

**FALL 2006
SOLUTIONS FOR MARYLAND'S FUTURE
LISTENING TOUR REPORT**

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BACKGROUND

Maryland's higher education community is participating in the national *Solutions for Our Future* campaign. Recognizing that higher education is one of America's greatest resources, *Solutions for Our Future* is an effort to raise public awareness and increase investment in higher education.

This initiative is managed by the American Council on Education on behalf of a coalition encompassing the full range of public and private colleges and universities, along with community and business partners, including TIAA-CREF, National Collegiate Athletic Association, and Campus Compact. Maryland's higher education sectors—including the public and independent four-year colleges and universities, the community colleges, and the Maryland Higher Education Commission—have been working collaboratively to launch a statewide, grassroots version of the national campaign.

Maryland's campaign is called *Solutions for Maryland's Future*. The initiatives within Maryland, inspired by the national campaign, include a professional polling survey of Marylander's attitudes and perceptions about higher education; and a "listening tour" that provided a forum for the business community to address higher education issues.

Leading *Solutions for Maryland's Future* is a steering committee representing all sectors of Maryland's higher education community, including our community colleges, four-year public institutions, four-year independent institutions, and the Maryland Higher Education Commission. The steering committee members are:

- Tina Bjarekull, president of the Maryland Independent College and University Association;
- Calvin W. Burnett, former secretary of higher education;
- William E. Kirwan, chancellor of the University System of Maryland;
- Jane O'Brien, president of St. Mary's College of Maryland;
- Earl S. Richardson, president of Morgan State University;
- H. Clay Whitlow, executive director of the Maryland Association of Community Colleges

Joining the steering committee for the listening tour initiative was: James Fielder, former secretary of the Maryland Department of Labor, Licensing and Regulations.

This report presents the findings of the statewide listening tour as well as the recommendations and action items developed as a result of the discussions.

This report will be reviewed by all those who participated in the listening tours, State officials, business leaders, and the higher education community.

The steering committee members are responsible for implementing the recommendations.

EXECUTIVE SUMMARY

The *Solutions for Maryland's Future* listening tour was groundbreaking. It marked the first time that Maryland's higher education sectors as well as the Department of Labor, Licensing and Regulation (DLLR) and the Governor's Workforce Investment Board (GWIB), collaborated to create a dialogue between higher education and the business community. At each event, business leaders offered their assessments of how higher education is or is not responding to the workforce and economic development needs of their regions. In total, more than 500 people participated in the tour.

Overall the feedback was very positive. Members of the business community appreciated the tour's purpose as well as higher education's interest in strengthening its responses to the State's workforce and economic development needs. Some of the concerns expressed, specifically those related to well-publicized workforce shortages, were expected.

The tour provided higher education, DLLR and GWIB with an extraordinary opportunity to listen to the business community and to communicate its role not only in workforce development, but also as a source of innovation, new ideas, and as a key to global competitiveness.

At all eight listening tour events, several broad themes emerged, including the need for higher education to:

- work more closely with business and industry to keep up with the changing workforce needs both current and future;
- create new partnerships and expand existing ones to address immediate workforce shortages;
- strengthen its relationship with K-12 to ensure that students are ready to work when entering the workforce (concern about a lack of work ethic), and better prepared for college level work upon entering college (too much remediation is currently needed);
- provide flexibility in degree-granting requirements, timeframes, and locations; and
- expand demand programs in regions that are underserved by the higher education community, particularly pharmacy and engineering.

In addition to making progress on the broader themes, the steering committee developed three recommendations to be implemented as a result of the listening tour. These recommendations are addressed in greater detail in the body of the report.

Create a Clearinghouse for Internship Opportunities

- The Internship Clearinghouse will engage both small and large businesses in developing internship opportunities for Maryland's higher education students.

Response to Workforce Shortages

- The Governor's Workforce Investment Board's *State of the Workforce Report* will be published in the near future. The *Report* documents where Maryland's workforce shortages occur and quantifies the need. The *Report* will be sent to all invitees of the listening tour.

- The steering committee, in cooperation with business and industry, will work to create incentive programs to address the workforce shortages for both small and large businesses in the State.

Communication

- The steering committee recognizes that in the near future, 90 percent of all living wage jobs will require some postsecondary education. As a result, the committee will work to develop outreach strategies to communicate to middle school aged students the need for postsecondary education. The committee will then develop a vehicle to share the current partnerships and programs with the community at large.

WHAT WE HEARD, EXAMPLES OFFERED DURING THE LISTENING TOUR OF WHAT WE ARE DOING, WHAT WE PLAN TO DO

This report summarizes the overarching themes heard most frequently across the eight events. Following each summary are descriptions of current initiatives related to the specific theme (EXAMPLES OFFERED DURING THE LISTENING TOUR OF WHAT WE ARE DOING) as well as short-term action items and long-term recommendations (WHAT WE PLAN TO DO). In addition, the report includes a section on the issues discussed at each event that may be unique to a particular region.

