

**UNIVERSITY OF MARYLAND EASTERN SHORE
REVISED FIVE-YEAR MISSION STATEMENT (2011-2016)**

SUBMITTED TO:

**WILLIAM E. KIRWAN, Ph.D.
CHANCELLOR
UNIVERSITY SYSTEM OF MARYLAND**

SUBMITTED BY:

**Thelma B. Thompson, Ph.D.
President
University of Maryland Eastern Shore
Maryland**

November 12, 2010



**UNIVERSITY OF MARYLAND EASTERN SHORE
REVISED MISSION STATEMENT
NOVEMBER 12, 2010**

SUMMARY MISSION STATEMENT

University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, engineering and technology, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, human ecology, marine and environmental sciences, technology, engineering and aviation sciences, health professions, business, and hospitality management. Degrees are offered at the Bachelors, Masters and Doctoral levels.

UMES is committed to providing access to high quality, values-based, educational experiences, including individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. In addition, the University serves the education and research needs of businesses, industries, government and non-government organizations. The University is committed to meeting the economic development needs on the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University, through engagement activities, and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland Institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

VISION STATEMENT

UMES aspires to be a Doctoral Research University, and a national model for producing a globally competent citizenry in the 21st Century through:

- Providing access to high quality values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives;
- Recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and

- Creating a culture to develop systematic approach to successfully close the achievement gap.

INSTITUTIONAL CORE VALUES

- Providing high quality undergraduate and graduate programs that will equip students with 21st Century knowledge and skills necessary for the challenges of America and the world.
- Affirming its role as the State's 1890 land-grant institution by providing citizens with opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.
- Demonstrating shared-governance through recognition of the viewpoints that various members of the university community contribute to the institution.
- Appreciating diversity in its student body, faculty, staff and administration through civility, commitment to tolerance, freedom of expression, and celebration of other cultures.
- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.
- Promoting student-centeredness as the heart of the educational enterprise.
- Focusing on character development through learning and leadership experiences.

MISSION STATEMENT

University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, engineering and technology, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, human ecology, marine and environmental sciences, technology, engineering and aviation sciences, health professions, business, and hospitality management. Degrees are offered at the Bachelors, Masters and Doctoral levels.

UMES is committed to providing access to high quality, values-based, educational experiences, including individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. In addition, the University serves the education and research needs of businesses, industries, government and non-government organizations. The University is committed to meeting the economic development needs on the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University, through engagement activities, and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland Institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

INSTITUTIONAL IDENTITY

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching, research, and doctoral degree granting institution that nurtures and launches leaders in a student-centered environment, particularly from among ethnic minorities. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with learning, discovery, and engagement missions. The University values the scholarship of faculty in discovering knowledge, disseminating new knowledge, and applying that knowledge to the extended community. The University recognizes its responsibility for developing human potential, enriching cultural expressions, and sharing its expertise with individuals, businesses, educational, governmental, and non-governmental organizations. The learning, discovery, and engagement foci are in accordance with UMES' legacy and mission as Maryland's 1890 Land-Grant Institution. UMES is proud of its over 124 years of continuous educational service, initially under the auspices of the Methodist Church.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then, largely agrarian, but now more diverse), includes the disciplines of

agriculture, home economics, and mechanical arts. UMES continues to embrace the original purposes as well as its current expansions to include the liberal arts, scientific, business, technological, and professional programs that extend to urban and international settings. The expansion of the land-grant mission reflects the changes in both internal and external environments which include cultural diversity; global interdependence; changes in local, state, and national economy; climate change; and the exponential growth of information communication technology. Just as the focus on agriculture, home economics, and the mechanical arts was appropriate in the 1890's, the wide range of instructional, research, and public service commitments that now characterize this university is vital today.

International perspective in higher education is crucial to the development of leaders who are sensitive to the role America plays in shaping the national and international agendas. UMES is committed to providing an array of undergraduate and graduate programs in an environment that is responsive to global perspectives in education. The University aims to imbue internationalism in some curricula and to extend its concept of international education through continuing education and cooperative ventures with foreign universities, governmental and non-governmental organizations, and private industries.

