

**UNIVERSITY OF MARYLAND**  
**DRAFT STRATEGIC PLAN**  
**April 11, 2008**

**TABLE OF CONTENTS**

- 1. Context for Planning**
  - 1.1 Introduction
  - 1.2 Vision, Mission, and Values
  - 1.3 Strengths, Weaknesses, Opportunities, and Threats
  - 1.4 Transformational Change
  
- 2. Institutional Priorities**
  - 2.1 Undergraduate Education
  - 2.2 Graduate Education
  - 2.3 Research, Scholarship, and the Creative and Performing Arts
  - 2.4 Partnerships, Outreach, and Engagement
  
- 3. Strategic Initiatives**
  - 3.1 General Education
  - 3.2 Maryland in the World-Engaging the Global Community
  - 3.3 The Surrounding Community
  
- 4. Critical Enablers**
  - 4.1 Faculty and Staff
  - 4.2 Infrastructure and Academic Support
  - 4.3 Resource Allocation and Administrative Efficiency
  - 4.4 External Relations, Development, and Communications
  
- 5. From Planning to Implementation**

## **1. Context for Planning**

## INTRODUCTION

Universities are all about the future. World-class research universities *shape* the future. Their graduates provide leadership in all areas of human endeavor, and the research and scholarship of their faculties literally transform the ways people live and work together.

In recent decades, the University of Maryland has become one of the nation's leading public research universities. Today, the University stands as a preeminent institution dedicated to serving its state, the nation, and the world. With rigorous self-examination and counsel from hundreds of alumni and friends, Maryland has crafted a bold new strategic plan, a ten-year road map for elevating its rank among world-class universities.

### **The University's Rise**

Building upon the efforts of many over decades, the University of Maryland's rise in academic stature and impact during the last ten years has been unmatched. Twenty years ago, Maryland was a good university but typically a safety school for the highest achieving students. Today it is a magnet for many of the state's very best high school graduates and competes for outstanding students from around the nation and world. More than 28,000 applications were received for the 4,000 places in the fall 2008 first-year class, and the average GPA and SAT scores for accepted students exceeded 3.9 and 1300, respectively. Faculty members are preeminent in virtually all fields of research and scholarship. Maryland is home to three Nobel laureates, seven Pulitzer Prize recipients, and more than 40 members of the most prestigious national academies. Competitively awarded research grants topped \$400 million last year, a nearly three-fold increase from 1997 and a remarkable achievement for a university without a medical center. By *U.S. News and World Report* rankings, the standing of the University among public institutions in the nation has improved from 30<sup>th</sup> to 18<sup>th</sup> in the past 10 years. And, according to the Academic Ranking of World Universities issued by Shanghai Jiao Tong University, the University has moved from 75<sup>th</sup> to 37<sup>th</sup> in the world in just five years. More than 25% of the physical campus has been constructed in the last ten years, with state-of-the-art additions supporting our instructional and research activity in an array of disciplines. No other university can boast of such progress. No other university is as well positioned as Maryland to continue, and even accelerate, its upward trajectory.

### **A World-Class University is Vital to Maryland's Future**

The State of Maryland's success depends upon a world-class public research university. The state's prosperity, competitive success, and social and cultural richness are no longer determined by regional or national forces. Maryland functions in a knowledge-driven, global economic environment in which change is lightning fast and innovation constant. And Maryland's social and cultural fabric is enhanced by unprecedented diversity and challenged by growing disparities in income levels, educational achievement, participation in cultural activity, and access to health care.

Today, the State of Maryland possesses abundant competitive advantages and is leading the way. A 2007 study by the Kauffman Foundation ranked Maryland third among all states in technology leadership. The state leads the nation in scientists and engineers as a percentage of the workforce; is second in information technology professionals; is second in managerial, professional and technological jobs; and ranks third in workforce education and fourth in knowledge jobs. It is not surprising, therefore, that according to U.S. Census Bureau statistics, Maryland is now the wealthiest state in the nation, as measured by median household income.

In a highly competitive environment, Maryland's continued success is at risk and will depend increasingly on the talent, knowledge, and creativity generated by its flagship university. A state-university partnership of unprecedented strength and breadth is essential to the economic, social, and cultural well-being of Maryland's citizens.

### **Role of the State's Flagship Institution**

The University of Maryland's role is to shape the future. As the flagship, our task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in civic life, business, culture, education, and many other fields. As the flagship, we have a special responsibility in Maryland to lead in educating engaged and thoughtful citizens for life in a complex, vibrant, democratic society.

The University's role is to anticipate and prepare for the opportunities that will enhance the state's economic well-being and social and cultural vitality ten, twenty, and forty years from now. The University must create new opportunities and initiatives, in bioscience and biotechnology, conflict resolution, languages and culture, green energy, alternative agriculture, health and wellness, the humanities and arts, public policy, and myriad other fields that will reinforce and support Maryland as a state renowned for economic innovation and prosperity and acclaimed for a strong, culturally rich and vital social fabric.

In crafting its strategic plan to build upon world-class rank, the University of Maryland set out to exploit its distinctive strengths and advantages: its location just miles from the world's most powerful political capital and an unmatched array of federal laboratories and cultural institutions, embassies, libraries, artistic and non-profit service organizations; its location in a state with tremendous resources and opportunities, a highly educated population, and a strong knowledge-based economy; its academic strength and breadth; its diverse community of students, faculty, and staff; and its momentum. This University places a premium on excellence in everything it does, on innovation and creativity, and on entrepreneurial initiative. It is determined to be preeminent, to serve our state through local and national engagement and worldwide impact.

## **The Strategic Plan: Scope and Structure**

The University of Maryland's strategic plan is comprehensive, bold, and action oriented. It is a road map for leadership. It is a plan designed to build on the existing momentum and catapult the University to the ranks of the very best. And, it is a plan that will transform the institution by setting high goals, raising expectations, increasing accountability, and energizing the community. While particular routes may be adjusted along the way and obstacles will no doubt be encountered, our plan is transformational. Our goal is to be second to none.

The plan is centered on four "institutional priorities:" undergraduate education; graduate education; research, scholarship, and the creative and performing arts; and partnerships, outreach, and engagement. These are the pillars of a great public research university, an institution dedicated to education and research of the highest order and to outreach that enriches the academic enterprise and enhances the economic, social, and cultural well-being of the larger community.

Three "strategic initiatives" cut across and support the four institutional priorities. The general education program will be revised and revamped to ensure that all undergraduates are well prepared both for their academic majors and, more importantly, for a lifetime of learning, critical analysis, and creative and reflective thinking. The University will dramatically enhance its international character and reach, building partnerships across the world and expanding the enrollment of international students and opportunities for domestic students to study, work, and do service abroad and to gain a deep understanding of other cultures and societies. And the University will work with its neighbors to transform the surrounding area into a highly appealing and vibrant community benefiting campus citizens and neighbors alike.

Four "critical enablers" will be essential to the success of the strategic plan. Faculty and staff are the heart of this enterprise. No task is more important than the retention and recruitment of the very best people. It is they who will attract outstanding undergraduate and graduate students, create the new general education program, transform graduate education, propel our research programs forward, and move academic units to positions of leadership. A second enabler, infrastructure and academic support services, is fundamental to progress as well. Top quality facilities, technology, and library resources make top quality teaching, research, and scholarship possible. The University is determined to create a physical and intellectual environment that inspires and supports excellence.

The third and fourth critical enablers address financial resources directly. Maryland's alumni and friends have stepped forward with their generosity and involvement. State funding, in Maryland and elsewhere, is at best sufficient for a good university. World-class stature will be achieved only with non-state funds, particularly extraordinary philanthropic support. Elevating Maryland's visibility and reputation through creative and effective communication and increasing gift support to a level commensurate with the University's aspirations are vital to this plan.

As Maryland partners with the state, draws upon the talents of its faculty and staff, extends its presence throughout the state, nation, and world, and increases philanthropic funding to new levels, the University has an obligation to deploy its resources efficiently and effectively and demonstrate entrepreneurial talent and disciplined management. A University-wide resource allocation model will be implemented in order to support institutional priorities more effectively, seize new, quickly emerging opportunities, reward innovation, and nurture excellence and creativity.

## **Values and Principles**

All elements of the strategic plan – priorities, initiatives, and enablers – are infused with a set of core values. Excellence; diversity and inclusiveness; innovation and creativity; ethical action; civility and collegiality; and openness and accountability will underlie and be reflected in all University activities. Dedicated to unconstrained inquiry and discovery, free and open debate, shared governance, and participatory democracy, the University is a community whose academic vitality and capacity to serve others flow from, and are nourished by, its core values.

Implementation of the plan will be guided by a set of action principles. These principles are the mortar that will bind together the elements of the plan and make the whole much larger and stronger than the sum of the parts. We will ...

*Build an inclusive community* that celebrates differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. We will integrate academics, the arts, athletics, learning outside the classroom, and service to others into a complete university community that values and energizes all its members.

*Embrace the power of technology* to ensure the highest quality instruction, research and scholarship, and outreach to our alumni and the larger community, and indeed to change the way the world works. Whether it is responding quickly to changing student demand for courses, pioneering the application of technology in the creation and study of literature, extending wireless Internet service to the surrounding community, inventing new biomedical devices to save lives, or exploiting the power of technology to alter how communities interact and function, Maryland will be at the forefront of technological innovation.

*Act with entrepreneurial spirit* in tackling big issues, seizing opportunities, and adapting quickly to changing circumstances. The University's unmatched rise in academic stature has been fueled by an ability to act quickly and decisively. As we compete increasingly on a global level this spirit will be more important than ever. From developing online educational programs and services to translating laboratory research into the commercial domain, Maryland will be known as the university that most successfully integrates an entrepreneurial spirit with academic excellence.

*Partner with others, locally and globally*, to extend the quality, breadth, and impact of the University's programs. The great universities of the 21<sup>st</sup> century, the world-class institutions, will be those willing and able to partner with others to achieve more than any single institution or organization could on its own. From our urban gardening program to study abroad and from collaboration with the Smithsonian Institution to working with NASA to explore the origins of the universe, Maryland will become the most "networked" university in the world.

*Take responsibility for the future*, with dedication to enhancing the quality of life of all people, sustaining the natural environment, and reinforcing the capacity of Maryland's citizens to thrive and prosper in a diverse, ever-changing, globally competitive environment. World-class universities look over the horizon and marshal all their intellectual resources to address big issues. Maryland takes its responsibility to the future as a fundamental action principle with implications both near and far. We will be a campus that is a model for the sustainability of its environment, and we will be a university that seeks solutions to the world's most challenging and vexing problems.

## **Closing**

The State of Maryland needs a world-class public research university. The state's ability to compete and the quality of life enjoyed by Maryland's citizens will depend increasingly on the leadership of its flagship institution.

The University of Maryland is ready to take the next step. With thorough analysis and broad participation, we have crafted a bold and far-reaching strategic plan, one that will advance a world-class university with worldwide impact in service to the state and nation.

We call upon all of Maryland's stakeholders, including alumni, the state's political leaders, the Board of Regent's, the business community, faculty, staff, and students, and others to join together to create Maryland's future.

## Vision, Mission, and Values

### Vision:

During the next decade, the University of Maryland will enhance its standing as a world-class, preeminent institution of higher education. The University will achieve this through an unwavering commitment to excellence in all that it undertakes. The University will attract a diverse student body that possesses the ability and passion for learning. Innovative and relevant programs, whether within or built upon traditional learning in the arts and sciences, will prepare students to be engaged and self-realized citizens and leaders for life in a complex, democratic society. The University will foster research, scholarship, and arts programs noted for their quality, creativity, and impact. As befits its proximity to the nation's capital, the University will focus on expanding its international influence and on addressing great and challenging problems of our time. Taking maximum advantage of its special location, the University will be a world center for creation and refinement of knowledge, advancement in science and technology, humanities and social sciences, global leadership, and innovative production in the creative and performing arts.

### Mission:

As a major asset to the State of Maryland, the University's mission is to foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the state, and the effective engagement of its students, faculty, and staff with the surrounding world. Outstanding students from Maryland, the nation, and the world are provided with training, habits of thought, knowledge, and skill that will guide them in their careers and ongoing leadership as global citizens. To do this, the University offers a wide range of education programs, generates a rich array of special opportunities, and nurtures a diverse and stimulating campus community. Through its emphasis on the foundational disciplines related to issues of current interest, it prepares students who can think critically about society, who have knowledge of the history and development of ideas concerning human experience and society, and who are scientifically literate, technologically proficient, and globally conscious. Through extensive programs in research, scholarship and the performing and creative arts, the University plays a significant role in advancing the frontiers of knowledge. The University places a premium on social, scientific, and technological innovations. These initiatives contribute to: economic development, solving major societal challenges, and advancing human welfare. The University shares its intellectual and artistic resources with the community for the benefit of all. It engages in collaborative ventures with a range of domestic and international institutions – educational, scientific, cultural, governmental, and commercial. These ventures serve a variety of ends. They benefit the development of the University's students and its scholarly endeavors. They provide support to the University's partners. And they advance the overall welfare of Maryland and the world beyond.

### Values:

A set of core values underlie and are reflected in all University activities and throughout the strategic plan.

- *Excellence.* Every part of the institution and every member of the University community shall strive for excellence, from recruiting brilliant faculty and students to keeping the campus beautiful with well-groomed landscaping.
- *Diversity and inclusiveness.* Maryland's rise in academic stature has gone hand-in-hand with, and been accelerated by, its increasingly diverse community of students, faculty, and staff. We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all

- *Innovation and creativity.* From the study of history to analyzing voting trends and from developing co-curricular programs to streamlining administrative functions, the Maryland community is determined to be exemplars of innovation and creativity.
- *Ethical action.* The academic enterprise is based on a commitment to seek higher truths and create knowledge. Honesty and the highest ethical standards will inform all university actions, whether in the classroom, the research laboratory, the playing field, the administrative office or anywhere else on and off campus.
- *Civility and collegiality.* The Maryland community is home to a wide spectrum of viewpoints and personalities. The commitment to healthy debate as well as the ability to agree to disagree is vital to Maryland's determination to be a broad, welcoming, and diverse community.
- *Openness and accountability.* Shared governance ensures that all members of the University family have an opportunity to participate in and take responsibility for its course. A continued commitment to openness and accountability is critical to the University's success .

## Strengths, Weaknesses, Opportunities, and Threats

In the early stage of its strategic planning effort, the University conducted an analysis of its strengths, weaknesses, opportunities, and threats (SWOT). Input was received from faculty, staff, students, alumni, and friends. As is evident in the strategic plan, this SWOT analysis played a significant role in shaping institutional priorities, major initiatives and critical enablers and determining goals and strategies in each area.

### Strengths

- **Location.** No public research university is better situated geographically than the University of Maryland. Our campus is minutes away from the nation's capital and its departments, agencies and research centers, embassies, think tanks and non-profit organizations, and the legislative, executive, and judicial centers of power. As an international city, Washington, D.C. provides Maryland faculty and students with ready access to people and organizations of great influence and extensive resources and serves as a gateway to the rest of the world.