ALLEVIATE WORKFORCE SHORTAGES

Nurses and Other Allied Health Professionals

What We Heard:

Across the events, participants voiced concern about the healthcare workforce shortages in nursing, allied health and pharmacy. In response, members of the listening tour steering committee indicated that the primary difficulty in responding to the healthcare workforce shortages, particularly in nursing, related to the lack of qualified faculty. Higher education is aware of the shortages and has been working for several years to increase the number of qualified faculty able to teach.

Examples Offered During the Listening Tour Of What We Are Doing:

Maryland has many funding initiatives to increase the supply of nurses including:

- (1) State Nursing Scholarships;
- (2) Workforce Shortage Student Assistance Repayment Programs;
- (3) Janet L. Hoffman Loan Assistance Repayment Program;
- (4) Teach for the Health of It;
- (5) Sallie Mae-sponsored Care for Maryland Program;
- (6) Health Personnel Shortage Incentive Grant Program; and
- (7) Nurse Support Program I and II.

Two current initiatives include the *Teach for the Health of It Program* and the *Health Services Cost Review Commission Nurse Support Program*. The *Teach for the Health of It Program*, launched in August 2004 by DLLR, is sponsored by a grant of \$1.5 million from the U.S. Department of Labor. The purpose of the program is to increase the number of nursing faculty in Maryland's nursing programs. The program has two components—the nursing faculty component and the succession planning component. The faculty component provides scholarships of up to \$10,000 for a registered nurse to return to academia to earn either a master's degree or doctoral degree to teach. The succession planning component provides funding for students to complete their academic credentialing as soon as possible. The program is expected to yield 64 faculty members who will be masters- or doctoral-prepared nursing faculty.

The Health Services Cost Review Commission unanimously approved the use of 0.1 percent of regulated patient revenue to expand the pool of nurses in the State by increasing the capacity of nursing programs in Maryland. The funding represents approximately \$8.8 million devoted to the Nurse Support Program for allocation among the colleges and universities over the next 10 years. The program is divided into two broad categories—competitive institutional grants and statewide initiatives.

The latter category includes scholarships and fellowships. The first awards were made in 2006; to date seven projects totaling \$6.2 million over five years have been awarded through competitive institutional grants and approximately \$0.3 million has been awarded for statewide initiatives.

Individual colleges and universities are also working to address the healthcare workforce shortage by creating their own initiatives:

- Villa Julie College is expanding its partnerships with community colleges in its registered nurse to bachelor's degree program;
- University of Maryland Eastern Shore is expanding programs for healthcare workers;
- Johns Hopkins University is expanding its school of nursing and will devote the increase in funds to nurse faculty for the first few years;
- the University of Maryland's School of Nursing is participating in a federal program to respond to the nursing shortage and has created a new teaching track;
- Towson University is offering nursing at the University System of Maryland at Hagerstown, one of USM's two regional higher education centers;
- the Universities at Shady Grove, also a USM regional center, has the largest off-site nursing program in the State;
- the community colleges have enrolled additional student cohorts by offering spring and summer start dates, partnered with hospitals to increase clinical training opportunities, and partnered with four-year institutions to enhance opportunities to earn a bachelor's degree in nursing.

What We Plan to Do:

- The Governor's Workforce Investment Board's *State of the Workforce Report* will be published in the near future – this is a comprehensive breakdown of where Maryland's workforce shortages occur and quantifies the need. Hundreds of business representatives have been and continue to be involved in this information gathering process. As a follow-up to this report, a response to the *State of the Workforce Report* will be drafted and sent to all invitees of the listening tour.
- Develop incentive programs for workforce shortage areas that address the needs of both small businesses and large businesses.
 - This means investment by the State and therefore an educational strategy for elected officials.
 - Possible programs include: a reinstatement of tuition forgiveness programs; funding to expand degree programs in shortage areas; and provide needed programs at regional centers.
- In response to the listening tour, some actions are already underway. These actions are listed in the respective workforce areas within the Listening Tour Report.

Pharmacists

What We Heard:

At the first event hosted at the University of Maryland Eastern Shore, several in attendance addressed the critical shortage of pharmacists in the region and across the State. With regard to the region, the emphasis was on providing additional educational opportunities for those on the Eastern Shore to stay in the region while earning their degree. Often times, those individuals who travel across the bridge to attend college do not return to the Eastern Shore to work and live.

To address the lack of a graduate-level pharmacy program in the region, a steering committee member suggested the use of the Universities at Shady Grove model (this is a regional center at which eight University System of Maryland institutions offer upper-division classes en route to bachelor's degrees and graduate-level programs) to help the University of Maryland Eastern Shore bring demand fields, such as pharmacy, to the Shore. Other options include expanding online programs.

At other events, the unmet need for pharmacists statewide also was a concern. One statistic shared by a pharmacist employed by a major drugstore chain indicated that if all 120 pharmacy students graduated from the University of Maryland's pharmacy program there would still be a shortage of 120 pharmacy slots per year. Since many of the graduates go on to other positions in research or leave the State, it is an even more dire shortage. The steering committee acknowledged the importance of increasing the pipeline.

Examples Offered During the Listening Tour Of What We Are Doing:

- The College of Notre Dame of Maryland is proceeding with plans to begin a school of pharmacy with the first class entering in fall 2008.
- The University of Maryland, Baltimore School of Pharmacy is taking its program to the Universities at Shady Grove.