Through the Maryland Cooperative Extension Service and the Agricultural Experiment Station, UMES works collaboratively with the University of Maryland, the 1862 land-grant institution, and various USDA agencies. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hotel and Restaurant Management Program provides – well trained personnel for the state and national tourism industry. The engineering and technology programs address industry needs in the Eastern Shore region and the state. Faculty research in natural resource management and water pollution focuses on environmental sustainability issues of the Eastern Shore. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, managerial, organizational, and broadband assistance. The Seafood Technology Program assists businesses with the development of procedures that maximize quality, safety, and profitability of seafood products through the use of applied research, certified training, and educational materials.

UMES engages in numerous collaborative efforts to (a) increase access and opportunity for a broad spectrum of students including: the economically and educationally disadvantaged, low income adult learners, and first-generation college students; and (b) to meet other state needs. Collaborative educational connections with local school systems address the Professional Development Schools, The Redesign of Teacher Education (including the P-20 initiative), and other programs. For instance, UMES and Salisbury University collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and the Biology/Environmental Science Programs.

The University of Maryland Eastern Shore works collaboratively to provide academic programs at several USM regional satellite centers, such as the Universities at Shady Grove, the Eastern Regional Higher Education Center (ERHEC), and the Baltimore Museum of Industry. UMES

has Bachelor's degree programs in Construction Management, and Hotel and Restaurant Management at the Universities at Shady Grove. The M.Ed. in Career and Technology Education is offered at the Maryland Center for Career and Technology Education Studies (MCCTES) in the Baltimore Museum of History in Baltimore. In addition, MCCTES offers career and technology education courses for teacher certification. Currently the University is exploring plans to extend the Ph.D. Program in Organizational Leadership, and other programs at the Eastern Regional Higher Education Center (ERHEC).

The University provides Special Education Programs, a teaching area of great state and national need, on the Eastern Shore at both the undergraduate and graduate levels. In addition, UMES' Business Education Program has been named the State Affiliate Program for Business Management and Finance by the Division of Career and College Readiness at the Maryland State Department of Education. Access to the Salisbury-Ocean City Airport allows the Aviation Science program to establish strong links with airport personnel. The University of Maryland Eastern Shore has a number of clinical affiliations managed by the School of Pharmacy and Health Professions. These affiliations are with: Dove Point Rehabilitation Services, the State of Maryland Department of Rehabilitation Services, Go-Getters of Princess Anne, Hope Creek School, Forsyth County Senior Services, The Holly Center, New Life Health Care Agency, Somerset Community Services, Health South Chesapeake Rehabilitation Hospital, Veteran Affairs Medical Center, Maple Shade/In-sights Counseling Inc., the Office of Vocational Rehabilitation-York, the Holly Community Inc., the Office of Vocational Rehabilitation-Philadelphia, Warwick Manor Behavioral Health, Kennedy Kriger Institute, the Worcester County Health Department, Intrepid USA Health Care, Three Lower Counties Community Services, New Life Health Care Agency, Easter Seals Foundation, Life Matters, Peninsula Regional Medical Center, McCready Hospital and Atlantic General Hospital.

Agricultural and Natural Science students and faculty leaders partner with local agricultural and aquaculture business persons, to conduct and apply appropriate research findings that improve their economic base. UMES offers the Ph.D. in Marine-Estuarine-Environmental Sciences (MEES), in conjunction with other University System of Maryland institutions.

While the Carnegie Foundation classifies UMES as a Masters' S programs (Masters' Small Programs), the University aspires to achieve Doctoral Research University classification. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Toxicology, (c) Organizational Leadership, and (d) Education Leadership.

To respond to widespread regional and national health care needs, especially those in rural areas, a new school of Pharmacy and Health Professions (consisting of Pharmacy, Physical Therapy, Physician Assistant, Exercise Science, and Rehabilitation Services) has been established at UMES. UMES matriculated its inaugural class of pharmacy students in August of 2010. This will assist to address the shortage of pharmacists practicing on the Eastern Shore of Maryland as well as the nation as a whole.