As the flagship institution of the state, the University is fortunate to be within easy reach of Baltimore, Annapolis and the Chesapeake Bay, the I-270 biotechnology corridor, numerous major corporations, and an unmatched array of governmental research entities. The highly educated population of the state fuels a vibrant knowledge-based economy. With opportunities and issues ranging from environmental sustainability to early childhood education and from technology transfer to the creative and performing arts, our state and region provide a setting in which a world-class university is both needed and can thrive.

- **Quality and breadth of academic programs.** The University's leadership in research, scholarship, and the creative and performing arts is strong and broad. Rankings are imperfect measures of stature, but in Maryland's case they underscore an unmistakable upward trend. Today, the University is home to more than ninety Top 25 and twenty Top 10 academic programs. From dramatic growth in competitively awarded grants and a three-fold increase in faculty membership in national academies, Maryland's academic strength spans virtually all major disciplines. This strength is an invaluable asset upon which to build.
- **Diversity.** As Maryland's academic quality has increased and broadened so too has the diversity of its students, faculty, and staff. Diversity is fundamental to excellence, to a vital intellectual community dedicated to inquiry and discovery. The University's capacity to educate students for work and life in the 21<sup>st</sup> century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world.
- **Momentum.** Maryland has been the nation's fastest rising university during the last ten years. The University's ranking by *U.S. News* has jumped from 30<sup>th</sup> to 18<sup>th</sup> among public universities, and the Shanghai Jiao Tong international academic rankings, now widely followed, places Maryland 37<sup>th</sup> among all universities in the world. Research grant support topped \$400 million in 2007, compared to \$xxx a decade ago, and the 4,000 students starting their first year this coming fall come with an average high school gpa of 3.9 and SAT's topping 1300. Alumni pride has also soared, with more than a doubling of

donors and financial support in the last ten years. The Maryland family has been energized and is more determined than ever to propel the University to world-class status.

- **Culture of innovation, collaboration, and partnership.** The great universities of the 21<sup>st</sup> century will be those willing and able to be trailblazers, to link and integrate different academic disciplines, and to forge partnerships with governments, the business and non-profit communities, and other academic and artistic organizations. From its roots as a land-grant institution, Maryland has always been responsive to big intellectual and societal issues and to joining with others to enrich the educational experience of its students, advance knowledge, and stimulate creativity. Our culture of innovation, collaboration, and partnership is a distinct and significant asset.

### Weaknesses

- **The general education program.** The University's core curriculum has served us well for 25 years but needs to be reviewed and revised for the 21<sup>st</sup> century. Great universities periodically question the building blocks of learning and scholarship. Maryland must engage its faculty in rigorously examining its general education program.
- **Graduate education.** Great graduate programs are integral to great research universities. Maryland has fallen short in ensuring that its graduate programs are uniformly strong and that it provides graduate students with the intellectual and financial resources essential for success.
- **International presence.** Maryland's faculty are engaged in research and scholarship all over the world, but the campus does not reflect this international reach. Fewer than 2.5% of our undergraduates are international students, too many programs lack an international perspective, and more of our undergraduates should have the benefit of meaningful experience abroad. With our advantageous location, we have the opportunity to build one of the most vibrant international programs in the nation.
- **Deferred maintenance and infrastructure.** As a chronically under funded institution, it is not surprising that Maryland faces more than \$600 million in deferred maintenance, a shortage of space for current programs, faculty, and students, and insufficient levels of investment in technology and library services. It is imperative for the University to find new ways to support its physical and technological infrastructure.
- **Resource allocation.** Maryland's budget process is incremental and obsolete. Regardless of new opportunities and demands or changes in academic disciplines and enrollment, there is no systematic institutional method for evaluating resource allocation and determining appropriate adjustments. The University's budget process should be careful but dynamic, able to reward excellence and stimulate innovation and creativity.

### Opportunities

- **Research, scholarship, and the arts.** Maryland's rising academic stature and the quality and breadth of its programs, its advantageous location, and its culture of innovation, collaboration, and partnership present an extraordinary opportunity for leadership in research, scholarship, and the arts.

- **Keeping the State's best students in Maryland.** Where one attends college heavily influences where one ends up living and working. The University of Maryland is already a powerful magnet for the state's highest achieving high school graduates. Twenty-five percent of our state's most capable students matriculate at Maryland, while another 8% attend all of the state's other colleges and universities combined. As the flagship campus, Maryland has both an obligation and opportunity to reduce the "brain drain" out of the state and prepare more high achieving students for leadership roles in Maryland.
- **Promoting community and inclusiveness.** Maryland is proud to be one of the nation's most diverse campuses. More than xx% of our undergraduates are persons of color, and some xxx international students are currently pursuing undergraduate and graduate degrees. We reflect the world which our students will enter upon graduating from Maryland. But we cannot be satisfied with diversity "by the numbers." We have both the opportunity and obligation to be a truly inclusive campus, one that embraces underrepresented groups, values differences, and actively nurtures an environment in which people of different cultures and backgrounds enrich and learn from one another. Great universities are learning communities without boundaries.
- **Partnerships and entrepreneurial initiatives.** The University culture embraces partnerships and entrepreneurial initiatives, but regardless of academic field, geographic reach, or technological means, the opportunities are boundless. Be it pioneering the use of technology in the humanities, strengthening the skills of high school science teachers via online courses, or nurturing and spinning off path-breaking business opportunities in ethanol production, Maryland's outreach should be over-the-horizon in its creativity and impact.
- **Communications and alumni involvement and support.** By all measures, the University's visibility and reputation and the interest and involvement of its alumni have increased dramatically in the last decade. Yet, far more can and must be done. Maryland established its alumni association a mere 20 years ago, and its first comprehensive fundraising campaign concluded in 2002. Moving the University to world-class status will require an advancement program as capable and productive as any in the nation.
- **Embracing the power of technology.** The university has a special opportunity to build on its strength in technology and technology related fields to influence many aspects of university life. A first-rate technology infrastructure combined with an array of applications that integrate education, research, and administrative operations will move the university to a leadership position. Embracing the power of technology will improve the learning experience of students, open new paradigms for the use of technology in research and scholarship, expand the university's reach, and enhance the effectiveness of its administrative operations.

#### Threats

- **Unstable and unpredictable state funding.** Building a great university requires stable and predictable revenue sources. Yet the nature of the state appropriation process leads to abrupt changes, both up and down, annually. The University should pursue ways to reduce the volatility of the state funding and tuition-setting processes.

- **Maryland's flagship mission not consistently recognized.** The University System of Maryland (USM) has wide-ranging and challenging responsibilities. With multiple and conflicting demands, the USM has found it difficult to consistently stay the course in supporting its flagship institution's rise to preeminence. College Park's role in and relationship with the USM should be periodically reexamined to ensure maximum financial support with minimal bureaucratic constraints from the USM.
- **The surrounding community.** The City of College Park is a wonderful community, but it is not Ann Arbor or Madison. In too many places Route 1 has a rundown appearance, and the area is perceived as unsafe. Housing and living costs in the D.C.-Baltimore-Annapolis area are among the highest in the nation, and the region's roadways are notoriously congested. The University will need to partner with the larger community and marshal its intellectual and financial resources and political connections to create a more appealing and livable environment for the benefit of all.

## **Transformational Change**

The University's strategic plan is comprehensive and ambitious. There are dozens of institution-changing initiatives and hundreds of action steps. Every item is important. Someone, group, or unit will be responsible for each initiative, and the collective effort will keep Maryland moving forward at a pace unequalled by others.

As the strategic plan is put fully into place and its goals are achieved during the next ten years, we will accomplish four transformational outcomes. Doing so will expand the University's impact and advance its position among world-class universities.

### **The University will attract more of Maryland's and the world's most exceptional students.**

Maryland's new general education program and enhancement of the undergraduate experience will attract an even higher percentage of Maryland's highest achieving high school graduates and will be a magnet for outstanding students from throughout the nation and the world.

The broad changes and major investments in our graduate education program will bring more of the very best college graduates to Maryland for advanced study, research, and scholarship. Our location and array of strong academic programs already attract great students. With proper levels of financial support and a dramatically improved educational program, Maryland will quickly become favored by truly exceptional graduate students.

Upon earning their degrees, Maryland's alumni will be prepared to be innovators and change agents and to take on leadership roles in a wide variety of fields. We will provide the talent to serve society.

### **Maryland will be an international center, the state's window to the world and a catalyst for educational, research, and scholarly partnerships around the globe.**

Washington, D.C. is a world city. Within its orbit, the University of Maryland will be a world as well as a world-class university. We will attract the most brilliant minds from all corners, send our students abroad for exceptional learning experiences, and expand our connections and partnerships with public and private organizations in more than 75 countries and on all seven continents. Our students and faculty will focus their abundant talent and energy on working with the international community on social, political, economic, cultural, and scientific and technological issues of far-reaching consequence. Maryland will reflect the world and be a positive and powerful force in it.

### **The University will transform its surrounding area into an economically, socially, and culturally vibrant community that is welcoming and attractive to students, faculty, staff, neighbors, and visitors.**

Through the East Campus initiative, expansion of the M Square Research Park, and a wide range of civic engagement programs, the University will work with its neighbors to create a new town center with appealing retail outlets and office space as well as housing, develop the largest and most successful research park in the state, and enhance the quality of life of area residents through involvement in local schools, community development projects, and health and wellness programs. More than 6,000 new jobs will be created and the added value to economic development will exceed \$2 billion.

**As Maryland is a magnet for the best students, faculty and staff, it will also be a beacon casting intellectual talent, knowledge and new ways of understanding our world, and scientific and technological innovations throughout the state, nation, and world.**

We will be a force in fostering greater understanding of human relations and the natural environment, stimulating scientific and technological advances, and supporting economic development and creative activity. Through the individual achievements of our faculty in their respective fields, to innovative partnerships with other universities and organizations, to technology transfer and commercialization, to conferences and symposia of national and international acclaim, the University of Maryland community will continue to extend the boundaries of knowledge. Additionally, through the education and training of the next generation of an educated citizenry as well the next generation of scholars and practitioners, the University will share broadly the fruits of its intellectual endeavors. Maryland will be an institution with sweep and impact, where new ideas and ways of thinking make a difference.

**Maryland's strategic plan will elevate the University's rank among world-class universities. We will be a magnet for the very best. We will be an international center. We will create a surrounding community that is vibrant and appealing. And the expertise and talents of our students, faculty, and graduates will radiate throughout the state and world.**

**Maryland, a world-class university. Maryland, the flagship that will sustain and strengthen the state's competitive capacity and enhance the economic, social, and cultural life of its citizens.**

## **2. Institutional Priorities**

Chapters 2, 3, and 4 are the heart of the Strategic Plan, delineating in detail the specific vision, goals, and strategies that will elevate Maryland to a place among the elite of world-class universities.

Chapter 2 describes the four Institutional Priorities that are at the core of the University's mission and that are the pillars of this ambitious Plan. Sections on undergraduate and graduate education offer a vision of what educational programs that reflect the special strengths of a great research university should be like, and describe dramatic actions that we will undertake in order to achieve this vision. A section on Research, Scholarship, and the Creative and Performing Arts describes how we will expand the scope of our outstanding creative efforts to all parts of the institution and so as to engage us with the great issues of our time. The section on Partnerships, Outreach, and Engagement shows how we will become far more connected with the world around us, thereby enriching the academic enterprise while enhancing the economic, social, and cultural well-being of the larger community.

These priorities call on the strengths of the entire University community. Through them, the University will have a far-reaching and profound impact on students, on the State, the nation, and the world.

## Undergraduate Education

### Vision

The University will offer its students an outstanding and rigorous educational experience, as well as an environment and programs to support their social, moral, and intellectual growth. Students will have a range of educational opportunities that reflect the breadth and depth of a comprehensive research university. Graduates will have experienced an atmosphere of intellectual ferment and inquiry; will have participated in a diverse and inclusive community with significant engagement with different cultures and global issues; will have had the opportunity for involvement in cutting edge research, community service, public service, and the business world, and with work towards the solution of critical national and global problems. Students will succeed in completing their education in a timely manner because they are expected to and prepared to and because institutional support will be available where needed.

Our students will carry away with them knowledge, skills, habits of thought, and experiences that will enable them to continue to grow and thrive as global citizens, and will possess the creativity and entrepreneurial spirit to respond responsibly and imaginatively to the challenges of the 21<sup>st</sup> Century. They will be highly competitive for challenging, rewarding, and prestigious career opportunities. Those choosing to continue their education will be successful in gaining admittance to advanced degree and professional programs of their choice.

The University will attract and enroll highly talented students from within the state, outside the state, and throughout the world whose academic achievements and life experiences will contribute best to the learning environment for their fellow students. The University will be a place where the most talented state students can fully achieve their educational goals in an accessible state-supported institution within Maryland. It will facilitate access for students with limited means. It will stem the outflow of talented state high school graduates to out-of-state institutions, thus increasing the chance that these students will continue to live in and advance the progress and well-being of the state and region.

The University will adjust its undergraduate enrollment as necessary to ensure that available resources are sufficient to provide an outstanding educational experience to our undergraduates and to become a magnet for attracting the brightest students.

**Goal 1: The University will implement a number of initiatives to improve the quality of undergraduate education. Our programs will be comprehensive and challenging, will match or exceed students' learning goals, and will serve them well as a foundation for the workplace or advanced study and for a more fulfilling life.**

### Strategies

- A. The University will implement a new General Education program that complements the disciplinary programs and enriched special programs, and is designed to help students develop the knowledge, habits of thought, and outlook that will prepare them to succeed and thrive in the 21<sup>st</sup> Century. (See the section on General Education for specific details on the program.)
- B. Every undergraduate program will be reviewed for currency, quality, and rigor through the regular unit review process. The unit self-study will include a thorough faculty review of the content and outcomes of programs that includes at least the following elements:
  - Curriculum and learning expectations as compared with programs at peer institutions and with the entry expectations of premier graduate programs.
  - Results of learning outcomes assessments and student placements as compared to those of peer

institutions.

- Program size, institutional resources, and the level of faculty-student interaction.
- Student satisfaction levels as gauged by results from instruments such as the National Survey of Student Engagement (NSSE), systematic exit interviews, and alumni and employer surveys.

In response to the findings of the review, or to changing disciplinary areas and market demands, we may encourage and facilitate changes in programs if they are warranted. Where changes are needed, they might include the evolution, merging, dissolution, or transformation of academic programs, as appropriate.