What We Plan to Do:

- Explore ways to extend pharmacy to the Eastern Shore and Southern Maryland, possibly through inter-institutional collaboration.
- The University of Maryland Eastern Shore has submitted a Letter of Intent to the University System of Maryland to develop a Doctor of Pharmacy program. The full proposal will be submitted by the end of May 2007.

Engineers

What We Heard:

Throughout the tour, the business community expressed concern that Maryland, and more broadly the United States, was not keeping pace with other industrialized countries in the production of qualified engineers. On the Eastern Shore, the concern related to the 'brain drain' of those who earn their engineering degree across the bridge but do not return to the area. The University of Maryland Eastern Shore currently offers only the first two years of an engineering degree but would like to be able to offer a four-year engineering degree.

At other events, participants called for an increase in the number and diversity of students interested in engineering in general.

Attendees suggested the expansion of opportunities to earn a bachelor's degree in engineering in underserved areas. They emphasized the importance of developing a locally educated population. Although a few programs exist, such as the University of Maryland Eastern Shore's articulation with the University of Maryland, College Park for the engineering degree, the program requires students to travel to College Park for parts of the degree.

Examples Offered During the Listening Tour Of What We Are Doing:

- Northrop Grumman offers a \$10,000 scholarship to one student in each county who will study engineering in college. If expanded, the program could offer another incentive to pursue these types of degrees in college.

What We Plan to Do:

- The Maryland Higher Education Commission is spearheading an initiative to increase the supply of engineers by establishing a new engineering transfer degree. The new Associate of Science in Engineering (ASE) Degree will be:
 - Fully articulated with baccalaureate degree programs in Maryland, and modeled after the State's successful Associate of Arts in Teaching (AAT) Degree, which ensures seamless transfer to State universities for students who are seeking to become teachers.
- As an outgrowth of a collaborative Electrical Engineering Program between the University of Maryland Eastern Shore and the University of Maryland, College Park, the University of Maryland Eastern Shore will develop and offer a four-year Engineering Degree Program. The program is intended to bring engineering to the Eastern Shore to address the demand for technologically qualified individuals in this region of the State. The University will submit its proposal for a four-year Engineering Program to the University System of Maryland for review by May 2007.

Engage students earlier in the K-12 system to become interested in science, technology, engineering, and mathematics (STEM)

What We Heard:

Higher education needs to increase its collaboration with K-12 to get students at earlier ages interested in science, technology, engineering and mathematics (STEM). These are the areas in which Maryland, and the nation, is falling behind, threatening our global competitiveness.

Rising Above the Gathering Storm, a report completed by the National Academies' Committee on Prospering in the Global Economy of the 21st Century, documents the urgent need to invest in STEM in order for America to remain competitive in a global, knowledge-based economy.

A recent poll completed by the Educational Testing Service (2006), titled *Keeping Our Edge: Americans Speak on Education & Competitiveness*, reported that the general public (40 percent) and opinion leaders (61 percent) identify math, science, and technology skills as the most important ingredients in America's ability to compete in the global economy. At most of the listening tour events, the business community emphasized the need for higher education to work more closely with the K-12 system to increase the number of students interested in pursuing college degrees in STEM disciplines.

Another issue raised was whether higher education has capitalized on the large retiring community (Baby Boomers) that may be interested in teaching in these critical fields.

Examples Offered During the Listening Tour Of What We Are Doing:

- Higher education is actively working with K-12 in the PreK-16 Leadership Council to upgrade the skills of teachers, the quality of the curricula, and to provide scholarship opportunities for students in STEM. The PreK-16 Leadership Council is a high-level statewide group charged with initiating adequate educational policies to provide successful transitions for students from pre-kindergarten through college graduation.
- The University System of Maryland has requested FY 2008 State funding to launch a pilot initiative to increase the number of students its institutions graduate to teach in STEM fields.
- A recent partnership between the Maryland Association of Community Colleges and the Maryland State Department of Education that resulted in a brochure aimed at middle school and high school students to promote careers in healthcare could be duplicated to focus on the STEM areas.

What We Plan to Do:

- We will explore the possibility of implementing a program modeled after one in Virginia. Called *Spouses to Teach*, this U.S. Department of Defense-sponsored pilot program was prompted by military spouses who were already teachers or interested in teaching. However, they were facing difficulties in meeting certification requirements and finding job opportunities when they relocated.
- We will explore the creation of a short-term certification program to train retired business executives to bring their life skills and experiences into the classroom.

Increase internship opportunities

What We Heard:

Higher education needs to do a better job of preparing students to succeed in the workforce by offering more “real life experiences” through internships, work-study opportunities, and co-operatives.

Business representatives emphasized the importance of students possessing life skills or workforce readiness skills upon entering the workplace. These include the ability to communicate effectively; interact professionally with colleagues; prioritize and complete work according to deadlines, and other skills that are typically gained through “real life” experiences. For many students, internships offer the opportunity to earn credit and gain experience in the workplace. Business representatives want colleges and universities to be more aggressive in expanding these opportunities and in educating area businesses about the importance of internships.