To accommodate changes in the accountancy licensure examination, the University will develop a Master's Degree Program in Accounting. To meet excess demand for senior management

positions in the hospitality industry, a Master's Degree in Hotel, Restaurant and Tourism Management will be developed. A four-year bachelor of science degree in Engineering with specialization in aerospace, computer, electrical, and mechanical is offered at UMES to foster close partnerships with and facilitate technology transfers to industry and government, as well as contribute to the economic development within the State of Maryland and specifically in the Eastern Shore region. These program expansions address needed access to terminal degrees on the Shore, reflect current and potential strengths within the University, meet expressed interests of potential doctoral matriculants, as well as work force training needs.

Unique academic programs in the State offered only at UMES include (1) Aviation Science; (2) PGA Golf Management; (3) Agribusiness; (4) Professional Science Masters in Quantitative Fisheries and Resource Economics; (5) Teacher Education (Family and Consumer Science Education, and Technology Education); and (6) Urban Forestry.

The University of Maryland Eastern Shore is currently in the process of developing five new degree programs. All five programs will support the mission and address workforce development initiatives for the State of Maryland. The programs will be (1) Bachelor's Degree in Unmanned Aerial Systems; (2) Master's Degree in Emergency Management; (3) Master's Degree in Biochemistry; (4) Master's Degree in Accounting; and (5) Ph.D. in Biochemistry.

The University has initiated a Technology Competency and Certification program that will provide an opportunity for UMES to strengthen its capacity to adequately prepare and assess students Technological Competency required by Maryland Higher Education Commission (MHEC) and Middle States Higher Education Accreditation Commission (MSCHE). The specific objectives of the initiative are to (1) provide opportunity for UMES faculty and staff to be trained and certified by Microsoft as Microsoft Certified Trainers; (2) provide a center for preparing students to take Microsoft examinations to be certified as Microsoft Office Specialist, and or Microsoft Office Specialist Master; and (3) provide external professional validity for meeting the technological competency required by MHEC and MSCHE.

A new Global Studies Certificate Program which requires 15 credit hours of interdisciplinary global courses has been developed. The program is optional and open to all UMES students. The objectives of the Global Studies Certificate Program are to (1) provide interdisciplinary courses in global studies for UMES students; (2) offer significant international dimension to students' departmental majors; and (3) provide tools students can use to understand, acquire knowledge, and develop skills for living and communicating in the global interdependent and culturally diverse world of the 21st century.

The University of Maryland Eastern Shore will create an Entrepreneurial Institute to serve the local population and the State of Maryland in cutting-edge training of entrepreneurs and the minority student population served by the University. As part of the preparation for this unique educational opportunity, UMES sent thirty students with four faculty and staff for exposure and training at The Allen Entrepreneurial Institute in Lithonia, Georgia. The Institute caters for education and training for minority and business owners. The experience from the Camp Exposure for the students is to serve as a launch pad for the creation of a vibrant institute and training center for our future student generation and entrepreneurs.

INSTITUTIONAL CAPABILITIES

UMES views with pride its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. The University offers programs and assistance that attract, serve, retain, and graduate first-generation college students, nationally-recognized scholars, and international clientele as part of its core mission. The University is impressively diverse, as students originate from over 70 different countries. At the faculty level, the number of full-time, non-African American faculty exceeds the number of those of African American descent.

Research and development activities focus on information technology, faculty and student development, agricultural and environmental sciences, and international development. UMES plays a pivotal role in responding to local, state, and international priorities through the following unique initiatives:

(a) Center of Research Excellence In Science and Technology (CREST)

The National Science Foundation funded a CREST at UMES, which focuses on Integrated Study of Coastal Ecosystem Processes and Dynamics in the Mid-Atlantic Region. CREST supports UMES' emphasis to design and implement academic programs that are responsive to the UMES mission, the needs of the state, region and the nation, and meet the challenges of a highly competitive and global workforce. Its related objectives infuse more research and creative activities to improve the learning experience of graduate and undergraduate students while advancing productivity in research.