- C. The Provost will require periodic reviews, under the oversight of an appropriate dean or deans, of all special academic programs (such as University Honors), to ensure that they remain relevant, include rigorous content, challenge and enrich those who participate in them, and engage the participation of faculty and high level staff as teachers and mentors.
- D. The Provost will work with college deans to ensure challenging classroom experiences for students, with greatly increased opportunities for quality interactions between students and faculty.
- More tenured and tenure-track faculty will teach undergraduate courses.
  - Through revised priorities for faculty teaching assignments, the University will increase the number of small classes in disciplines in which they are most effective for learning, and decrease the number of classes taught to more than 200 students.
  - A new institutional model for resource allocation will promote faculty excellence in teaching, advising, and mentoring of undergraduates.
  - Faculty will be encouraged to seek support from the Center for Teaching Excellence and similar bodies for development in pedagogy.
  - Discipline-based task forces will be charged to develop new engaging and interactive instructional methods, especially using cutting-edge information technology.
- E. The University will adjust its overall undergraduate enrollment to an appropriate size and work to create a better distribution of undergraduate students among major programs to avoid overcrowding and the resulting student dissatisfaction. This effort will be coordinated by the Office of the Provost.
- F. The University will enhance and expand experiences outside the classroom. Students will be encouraged to participate in activities such as research projects, service learning opportunities, on- and off-campus internships, and special opportunities inherent in the national capital area.
- G. The University will provide outstanding and enriching international experiences, both on- and off-campus. These will include academic programs and courses, exchange programs, study abroad, and international experiential and service-learning opportunities.
- H. The University will use all available resources to renovate and improve classrooms, laboratories, libraries, computing facilities, and the information technology infrastructure. It will work to create additional departmental and community gathering spaces for informal meetings, study, and collaborative work. Finally, the University will aggressively pursue funds to build a state-of-the-art University Teaching Center within the next five years. This Center will facilitate and support the development and use of innovative methods for teaching and learning, in addition to providing outstanding new teaching spaces.

**Goal 2: The University will attract a larger pool of applications from academically talented students, enroll more students from underrepresented groups, enroll an increasingly stronger group of freshman and transfer students, and become the school of choice for more of the highest achieving students graduating from Maryland high schools.**

## Strategies

- A. The Provost, working with the deans and the Director of Admissions, will support targeted efforts to increase the number of the highest achieving Maryland high school graduates the University enrolls. Approximately 25% of the state's most talented students currently enroll. In five years, the number will rise to 33% and in ten years to 36%.
- High achieving students include those chosen as high school valedictorian/salutatorian, those in the top 10% of their class, Maryland Distinguished Scholar finalists, AP Scholars, IB Diploma recipients, National Merit and Achievement finalists or semi finalists, and students with outstanding scores on SAT or ACT examinations.
- B. The Provost will support targeted efforts to enroll an increasing number of the most talented transfer students.
- Targeted students will include those with a 3.5 average or better in previous college work, those who will have completed fundamental studies prior to enrollment, those who have completed the mathematics courses needed to begin major study, community college honors students, and members of Phi Theta Kappa.
- C. The University will vigorously recruit and enroll students from different ethnic groups, national origins, and backgrounds, and with different life experiences, interests, and financial resources. Specifically:
- The percentage of students from underrepresented groups (African American, Asian American, Hispanic American, Native American, and multiracial), currently 33%, will rise to at least 35% of the total enrollment in five years and 38% in ten years.
  - The percentage of international students, currently 2.2%, will rise to at least 5% of total enrollment in five years and 8% in ten years.
- D. The Admissions Office will dramatically intensify its student recruitment programs. In aggressive recruitment campaigns, we will widely communicate our academic strengths, our compelling work in areas of current concern, and the panoply of opportunities available for individual growth.
- E. We will follow up on admission offers with aggressive courting of outstanding students through faculty contacts and other means.
- F. Our recruitment strategy will encompass a significant emphasis on international students. For more details, see the section on Global Engagement.
- G. The University will increase the amount and flexibility of financial aid available to students, with the goals of increasing accessibility and reducing the debt burden of our graduates. We will provide more on-campus work opportunities for students who need additional income.
- H. The University will expand special junior (HS) year and summer programs to engage prospective freshman applicants early on. It will expand partnerships with Community Colleges to help attract their most talented transfer students and give them the tools to succeed and thrive at the University.
- I. The University will better manage enrollment in order to make the best possible use of facility and human resources while being responsive to state needs. Strategies will include marketing high quality programs that currently do not attract new freshmen, examining the impact of Limited Enrollment Programs on recruitment and adjusting them as appropriate, and fine tuning the mix of new freshmen, Freshman Connection, Shady Grove, and transfer students enrolled each year

**Goal 3: The University will set high expectations for student success and will act to ensure that**

## **undergraduate students meet their educational goals in timely fashion.**

### **Strategies**

- A. The Provost will set benchmarks to measure progress as we work to increase retention and graduation rates in the next ten years. A primary goal will be to reduce the discrepancy between the retention and graduation rates of minority student groups and majority student groups. Specifically,
  - The one-year retention rate, currently 92.6%, will rise to at least 94% in five years and to 96% in ten years.
  - The six-year graduation rate, currently at 79.8%, will rise to at least 83% in five years and 86% in ten years.
  - The discrepancy between the six-year graduation rate of students from underrepresented groups and that of all students, currently at 10.4%, will be reduced to 7% in five years and 5% in ten years.
- B. Every academic unit will provide web-based, clear, complete, and consistent information about program requirements, course progressions, learning expectations, and the opportunities that are available following graduation.
- C. The University will continue its rigorous implementation of the Student Academic Success-Degree Completion Policy. The established benchmarks for academic progress will be kept current and applied comprehensively throughout the University. Students who are falling behind will be quickly identified and counseled appropriately. Expert academic advisement, peer mentoring, and professorial tutoring and counseling will be available to assist students as needed.
- D. The University will closely examine the reasons behind students' lack of academic success and will develop mechanisms to eliminate common causes leading to failure.
- E. The University will be creative and flexible in addressing financial hardship and other student crises.
- F. The University will develop tools, including state-of-the-art information technology tools, to help predict the demand for, and to manage the availability of, courses needed for students to progress in their programs.
- G. The University will proactively encourage its students to become leaders who can succeed at securing prestigious national and international awards, prizes, scholarships, and fellowships (e.g., Rhodes, Fulbright, National Science Foundation).

**Goal 4: Primarily through the leadership of the Student Affairs division the University will create a nourishing climate that promotes the personal growth of students and encourages them to participate in the wealth of shared social, athletic, cultural, and traditional activities that promote a sense of community among the student body.**

### **Strategies**

- A. The University will increase the supply of acceptable housing for all students, including housing on campus for undergraduates, adding up to 5,000 additional beds. It will continue to upgrade the quality of existing housing.
- B. The University will transform its surrounding environment into a vibrant community that is significantly safer and more attractive for students than it is today. See the separate "Surrounding Community" section of this Plan for specific goals and strategies.
- C. The University will work to integrate more effectively students living off-campus into the campus

community. Furthermore, it will provide a student services infrastructure that is customer-oriented and easy to use.

- D. The nationally recognized Student Counseling Center will widely publicize its outstanding mental health network so that all students will know that expert assistance is readily available to help them through personal crises.
- E. The University Career Center will widely publicize its numerous activities regarding internship opportunities and showcase its career counseling services so students can begin early in their studies to learn how to take advantage of the Center's resources in securing appropriate career situations after graduation.

## Graduate Education

### Vision

The University of Maryland will provide a quality graduate education at all levels that will place us among the very finest research universities in the nation and the world. With programs that provide outstanding scholarly and financial support, we will compete for and enroll top graduate students from the state, the nation, and around the world. Graduate students are a valued and major resource in support of our shared excellence. They will be the leaders of the future. At Maryland, they will receive personal mentoring by exceptional faculty and rigorous training at the cutting edge of disciplines in programs noted for the accomplishments and diversity of their graduates. They will be well cared for and provided the workplace amenities, appropriate facilities and access to living conditions that facilitate their progress. All graduates will expect excellence from themselves and those with whom they work.

Our Ph.D.<sup>1</sup> programs will be known for their commitment to excellence and for their comprehensive approach to graduate study including recruitment, mentoring, career preparation and placement. Ph.D. students will be full-time and fully funded for their term of study, complete the degree in 4-6 years and graduate with little or no debt. Students will have mentored teaching experiences, knowledge of how to win grants, and preparation to be competitive for prestigious and challenging positions. Ph.D. students will normally have completed substantial published scholarly work, or other creative activities as appropriate, at the time they graduate.

Our Master's programs and professional doctoral degrees will be known for their excellence and breadth in providing professional training to meet State needs and recognized employment opportunities in the State, the region, and the nation. These programs will have received external recognition through their own professional accreditation process, as appropriate. Our Master's and professional doctoral graduates will provide leadership in their fields and will be known for their command of the theories and practices of their chosen disciplines.

**Goal 1: The University will have graduate and professional programs of the highest quality, characterized by high completion rates, a short time to degree, outstanding accomplishments by our students, appropriate and prestigious placements upon graduation, and Ph.D. programs that require full-time fully-funded students.**

### Strategies

- A. The University will ensure that the scholarly bases for outstanding program quality and academic success are in place, primary among them being outstanding faculty whose research, scholarly and creative activities are of high impact and who participate actively as supporters, collaborators, mentors, and role models for the work of their students.
- B. Ph.D. students, regardless of their source of funding, are expected to carry a full-time academic load. Every program will assure graduate assistant appointments, fellowships, or equivalent levels of funding (including discipline related employment) for every admitted Ph.D. student for a period equal to the program's intended normal time to degree.

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<sup>1</sup> In this document Ph.D. programs refers as well to Master's programs that are preparation for Ph.D. training and doctoral programs (excluding professional doctorates) or Masters program's such as the Master of Fine Arts, that are accepted credentials for University faculty positions.

1. The University will set minimum graduate assistant stipends that provide a competitive advantage. A minimum of \$18,000 for 9.5 month appointments (in 2006 dollars) is suggested.
  2. Resources to accomplish these strategies will be developed by: a) decreasing the total number of Ph.D. students on campus by about 1000 [2006 conditions]; b) exploring, collaboratively with graduate student representatives, a cost saving modification in health insurance for graduate students that does not reduce benefits; c) removing required steps in graduate assistant stipends; d) giving Ph.D. students first priority in the awarding of institutional financial support for graduate students.
  3. The University will set and enforce standards to increase the number of graduate assistants funded through research grants, to reach at least the level of the average of our peers. Units will also be expected to seek private funding for fellowships.
  4. The Graduate School will explore partnerships with federal laboratories and other research organizations, government agencies and businesses to encourage employer support for employees pursuing doctoral degrees through a program of partial tuition remission for full time students.
- C. The graduate faculty, who bear the responsibility for the excellence of all aspects of our graduate programs, will set appropriate goals for program success and ensure that they are reached.
- D. Within one year, each program will develop benchmarks for satisfactory progress to degree to be evaluated in the annual review of student progress.
- E. Each program will maintain measures of program success that include the PhD completion rates, expected normal time to degree, qualifications of entering students, quality of placement, percentage of students funded on research grants, and measures of diversity. These goals and benchmarks must be developed in collaboration with the chair and college dean and submitted for approval to the Graduate Dean and Provost, who will use them for program evaluation in the 7-year program review.
- F. The Provost will conduct tri-annual, formal reviews assessing each program's effectiveness in utilizing institutional financial support for graduate students to meet program goals, and the Graduate Dean and Provost will consider program data in determining the allocation of fellowships funds and institutional financial aid, including assistantships.
- G. Graduate programs will set high expectations for student accomplishments, including the following:
1. publications or professional presentations at the national/international level;
  2. excellent oral presentation skills;
  3. original work produced through research, scholarship, creative arts or performance at the cutting edge of the field; and
  4. thorough understanding of the important problems in the discipline and ability to conduct research and think creatively to address them.
- H. Departments will articulate explicit expectations for faculty mentoring. Quality of mentoring will be an important factor in the review of faculty for promotion and merit pay and in five-year post tenure reviews. Ph.D. advisors and their students must share a clear understanding of the program's academic requirements and expectations for satisfactory progress. The research advisor or other program mentor and student should meet regularly

to discuss progress toward meeting program benchmarks, preparation for an annual student review, and preparation for highly competitive job opportunities.

- I. Through demonstration of best practices and development of new policies, the Graduate School will encourage and facilitate curriculum innovation in graduate programs, such as cross-college team teaching, application of instruction modules, and other innovative approaches to improving education quality and decreasing time to degree.
- J. Because much important original research occurs on discipline borders, the University will continue to develop effective models for high quality interdisciplinary research and education programs. These include certificate programs that offer interdisciplinary credentials; umbrella Ph.D. programs that encompass large general research areas with highly flexible subdivisions reflecting faculty interests; and Field Committees that identify specializations and emerging research areas and can change as the expertise and interest of the faculty evolve.
- K. All Master's programs will be widely recognized for their excellence in training
  - 1. The University will expand financially self-sustaining entrepreneurial Professional Master's Programs as resources permit, to serve the needs of the state, the region and the nation.
  - 2. The Graduate School will encourage and support flexible curriculum and multi-media delivery for Professional Master's programs to meet the needs of students who are working professionals.
  - 3. The University will develop a process for allocation of financial aid for tuition support in order to enhance recruitment for Professional Master's Programs.

**Goal 2: The graduate experience at the University will promote success by right-sizing enrollment to maintain program quality in line with program resources and market demands for graduates, providing assistantship assignments that are supportive of academic success, and greatly improving general living conditions including pay and benefit levels and housing availability**

### **Strategies**

- A. The Graduate School will require that Ph.D. programs be right-sized, adjusting enrollment to assure that programs are of high quality, supported by sufficient resources and produce a number of graduates that can be matched by market demands.
  - 1. State supported teaching assistantships and fellowships are institutional financial aid and will be awarded based on program quality and success.
  - 2. Graduate program size should not be determined by undergraduate teaching responsibilities. Programs should admit only as many graduate students as can be properly trained and supported with available resources. In particular programs should admit Ph.D. students only when resources and necessary workplace arrangements are available to support the student for the intended normal time to degree.
  - 3. Each Master's and each Ph.D. program will recommend a target program size corresponding to metrics of quality and resources and a plan to reach that size. Plans for increasing, decreasing, or maintaining the size of programs will be developed in collaboration with appropriate chairs and college deans and presented for approval to the

- Graduate Dean and the Provost, who will set specific enrollment targets for each program.
4. Professional opportunities for graduates and ease of quality placement should be considerations in determining the number of student to admit.
  5. Graduate programs lacking a critical mass sufficient to provide excellence in education should be eliminated or combined with other larger programs.
- B. The Graduate Dean will work with college administrators to ensure that Graduate Assistantships are educationally productive
1. Each unit chair, working with the faculty, has the responsibility to ensure that graduate assistant assignments are productive, enhance student qualifications, meet the workload goal, and are consistent with the educational objectives of the student and the program. Work assignments will not limit satisfactory progress toward the degree.
  2. Departments will provide work assignments that graduate assistants receiving full stipends can satisfactorily complete in no more than a 20-hour average work week, and ensure that graduate assistants spend no more than 20 hours per week on average throughout the term of appointment on work unrelated to their research.
  3. Wherever possible, programs will provide a mixture of types of support so that every Ph.D. student who is considering entering the professoriate will have the opportunity to teach and no student will have only teaching assignments.
  4. All administrative graduate assistant appointments must have a research or professional development component, or the work may not be assigned to graduate assistants.
  5. An institutional grievance procedure will be established to be used in cases where disagreements concerning graduate assistant workload cannot be resolved by mutual agreement at the unit level.
- C. The University will increase the availability of high quality, affordable housing near campus for all full-time students, with priority for new Ph.D. students.
1. The University will develop a comprehensive graduate student housing master plan. The aim is to provide access to safe and affordable housing, at least comparable to that of our peers, for all full-time graduate students who want to live nearby.
  2. The University will give preference to Ph.D. students in graduate student housing totaling 1250 beds that is planned for the East Campus development.
  3. Colleges will be able to provide rent subsidies and guaranteed East Campus housing to enhance recruitment of top students.

