



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** USM Institutions and Regional Centers: Mission and Goals Statements  
Final Approval

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** February 10, 2011

**SUMMARY:** At its meeting of February 10, 2011, the Committee recommended that the USM Institutions and Regional Centers Mission and Goals Statements be submitted to the Maryland Higher Education Commission for distribution and comment and that the Board of Regents approve the statements after the comment period.

Due to transitions at the Maryland Higher Education Commission, there was no comment period and the review of the Statements was delayed. At its meeting of January 25, 2012, the Maryland Higher Education Commission voted unanimously to approve the summary mission statements as submitted.

Attached is a summary of the Statements and the revisions requested by the Education Policy Committee. Given the delay in bringing this item before the Board, the chair of the Education Policy Committee recommends that the full text of the USM Institutions and Regional Centers Mission and Goals Statements be reviewed. The Statements can be found at:  
<http://www.usmd.edu/regents/agendas/2011/ed021011.html>

**ALTERNATIVE(S):** The Regents may recommend that the statements be further modified before approval.

**FISCAL IMPACT:** There is no fiscal impact.

**CHANCELLOR'S RECOMMENDATION:** That the Board of Regents Board of Regents approve the statements as submitted.

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COMMITTEE RECOMMENDATION: That the Board of Regents Board of Regents approve the statements as submitted.

DATE: February 10, 2011

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BOARD ACTION:

DATE:

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SUBMITTED BY: Irwin L. Goldstein (301) 445-1992

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## OVERVIEW OF USM INSTITUTIONS' MISSION AND GOALS STATEMENTS

Pursuant to Education Article, 11-302 and 303, Annotated Code of Maryland, all public institutions are required to periodically update the institutional mission statement. The statements must be consistent with the Maryland Charter for Higher Education and the system-wide plan, and promote the effective and efficient use of the institution's and the System's resources. Specifically, the Charter requires that the University System of Maryland "...achieve and sustain national eminence with each component fulfilling a distinct and complementary mission." It further mandates that the System develop a mission for each campus that builds upon the unique strengths of the campus and embodies a diversity of programs.

As previewed at the September meeting of the Board's Committee on Education Policy, the institutions have developed statements that meet the mandates of the Charter and are aligned with the *USM Strategic Plan* and the *2009 State Plan for Postsecondary Education*.

For the majority of the institutions, the **core** missions have remained unchanged. The primary changes in these statements include goals and objectives that have been developed to align with the *USM Strategic Plan* and the *Maryland State Plan*.

### ***Bowie State University***

The University is committed to increasing the number of students who earn advanced degrees in all disciplines, with special focus on computer science, business, the health sciences, information technology, the natural sciences, education, and related interdisciplinary areas. Academic integrity, the common good, constituent needs, market demands, and emerging challenges serve as important bases in the University's efforts to develop educational programs and improve student access to learning opportunities.

In response to the Governor's priorities and the *Maryland State Plan for Postsecondary Education*, Bowie State University is steadily building its infrastructure to become more competitive in the state and the nation in STEM education and research. In 1995, BSU was one of only six institutions in the nation to be selected as a Model Institution for Excellence (MIE) in science, engineering, and mathematics. This award significantly strengthened the institution's academic infrastructure and enhanced an already excellent computer science and technology program that has consistently ranked as one of the top 10 institutions in the nation in graduating African-American students with master's degrees. The College of Arts and Sciences has implemented the STEMing the TIDE (Science, Technology, Engineering, and Mathematics Through Integrated and Diversified Experiences) as a comprehensive strategy for advancing STEM education and research, with special emphasis on increasing minority engagement in these fields. In anticipation of the workforce needs of the Base Realignment and Closure process, Bowie State University has established new programs and revised existing programs in the College of Arts and Sciences and the College of Business in information security issues. In response to the state priority to close the achievement gap, BSU has committed to improving both the 4- and 6-year graduation rates. Gatekeeper courses are being restructured or redesigned to facilitate student learning. To expand access to education, BSU is increasing the number of

evening and night classes to accommodate more working adults. Its on-line class inventory is steadily growing, and the university is enhancing its continuing education offerings to provide the community with greater learning opportunities. BSU is also committed to fulfilling the state mandate for institutions to conduct their operations in a sustainable manner. The work of the institution's Climate Commitment Coordinating Committee has positioned BSU as a national leader in higher education for reducing carbon footprints. Consequently, Toyota Corporation of America selected BSU to launch its national Green Initiative targeting HBCUs. As part of this partnership, the institution is working to implement a "green curriculum."

Bowie State University is committed to strategic planning and institutional assessment. The 2007 – 2012 Strategic Plan sets forth six overarching goals, as well as sub-goals and objectives that are aligned with the University System of Maryland Strategic Plan and the Maryland Higher Education Commission's *2009 State Plan for Postsecondary Education*. Bowie State University's Strategic Plan goals are as follows: 1) provide high-quality and affordable academic programs and support services for all students; 2) support growth by enhancing recruitment, access, and retention efforts university-wide; 3) promote regional economic and workforce development; 4) increase the University's external funding; 5) promote effective and efficient use of institutional resources; and, 6) enhance the University's image.

### ***Coppin State University***

The University prepares students with the mission of meeting the challenges associated with urban communities. Coppin State University seeks to transform the lives of its students who return to their communities as change agents. The major academic programs of the institution that impact the communities are in education, health care, and in the STEM disciplines. Focus primarily on these disciplines prepares students to be competitive in the state, region, nation, and world markets.