UMES, as the lead institution of this multimillion-dollar Center, collaborates with the Virginia Institute of Marine Science (VIMS), the University of Maryland Center for Environmental Science at the Institute of Marine and Environmental Technology (UMCES IMET), and Morgan State University. The goals of CREST are to:

- model and predict the effect of land use and climate change on the mid-Atlantic coastal ecosystems;
- provide research training to high school students and teachers, undergraduate and graduate students particularly from members of underrepresented groups;
- improve infrastructure for research and education in marine and environmental sciences; and
- increase public awareness of the interdependence of humans and the coastal environment.

(b) The Paul S. Sarbanes Coastal Ecology Center

The Sarbanes Center located at Assateague Island, (six miles from the Chesapeake Bay and 30 miles from the Atlantic Ocean) plays a significant national role in the diversification of the work force of the National Oceanic and Atmospheric Administration (NOAA). The Sarbanes Center supports the research mission of the NOAA funded Living Marine Resources Cooperative Science Center (LMRCSC) at UMES which conducts research congruent with the interests of NOAA fisheries research. It is the only teaching facility dedicated to the study of coastal processes in the State of Maryland.

Sarbanes Center provides service to the Environmental Protection Agency (EPA) to monitor water quality; US Army Corps of Engineers for in-situ coastal ocean research; NASA for remote sensing activities; the National Aquarium as a possible holding site for injured marine mammals; Maryland Department of Natural Resources for research on blue crab parasite and fisheries monitoring; UMES Hotel and Restaurant Management program for training and internships in Eco-Tourism; and Sea-Grant/University of Maryland Extension Service for training workshops. This facility supports the Maryland State plan to develop highly qualified workforce for the economic growth and vitality of the State by serving as a focal point for the advanced training of elementary, junior and senior high school teachers and students in marine sciences. Thus it is an ideal venue for field trips and instruction for the UMES/Salisbury University dual degree program in biology and environmental sciences. Together with the MEES program, access to this excellent facility is provided for the preparation of post secondary students for careers in research, and public policy that support a sustainable harvest and conservation of the state and nation's living marine resources; and as an interpretive center for public outreach for coastal education for the public.

(c) **Construction Technology Partnerships**

Partnerships have been established with construction and manufacturing industries throughout the state via industry advisory councils, student internships, field trips, and scholarship support. Partnerships have also been established with the local educational agencies and the Maryland State Department of Education, Division of Career and College Readiness.

(d) **Center of Excellence for Food Science and Technology: Partnership with USDA Agencies (Agricultural Research Service (ARS), and Food Safety and Inspection Service (FSIS))**

The USDA/UMES Center of Excellence in Food Science and Technology was established in 1995 with the signing of an MOU between UMES, ARS and FSIS, and the arrival of ARS personnel on our campus. This long-standing and strong partnership between UMES and USDA has resulted in the establishment of a Ph.D. Program in Food Science, in the Department of Agriculture, Food and Resource Sciences at UMES, and a \$17 million dollar state-of-the art Food Science and Technology Building. The Center provides training and hands-on research experiences for undergraduate and graduate students. The primary objective of the partnership is to stimulate interest and provide access for African Americans, and other under-represented groups, to pursue advanced careers in agricultural research.

Research at the Center is focused on improving the safety, quality and value of foods produced in the Delmarva region, with emphasis on the microbiological safety of chicken meat, chicken meat products, and vegetables. Computer models that predict the risk of Salmonella, Campylobacter and Listeria infection from chicken have been developed. The models have been incorporated into a software program called the Poultry Food Assess Risk Model and distributed to food safety professionals around the world. The Center is nationally recognized as a shining example of how successful partnerships between Federal Agencies and the 1890 Land Grant Institutions and Historically Black Colleges and Universities can have a large positive impact through agricultural research on the quality of life in the United States and abroad, while simultaneously promoting the important principles of workforce diversity and civil rights.