**Goal 3: We will be competitive with top institutions for the best students seeking graduate education every year. We will enroll students who excel in academic achievement and the promise of outstanding creativity and whose diversity will contribute to the vigor, scope, and intellectual excitement of our programs.**

- A. The University will develop a proactive and effective set of outreach strategies in a program of active recruitment.
1. Faculty will be actively involved in the recruitment process and will inform colleagues at potential feeder schools of the strengths of their programs, the availability of strong financial packages, the success of recent graduates, and the strengths of the University of Maryland.

2. The Graduate School will enhance block grant fellowships, Wylie dissertation fellowships, and similar programs to support recruitment and timely completion.
3. The Graduate School and the Division of Student Affairs will provide potential applicants information on graduate housing, student organizations including international student groups, student services, etc., when they first inquire about our programs.
4. Graduate programs will complement the use of GRE and undergraduate GPA in admissions decisions with other criteria that predict successful completion. Programs will assess the match between student goals and program goals prior to admission.
5. Programs will maintain informative up-to-date web sites that contain the program's expectations for students, including formalized benchmarks for satisfactory progress and continued funding.

B. The University will renew and intensify its commitment to a diverse Graduate School.

1. The Provost and the Dean of the Graduate School will consider the success of its graduate programs in recruiting and graduating a diverse population of graduate students by appropriately apportioning institutional financial support to programs, departments, and colleges.
2. The Graduate School will provide information and training to graduate directors and interested faculty on best practices in recruitment and retention of students from underrepresented groups.
3. The Graduate School will maintain and publicize an up-to-date list of outside sources of support from funding agencies and foundations that are specific for underrepresented minority and women graduate students.
4. Graduate programs will develop specific plans for recruitment of underrepresented students, which will be reviewed by the Graduate School. The Graduate School will assist programs to develop active Faculty Partners Programs and other outreach activities and will distribute best practices for creating diverse, inclusive, collaborative educational environments and academic communities.

**Goal 4: The University will prepare Ph.D. graduates who will be highly competitive and well prepared for positions at prestigious educational institutions and for responsible research positions in government, industry, and nonprofit organizations. Master's graduates will be in high demand for professional positions in their fields.**

A. Graduate Programs will proactively assist students' preparation for post graduate placements.

1. Programs will inform potential applicants about the positions that graduates from the program have secured and the positions the program expects future graduates to pursue and will develop a formalized program of career preparation, including, where possible, designating a career advisor.
2. Programs will actively track employment and contact information of alumni, including first placement.
3. Programs will be required to discuss their success in meeting University and program specific placement objectives in the 7-year program review. Success in placing graduates in prestigious positions will influence budget allocation decisions.
4. Programs will provide opportunities for students engaged in research to present their work annually to peers and graduate faculty in a formal departmental seminar or informal "brown-bag" research group talk and will work to ensure an environment of mutual respect in which research issues are openly debated.

5. Whenever possible, programs will provide resources to support travel to national and international meetings, introduce students to visiting researchers, and provide other avenues for students to increase their national visibility. Programs will report these awards annually to the Dean of the Graduate School.
- B. The Graduate School will collaborate with the Center for Teaching Excellence and University Career Center to provide career service support including career training workshops, career fairs, and workshops on development of teaching portfolios and seek other ways to assist in student placement activities.

## **Research, Scholarship, and the Creative and Performing Arts**

### **Vision**

The University of Maryland will be a world center for the creation, refinement, and dissemination of knowledge. Through research and scholarship, the University advances knowledge and illuminates the human condition. Through its work in the creative and performing arts, it enriches the human spirit and is a major contributor to the cultural life of the state and region. We make major contributions to advancements in science and technology and are leaders in addressing the major societal issues of our time.

The productivity of our exceptional faculty will sustain large scale initiatives of great impact, support outstanding undergraduate and graduate programs, and will help fuel the economy of the State. Our strength in research and scholarly enterprises will bring greater national and international visibility to the University and the State of Maryland, and will promote the State's interests in a global economy. It will greatly leverage the state's investment by helping us to attract substantial funds in support of university activities. The University's commitment to innovation and entrepreneurship will support and enhance the State's leadership in the knowledge and high-tech economy.

To achieve this vision, the University must first of all continue to attract and retain the outstanding faculty and staff who will provide the leadership and expertise to do so. Goals and strategies for this are in the Faculty and Staff section of this plan. The goals and strategies listed below will serve to facilitate the work that faculty will do.

### **Goal 1. The University will foster a culture in which every program and center engages in research, scholarship, and other creative works at the level of the best in its discipline.**

#### **Strategies**

- A. The Office of the Vice President for Research will work with academic units to set clear goals for reaching a level of excellence as measured by national rankings or other measures:
  1. By 2010, every program will formulate a plan for its advancement, with a target of improving its national ranking by 2018, if such rankings are available and reliable. Among disciplines where the number of national programs is large, the goal is to have at least 80% of our programs ranked within the top 25 by 2018.
  2. For disciplines where the number of programs is smaller, the Dean and the Provost will agree on the ranking goal or, in the absence of rankings, will develop comparable evaluation measures. For the latter case, alternative indicators of prominence could include comparison with peer institutions of the numbers of: prestigious fellowships, awards and prizes won; editorship or editorial board service of major journals; books and articles in the most prestigious venues; and appointments to national/international research centers.

The continued support of major programs that do not reach mutually agreed upon minimum goals will require approval and special justification.

- B. The University will continue to increase the level of externally supported research programs. The deans and Vice President for Research have set the following targets:
- Institutional research awards from all sources, currently \$407M, will reach at least \$500M by 2013 and be in excess of \$700M by 2018.
  - Where appropriate, colleges, departments, institutes and centers will benchmark research grant dollars per faculty member against the average of their disciplinary peers. Those units operating 20% or more below this benchmark will reduce the differential by at least half by 2013 and exceed the benchmark by 2018.
  - The University will develop and implement a coordinated strategy to pursue grants from major foundations. Foundation grants currently constitute 4% of total external research funds; by 2018 they will constitute 10% of total external research funds.
  - The number of \$1 million or more annual grants for research support will increase by at least 50% by 2013 and will at least double by 2018.
  - Building on a coordinated effort by the deans and additional support from the Office of the Vice President for Research, the number and value of external awards for the arts, humanities and other areas where grants have historically been relatively rare will double by 2013 and triple by 2018, both for individual research and for collaborative projects.
- C. The number of members of the National Academies (Science, Engineering, and Medicine) or in similarly prestigious societies for the Arts, Humanities, and Social Sciences will increase by at least 50% by 2018.
- D. The Office of the Vice President for Research will serve as the comprehensive center of support for excellence in research across all the disciplines, facilitating the success of stated goals.
1. Working with deans and unit heads, the Vice President will help stimulate and will coordinate all large research efforts, especially those that cross unit boundaries, to ensure a coherent and efficient support strategy.
  2. The Vice President's office will add staff members, who will include specialists in the humanities, the arts, and the social sciences, with records for successful grant applications to major foundations and government agencies funding these disciplines.
- E. Deans of Colleges and Schools, in concert with the Offices of the Provost and Vice President for Research, will develop expectations for the research and scholarly productivity of all departments and centers at the level of the best in the discipline. Where appropriate and available, mutually agreed upon quantitative output measures will be used to benchmark each unit's standing, allowing performance and productivity to be measured and monitored.
- F. Every academic unit will aggressively pursue efforts to raise grants for research, scholarship, performance, and other needs, as appropriate to the discipline. These efforts will be supported by the Office of the Vice President for Research.
- G. Institutional resources will be preferentially directed to support those units that demonstrate more activity and success in advancing their research and scholarly efforts, creative achievements, and national/international recognition.
- H. To encourage and strengthen research and scholarship across the institution, the Vice President for Research will work to double available internal university seed funding support,

and to increase the effectiveness of the GRB or other mechanisms that provide faculty the time and resources needed to succeed in their scholarly endeavors. These funds will be targeted preferentially to programs in the arts, humanities and other areas where external funds are scarce.

**Goal 2: The University will be widely known and respected nationally and internationally for its suite of outstanding interdisciplinary research efforts, many focused on major societal issues.**

### **Strategies**

- A. The University will significantly expand multi-disciplinary research efforts that leverage existing strengths and address significant societal issues, with the goal of becoming among the few best in the world in selected areas. Criteria for choosing those to develop and support will include:
- 1) The leadership of a senior faculty champion or group and the presence of a sufficient corps of faculty and staff committed to the highest achievement.
  - 2) Competitive positioning and the likelihood of world-class distinction.
  - 3) Responsiveness to an important societal problem and potential for impact.
  - 4) Compatibility with the academic goals and mission of the University
  - 5) Potential for significant government, corporate or foundation funding.

The Vice President for Research will coordinate with the relevant Deans and unit heads the planning and expansion of such efforts. Multi-disciplinary research areas that meet the above criteria will be organized and expanded with the support of university resources.

- B. Multi-disciplinary research areas that meet the above criteria and are currently being considered include: Global Climate Change; Language, Culture, and Cognition; Energy; Nano-Bioscience and other new technologies; Health; and Information Sciences. Other multidisciplinary initiatives that would similarly build on significant strengths in important areas are a world-class Humanities Center, focused on a core of well-funded research projects (in areas such as the already prominent digital humanities), that would draw scholars from around the world, and a brain imaging research center that could transform the successful Neuroscience and Cognitive Science multi-disciplinary graduate program into a world-class research hub.
- C. The Vice President for Research will continue to work with the Provost, Deans and faculty to identify and support such new emerging areas and programs. As an explicit goal, it is expected that by 2018 the University will have successfully established the first group of seven major multi-disciplinary programs, many of which are expected to reach annual funding levels of \$20 million or more, and will have in place at least five additional initiatives at varying levels of development.
- D. The University will strongly encourage these major initiatives by providing support, including seed funding to conduct the necessary preliminary work, to support the efforts of outstanding faculty members whose expertise and leadership will be required for the success of these initiatives. The Vice President for Research will coordinate these efforts in concert with the Provost and the Deans.

**Goal 3: Taking advantage of its special location, the University will strengthen its research programs by further expanding collaborations with national and international partners for mutual benefit, including the sharing of expertise, personnel and use of advanced facilities.**

#### **Strategies**

- A. Close collaborations with Federal, State and private agencies and laboratories in the area will be maintained and expanded. We will encourage joint training of a growing cadre of graduate students and the sharing of facilities where this leads to closer partnerships between University and laboratory researchers. We will endorse significant numbers of new joint appointments for university and laboratory personnel to facilitate these partnerships.
- B. Collaborations will also be maintained and expanded with other area research universities, especially UMB, UMBI, UMBC, and Johns Hopkins. Sharing resources and expertise, especially in such fields as Bioengineering, Cognitive Science, and Public Health, works to the benefit of all partners.
- C. Collaborations with museums, galleries, libraries, and performing arts organizations will be emphasized and expanded. The University will use these interactive partnerships to actively pursue major foundation proposals, in such areas as the collecting and archiving of digital objects, the creation of new, especially multi-media works of art, collaboration in the performing arts, the mounting of innovative museum exhibitions, social science surveys and data collection and other similar areas.
- D. Partnerships with select companies interested in collaborative research and development projects of potential commercial value will be a priority. The University will provide resources and a more flexible approach to intellectual property and licensing issues in order to establish at least two specialized agreements of these types per year.
- E. Institutional mechanisms will be better developed to facilitate the sharing of professional expertise in joint research and creative projects, as well as in the education of students at both at the graduate and undergraduate levels. Also, specialized seminars for professionals at both private technology companies and public laboratories will be an effective approach both to provide a service to the technology community and to achieve a new revenue source.
- F. The University will foster and maintain close relationships with the leadership of government agencies, private corporations and foundations, particularly through service on their advisory boards, policy forums, taskforces and training programs,. These ties will position it to respond quickly to new opportunities, will improve the likelihood for funding new initiatives, and will facilitate collaboration once a new project is under way.
- G. The University will establish an Advisory Committee on Research, to advise the Provost and the Vice President for Research on strategic directions that the institution might pursue. Composed of regional business, government and cultural leaders, the committee can also serve as an effective advocate for the University.

**Goal 4: The University will use its research enterprise to substantially increase its role in entrepreneurship, technology transfer and commercialization, and venture creation to significantly enhance the state's and nation's competitiveness and fuel the region's economic development engine.**

#### **Strategies**

- A. The Vice President for Research will put a new organizational structure in place to facilitate and expand entrepreneurial ventures and interactions with the private sector. This organization will be responsible for creating a significant improvement in technology transfer, technology commercialization, venture creation and other outreach activities serving all parts of the University. We will augment existing technology entrepreneurship and commercialization programs and activities that have demonstrated their value and their contributions to economic development and competitiveness. We will measure success by increases in the number of patents, significant licensing agreements, new ventures created, and major collaborative projects with industry with a significant economic impact. We anticipate a tripling of revenue from commercialization activities by 2018.
- B. To support the entrepreneurial activities of the faculty and students in commercializing their research results, the university will build a strong and active network of friends within the angel and venture capital community. This will include successful entrepreneurs, professional accounting firms, and other entities whose work and experience will be important in the development of new ventures. The members of this network will be provided regular opportunities for exposure to the University's research activities of potential commercial value, as well as to university-based companies in various stages of formation.
- C. The University will aggressively recruit private, federal, and non-profit research groups to the M Square Research Park and selected locations adjacent to the campus, with the ambitious goal of tripling by 2018 the square footage in the park dedicated to University related research. The University will enhance appropriate affiliate relationships, joint research, and scholarly activities with research park tenants and groups adjacent to campus to maximize connectivity with faculty, staff and students on campus.

## **Partnerships, Outreach, and Engagement**

### **Vision:**

The world-class universities of the 21<sup>st</sup> century will actively connect research and learning to problem-solving and service in ways that enrich the academic enterprise and enhance the quality of life of citizens both near and far. The University of Maryland is already a leader in engagement with the larger community and will eagerly embrace new partnerships that will extend its reach.