Examples Offered During the Listening Tour Of What We Are Doing:

- All of Maryland’s colleges and universities encourage internships of varying kinds, and some fields require them. Many internships are offered by the business sector. However, the level of communication between business and higher education is inconsistent from one institution to the next.

What We Plan to Do:

- The listening tour steering committee expressed willingness to work more closely with the business community to find ways to increase these internship

opportunities. As a result, the steering committee will create a clearinghouse where businesses can identify their need for a student's help; opportunity for a student to learn; and/or to earn money – matching them with institutions that are training students in a field that is compatible with the student's program of study.

- o The Internship Clearinghouse will engage both small and large businesses in developing internship opportunities for Maryland's higher education students.
- o Rather than creating a single port of entry, the agencies involved in the listening tour will work together to include web links on internships at all postsecondary institutions on all of their websites.
- o The internship clearinghouse will include workforce training opportunities complementary to two-year, baccalaureate and graduate programs.
- o An existing internship clearinghouse website for Baltimore-based students and employers could serve as a model:
<http://www.baltimorecollegetown.org>.

Improve availability of adult education

What We Heard:

Higher education needs to exhibit a more "can do" attitude in responding to economic development and workforce needs. Nearly one million Marylanders need adult education services, which include basic literacy, GED services, and English for Speakers of Other Languages (ESOL). Higher education needs to be more involved in helping to educate this population. One in five Maryland adults lacks a high school diploma or GED. This gap has implications for workforce preparedness. Questions were raised as to how higher education views its role in educating this population.

Examples Offered During the Listening Tour Of What We Are Doing:

- The Maryland State Department of Education provides funding for basic adult education. Eleven of Maryland's 16 community colleges offer such education programs; however, the programs are under-funded. In fact, Maryland is ranked 46th out of 50 states in funding adult education.
- Given the need for more funding, during the 2006 session of the Maryland General Assembly, legislation was introduced to increase adult education, but it did not pass. Most of Maryland's adult education funding comes from the federal level. Maryland provides a small percentage of State funding.

What We Plan to Do:

- Consider re-introduction of this funding legislation during the 2008 legislative session.

Increase access to higher education

What We Heard:

Higher education needs to expand access for those students who are the least likely to enroll in college due to lack of funding or proper preparation.

The business community cited the cost of education and the lack of adequate preparation as barriers to higher education access. These and related comments echoed the sentiments expressed in the recently issued report of U.S. Secretary of

Education Margaret Spellings' Commission on the Future of Higher Education. The report indicated that access to college is limited by "the complex interplay of inadequate preparation, lack of information about college opportunities, and persistent financial barriers."

In response, members of the listening tour steering committee indicated this is a problem for both Maryland and the nation. The factors that contribute to the cost of education include the costs associated with keeping pace with technology, rising healthcare costs, and the cost of maintaining access through need-based financial aid. With the amount of the Pell Grant (federal grants provided to eligible undergraduate students based on financial need) being frozen over the last five years, the private institutions provide 70 percent of their grants through institutional aid.

Examples Offered During the Listening Tour Of What We Are Doing:

- The University System of Maryland recently conducted a study to determine the balance of need-based and merit-based financial aid awarded to students. Based on the findings, the system has increased need-based financial aid by 30 percent and has committed that by FY 2010, its lowest-income students will graduate with 25 percent less debt than the institutional average.
- The community colleges generally maintain moderate tuition increases and have worked with the Maryland Higher Education Commission to increase funding in financial aid programs that serve community college students.
- The Maryland Higher Education Commission has contracted with Van de Water Consulting to examine the appropriate relationship between and among tuition levels, State appropriations to higher education, and student financial aid; examine postsecondary education statewide models that effectively integrate policies on tuition levels, State appropriations to higher education, and student financial aid; recommend a framework for financing Maryland postsecondary education; and participate in the subsequent development of a new approach for funding Maryland postsecondary education.

What We Plan to Do:

- Maryland Senator P. J. Hogan has convened a commission to address the funding formula for higher education. Representatives of higher education have been named as participants in this landmark commission. A key focus will be on determining what proportion of Maryland higher education costs should be paid by students, the State and the institutions. The conclusions of this commission will be published by December 2007 so that legislation can be introduced in the 2008 Legislative Session.

Preparing students with the right skills

What We Heard:

Higher education needs to address the lack of basic communication skills of college graduates in writing, speaking, and listening.

Higher education needs to provide students with a stronger connection between academic and career preparation.

Higher education needs to help make high school students aware of the availability of lucrative careers in trades such as the printing and construction industries.

Several business community members articulated the importance of preparing students to think critically and to communicate effectively. Some also noted the lack of basic communication skills in writing, speaking and listening - fundamental skills students need to perform their jobs adequately. Others noted that higher education needed to do a better job in connecting academic curricula and career preparation.

Another articulated concern related to the inadequate preparation of students. At several listening tour stops, the discussion turned to the inefficiency of remedial education and the need to work more collaboratively with the K-12 system to better prepare students to enter college. Business, higher education, and State agencies need to come together to create more solutions to address the lack of college preparedness.