(e) **Poultry Research Institute**

The Poultry Research and Education Center at UMES serves the Delmarva broiler industry by

providing students with courses in the areas of poultry nutrition, physiology, disease management, food safety and overall management. In addition to formal classroom instruction, UMES is involved in conducting practical and applied research to improve broiler production and food safety and to reduce environmental pollution. Current applied research includes:

(i) UMES/Alpharma Inc. Project

UMES has received Maryland Industrial Partnerships funding to work with Alpharma, Inc. Food Safety Products in the development and evaluation of a plastic flooring project “Underwater Pulse Arc Discharge” system for use in poultry processing plants to reduce pathogen contamination. The new technology utilizes pressure to weaken or destroy bacteria that reside on the surface, in skin pores and in internal cavities, thus greatly improving the reduction of pathogen in comparison to the current methods of surface chemical disinfection only.

(ii) AVI Home Poultry Project

UMES Poultry House Project: UMES has worked with AviHome, LLC to demonstrate the effectiveness of a novel “litter-less” flooring system that consists of two layers of polymer flooring with an air plenum in between. The university helped secure over \$1.5 million in grants and contracts to support pre-commercialization work for this project. Full scale tests have shown a significant reduction in ammonia emissions (by over 80%), increased bird weight gain (5-15%), and improved feed efficiency (2-6%). Implementation of this system will provide the possibility of the rare combination of enhanced benefits to the environment, improved bird and worker health benefits, and increased bottom lines for poultry producers.

(f) Soybean Research Institute

The Soybean Research Institute was established in 1976 with a goal of developing integrated pest management strategies to reduce pest damage and also to improve nutritional quality of soybean cultivars grown on the Delmarva eastern shore. The Institute has worked closely with USDA plant breeders at the Beltsville Agricultural Research Center in developing multiple pest resistant cultivars particularly to reduce pod and leaf damage by larvae of the corn earworm, silver spotted skipper and nymphs of Mexican bean beetle. A focus of the Institute has also been in the training of minority undergraduate and graduate students in soybean and crop research for the workforce. The Institute also has a goal of producing refereed journal publications and dissemination of research results to extension agents, administrators and farmers for their use.

(g) Collaborative UMES-USDA/ARS Research on Water Quality and Nutrient Management

UMES has formed unique partnerships with USDA-ARS units in three states, Alabama, Arkansas and Pennsylvania. As such, we have developed the technological and analytical capability to test and develop new strategies that can be adopted as best management practices (BMPs) for water quality protection affecting the Chesapeake Bay and surrounding tributaries. Quantifying the benefits of new technologies and practices relative to nutrient runoff and leaching, is imperative to justifying recommendations that will ultimately be adopted by local stakeholder farmers, and farmers in other heavy poultry producing states. This aspect is imperative and warranted to assisting them in meeting nutrient management requirement imposed by various USDA agencies and EPA. Research is designed to compare losses of nitrogen and phosphorus on no-till soils in runoff and leachate due to new soil dry poultry litter

subsurface incorporation techniques, with losses from traditional methods of application common on Delmarva. New and innovative techniques are also being tested that will prevent phosphorus and harmful trace elements, e.g., arsenic from reaching drainage ditches, as well as, watersheds that empty into the Chesapeake Bay.

This research also has broad applications for determining a link between urea (either as urea nitrogen or poultry litter), and the production of the biotoxin domoic acid that affects the health and safety of seafood derived from the Chesapeake Bay. In a region where both agriculture and seafood are major industries, it is critical to accurately identify potential risks that would affect this industry. Our research also impacts the number of young scientists who enter the future workforce, as we provide research training for students at the undergraduate and graduate levels, especially minorities. Due to the unique partnerships with USDA-ARS, UMES' ability to secure large grants, development of outstanding field research and laboratory capabilities has been enhanced. The University is well positioned to be a mainstream partner in generating data germane to finding solutions that will improve the health of the Chesapeake Bay and other important water bodies on Delmarva.