During the next ten years, the University of Maryland will become the most “networked” university in the world, achieving distinction for the quality and breadth of its partnerships with other organizations and its academically-based engagement activities. It will be recognized regionally, nationally, and internationally for the extraordinary impact and value of its service.

Maryland is especially well suited for leadership in outreach. With Maryland’s land-grant heritage and flagship role, outreach and service are central to its mission and values. And the University’s location offers unparalleled opportunities for partnerships and problem-solving initiatives. Our larger community is home to a vibrant population that reflects a vast array of cultures, ethnic and racial backgrounds, and economic differences. The State of Maryland and the Washington, D.C., area include the world’s most powerful government center and an unmatched set of research, cultural, and educational organizations and thriving, knowledge-based businesses. It is also a location that brings the challenges of urban schools and urban health and crime problems. Engaging the larger community, whether local or international, is fundamental to Maryland’s mission and a responsibility we willingly assume.

**Goal 1. The University will actively work to extend Maryland’s presence and impact to every part of the State and the world.**

### **Strategies:**

A. To fulfill its mission and realize its full potential, the University of Maryland will establish and strengthen high energy productive partnerships with governments, the business community, educational, scientific, and artistic organizations, a wide range of non-profits. and a growing number of individual alumni and friends.

By 2018, the University will establish and expand partnerships that strengthen and sustain our relationships across a range of categories, including the following: .

#### Governments and governmental programs

1. Every municipality within five miles of the campus
2. Every Maryland county and school district and Baltimore city
3. Every State of Maryland agency and major program
4. Every major federal government department, agency, and laboratory

### Corporations and the business community

1. The top 100 corporations in the state
2. At least 1,000 other Maryland business enterprises and organizations, with special focus on start-up and emerging businesses
3. The top 100 corporations in the nation

### Public and private organizations across the country and world

1. At least 100 of the world's leading universities
2. At least 100 of the leading charitable foundations that support higher education and university-based research and projects.
3. At least 1,000 public and private organizations in at least 75 countries and on all seven continents.

### Maryland Alumni and Friends

1. At least 100,000 alumni and friends of the University who contribute annually, belong to the Alumni Association, and/or provide volunteer services.

## **Goal 2. The University will serve as the region's most important catalyst for economic development.**

### **Strategies**

- A. As the state's most valuable asset, the University will contribute even more to the development of the region's economy through partnerships with start-up, new, and established businesses and collaboration with government research and development agencies and educational and non-profit organizations. See the section on Research, Scholarship, and the Creative and Performing Arts, which sets bold targets and gives detailed strategies for our contributions to the region's economy.
- B. The University will play a special role in a partnership with the City of College Park to develop East Campus as a stimulus to economic growth and vitality. See the following "Surrounding Community" section for details.

## **Goal 3. The University will transform existing work with Prince George's County into a partnership that is a national model for beneficial community and campus engagement. It will improve K-12 education and governmental services, expand economic development, and enhance the County's social fabric and cultural life.**

### **Strategies:**

- A. This Prince George's County initiative will be coordinated and implemented by the University's vice presidents council, reflecting both the institutions' commitment and the breadth of actual and potential partnerships.

- B. The University will establish the Partnership for a Greater Prince George's County to coordinate and stimulate University work with both public and private organizations that advances our teaching and research programs and enhances the quality of life of the County's citizens. Under the partnership, the University will:
1. Create a website, establish an electronic and print communications program, and develop a database of County-oriented organizations and university academic resources in order to publicize existing linkages and promote new opportunities for partnerships with governmental, business, educational, civic, and non-profit entities.
  2. Secure private and public funding to establish a Community Initiatives Venture Fund that by 2013 will provide at least \$50,000 annually in seed support for new and expanded economic development projects and social service and cultural programs. By 2018, increase annual expenditures to at least \$100,000.
  3. Establish a technical support service in the Corporate and Foundation Relations Office to help secure grant and philanthropic support.
  4. Conduct forums, workshops, and conferences for the benefit of County-based businesses, government agencies, and non-profits.

**Goal 4: The University will employ the capabilities of the Maryland Cooperative Extension with its rich tradition of Land Grant service to address central quality of life issues throughout the state.**

### **Strategies**

- A. With programs in all twenty-three Maryland counties and Baltimore City, the University of Maryland Cooperative Extension (UMCE) is committed and poised to lead in outreach and engagement from the Chesapeake Bay to rural and farmland communities to urban areas. During the next ten years, UMCE will develop new and enhanced partnerships at the local, state, regional, and international level in order to expand, adapt, and strengthen its educational programs responding to the needs of a growing and rapidly changing region.
- B. The mission of UMCE encompasses three primary areas: quality of life, economic prosperity, and environmental stewardship. UMCE will partner with others to advance work in each area.
1. Natural Resources. UMCE and Maryland's Sea Grant program will partner with agencies and organizations to provide greater protection of the State's abundant natural resources, with special focus on the Chesapeake Bay, the largest estuary in the United States and the most important measure for the quality of environmental health in the region.
  2. Production Agriculture. Production agriculture is a significant contributor to Maryland's economy through its animal, plant, and urban horticultural industries. UMCE will expand its work with farmers, farm organizations, and the State to

develop strategies for keeping the agricultural industry vibrant and for protecting the environment. Special focus will be centered on innovation, alternative crops, and value added enterprises.

3. Family and Consumer Science. Programs in nutrition, healthy homes, and family finances will be expanded to address the needs of growing numbers of Maryland's citizens. UMCE will partner with local communities to help more families deal with health care issues, adopt healthier lifestyles, and manage planning and finance issues, including budgeting, debt reduction, and retirement planning.
4. Four-H/Youth Development. As the premier provider of non-formal youth education, 4-H is positioned to have a profound effect on Marylanders. Programming will be expanded to increase the diversity and involvement of youth and adults in the core areas of science, engineering & technology; healthy living; and citizenship. Youth and adult partnerships will be strengthened to enable youth to become actively involved in community issues and governance.

**Goal 5. The University of Maryland will build and expand partnerships throughout the State and region that have transformational impact and serve as national models for collaborative efforts.**

**Strategies:**

Under the leadership of the Senior Vice President for Academic Affairs and Provost and the Vice President for Research, and with the involvement of the other vice presidents and the Council of Deans, the University will energetically seek to develop new partnerships and strengthen on-going ones in areas that impact the quality of life of the State's citizens. Examples of initiatives include:

- A. The Clarice Smith Performing Arts Center and the academic units it houses is a national model for showcasing how partnerships enhance the cultural and aesthetic quality of life in ways that benefit the larger community. In both the number and scope of partnerships, the Clarice Smith Center is among the top few institutions of its kind nationally and quite possibly the leader. It will strengthen its scholarly affiliations with the Library of Congress and Smithsonian Institution, and collaborations with the National Symphony Orchestra. It will enhance its programs with the community, including those that serve public schools in Prince George's County. Finally, it will collaborate with other universities to commission new works.
- B. Maryland's College of Education, with strong ties to all of the state's school districts, will expand its partnership with the State and with international organizations to improve K-12 education. Two specific initiatives are contemplated:
  1. Establishment of a School Leadership Collaboration Institute, with a board of superintendents and participation by State Department of Education officials, to stimulate and guide focused research on critical issues facing Maryland schools. Among the topics and challenges that may be examined are the No Child Left Behind Act, the achievement gap between African American students and the general population, teacher recruitment and retention, and the preparation of

- teachers in the fields of science, technology, engineering, and mathematics (STEM).
2. Development of an International Institute on Education and Human Development, to build on current research and teaching strengths in ways that enhance understanding of educational approaches and systems here and abroad. Potential partners include the US Defense Department Schools in Europe and US AID.
- C. The University's School of Public Health, through its extensive community-based student internships, faculty service activities, and research expertise, will lead the University health and wellness initiatives.
1. The School's Herschel S. Horowitz Center for Health Literacy will lead in integrating health literacy service activities into university-wide activities to promote healthy behaviors and wellness. The Horowitz Center will work closely with the College of Agriculture's Cooperative Extension Program and integrate its efforts with the State's 2020 plans.
  2. The School of Public Health, joining with the University Health Center, will lead in implementing the recommendations of the university health and wellness task force, establishing a national model. This "Healthy University and You" initiative will identify and integrate best practices that lead to improved health and well-being.
- D. The University of Maryland Incentive Awards Program, launched by President C. D. Mote, Jr. in 2001, is partnering with nine Baltimore City high schools and five Prince George's County high schools to provide four students from each school with a life-transforming opportunity to attend the state's flagship campus. During the next ten years, we will add high schools in Baltimore and Prince George's County and extend the program into at least five additional counties in the state.

### 3. Strategic Initiatives

Chapter 3 describes three “Strategic Initiatives” that will transform the University in significant and dramatic ways. A thoroughly revised general education program will expand its focus to all areas of the University while continuing to build on traditional disciplines and engaging with important issues of our time. Enhanced attention to our place in an interconnected world will translate into an infusion of global issues into the University curriculum and more opportunities and incentives for students to study, work, and perform essential service abroad, preparing them to be well informed citizens prepared to engage with the global community. Closer to home is the University’s far reaching plan to help transform our neighboring community into a vibrant and welcoming place to work and live.

Although identified separately, these initiatives all relate to and strongly support our vision for dramatic progress in the domains of the Institutional Priorities. Table 1 illustrates these relationships.

		Institutional Priorities			
		Undergraduate Education	Graduate Education	Research, Scholarship and the Creative and Performing Arts	Partnerships, Outreach and Engagement
Strategic Initiatives	General Education	VV		V	V
	Global Engagement	VV	VV	VV	VV
	Surrounding Community	VV	VV	VV	VV

Table 1: Relationship between the Institutional Priorities and Strategic Initiatives. “V” indicates a linkage; “VV” indicates a strong linkage.

## General Education

### Vision

The University of Maryland promises its students an education grounded in excellence and set squarely in the context of a new century. In fulfillment of this promise, the University is reshaping its general education program. The new program will provide an intellectual context for academic, personal, civic, and professional life, in which students will be challenged to explore how various disciplines contribute to knowledge and to an understanding of the human condition and society. This experience will be embedded in courses in traditional disciplines and also will confront complex issues that cut across disciplinary boundaries. Through fundamental studies in English and mathematics, the new General Education program also will impart to students habits of thought and skills in analysis and communication needed for success in their primary fields of study and throughout their lives. The combination of interdisciplinary, disciplinary, and fundamental studies comprises a new General Education program that will serve students in their majors and far beyond their undergraduate studies.

The new General Education proposal retains the present requirement of Fundamental Studies in English and mathematics for all students but replaces what previously was known as Distributive Studies with a new conceptual structure. In this new structure, each General Education course will be characterized along three dimensions:

- 1) “Pathways to Knowledge and Creativity.” The “Pathways” dimension identifies the particular disciplinary approach to knowledge, which may be studies and/or practice in one or more of three broad areas: Natural Sciences and Technology; Human Behavior, Societies, and Institutions; and Humanities and Arts.
- 2) “2020 Perspectives.” This dimension is the signature of the proposed program. Each perspective is a category of courses that focuses on important issues of our time, bringing a variety of disciplines to bear on the topic. The new program will be designed so that, as students fulfill courses in the Pathways, they will encounter subject matter in the Perspectives.
- 3) “Ways of Thinking.” The “Ways” dimension identifies which of a variety of intellectual approaches are to be emphasized in each General Education course; categories proposed include critical thinking; integrative thinking; and creative thinking.

Students will choose their courses primarily through the placement of the courses in the first two dimensions. This placement will characterize the scope and disciplinary content of each course. The courses that will populate these categories will impart knowledge and encourage habits of thinking associated with a liberal education. The arts and sciences are pillars of the Pathways, and the broader Perspectives allow for contributions from many fields of study. All thirteen colleges and schools will contribute to the new program.

The topics selected for the “2020 Perspectives” reflect the existing strengths of the institution. This dimension will be dynamic, with sufficient flexibility for faculty to address emerging issues.

**Goal 1 The Provost will oversee the development of this broad, conceptual plan into a fully operational General Education program, which will begin with pilot programs in Fall 2009 and move to full implementation in Fall 2013**

### Strategies

- A. The Provost will appoint a committee to develop a plan for the initial implementation of the recommended General Education structure. This plan should be completed by February 2009 to allow for a pilot implementation in the subsequent Fall semester. The plan will include specific requirements for numbers and types of courses to be taken and recommendations for the initial set of 2020 Perspectives. It will be designed to accommodate the current credit limits of existing baccalaureate programs.
- B. Academic Affairs will initiate operation of the program with well designed pilots for 1-3 limited cohorts of students in the Fall 2009 entering class of freshmen. The University will move to full implementation for the Fall 2013 entering class of freshmen with revisions as needed based on the assessment of the pilots.
- C. The implementation process will involve considerations of the following:
  - a. Articulation of the learning outcome goals for each element of the new General Education program, consistent with existing University policy.
  - b. An inventory of existing courses with regard to how they may fit, or might be modified to fit, within the new three-dimensional framework.
  - c. An analysis of the numbers and types of courses that would have to be developed in order for the proposed program to meet the needs of the entire undergraduate student body.
  - d. An analysis of the fit of General Education requirements with existing major requirements.
  - e. An analysis of General Education courses typically covered through transfer and Advanced Placement or similar credits, used to determine how transfer credits may be accommodated within the new structure.
  - f. An analysis of potential software and training issues that the new program poses for advisement and registration.
- D. The plan will be flexible to accommodate the needs of transfer students and of students entering the university with Advanced Placement, International Baccalaureate or other pre-college credits, at least in early stages of implementation. The implementation committee will consult with representatives of other USM institutions and community colleges in this regard.
- E. The initial implementation committee will prepare the documentation necessary to achieve approval from the Maryland Higher Education Commission for this program. The new structure deviates from the standard state prescription for General Education, but is acceptable under other sections (See 13B.02.02.16D(2)(b)-(c) and 13B.06.01.03 of the Code of Maryland Regulations, COMAR).
- F. After the implementation planning stage, the Office of Undergraduate Studies will have oversight of the General Education program. Duties will include maintaining the evolving list of 2020 topics and approving individual courses and their categorizations. The Provost will appoint, with approval from the Senate, a Council representing all the colleges and schools and composed primarily of faculty with student representatives. This Council will be chaired by the Dean for Undergraduate Studies and will be responsible for implementing, managing, and maintaining the quality of the General Education Program.
- G. The Provost will require that the Council establish a robust system of assessments for all elements of the new General Education program. Assessments will determine how well the program fulfills its educational goals and allow for changes as needed.

**Goal 2. The program will require increases in the level of participation of tenured and tenure track faculty members in the General Education program and in opportunities for student/faculty interactions.**

**Strategies**

- A. In consultation with Deans and Department Chairs, the Provost will set required participation levels for each college or school.
- B. The General Education program will be set up to provide more opportunities for smaller class sizes than at present. The program, and corresponding assessment measures, will ensure that classes feature innovative and improved teaching methods and generally involve additional writing in depth.