Examples Offered During the Listening Tour Of What We Are Doing:

- Partnerships are already in place with the K-12 system and higher education, such as the PreK-16 Leadership Council, to align high school curricula more closely with college admission requirements. For example, pilot programs have been initiated that take college-level courses into the high school for graduating seniors.

What We Plan to Do:

- Since, in the near future, 90 percent of all living wage jobs require some postsecondary education, it is recommended that we communicate the message "Everybody Needs Some Postsecondary Education."
- Develop outreach strategies to communicate with middle school aged students about the need for postsecondary education as preparation for work regardless of the type of work pursued (e.g. trade, managerial), whether they are planning to attend community college, four-year college or a private career school; and take college preparatory curriculum if they are planning to go to college.
 - Such strategies will include reviewing existing materials that have been developed and distributed on courses needed to be on track for college (specifically in Maryland and California); develop new materials as necessary; include mentoring for students; and awareness training for guidance counselors. The Maryland Business Roundtable speaker's bureau was cited as a possible resource.
 - The Maryland Higher Education Commission, in collaboration with all segments of higher education, will take the lead on developing a plan, timeline, scope of work, partners and resources.
- Implement a vehicle to report on the many successful programs and partnerships underway between business and higher education.

LISTENING TOUR REGIONAL SUMMARIES

Each of Maryland's regions is unique and therefore has concerns that do not necessarily have statewide implications. Below is a summary of the observations and comments that were unique to a specific region.

Lower/Upper Eastern Shore:

Event held at the University of Maryland Eastern Shore

- Attendees indicated that they were interested in increasing the number of college graduates but were equally, if not more, interested in increasing the technical skills among workers. Given that manufacturing and machining are important businesses on the Shore, it is critical that higher education provide training that includes technically educated workers.
- There are emerging aerospace and engineering companies in the region that will require local talent in order to grow. Education needs to be focused on providing technical training at all levels of the educational spectrum. Specific requests were made for a School of Pharmacy and four-year Engineering program for the Eastern Shore.
- Many spoke of the "brain drain" that occurs when local students leave the region to attend college across the bridge and never return to the area to work and live. An increase in the availability of bachelor degree programs would help to mitigate this trend.

Frederick/Carroll Counties:

Event held at Hood College

- Career placement for college graduates was important to attendees at the Hood College event. The listening tour steering committee responded to this issue by citing a number of resources that assist college graduates. Every college has a career placement office that helps students conduct their job search. This is in addition to job and career fairs. Also, the Maryland Workforce Exchange has an online job matching service on their website <https://mwe.dllr.state.md.us>.
- This was also the first event at which attendees expressed the importance of involving parents in the career preparation process. The Maryland Higher Education Commission produces and distributes 90,000 student guides explaining financial assistance to parents and students. The Commission also produces several other publications including, "How Far Do You Want to Go?" sent to sixth and seventh graders; and "What's Next After High School?" and "Preparing Your Child for College" sent to eighth and ninth graders to help inform parents about the process of applying for admission and for financial aid.
- Attendees in Frederick and Carroll counties wanted college graduates to receive additional assistance in career placement. They also stressed that parents should be more involved in the academic and career preparation of their children.

**Montgomery/Prince George's Counties:
Event held at the Universities at Shady Grove**

- A business member asked how higher education measures its effectiveness. Methods among the segments of higher education vary according to their institutional missions. Many of the four-year institutions use the National Survey of Student Engagement (NSSE), administered by Indiana University, to measure student participation in programs and activities that institutions provide for student learning and personal development.
- An attendee working in the electrical business indicated that community colleges need to produce more qualified workers. Prince George's Community College is in the process of opening a site in Camp Springs to handle demand. Community colleges have difficulty in getting high school students interested in this career path.
- Another attendee expressed concern that the only public law schools are in Baltimore. The two schools, the University of Baltimore and the University of Maryland, accept less than 10 percent of applicants. The suggestion was made as to whether Shady Grove could accommodate a law school. The response was that this was unlikely given the rigid accreditation requirements of the American Bar Association.
- Much of the discussion also focused on the importance of producing a well-rounded college graduate, including one interested in serving his/her community. There was much discussion on the importance of students possessing good communication skills. Another attendee wanted to know if higher education promotes community service. The response was a resounding yes. Community service is taken very seriously at the colleges. Service learning is typically a component of many college programs.

**Anne Arundel/Howard Counties:
Event held at Anne Arundel Community College**

- Much of the discussion at this event related to the healthcare workforce shortage in nursing statewide and allied health. Attendees wanted higher education to be more proactive and creative in the recruitment of nursing faculty.
- Discussion turned to another important theme of the listening tour--creating interest in STEM fields in elementary and middle school. Higher education needs to help K-12 make STEM fields appealing to secondary students.
- Several attendees expressed concern about the emphasis on testing in secondary schools and how this restricts the creativity of students and the faculty.
- Another attendee thought it was important to make it easier for career changers and retirees to become teachers by helping them get their certification and creating a work environment that does not require a 60-hour work week.

