics, service, and scholarship	IA and Communications will create an inventory of opportunities and share these with the colleges by Spring 2020. Memberships will be promoted and incentivized for 2020-2025.	Increase UMES presence on national and international boards by 2% each year, 2020-25	Peer aspirant colleges and universities as models of civic engagement and academic involvement	Dr. Rondall Allen Deans	???	

Progress Level:  Limited  Good  Very Good  Excellent  Exceeded

COVID-19 Considerations:

- Pandemic has provided the opportunity for us to launch the COVID-19 Emergency Student fund \$35,000 raised toward \$50,000 goal to date
- Difficulty pursuing face-to-face meetings with alumni/donors
- Events curtailed
- Program revisions likely needed in fields impacted by COVID -- Hospitality, Aviation, etc. Construction Management is likely a growth opportunity given low interest rates and building boom.
- Need further brainstorming regarding "creative destruction" and new/altered programming opportunities.