(h) International Development

i. Partnerships

UMES has linkage agreements with 28 Universities and research institutions, government and private sector institutions in Africa, the Caribbean, Central America, and the United States of America. These linkages enhance the university's international education focus through: (1) student study and research abroad, (2) faculty and student exchanges, (3) international scholar-in-residence, and (4) international development programs. UMES has developed and received funding for five (5) Cooperative Agreements with the United States Department of Agriculture (USDA) to provide staff for technical assistance to the United States Agency for International Development (USAID). Technical assistance to USAID has expanded from the provision of **five** Long-term Technical Advisors in 2006 to **twenty-two (22)** Long-term Advisors in 2010. The twenty-two (22) International Development Advisors that UMES has assigned to USAID work in countries such as Azerbaijan, Indonesia, Iraq, Afghanistan, and Haiti, and most of Sub-Saharan Africa. UMES provides Technical Assistance to support two U.S. Presidential Initiatives: **Global Hunger & Food Security Initiative, and Sudan Agricultural Program**

ii. Biennial International Workshops

During the past 25 years, the University of Maryland Eastern Shore has had an outstanding record participating in international research, education and development activities. The successes achieved resulted from the partnerships that were initiated between institutions, government agencies, the private sector, and civil society. One of the lessons learned was the need for more sustainable partnerships and greater recognition of universities and their role as engaged agents of change.

Emerging from these lessons learned was the need for a biennial international workshop. The purpose of the workshop is to provide a forum for sharing experiences, developing innovative approaches and creating partnership opportunities to enhance international development. The primary focus is to develop solutions to the challenges faced by developing countries and their knowledge systems in addressing the needs of the underserved. The University has successfully organized three international workshops with focus on international education and development, in collaboration with high ranking international universities, government agencies, and business

partners. Each workshop had its unique theme and a broad range of participants representing all facets of the partnership.

iii. Protective Clothing Research

Research on protective clothing for pesticide applicators at the University of Maryland Eastern Shore, over almost two decades, has progressed to an extensive database with data for over 130 fabrics from many countries. An online system was developed to access technical information for the fabrics. A new prototype system has been developed for data entry, data management, and dissemination of information. National and International Standards have been addressed. Studies have been conducted to refine methodology to assess performance of protective clothing for pesticide users. These studies have been used for the development of ASTM International and ISO standards to measure the penetration of pesticides through textile materials. Research on protective clothing for hot climates has been the focus of numerous studies which focused on the use of repellent fabrics as alternatives for the impermeable materials in hot and humid climates. The European Crop Protection Association on protective clothing assessment for pesticide applicators has been a major collaborator.

iv. JA FARMS: Jamaica

In 2007, the Maryland Hawk Corporation joined with Citizen Development Corps as a subcontractor under a USAID Jamaica contract in collaboration with Jamaica's Ministry of Agriculture to introduce the FARMS (Farmers Access to Regional Markets) model developed at UMES to Jamaican farmers, referring to the project as JA FARMS. The model works by facilitating market linkages between smallholder farmers and processing intermediaries to enhance the performance of the agribusiness industry in targeted regions. Essentially, by fostering the creation of grower associations to balance the grower-marketer relationship, wealth is equitably distributed. Additionally, grower associations enable smallholder farmers to compete with larger, more capital intensive producers by allowing them to access agricultural inputs, financing, transportation, and other services under more favorable terms.

In Jamaica, JA FARMS proved to be extremely successful. The project leveraged \$5.7million in local inputs, infrastructure development, and cash in private sector support from Jamaican businesses and matching funds from the USAID Jamaica. With participation from three champion businesses in the agro-processing industry – Walkerswood Caribbean Foods, Santoy Cooperative, and Rock Mountain Herbs – JA FARMS was able to expand the market opportunities for small farmers and other community groups while promoting the preservation of the island's unique biodiversity.

(i) University Aviation Association/Aviation Accreditation Board International

UMES is a member of the University Aviation Association (UAA) which seeks the advancement of degree-granting aviation programs through its collective expertise and advocacy. The University is authorized by the Federal Aviation Administration (FAA) as the Computer Testing Designee Institution. This authorization allows the University to administer FAA knowledge test for pilots, mechanics and dispatchers in the designated computer testing center. The testing center is operated by the Department of Engineering and Aviation Sciences. UMES is also designated as the a Federal Aviation Safety Center with all the full-time aviation faculty members certified as Federal Aviation Administration Safety Team (FAAST) representatives to

hold seminars for the benefit of the University and the surrounding aviation community.