Southern Maryland:

Event held at the College of Southern Maryland, LaPlata Campus

- Many at this event said that the Southern Maryland Higher Education Center (located in California, MD, the center provides graduate and upper-division professional degree programs) should offer more doctoral programs. Several institutions have expressed an interest in offering programs at the Center, including the University of Maryland, College Park and the University of Maryland University College, but neither has committed to offer all components of a degree on-site. More needs to be done by higher education to ensure access to doctoral programs in Southern Maryland.
- The Charles County Chamber of Commerce director wanted to ensure that students are graduating trained for the jobs available. Two State programs cited by the Department of Labor, Licensing and Regulation were the Partners for Workforce Quality (PWQ) and the Maryland Industrial Training Partnership (MITP). PWQ provides matching skill upgrade training grants and support services targeted to improve the competitive position of small and mid-sized manufacturing and technology companies. MITP works through local business expansion teams to assure that qualified workers are made available to new or expanding businesses.
- An attendee asked if Maryland was following another state's model in its approach to workforce development. Maryland, in fact, is seen as one of the most innovative states in workforce development both nationally and internationally. Representatives from more than 22 states and 13 countries have visited Maryland to learn how to replicate the State's success. Maryland is a leader, in large part, because of the collaboration among the sectors of higher education.
- The Charles County public library director requested that a partnership be created to allow library patrons to access online courses in the public library. The suggestion was well received and a representative from University of Maryland University College expressed interest in discussing the possibility.

Baltimore City/Baltimore County:

Event Held at the College of Notre Dame of Maryland

- An attendee indicated that there is a shortage of licensed professional alcohol and drug counselors. These are typically low-paying jobs and there need to be incentives to attract individuals to the field. One incentive could be the Maryland Higher Education Commission Tuition Assistance Program to recruit and retain counselors.
- Another concern was how higher education is assisting with the re-integration of ex-offenders into society. Several companies, including McCormick, Goodwill Industries, and the Johns Hopkins Medical Institutions, hire ex-offenders. The General Assembly is looking into the issue.
- A trade representative of the printing industry said the industry has approximately 450 member companies and is the third largest employment sector in the State. Yet several companies have had to close internship

opportunities due to a lack of enrollment. The colleges have also closed programs that prepare students for printing careers due to a lack of enrollment. Some attendees asked higher education to consider reopening these programs to meet workforce needs.

- A representative of the construction field stated that there are approximately 600 companies in the State involved in construction. Yet the business community does not feel adequately represented in higher education. The construction industry and the community colleges worked together to create a construction administration degree. The program needs to be marketed to high school students. Guidance counselors need to know about this career path.
- There are a large number of nonprofits in Maryland. A member of the audience wanted to know what higher education is doing for non-profit management education. The response was that the American Humanics program is a 30-credit program that builds a bridge into non-profit management (<http://www.humanics.org>). American Humanics is a national alliance of colleges, universities, and non-profits whose mission is to educate and prepare professionals to work in non-profit organizations.

Cecil/Harford Counties:

Event held at the Higher Education & Applied Technology Center

- One concern mentioned was the lack of higher education's outreach to the business community. Members of the listening tour steering committee indicated that many of higher education's advisory boards, curriculum advisory committees, and foundation boards include business representatives.
- Career exploration for children in K-12 was suggested by an attendee. One model is the Washington Board of Trade's Potomac Conference. Higher education would need the support of the private sector to get funding and legislation passed in Annapolis. The Potomac Conference is a CEO-level leadership forum that brings together public, private, and non-profit executives to focus their expertise and influence on improving the region's economic health and quality of life.
- A question was raised as to how business can help with legislative initiatives in Annapolis for the 2007 legislative session. The list included supporting adult education, adequate funding for higher education to ensure affordable access to high quality education, stability and predictability in the funding formulae, and funding for services to assist the State in its effort to attract and retain businesses.

Western Maryland:

Event Held at Frostburg State University

- Comments were made that higher education needs to exhibit a more "can do" attitude in responding to economic development and workforce needs. Flexibility is the core attribute most requested by business from higher education. Higher education needs to offer programs and degrees in more locations and at varied times.

- Businesses in the region need help with funding the costs of educating employees to stay current on new trends and technologies. The training of career changers or retirees is of particular concern.

CONCLUSION

The Listening Tour is only the beginning of an important ongoing dialogue with the business communities throughout the State of Maryland. As a first step, we are asking that everyone who reads this report respond with suggestions of how better to proceed with the recommendations that have been made to date.

We remain committed to being responsive to "*What We Heard*" throughout the Listening Tour. Our next step will be to send periodic progress reports on "*What We Plan to Do.*" Together we can address the workforce and economic needs of the State of Maryland.