## Maryland in the World—Engaging the Global Community

### Vision

The University of Maryland will be the public institution of choice for students, faculty, and staff committed to engagement in the global community. Teaching, scholarship, and outreach activities at the University will reflect the reality of global interdependence. Students and researchers will be prepared to live, work, and thrive in the current and future world environment, and the University will be recognized as a world-class, world-conscious international leader.

The University will produce informed global citizens and skilled professionals prepared to engage in a global community in which the important issues of our time are international ones. Our students and our researchers will not only understand international issues but will be comfortable addressing them. An academically rich and personally rewarding experience abroad will become a normal part of a student's University experience, involving combinations of academic courses, research activities, and experiential and service learning projects. Taking advantage of its special location, the University will establish strong relationships with governmental, nongovernmental, social, and business entities that will facilitate its global reach. These ties will support its emergence as a vibrant and diverse community with a strong international character. Faculty and administrators will promote formal and informal collaborations with top-quality institutions throughout the world to enable ready exchange of students and scholars, sharing of expertise, and multinational approaches to problems with global import. The University's international visibility and global connections will give the knowledge based industries of the state a competitive edge in the modern interconnected world economy.

The University will establish the Center for Global Engagement (CGE) as an institutional resource for international activities. The CGE will encourage, develop, and provide expert support for the international programs and activities of institutional units, will interface with institutions both in this country and abroad, and will be a visible face for international activities at the University. It will also provide a clearing house for these programs and assist with the logistics of travel and living abroad.

**Goal 1. The University will greatly increase the participation of students in study, research, internship, and especially in service learning experiences abroad.**

### Strategies

- A. Students receiving academic credit for foreign study courses will increase from 1300 in 2007 to at least 2500 in 2012 and 4000 in 2017. Currently untracked, student non-credit experiences abroad will annually total at least 1000 by 2017.
- B. The University will collaborate with the Peace Corps and other service organizations to develop experiential and service learning opportunities abroad that complement educational programs and goals and mesh with institutional efforts and scholarly research. They will attract students who desire serious engagement with the great social, cultural, and scientific issues of our time. Through service learning, students engage in integrative learning informed by service; help improve the quality of life in communities around the world; and gain skills, knowledge, and attitudes for a lifetime of meaningful global citizenship.

- C. University departments will develop, in-house or in collaboration with institutions abroad, additional summer- and winter-term courses and term- or year-long programs abroad. These programs will be designed to address significant issues, engage students' interest, and enhance and fit seamlessly into academic majors and minors and General Education themes.
- D. The University will develop additional funding sources to support students who might not otherwise have the resources to participate in international experiences. Foundations and private donors, in addition to other sources, will be especially sought out for such support. No student should be denied such an international experience because of cost.

**Goal 2. The University will greatly increase the global focus of its academic programs through curricular development, enrollment of international students, participation of international faculty, and the development of international collaborations.**

**Strategies**

- A. By 2013 at least 25% of academic programs will have definable elements of global focus, by 2018 at least 50%.
- B. All academic programs will be encouraged to incorporate an international focus as appropriate to the discipline. Curricula should be adjusted so as to encourage and easily accommodate study or experiential learning abroad. Foreign language study should be supported as a useful adjunct to other program goals.
- C. The University will develop a Global Studies Minor with tracks that take a global perspective across many disciplines. As appropriate, these may expand into major and/or masters level programs. We will work to greatly enrich these programs by engaging the participation of experts from the D.C. international community in their planning and execution. The CGE will work with the Office of Academic Affairs to identify the academic home and leadership for these programs.
- D. The University will develop and implement a plan to aggressively recruit academically talented students from abroad, as indicated in the recruitment goals set in the Undergraduate Education section of this Plan. The assistance of the official and informal D.C. international communities may help in this effort. We will also seek funds to provide scholarship support for these students.
- E. The University will develop new and expanded exchange programs with top-quality universities abroad for both faculty and students. These programs will be deliberate and well focused, will have specific mechanisms and resources for implementation, and will include research exchanges and opportunities for students to work in local and regional projects across many disciplines.
- F. The University will develop appropriate housing resources to facilitate short term visits by international students and faculty members.

**Goal 3. We will expand the global reach of University programs through training programs on campus and through collaborations abroad where the synergies are compelling, the resources are available, and where high quality can be assured.**

## Strategies

- A. We will expand our focused programs for training international governmental and business executives, and develop additional programs as warranted.
- B. The University will develop innovative curricular and technical approaches to collaborative international education with universities and research institutes around the world. Advances in information technology, and in human-computer interaction in particular, can support the effective delivery of such programs.

**Goal 4. We will expand outreach to and collaboration with official and informal international communities in the Washington, D.C. area and expand the visibility of the University as a globally engaged institution.**

## Strategies

- A. We will develop a sequence of programs and activities to promote a strong international culture in the University. An example would be a Maryland International Festival to showcase approaches to international issues, scientific breakthroughs of international import, and cultural and artistic opportunities, similar to or in conjunction with the very successful annual Maryland Day.
- B. We will provide support for year-long thematic series of lectures, debates, performances, and visual arts presentations that will bring some of the best-known scholars and creative talent to campus, coordinating with the Clarice Smith Performing Arts Center and the Art Department and Art Gallery. The lectures will draw upon the impressive resources of the Washington, D.C. international community to enhance such existing programs as the ambassadorial lecture series, *Maryland International*, and other outlets that showcase our international interests and achievements.
- C. We will vigorously pursue opportunities to host talks by distinguished world visitors when they come to Washington for official events.

## The Surrounding Community

### Vision

The University of Maryland will be the hub of a vibrant, safe, and welcoming community that will be highly desirable as a place in which to live, work, and visit. The community will have easy and efficient transportation options and pedestrian pathways. It will feature quality housing, office, entertainment, and retail facilities that will serve the needs of students, faculty, staff, and citizens of the surrounding areas. It will offer the amenities for a high-quality lifestyle for its citizens. The East Campus project will include restaurant, hotel, and conference facilities that will leverage M Square Research Park, new campus facilities, and new corporate and federal research and development facilities in the region. These developments will make the College Park area the state's center of innovation, bringing economic benefits to the region and the state.

The University will be known as a good neighbor that shares its artistic, cultural, and athletic offerings with the community and supports community efforts in these areas. It will work in close partnership with the City of College Park and with state and federal officials in all its efforts in development in the community. It will offer its expertise, where appropriate, in helping to address social or other community issues. In particular, it will work with the community to advance environmental stewardship, sustainability, and smart growth in the region. We will be an outstanding Green Campus within a first class Green Community.

**Goal 1: The University will help develop the surrounding physical and business environment into an attractive location for the academic community and for local residents and businesses.**

### Strategies:

- A. The University will complete development of the College Park Town Center on East Campus as a site with high quality retail, office, restaurant, entertainment, hotel, and conference facilities. It will be the location of both commercial rate housing and subsidized housing for graduate students. The design will emphasize easy and safe access from the Town Center to the University, the College Park Metro, and M Square Research Park.
- B. Working with the City, County and State, and using the U.S. EPA Smart Growth Implementation Assistance Report as a guide, the University will help transform US Route 1 into a welcoming gateway and efficient transportation corridor.
  1. Route 1, especially from Paint Branch Parkway to Route 193, will be redesigned as a pedestrian-welcoming, retail-active boulevard that supports the desired "Main Street" function at specific nodes.
  2. Transportation along the corridor will be transformed in accordance with good access management and transportation demand management processes.
  3. The development process (and its implementation) will be set up to provide: predictability, certainty, and flexibility; fairness to developers, citizens, property owners, and business owners; economic feasibility; and respect for neighborhood values.
- C. The University will work to revitalize downtown College Park.
  1. As East Campus develops, we will support changes in downtown College Park to complement the new development. We will
    - a. work to acquire funds for facade improvements in the existing downtown;
    - b. support the development of new parking structures in the existing downtown; and
    - c. consider the feasibility of extending wireless internet access to East Campus and the existing downtown.

2. The University will spearhead creation of a College Park Partnership of merchants in East Campus and the existing downtown to serve as a marketing and improvement agent.

**Goal 2: The University will place a high priority on increasing the safety of all who live, work, or visit in the surrounding area.**

**Strategies:**

- A. Since actual on-campus crime rates have decreased steadily in recent years, we will focus attention on reducing crime in the College Park area.
- B. The University will expand its Public Safety Department to handle M Square and East Campus.
- C. We will support city efforts to add police protection and coordinate a crime free zone with City, County, and University Police.

**Goal 3: The University will increase housing opportunities and enhance the community as a place for faculty, staff, and students to live.**

**Strategies:**

- A. We will accelerate building of large scale private student housing.
  1. As funds are limited for publicly supported housing, the University will work with the private sector to meet the need through construction of large scale private student housing within the state-designated student housing zone, primarily west of Rt 1.
  2. We will seek support for a long range student housing plan, which envisions as many as 5,000 additional beds, from the City, the Board of Regents, and the University System and advocate for housing projects before City and County agencies.
  3. We will support the responsible assemblage of properties for private housing.
  4. The University will allow overflow parking from large scale private housing onto campus.
- B. The University will encourage the development of additional housing and services.
  1. We will ensure the development of graduate student housing within the East Campus Town Center.
  2. We will work towards the development of housing for international students and short-term visitors within walking distance of campus.
  3. The University will encourage the development of safe, attractive, and affordable housing opportunities for faculty and staff in the near vicinity of campus, through efforts such as converting undergraduate group homes in College Park back to single family homes.
  4. The University will ensure the establishment of high quality day-care facilities, as part of the Town Center project and elsewhere.
- C. The University, primarily through its College of Education, will work with community leaders to assure that K-12 schools in the College Park area are of high quality.
  1. The College of Education will expand professional development schools in the College Park area.
  2. The University will support efforts to develop specialty schools in the College Park area.
  3. Faculty and administrators will continue to participate in a school/community task force to make improvements in educational opportunities.

**Goal 4: The University will support and promote efforts to increase transportation options in and around campus.**

**Strategies:**

- A. We will vigorously support new links to the campus that increase accessibility and decrease congestion, including:
  - 1. the proposed Campus Connector linking the University directly to Route 95 and the Capital Beltway, which would reduce congestion on Route 1 and facilitate the development of the campus center as a pedestrian only zone, in accord with the Facilities Master Plan.
  - 2. the proposed metro Purple Line on an appropriate alignment through campus, with connections to University College, East Campus, the College Park Metro, and M Square.
- B. We will create a bikeway plan through campus for easy connection to the surrounding community.
- C. We will increase major pedestrian safety initiatives along Route 1 and elsewhere by revising the Shuttle UM network to create an internal loop system and by building more parking garages.

**Goal 5: The University will encourage all opportunities to engage more effectively with the community and its leaders.**

**Strategies:**

- A. Academic programs will develop targeted initiatives and work with community leaders to choose areas where community support can advance academic goals, providing real world experience for faculty and students alike. Possible initiatives might include:
  - 1. support of environmental stewardship and sustainability efforts, working towards the creation of a Green Community.
  - 2. support by the School of Public Health for educational efforts enhancing community wellness.
  - 3. expansion of clinics, such as those for Hearing and Speech, and Marriage and Family Therapy
- B. Through increased marketing and outreach, we will invite community members to participate in university-sponsored activities.
  - 1. We will encourage the participation of community members in activities such as summer camp and summer academic programs.
  - 2. We will facilitate the attendance of community members at athletic and cultural events.
- C. In academic, athletic and administrative activities, we will promote better relations with the City of College Park.
  - 1. The University will support the College Park City-University Partnership with funds and resources.
  - 2. Administrative Affairs will include City representatives on Facilities Council and major project task forces.
  - 3. Administrative Affairs will institute regular meetings between its staff and City staff.
  - 4. The University will partner with the City on special events on campus or in the City.

**Goal 6: The Office of Administrative Affairs working with the Office of the Vice President for Research will accelerate development in the M Square Research Park.**

**Strategies:**

- A. The University will work towards the goal where M Square will total up to 2 million SF of space containing state-of-the-art research, laboratory, and incubator facilities dedicated to the

advancement of technology, computer science, mathematics, engineering, physical and life sciences, and biotechnology.

- B. The University will create a new marketing program emphasizing major clusters of intelligence, climate change, and food safety organizations.
- C. The Office of Administrative Affairs will work with the County and State to facilitate a second stage building for incubator graduates.
- D. The Office of Administrative Affairs will cooperate with the County and WMATA in development of the College Park Metro Station.
- E. The Office of Administrative Affairs will start planning for expansion of M Square in the College Park area.

#### 4. Critical Enablers

Chapter 4 focuses on “Critical Enablers,” the essential conditions and tools required in order to achieve the University’s vision. Most critical is having an outstanding and dedicated corps of faculty and staff, focused on fulfilling the institution’s mission. Section 4.1 describes the University’s commitment to and strategies for attracting, retaining, and caring for the faculty and staff that will enable it to achieve its goals. The following section deals with the work environment and the material and technological infrastructure we will create that will give students a more supportive learning and living environment and will facilitate the work of faculty and staff. Section 4.3 describes another critically important new direction, the development of an innovative, thoughtful, and consultative process for allocating vital resources in support of institutional priorities. The final section outlines how we will further invigorate our external relations program, to more effectively promote dialogue between the University and its stakeholders.

These Critical Enablers work across all the domains of our Institutional Priorities. Table 2 illustrates these relationships.

		Institutional Priorities			
		Undergraduate Education	Graduate Education	Research, Scholarship and the Creative and Performing Arts	Partnerships, Outreach and Engagement
Critical Enablers	Faculty and Staff	VV	VV	VV	V
	Infrastructure and Academic Support	VV	VV	VV	V
	Resource Allocation and Administrative Efficiency	VV	VV	VV	V
	External Relations, Development and Communications	VV	VV	VV	VV

Table 2: Relationship between the Institutional Priorities and Critical Enablers. “v” indicates a linkage; “vv” indicates a strong linkage.

## Faculty and Staff

### Vision

Faculty are the single most important factor determining the reputation, impact, and visibility of the University. The University will attract and retain the outstanding and diverse faculty that will lead it to preeminence in its three missions of teaching, scholarship, and full engagement in the community and the world. Similarly, staff members in every segment of the University have shown themselves time and again to be incredibly dedicated, loyal, and indispensable to the smooth functioning of the institution. We value their support of our missions. The University will work to attract and retain the outstanding and diverse administrative and support staff and corps of faculty in other ranks (research, artist in residence, library, instructional) that will be required for success in all our missions.

To achieve a world-class stature, the University will provide the resources and offer the living and working environment needed to recruit and retain these outstanding faculty and staff. Faculty and staff will receive competitive compensation and personal and family benefits, will be supported by robust programs of mentoring and professional and career development, will experience a rigorous but fair and transparent system of review, reward, and promotion, and will be engaged in an attractive, stimulating, and challenging workplace and community environment.