(j) Professional Education Unit

The Professional Education Unit at UMES consists of 16 NCATE-accredited and MSDE-state approved programs at the baccalaureate and masters level in teacher and counselor education. In addition, a newly revised and approved Education Leadership doctoral program has recently enrolled its first cohort. Collaboration with public schools is a strength of the professional education programs as the Unit has always emphasized the importance of integrated and sequenced field and clinical experiences and other professional development project and has always placed great value on the contributions made to the Unit by field partners. The Unit has formalized its collaboration with the public schools and currently has 24 Professional Development Schools in 4 counties (Caroline, Somerset, Wicomico, and Worcester). Teacher and counselor candidates engage in field experiences, practica and internships at these sites. In addition, the Unit is working collaboratively with these four counties and two other counties on Maryland's Eastern Shore (i.e., Dorchester and Talbot) in the area of special education professional development through support from a Maryland State Improvement Grant (MSIG), now in its eleventh year.

(k) Information Technology

The Office of Information Technology, using a value-added strategy, is committed to leveraging the advances in information technology to support innovative research, education, and service to meet the needs of the University, students, and external constituents.

The Applied Information Technology Research and Education Center emphasizes both research and educational objectives, while providing state-of-the-art information technology services in support of government agencies, regional businesses, and university academic programs.

The presence of first-rate graduate faculty with strong national and international reputations increases the probability that a larger number of high performing students will enroll in the University. Faculty-student research pairs present their findings to the University, the community, funding agencies, national, and international professional conferences. Thus, UMES attracts, supports, and graduates academically capable students who have experience in research and development.

INSTITUTIONAL OBJECTIVES AND OUTCOMES (2005-2010)

[UMES is currently developing its next quinquennial (2011-2016) Strategic Plan which is expected to be aligned with the University System of Maryland Plan. The UMES plan is expected to be completed by April 1, 2011. The institutional objectives and outcomes section will be replaced by the information from the 2011-2016 Strategic Plans.]

University progress depends upon the success of its accountability practices; therefore, strategic planning, assessment and evaluation are key to measuring an institution's success. The University's strategic planning process ensures that we use a systematic process to engage in ongoing, dynamic and comprehensive assessment of the annual UMES Strategic & Operations Plan. Goals are carefully tracked and reports are regularly disseminated to assist faculty, students and administrators in using data-based decision-making to map progress.

The UMES Strategic Plan was developed during academic year 2003-2004. The Plan represents the collective effort of the President, executive units (cabinets, expanded cabinet and executive council), faculty, students, staff and community members.

The UMES 2004-2009 Strategic Plan is consistent with and supports the five goals of the 2004 Maryland State Plan for Post Secondary Education: (1) Quality and Effectiveness, (2) Access and Affordability, (3) Diversity, (4) Student Centered Learning Systems, and (5) Economic Growth and Vitality.

Goal I: Continue to design and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance and excellence to meet the challenges of a highly competitive and global workforce.

- I.1 Conduct regular academic program reviews to monitor program productivity and remain relevant to workforce needs of the state and nation.
- I.2 Seek national program accreditations for eligible programs to add value to the degrees and to position the programs for greater funding opportunities and improve placement for graduates.
- I.3 Develop a comprehensive international program to support: (i) Student Study Abroad, (ii) international students and scholars, and (iii) globalization of the curricula.
- I.4 Increase the use of Information Communication Technology for teaching and learning and further develop its distance education course offerings.
- I.5 Infuse more research and creative activities to improve the learning experience of undergraduate students.

Goal II: Promote and sustain a campus environment that supports a high quality of life

and learning and that responds to the needs of a diverse student population.

- II.1 Target new program initiatives to enhance the campus environment through student engagement and community partnerships.
- II.2 Use multiple approaches to provide student-centered financial services to both undergraduate and graduate students.
- II.3 Continue to develop the visual, verbal & performing arts to enrich the cultural environment for students and the larger community.
- II.4 Increase collaboration among student/faculty/staff governing bodies.
- II.5 Advance a seamless approach to enrollment management using student-centered approaches to application, admission, advising, matriculation, and graduation processes.
- II.6 Develop and conduct ongoing customer service training workshops for all campus personnel.
- II.7 Update and periodically monitor the UMES Campus Crisis Emergency Plan in order to reduce or eliminate loss of life and property damage due to natural, technological and/or criminal hazards (e.g. floods, hazardous materials, etc).
- II.8 Continue to maintain the physical facilities to ensure a safe, healthy, and attractive place for living and learning.