APPENDIX

Steering Committee

Tina Bjarekull, President, Maryland Independent College and University Association
Jane "Maggie" O'Brien, President, St. Mary's College
Calvin W. Burnett, (former) Secretary, Maryland Higher Education Commission
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William E. Kirwan, Chancellor, University System of Maryland
Earl S. Richardson, President, Morgan State University
H. Clay Whitlow, Executive Director, Maryland Association of Community Colleges

Presidents of Host Institutions/Invited Speakers

Jonathan Gibraltar, President, Frostburg State University
Brad Gottfried, President, College of Southern Maryland
James LaCalle, President, Harford Community College
Charlene R. Nunley, President, Montgomery College
Mary Pat Seurkamp, President, College of Notre Dame of Maryland
Martha A. Smith, President, Anne Arundel Community College
Thelma B. Thompson, President, University of Maryland Eastern Shore
Ronald J. Volpe, President, Hood College

Listening Tour Planning Committee

Darla Henson, Administrative Officer, Governor's Workforce Investment Board
Joanna Kille, Manager and Board Liaison and Support, Governor's Workforce Investment Board
Mindy Lehman, (former) Director of Governmental Affairs, Maryland Independent College and University Association
Ronni H. Monaghan, Director, Statewide Initiatives, Maryland Association of Community Colleges
Anne Moultrie, Associate Vice Chancellor for Communications, University System of Maryland
Robert "Bob" Seurkamp, Executive Director, Governor's Workforce Investment Board
Linda Sherman, Director of Communications & Media Relations, Department of Labor, Licensing and Regulation
Helen Szablya, Director of Communications, Maryland Higher Education Commission

Website Link to Maryland Higher Education (lists four- and two-year public and private colleges and universities in Maryland)

Maryland Higher Education Commission
http://www.mhec.state.md.us/higherEd/colleges_universities/index.asp

Website Links to Maryland's Regional Higher Education Centers

Anne Arundel Community College at Arundel Mills University Consortium
<http://www.aacc.edu/aboutaacc/consortium.cfm>

Eastern Shore Higher Education Center
<http://www.chesapeake.edu/hec/>

Higher Education and Applied Technology Center
<http://www.heatcentermaryland.com/>

Laurel College Center
<http://www.laurelcollegecenter.org/>

Southern Maryland Higher Education Center
<http://www.smhec.org/>

The Universities at Shady Grove
<http://www.shadygrove.umd.edu/>

University System of Maryland at Hagerstown
<http://www.hagerstown.usmd.edu/>

Waldorf Center for Higher Education
<http://www.waldorfcenter.org/>

Listening Tour Schedule of Events

SEPTEMBER 25

LOWER EASTERN SHORE

University of Maryland Eastern Shore, Princess Anne, 9-11 am
Richard A. Henson Center, first floor, Rooms 112-114

Speakers:

- Regional Higher Education Leader: University of Maryland Eastern Shore President Thelma Thompson
- Statewide Higher Education Leader: University System of Maryland Chancellor William E. Kirwan
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Rafael Correa, President of MaTech

OCTOBER 19

FREDERICK/CARROLL Counties

Hood College, Frederick, 9-11 am
Whitaker Campus Center, Whitaker Campus Commons

Speakers:

- Regional Higher Education Leader: Hood College President Ronald Volpe
- Statewide Higher Education Leader: Maryland Independent College and University Association President Tina Bjarekull
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Darlene Carver, President of Merlin and Associates and Chair of the Frederick County Workforce Investment Board

MONTGOMERY/PRINCE GEORGE'S Counties

University System of Maryland's Universities at Shady Grove, 2-4 pm
Potomac and Rockville Multipurpose Room, Shady Grove Building II

Speakers:

- Regional Higher Education Leader: Montgomery College President Charlene Nunley
- State Higher Education Leader: University System of Maryland Chancellor William E. Kirwan
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Cathy Shelton, Business and Government Liaison for GEICO and Chair of the Montgomery County Workforce Investment Board

OCTOBER 30

ANNE ARUNDEL/HOWARD Counties

Anne Arundel Community College, Arnold, 9-11 am
219 Cade Building

Speakers:

- Regional Higher Education Leader: Anne Arundel Community College President Martha Smith
- Statewide Higher Education Leader: Maryland Association of Community Colleges Executive Director Clay Whitlow
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Alan Hyatt, Primary, Hyatt, Peters & Weber

SOUTHERN MARYLAND

College of Southern Maryland, LaPlata, 2-4 pm
B1 113/113E

Speakers:

- Regional Higher Education Leader: College of Southern Maryland President Brad Gottfried
- Statewide Higher Education Leader: St. Mary's College President Jane "Maggie" O'Brien
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Walter Gillette, Deputy Program Manager for Strategic Planning, PMA209 Program, Patuxent River Naval Air Station

OCTOBER 31

BALTIMORE CITY/BALTIMORE COUNTY

College of Notre Dame, Baltimore, 9-11 am
Doyle Formal Lounge, Doyle Hall

Speakers:

- Regional Higher Education Leader: College of Notre Dame President Mary Pat Seurkamp
- Statewide Higher Education Leader: Morgan State University President Earl Richardson
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: John W. Ashworth III, Senior Vice President Network Development, University of Maryland Medical System; Chair, Baltimore Workforce Investment Board

CECIL/HARFORD Counties

Higher Education & Applied Technology Center, Aberdeen, 2-4 pm
Room 130

Speakers:

- Regional Higher Education Leader: Harford Community College President James LaCalle
- Statewide Higher Education Leader: Maryland Association of Community Colleges Executive Director Clay Whitlow
- Maryland Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: John Denver, Senior Account Manager, Delmarva Power and President, Susquehanna Workforce Network, Incorporated

NOVEMBER 3

WESTERN MARYLAND

Frostburg State University, Lane Center, Room 201, 2-4 pm

Speakers:

- Regional Higher Education Leader: Frostburg State University President Jonathan Gibraltar
- Statewide Higher Education Leader: Secretary Calvin Burnett
- MD Department of Labor, Licensing, and Regulation Secretary: James D. Fielder
- Moderator: Jim Kesselring, Garrett Containers and Chair, Western Maryland Consortium Executive Council

Listening Tour Sample Invitation Letter

**Maryland Higher Education
Commission**
839 Bestgate Rd. Suite 400
Annapolis, Maryland 21401

**Department of Labor, Licensing and
Regulation**
500 North Calvert Street
Baltimore, Maryland 21202

Dear Friend of Higher Education,

Please join us and your regional business colleagues for ***Solutions for Maryland's Future: A Partnership for Workforce Development and Maryland Higher Education***. This will be an opportunity for you to talk candidly about what Maryland higher education is and should be doing to help meet our State's workforce and economic development needs. We are sending this invitation to a limited number of individuals, so your participation is very important.

Solutions for Maryland's Future: A Partnership for Workforce Development and Maryland Higher Education is a statewide listening tour co-sponsored by the Maryland higher education community and the Department of Labor, Licensing and Regulation. The tour will make nine stops across the State during the next several weeks. We invite you to participate in the tour stop scheduled for Monday, September 25, 2006 from 9 a.m. to 11 a.m. (networking begins at 8:30 a.m.) at the University of Maryland Eastern Shore, Princess Anne, MD in the Richard A. Henson Center, Rooms 1112-1114. Refreshments will be provided.

Come share your concerns and recommendations about Maryland higher education's role in workforce and economic development. You will have the opportunity to:

- offer suggestions directly to presidents of colleges and universities in your region as well as statewide higher education leaders;
- help develop concrete recommendations and action items to strengthen the partnership between our colleges and universities and the business community in meeting workforce and related needs; and
- share ideas about how to improve higher education's response to your region's workforce and economic development needs.

This listening tour is a major component of the statewide ***Solutions for Maryland's Future*** initiative. Through this initiative, all sectors of Maryland higher education are working together to emphasize higher education's role in advancing the quality of life for all of society, not only the individuals in the classrooms. A major focus is to listen to, learn from, and act based on how you and others view our State's colleges and universities.

Leading the collaboration for the listening tour component of ***Solutions for Maryland's Future*** are:

- From higher education—Calvin Burnett, Secretary of Higher Education; William E. Kirwan, Chancellor, University System of Maryland; Tina Bjarekull, President, Maryland Independent College and University Association; Clay Whitlow, Executive Director, Maryland Association of Community Colleges; Earl Richardson, President, Morgan State University; and Jane M. O'Brien, President, St. Mary's College of Maryland
- Secretary James D. Fielder, Jr., Ph.D., Department of Labor, Licensing and Regulation

We hope you can join us for the ***Solutions for Maryland's Future*** tour on Monday, September 25, 2006 from 9 a.m. to 11 a.m. at the University of Maryland Eastern Shore. You can visit their website <http://www.umes.edu> for directions. RSVP to this invitation by replying to this e-mail or by contacting: Dianne Yuhas, dyuhas@mhec.state.md.us, phone 410-260-4512.

We want to hear from you!

Sincerely,



Calvin W. Burnett, Secretary
Maryland Higher Education



James D. Fielder, Jr., Secretary
Maryland Department of Labor,
Licensing & Regulation

Listening Tour Sample Media Advisory

**Maryland Higher Education
Commission**
839 Bestgate Rd. Suite 400
Annapolis, Maryland 21401

**Department of Labor, Licensing and
Regulation**
500 North Calvert Street
Baltimore, Maryland 21202

Contact: Helen Szablya
MHEC Communications
(410) 260-4511

Contact: Linda Sherman
DLLR Communications
(410) 230-6071

FOR IMMEDIATE RELEASE:

**MARYLAND HIGHER EDUCATION CONDUCTS LISTENING TOUR
FOR BALTIMORE CITY & BALTIMORE COUNTY BUSINESS LEADERS**

WHAT: *Solutions for Maryland's Future:
A Partnership for Workforce Development and Maryland
Higher Education -- A Listening Tour*

This is a groundbreaking series of events. A coalition including all segments of the Higher Education community in Maryland and the Department of Labor, Licensing and Regulation have invited business leaders throughout the State to talk candidly about what Maryland higher education is and should be doing to help meet the State's workforce and economic development needs. This is the sixth in the series.

WHO: **Mary Pat Seurkamp**, President, College of Notre Dame of Maryland; **Earl S. Richardson**, President, Morgan State University; **Calvin W. Burnett**, Secretary, Maryland Higher Education Commission; **William E. Kirwan**, Chancellor, University System of Maryland; and **James D. Fielder, Jr.**, Secretary, Department of Labor, Licensing and Regulation.

WHEN: October 31, 2006 – Program: 9:00 to 11:00 am
(Networking begins at 8:30 am)

**(If you would like to attend, please email:
dyuhas@mhec.state.md.us)**

WHERE: College of Notre Dame of Maryland, Doyle Formal Lounge,
Doyle Hall
4701 North Charles Street, Baltimore, Maryland