The University will encourage and enable the full participation and success of individuals from under-represented groups in its faculty and staff ranks. Furthermore, faculty and staff numbers will reach a level that fully supports the mission.

The University's reward systems, its systems for resource allocation, and the shared vision and values of the university community will encourage balanced creative efforts towards the fulfillment of all aspects of our mission and of our strategic priorities.

**Goal 1: To recruit and retain outstanding faculty and staff, the University will provide compensation, resources, benefits, support programs, and living and working environments that are competitive with those of the top public universities in the nation.**

### Strategies

- A. The University will vigorously pursue funding to ensure compensation and benefit packages that are at the level of our peers and suitable for the cost of living requirements of this metropolitan area.
  1. By FY 2013 average faculty compensation for each professorial rank and for each college will be at or above the mean of our five designated peers for that rank and for comparable disciplines. Overall we are currently at 98% of this goal. Where this goal is already exceeded, an appropriate differential will be maintained.
  2. The President and Provost will work with the Board of Regents and the Governor to develop the resources needed to fulfill our faculty salary goals.
  3. We will support the hiring and retention of outstanding faculty in priority areas.
  4. We will make staff salary levels, benefits, and conditions of employment competitive with those for similar positions in competitive markets.
  5. We will develop hiring and retention inducements such as housing support, partner benefits, day care, and assistance in finding employment for partners and spouses, including support for dual hires where appropriate.
  6. We will work with the Board of Regents to explore the possibility of increasing the employer contribution to the Optional Retirement Plan.

7. We will develop financial arrangements to facilitate early or phased retirement for senior faculty members who may request it.
  8. We will ensure that pay levels, benefits, and conditions of employment are fair, competitive, and appropriate for non-tenure track faculty, especially for those in part-time and short-term contractual positions.
- B. The University will develop a workplace that is attractive, reflects the intellectual and cultural ambiance of a great educational institution, and promotes a sense of community, and we will work to make the surrounding physical and business environment a stimulating and welcome location.
1. We will develop outstanding research and teaching facilities, and create an overall physical work environment that encourages efficiency and responsiveness throughout the institution. See the “Infrastructure and Academic Support” section of this Plan for details.
  2. We will improve the atmosphere of the institution as an intellectual community by sponsoring special lectures, conferences, and opportunities for interdisciplinary interaction and collaboration.
  3. We will work to reduce red tape and facilitate innovation throughout the institution. See the “Resource Allocation and Administrative Efficiency” section of this Plan for details.
  4. We will work to develop the surrounding community into a vibrant environment for living and working. See the “Surrounding Community” section of this Plan for details.

**Goal 2: The University of Maryland is committed to an inclusive community and will aggressively recruit outstanding and diverse individuals to our faculty, staff, and administrators. We will promote a campus climate based on fairness, equity, and diversity in all our policies, procedures, and activities.**

### **Strategies**

- A. Policies and practices for the hiring, retention, professional development, and promotion of faculty and staff will encourage the full participation and success of individuals from under-represented groups.
- B. The University will monitor the achievements of all campus units in increasing diversity among faculty, staff, and administrators, and will identify impediments to success, and work to remove them. We will strengthen mentoring, develop community support groups, and create more flexible administrative rules as needed in order to create and maintain a fully diverse university community.
- C. We will greatly reduce the gap that exists in the rate of promotion to tenure and promotion to full professorships between women and minority males as compared to that for majority males. Discipline by discipline, we will strive to increase both the diversity of the students receiving the terminal degree and to ensure that our faculty is at least as diverse as the current graduate pool. Diversity in the administrative ranks will approximate that of the faculty as a whole.
- D. We will maintain the institution as a bastion of free speech, open debate, academic freedom, and respect and tolerance for diverse opinions and life styles.

**Goal 3: The University’s reward systems, its systems for resource allocation, and the shared vision and values of the university community will encourage balanced creative efforts towards the fulfillment of all aspects of our mission and of our strategic priorities.**

### **Strategies**

- A. In the University's decentralized system of governance, faculty and staff development is largely a local unit responsibility. We will use resource allocation, based on appropriate measures that are as objective as possible, to give units an incentive to achieve all aspects of the institution's mission and strategic priorities. We will use measures of resources, unit activity, and needs to set hiring priorities to mission objectives. See the "Resource Allocation and Administrative Efficiency" section of this Plan for details.
- B. We will ensure that the standards used in hiring and promotion of tenure and tenure-track faculty stress excellence in the university missions of scholarship and teaching.
- C. We will ensure that the post-tenure review process is carried out systematically and critically. Resources will be available to reward outstanding accomplishments, such as scholarly achievement, innovative teaching, institutional and professional service, or exemplary community engagement, as demonstrated during the review.
- D. A policy and a fair and equitable mechanism for reducing compensation will be established for use when performance improvement goals following unsatisfactory performance evaluation are not satisfactorily met.
- E. We will ensure that non-tenured/tenure track teaching faculty are carefully selected, regularly reviewed, appropriately mentored, and retained when performance is high. We will integrate non-tenure track faculty into the University community.
- F. We will maintain high standards for staff recruitment and work performance throughout the institution. The performance review and development system will be transparent and fair and will provide opportunities for mentoring, performance counseling, and for reward for outstanding accomplishments.
- G. We will provide staff members in all categories opportunities for professional development and career growth and for leadership and advanced skills training, as appropriate. We will offer merit based compensation and facilitate promotion in place for non-exempt staff members wherever possible.

## **Infrastructure and Academic Support**

### **Vision**

The University of Maryland will be widely recognized as a national model for a Green University. In ten years time the University will have made substantial progress towards addressing energy issues. It will have slashed energy use, expanded green spaces, dramatically reduced its carbon footprint, and built and retrofitted buildings to strict environmental standards. The University will complement these concrete actions with its teaching, research, and development efforts in energy science and policy, smart growth, environmental mapping, sustainable agriculture, and other fields. As the third largest “city” in the state, the University will have a significant impact as a leader and showcase for environmental sustainability.

The University’s infrastructure will enable and enhance the work of its faculty, staff, and students. Its people and processes will be responsive and customer oriented. Its facilities and its information resources and technologies will fully support the missions of teaching, scholarship, and community outreach and engagement. The quality and attractiveness of the overall work environment will assist in the recruitment and retention of outstanding faculty, students, and staff.

**Goal 1. The University will become a model for environmental stewardship. We will substantially reduce energy use and greenhouse gas emissions and advance towards the goal of carbon neutrality.**

### **Strategies**

- A. The University will continue to develop and implement strategies to reduce institutional energy use. The institution will use efficient lighting, heating, and cooling systems; deploy smart environmental controls; and develop and use advanced systems for energy generation and storage. We will consolidate institutional activities to achieve economies of scale in energy use, where operational efficiency will not be unduly affected. We will encourage responsible energy use by all members of the University community.
- B. With the Office of Sustainability as coordinator, the University will develop and execute a bold plan to become carbon neutral. Progress towards this goal will require a fundamental rethinking of how the University does business. The plan will require, along with other elements, completing and keeping current a comprehensive inventory of all greenhouse gas emissions, holding new construction and renovation to stringent LEED standards, and expanding campus green spaces. In addition, the University will develop a strategy for reducing unnecessary institutional travel and will discourage automobile traffic to and from the campus. This plan will include all aspects of the American College and University Presidents’ Climate Commitment.

**Goal 2: The University will renew its physical infrastructure by building new facilities and substantially renovating existing ones and by renewing roads, utilities, fields, student housing, and information technology resources needed to support the University’s mission.**

- A. The administration will aggressively pursue funding for construction of the new facilities that will reduce our substantial space deficit and adequately support our mission of

outstanding teaching and world class research. In particular, we will seek targeted capital gifts that can facilitate state approval and funding.

- B. Administrative Affairs will continue to plan campus development in accord with the recently updated Facilities Master Plan, as supplemented with its Environmental Stewardship Guidelines.
- C. Administrative Affairs will develop a strategic facilities and information technology renovation plan tied to campus academic and administrative priorities. The plan will focus on modernizing research and office space and upgrading classrooms to promote quality teaching, learning and research. The University will continue working towards the goal of devoting 2% of the replacement value of facilities annually for facilities renewal. Administrators will aggressively pursue private and federal funds for renovations and new buildings.
- D. The University will increase the number of available undergraduate and graduate student beds to meet student demand. The institution will support a combination of state-owned and public-private partnerships on campus and private projects off campus to increase the quality and amount of student housing.
- E. In accord with the Facilities Master Plan, the University will preserve and enhance the architectural heritage of the campus through the continued development of open spaces, gathering places, vistas of green lawn and trees, and groupings of buildings that promote a sense of community. Plans for the built and natural environment will preserve the beauty of the campus and protect the environment as part of a Landscape Master Plan.

**Goal 3: The University will streamline administrative processes to decrease the time to completion of transactions and to increase the quality of critical as well as routine projects across campus.**

- A. The University will create an efficient, effective and integrated state-of-the-art administrative applications suite that provides 24x7 access to institutional services and minimizes the effort required for each transaction. We will ensure that adequate training and technical support are provided to support its deployment and use. Automation of administrative transactions and the use of information technology will be keys to success.
- B. Administrative Affairs will reengineer business processes as needed to increase efficiency and avoid duplication of effort. We will establish a culture in all service units that gives the highest priorities to customer satisfaction and to the timely completion of all projects with high quality and within budget.
- C. The University will empower units that have the capability to operate procurement processes at the highest allowed levels to be authorized for those levels. We will ensure that these levels are set high enough for optimum efficiency.

**Goal 4: The University will support a learning and research environment with up-to-date teaching and research facilities, equipment, and technological tools that support the University's missions.**

- A. The University will make every classroom technologically “smart” and physically attractive. The institution will create special purpose information technology enhanced classrooms and laboratories to support next generation instruction capabilities. The University plans to build new teaching facilities, such as the University Teaching Center, that will incorporate state-of-the-art technology.
- B. The University will deploy an information technology network that facilitates communication between students and faculty, that provides access to a wide array of information and learning tools, and that enables and encourages cooperative study and other student collaborations.
- C. The University will support the development of special purpose facilities, such as significantly upgraded animal care facilities, and the procurement of specialized equipment that will enable the establishment of promising research programs in high priority areas.
- D. The University will develop high performance computing and networking facilities to support computational modeling, simulation, and other computing intensive applications in science, technology, and mathematics research and education programs.
- E. The University will create a robust “virtual presence” infrastructure to support distance learning, research collaborations, international programs, and daily business activities. Even where face to face meetings are feasible, virtual presence saves valuable time otherwise wasted in travel and also can significantly reduce the University’s carbon footprint.
- F. The Office of Information Technology will create a campus-wide partnership to deploy an IT security infrastructure that is both supportable and extendable as new technology is developed. The University will ensure a secure and reliable campus infrastructure that is protected from attacks, redundant for critical operations, and resistant to failures.

**Goal 5: The University will raise the quality of the information environment for research and teaching, providing the next generation of integrated access to reservoirs of knowledge and providing maximum connectivity to research and teaching networks.**

- A. In collaboration with its advisory groups, the Libraries will identify strategies to achieve an information rich environment for research and teaching even as costs are rising precipitously. These strategies will ensure the availability of key informational resources at a time when a new generation of library products promises to magnify the efficiency of effective research and teaching.
- B. The Libraries will investigate consortia and other economic structures to maximize cost savings while providing students and faculty access to the full range of information resources necessary to accomplish top tier research and teaching.
- C. The Libraries will work to align information resources with strategic research and teaching priorities, and to maintain this alignment as priorities change and new programs are developed.
- D. The University will work to maximize efficient access to the information environment including maximum availability of resources through the desktop and laptop. It will

provide second generation search and access capabilities to faculty and students, enhancing their ability to link their research needs to established reservoirs of knowledge.

- E. The Libraries will promote innovative arrangements for peer evaluation and internet based distribution networks, such as DRUM, to promote general dissemination of the university's research productivity.
- F. The Libraries will make every effort to fulfill responsibilities of libraries at a top research institution to providing reservoirs of knowledge broadly accessible in cooperative institutional arrangements benefiting our university and others. Such provision includes attention to rare books, primary collections, and making resources available in appropriate formats.

## Resource Allocation and Administrative Efficiency

### Vision

Inspired by our shared commitment to excellence, our faculty, staff, and administrators have put forth a bold plan to become a world class university. To fulfill this vision, the University will commit to the highest standards for efficient and effective use of its resources in everything that it undertakes. It will raise the material resources needed to fulfill this mission from a variety of sources: from the State of Maryland and federal government; from tuition, fees and services; from a variety of entrepreneurial, revenue-generating activities; and from fundraising programs and the generosity of alumni and friends. Realization of our vision will require a long-term, carefully crafted and executed plan to maximize the use of available resources and increase the administrative efficiency of all University operations. Resource allocation will achieve three objectives. It will: (i) allocate resources to programs and activities that are most closely aligned with the priorities of the Plan or that exhibit the potential to become excellent; (ii) gradually allocate the University's resources to a reduced set of programs and activities so as to improve quality and effectiveness; and (iii) maximize operational efficiency at all levels. Over time, the resource allocation process will lead to higher University achievements from its available investments.

Through successful resource allocation and increased administrative efficiency, the University will become an agile and responsive organization. The administration will establish review processes to evaluate the performance of individual units in all divisions in meeting standards for improvement in their quality and effectiveness. We will use state-of-the-art information technology to assure that institutional data are accurate and available for effective decision making. We will review all academic and administrative approval processes and change them as necessary to ensure that decisions can be made expeditiously and responsibly. Institutional units will provide responsive, customer-oriented services to all constituencies. Annual surveys will monitor the progress made in improving academic and administrative operations.

The resource allocation model, implemented within the University's existing shared-governance structure, will enable the University to reward and nurture excellence and creativity. It will also enable the administration to provide incentives to units that take new initiatives in support of the goal of a world class university.

**Goal 1: The Provost, working with the vice presidents and deans, will develop well thought-out measures of mission and achievement for each unit and use these measures to introduce a full-scale dynamic resource allocation process. This allocation model should result in a close balance of each unit's available resources with its mission expectations, impact on its field, and overall reputation.**

### Strategies

- A. The University will establish a budgetary process that reallocates an amount approximately equal to 2% of the University's state-supported operating funds (approximately \$16M in the 2008 budget) every year. Of the retained resources, half will be held by the Provost for redistribution and half will be reallocated within the division or college from which it derives. Reallocations will be aligned with priorities of the strategic plan, with overall coordination by the Provost. Within the Division of Academic Affairs mission achievement will be gauged by educational achievements, scholarly productivity, and engagement with the external community, as well as by centrality to mission. Additional measures will include: excellence in performance, especially in comparison with peers, and international reputation; rate of progress; and quality of leadership. Specific measures of unit achievement will be developed by October 1, 2008, and the resource reallocation model will be implemented in the FY 2010 budget cycle.
- B. For all tenured faculty separations and retirements, half the position and associated state salary

will revert to the Provost's Office for allocation. These reversions will count towards the college's share within the reallocation process. This rule will be administered such a way that it does not unduly influence decisions concerning faculty retirement.