Goal III: Enhance university infrastructure to advance productivity in research, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development.

- III.1 Target academic, research, and cultural programs that contribute knowledge and solutions to state, national, and international problems with special priority in the areas of information technology, teacher education, allied health, and international development.
- III.2 Enhance the Research and Development Infrastructure to advance productivity in research, and technology development and transfer.
- III.3 Seek funding to increase opportunities for interdisciplinary research between UMES' academic schools and establish a Center for Social, Human, and Economic Development Research.
- III.4 Will (i) Recruit and retain a highly qualified and diverse faculty, (ii) enhance research and laboratory facilities, and (iii) collaborate and partner with other universities and agencies in biosciences and technology to advance

knowledge and solutions for the state, and the nation.

- III.5 Enhance its faculty development program to increase faculty productivity in learning, inquiry, and engagement.
- III.6 Enhance its honors undergraduate program and increase research and experiential opportunities for undergraduate students.
- III.7 Leverage the reputation and strengths of existing UMES Research and Development Programs to increase local, national, and international research and development partnerships with public and private institutions.
- III.8 Advance its commercialization and community outreach initiatives by developing and marketing university resource capabilities, innovative product research and intellectual property in order to enhance economic development locally and throughout the state.
- III.9 Develop programs to prepare faculty and students to resolve environmental problems in the state.

Goal IV: Redesign administrative systems to accelerate learning, inquiry and engagement (outreach)

- IV.1 Allocate resources to support academic programs and research that contribute knowledge and solutions to address state, national, and international priorities.
- IV.2 Use systematic visioning and planning strategies to create and maintain UMES Centers of Excellence.
- IV.3 Allocate resources to support and maintain consistency with the Maryland Technology Plan and support academic scholarship in learning, discovery, and engagement.
- IV.4 Revitalize its recognition and reward system to acknowledge productivity in learning, discovery, and engagement.
- IV.5 Review its Capital Improvement Master Plan to ensure support of strategic initiatives in learning, discovery, and engagement.
- IV.6 Consistently use the UMES Designated Research Initiative Funds (DRIF) Plan to support faculty research, commercialization, and partnerships.
- IV.7 Will (i) expand partnerships with business and industry, (ii) governmental agencies, (iii) community-based organizations, and other institutions of higher education.
- IV.8 Enhance its engagement with the community and constituents to increase

student, faculty, and staff contributions.

- IV.9 Maintain and expand the University's land-grant mission in the Eastern Shore community with a special focus on outreach initiatives in Somerset and other counties.

Goal V: Efficiently and effectively manage the resources of the University and aggressively pursue public and private funds to support the educational enterprise.

- V.1 Conduct baseline assessments throughout all divisions to understand current trends to inform future decision-making and best practice in resource management.
- V.2 Use systematic visioning and planning strategies to create and maintain UMES Centers of Excellence.
- V.3 Establish and implement policies and procedures that ensure the integrity, accuracy and completeness of institutional data used for accountability and to support continuous improvement initiatives
- V.4 Develop process and procedures manuals to standardize daily operating procedures throughout the University to serve as a guide to new employees.
- V.5 Develop policies and procedures that motivate managers of budgets to manage their budgets responsibly.
- V.6 Encourage all its divisions, departments and units to seek continuously new ways of enhancing the resources available to it including increasing grants from government, business, and industry and philanthropic organizations.
- V.7 Increase alumni giving and diversify sources of grants for developing research infrastructure, scholarship, and student support.
- V.8 Support faculty development and opportunities by providing training and technologies they need to deliver high quality instruction and conduct research.
- V.9 Collaborate with communities, including business and industry and keeping them informed of activities, events and programs at UMES.
- V.10 Continue to implement an integrated institutional strategic plan which links planning decision-making, enrollment management, budgeting, resource allocation, and evaluation.