- C. The Provost will oversee a process, based on shared governance, for redistributing resources among colleges and among University divisions.
  - Within the Division of Academic Affairs, Deans will determine reallocations to priorities of the Strategic Plan within their units with oversight by the Provost. Reallocation decisions will be informed by quantitative data concerning educational and scholarly accomplishments of the unit as well as other contributions to Plan priorities. The data will be referenced to disciplinary norms and developed annually at departmental, program, and college levels
  - Vice Presidents will determine reallocations to priorities of the Strategic Plan within their divisions.
- D. We will establish a process that reallocates space assigned to institutional units in order to optimize the use of this critical resource.
- E. The new program structure described in the General Education section of this Plan will contribute substantially to resource allocation, as General Education instruction will now involve substantial numbers of faculty and courses from every college.
- F. The University will review revenue sharing to its programs (DRIF distribution of research funds; summer school and winter term revenues; executive and entrepreneurial programs revenues). A revenue-sharing plan will be developed to encourage entrepreneurial activities while accounting for the cost of these activities to the University.

**Goal 2: To elevate the quality of education and research programs, the Provost and deans will develop a schedule to modestly decrease undergraduate and graduate enrollment at the University level. In addition, the planned redistributions of faculty and other resources will begin to redress current imbalances.**

### **Strategies**

- A. We will develop a well thought out schedule to modestly lower undergraduate enrollment to about 25,000 by Fall 2013. In addition, we will evaluate low-enrollment and low-degree productivity programs to determine which of these programs can be supported. Where appropriate, we will use this process to consolidate programs and/or administrations to increase efficiencies. If desired, in special circumstances low efficiency programs can still be offered as optional, uncompensated, overload teaching service. The reduction in undergraduate student enrollment will alleviate some of the current imbalance among programs, thereby improving the student experience.
- B. We will develop a plan to lower graduate enrollment in order to align the number of graduate students in the program with the existing resources available and market demands. The reduction in graduate student enrollment will follow the process described in the Graduate Education section of this Plan. An outcome will be an improvement in the academic qualification of graduate students recruited and a better match of student numbers and interests to program capacity, thereby improving the quality of education offered to students, reducing time-to-degree and increasing retention and graduation rates.

**Goal 3: Under the oversight of the Provost, we will conduct thorough reviews of all academic and administrative processes in all major units and take action as warranted to increase efficiency across the institution, simplify the work of the University, and facilitate innovation.**

### **Strategies**

- A. Under the oversight of the Provost, we will review, revise and streamline all major academic and administrative processes. These processes include academic program and course approvals; academic unit reviews; unit head reviews; faculty and staff searches, appointment, promotion, and reclassification processes; and procurements, among others. They will be more effective and efficient, as determined by quantitative output measures, surveys and focus groups.
- B. Under the oversight of the Office of the Provost, by fall 2011, we will streamline the unit review process and establish specific criteria to benchmark the unit's performance and productivity. These reviews will be used to evaluate the standing of each unit and its progress since the previous review. A less than a satisfactory performance may require stronger short term response.
- C. We will conduct a careful and comprehensive review of all units in all divisions that are not currently subjected to periodic review. We will use these reviews to improve the academic and administrative efficiencies of the unit and, if appropriate, reorganize, consolidate, or even outsource the activity. In the case of state-supported research centers and institutes that do not meet expected performance in their reviews, adjustments can include a significant reversion of resources to the Office of the Provost. These reversions will count towards the college's share within the reallocation process.
- D. We will establish a minimum student section size, which may depend on disciplinary requirements, for graduate and undergraduate courses that are credited to the teaching responsibility of a faculty member.

## External Relations, Development and Communications

### Vision

The University of Maryland has an extraordinary story to tell of our amazing rise, of our exciting and significant educational and research accomplishments, and of our bold aspirations. As word gets out, the pride of our loyal alumni will grow even stronger and the numbers of those who maintain their ties will increase. Their confidence and support of our activities will reflect and reinforce our status as one of the nation's best public research universities. The results of our fundraising efforts, including both current-use support and endowment, will parallel this growth and become a critically important factor in the University's capacity to invest in excellence and innovation.

The marketing and communications program will raise public awareness of the University as a world-class research and educational institution that is distinctively innovative, entrepreneurial, and engaged. It will confirm the vital importance of the University to the well being of the State and its citizens and raise its visibility regionally, nationally, and internationally.

**Goal 1: The University will successfully complete the Great Expectations campaign and will then build a fundraising program capable of generating increased gift support in support of University priorities.**

- A. The \$1 billion goal of the Great Expectations campaign will be exceeded before its scheduled 12/31/2011 conclusion.
- B. By 2013, with the deployment of an enhanced fundraising budget based on industry standards, University Relations will reach the steady state annual fundraising total of \$160 million, up from \$75 million in 2000. By 2018, it will reach an annual total of \$225 million.
- C. By 2018, the University's endowment will rise from the current level of \$420 million to more than \$1.2 billion.
- D. University Relations will sustain and strengthen a Leadership Gifts (gifts of \$1 million and above) effort that is high-reaching, entrepreneurial and creative, and dedicated to building lasting, productive, and customer-oriented relationships with top prospective donors.
- E. University Relations will explore the innovative use of Foundation resources in support of important institutional priorities, while assuring fiscal responsibility. Examples might be to combine a dedicated gift with Foundation resources in support of affordable housing for faculty and senior staff hires or investment in quality real estate projects on Route 1.
- F. Alumni Relations will achieve the following targets by 2018: the number of annual contributors will increase from the current 40,000 to 80,000; the University will realize an alumni annual giving participation rate of 25%; and will boost the number of dues-paying members of the Alumni Association from 30,000 to 50,000.
- G. Alumni Relations will implement a giving participation campaign in order to achieve these targets. Following upon the marketing campaign, the program to increase giving participation will be a five-year effort. The program will tap the expertise of alumni who are leaders in the fields of marketing, sales, and consumer behavior. It will employ a wide variety of promotional and communications tactics, and will use challenge and matching gifts and other incentives to encourage new and renewed giving.

**Goal 2: The University will increase its marketing and communications program to raise public awareness of the University's accomplishments.**

- A. University Marketing and Communications will prepare a long-term marketing, communications, and branding plan for the University by June 2008. This will be based on the stakeholder survey that is currently being conducted. It is anticipated that the plan will focus on three major themes: Maryland's high and rising academic stature; the University's regional, national, and international impact, and as a preeminent public research university, the enormous value it provides to the state; and the growing allegiance of our alumni and their pride in and support of Maryland.
- B. University Relations will establish a Marketing and Communications Planning and Policy Council, which will include senior university leaders. It will work cooperatively across the University, and especially with the deans and major program directors, to develop compelling messages concerning the achievements and stature of the institution.
- C. The Council will work to ensure that our print and electronic communications adhere to common, high-quality design standards and convey these messages in a consistent and complementary manner.
- D. The Office of Marketing and Communications will vigorously exploit emerging technologies that allow more effective fundraising, alumni relations, and communications activities at relatively low cost.

**Goal 3: University Marketing and Communications will assist the campus in promoting messages that help achieve the goals and initiatives set forth in the Strategic Plan.**

- A. Communication initiatives will focus on elevating the University's academic reputation, achieving greater recognition of its preeminence and distinctive qualities, and highlighting the quality of faculty, undergraduates and graduate students, research, and academic programs. The University's enhanced reputation will be reflected in higher quality student applicant pools; improvement in rankings and positions nationally and internationally; increased media coverage; growing pride in the institution among faculty, staff, students, and alumni; and broader financial support and volunteer involvement of alumni.
- B. Communications initiatives will elevate public awareness of the importance of the University to the economic and social well-being of the state and its citizens, as measured by 1) periodic opinion and attitudinal surveys of stakeholder groups and 2) adherence in the state supported operating and capital budgets to the legislatively mandated goals of support for the USM Flagship Institution.
- C. The units in University Relations will continue to work effectively in the very successful Maryland Day Celebration and events, perhaps developing special annual themes highlighting important strengths, such as the international focus, the Green Campus, and public health and wellness

**Goal 4: University Relations and Alumni Relations will promote activities that create a sense of life-long reciprocal relationships with alumni, strengthening programs to expand the University's family of friends and alumni and their ties to the University.**

- A. Alumni Relations will promote a culture among current students that values pride in the University, life-long allegiance and involvement, and a commitment to sustaining Maryland's excellence through volunteer service and philanthropy.

- B. University Relations will aggressively advertise the wide range of services we offer alumni (career networking and placement; cultural and continuing education opportunities; travel programs, etc.) and considerably expand them in the years ahead.
- C. The University takes every opportunity to include alumni in educational, recreational, cultural, and athletic experiences. It will find increased ways to meet the on-going education and knowledge needs of our alumni, through access to libraries and other information resources, for example. It will explore additional ways to reconfirm the value of a reciprocal relationship with these members of the extended University family.

## **From Planning to Implementation**

This Strategic Plan proposes giant strides for the University of Maryland over the next ten years. Its vision is innovative and complex. The plan sets high expectations and offers a framework and guide for the University as it fulfills aspirations for future excellence. While the plan includes concrete goals and strategies, it does not include many implementation details. These details must be developed in a thoughtful and carefully planned implementation phase.

The successful implementation of this plan requires:

1. the intense involvement of the entire university community throughout the implementation phase, including the development of further implementation details at the unit level;
2. a process to prioritize the proposed initiatives and actions, develop a realistic time table, and assign the plan's specific tasks to offices or individuals responsible for executing them;
3. the development of a cost model and implementation of steps to secure the necessary resources; and
4. the development of indicators of performance and a plan to systematically update the community on our progress relative to the goals of the plan.

### **Community Involvement in the Implementation Phase**

The strategic plan has been developed through an intensely consultative process over the course of this academic year. A Strategic Planning Steering Committee and four Major Initiatives Committees with representation from different constituencies worked together to develop a working draft of the plan. In this initial process, the committees first sought and received extensive contributions from the faculty, staff, students, alumni and friends of the University through a web-based questionnaire. With the completion and release of the working draft, the entire community was invited to contribute and respond through a series of activities that included a second web-based instrument; a presentation to the University Senate; three town hall meetings; a presentation to the Board of Trustees; a number of consultative meetings with alumni in various locations, including two locations in the Baltimore-Washington area, New York, Connecticut, and San Francisco; and a web-site that generated a large number of direct comments from the community. The committees welcomed these many comments and used them to revise and refine the document extensively. The revised plan was then shared with the community and the University Senate again for additional comments.

The community involvement and consultation that characterized the development of the plan will continue during plan implementation. The details of the implementation process will be developed over the course of the next year. The university community throughout all divisions, units, colleges, departments, institutes and centers will be intensely involved in developing specific details, action steps, and targets at the unit level.

### **Prioritization, Time Table, and Assignment of Tasks**

The successful implementation of this ambitious plan in a large and complex organization requires a well thought out process to prioritize the initiatives based on their importance for the institution, the availability of funds, and other special circumstances.

Before the end of summer 2008, the President, Vice Presidents and Deans will convene in a retreat to develop a high-level, prioritized multi-year implementation plan. Subsequently, as appropriate, university-wide committees will be formed to develop additional details relative to goals or strategies. Each specific strategy of the plan will be assigned to an office that will assume responsibility for coordinating its implementation. Specific details related to cost, indicators of performance, and time table will be developed for each strategy.

The launch of the initiatives spelled out in the plan will be scheduled over a phase-in period of three years.

### **Cost of Implementation and Resources**

The Strategic Planning Steering Committee has analyzed the cost associated with successfully implementing each major initiative of the plan. While this analysis is preliminary and requires further refinement, it suggests a total cost of implementing the plan as follows: \$100 million in operating funds per year in steady-state in addition to at least \$1.2 billion in one-time funds, either for capital projects or for the start-up phase of other initiatives, all measured in 2008 dollars. Considering that the needed operating funds will be ramped up over a period of approximately five years, we estimate the total cost of implementing the plan over its 10-year life will be in excess of \$2 billion, in 2008 dollars. Needless to say, in addition to the above-mentioned \$2 billion, there will be costs associated with inflationary adjustments and normal university growth as well as capital projects that are not included in this analysis.

It is important that the University identify sources of funding that will pay for implementing the plan. A number of specific revenue sources have already been identified:

1. use of a judicious resource allocation process to direct some of the institution's embedded resources to fulfillment of plan goals;
2. generation of new resources through an expanded and targeted fundraising program;
3. generation of new revenue from (i) new entrepreneurial (executive, on-line, etc.) degree programs, (ii) additional tuition from non-resident students, and (iii) possible differential tuition; and
4. growth in externally funded research and allocation of a portion of the Designated Research Initiative Fund (DRIF) to plan goals.

We believe that the above four resources can be ramped up to provide one half of the needed operating funds (approximately \$50 million per year).

We are convinced that a successful implementation of this plan will have a profound and lasting positive impact on the competitive success of the State of Maryland. Therefore, we intend to work with the Chancellor of the University System of Maryland, with the Board of Regents and with members of the Maryland General Assembly and the Office of the Governor, to secure additional resources from the state to cover the remaining half of the needed operating funds.

For the one-time funds, we see two sources of support: (i) public-private partnerships for projects such as the East Campus Development and student housing projects, and (ii) private funds obtained through fund-raising activities. We anticipate all of the \$1.2 billion required for the one-time funds to be covered via these sources with no additional burden on the state.

In summary, we estimate the total cost of implementing the strategic plan over its 10-year period to be \$2 billion. Of this total, \$1.6 billion will be generated by the University through its own

direct efforts and we hope to secure the remaining \$400 million from increased state appropriations over the ten year period.

### Measuring and Reporting Progress

There are references to specific indicators of performance throughout the Strategic Plan. As part of the comprehensive implementation plan, additional detail concerning such indicators will be developed. Specific targets will be identified for each goal at the unit level as well as the University level. In most cases, the targets will correspond to benchmarks based on the performance of our five peers: University of California, Berkeley; University of California, Los Angeles; University of Michigan, Ann Arbor; University of Illinois, Urbana-Champaign; and University of North Carolina, Chapel Hill. The Office of Institutional Research, Planning and Assessment will be charged with monitoring the performance of the University and all units relative to the indicators that will be selected.

In addition to the specific quantitative indicators of performance, we will develop a set of other instruments to assess our success in implementing the plan. Examples of such instruments are formal and informal surveys and focus groups.

The Provost will oversee an annual assessment of the full set of available measures of performance to provide an overall view of progress in implementing the strategic plan. This annual review will also provide an opportunity for the University to take corrective action where needed. Each year the Provost will report to the Senate and to the institution at large on the state of plan implementation.