Addressing the state's need to increase the workforce to produce more nurses and teachers, CSU has increased and retained the number of nursing students matriculating through the university while looking for new partnerships in teacher education. The University is engaged in discussions to identify ways to increase the number of teachers in the STEM areas and in teacher education overall. Additional priorities include a greater emphasis on community engagement and sustainability. Presently, the university is building a culture of community engagement by developing strategic partnerships with the local community. Examples of current initiatives include: Broadband Technology Opportunities Program that provides the citizens of West Baltimore with the opportunity to improve their computer skill sets and access to educational opportunities; revitalization of West Baltimore-Partnership with CSU, City of Baltimore and CHCDC to improve facility infrastructure, which in turn improves the communities; and the Center for Community Health operated by the School of Nursing to provide health services to citizens who cannot afford the high costs of health care.

To address the goals in the USM Strategic Plan, the university has begun the process of aligning its strategic plan to the USM's five themes and key goals/strategies. Coppin State University's goals include: 1) enhance student success through graduation by focusing attention on the first year of college; 2) enhance the academic core of the university by building on the self-study processes along with other key documents; 3) strengthen institutional infrastructures to increase

effectiveness, efficiency and accountability of operations and outcomes; 4) enhance the urban mission of the university by enhancing teaching and learning, increasing service learning and advancing community engagement opportunities for students, faculty and staff; and, 5) increase fundraising initiatives by developing and implementing a realistic capital campaign consistent with the mission, goals and objectives of the university.

### ***Frostburg State University***

Frostburg State University (FSU) has provided paths to success for students for well over a century. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential university offering a wide array of distinctive programs at the undergraduate level and select applied graduate programs. The only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington corridor, Frostburg serves as the premier educational and cultural center for Western Maryland. The University draws its students from all counties in Maryland, as well as from numerous other states and foreign countries, thereby creating a campus experience that prepares students to live and work in a culturally diverse world.

The academic experience of undergraduate students includes a rigorous and interdisciplinary general education program in the liberal arts and sciences, including the development of core skills. Major areas of undergraduate specialization include education, business, science and technology (STEM) disciplines, the creative and performing arts, and selected programs in the humanities and social sciences. The University provides online instruction at the undergraduate and graduate levels. The University is committed to the continued development of health science and allied health programs. Its new RN-BSN program has received strong statewide support. The program has applied for accreditation through the Commission on Collegiate Nursing Education (CCNE). The University plans to expand its nursing program to a Master of Science in Nursing, with a particular emphasis on preparing nursing faculty. Frostburg also offers extensive programs at the University System of Maryland at Hagerstown. The University is currently developing plans to offer an Ed. D., which will support the state's workforce development needs in teacher preparation. Previously, graduate-level programs have been limited to the master's level

In fulfillment of its mission and in keeping with the goals of the Maryland Higher Education Commission's *2009 State Plan for Postsecondary Education* and the *University System of Maryland's Strategic Plan*, Frostburg State University will address the following long-range goals and objectives over the next several years: 1) develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization; 2) enhance facilities and the campus environment in order to support and reinforce student learning; 3) Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to graduate within four years; 4) recruit and retain diverse and talented faculty and staff committed to student learning and University goals; 5) promote activities that demonstrate the University's educational distinction; and 6) serve as a catalyst for economic development in Western Maryland and the region.

### ***Salisbury University***

The University continues to place particular emphasis on active learning and the preparation of students for engaged citizenship with the ability to pursue personal and professional education throughout their lives. In response to regional and statewide workforce needs, the University sought and received approval to offer its first doctoral program in nursing, and continues to explore the potential for new programs and partnerships with other institutions and to examine community demands for new or expanded undergraduate and targeted master's and doctoral programs in areas such as K-12 curriculum design and conflict resolution. Salisbury University has also increased its international orientation and seeks to prepare students for careers in a global economy, for graduate education, and for meeting the state's workforce needs. Opportunities to study abroad are encouraged to facilitate greater understanding of the differences and similarities among the citizenry of other countries.

Research, scholarship, and creative activity remain fundamental to university life and are integral to both teaching and learning. Faculty, who are teacher/scholars engaged in both basic and applied research, are encouraged and supported for including students in research, scholarship, and creative endeavors. In 2010, two undergraduates were selected for the prestigious Environmental Protection Agency (EPA) Fellowship to conduct research in environmental science. Moreover, applied research in many disciplines contributes significantly to the solution of community problems.

The institution is committed to a strategic plan and outcomes that support the state of Maryland's objectives for higher education as stated in the *2009 Maryland State Plan for Postsecondary Education* as well as the Managing For Results (MFR) process and the University System of Maryland (USM) Strategic Plan. Salisbury University's current strategic goals are: 1) provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy; 2) continue to attract and retain quality students; 3) promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small school feel" and strong student/faculty/staff interactions; and 4) continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

### ***Towson University***

With its roots as The Maryland State Normal School founded in 1866, the certification and professional development of educators has been and will remain central to Towson University's future. The institution, as the state's Metropolitan University, also continues to respond to the growing needs of the region. As a complex comprehensive learning community, the University emphasizes the systematic addition of strong undergraduate and graduate programs that represent emerging disciplines, address economic and workforce needs, and serve the metropolitan region. To date, master's degree programs in the health professions, applied information technology, education, homeland security, business, and a variety of interdisciplinary or applied fields have been developed in response to pressing regional needs and extensive student demands. The applied and unique doctoral programs build on the foundation and strengths of the University and are in areas that are fundamental to the development and vigor of the institution.

Towson University's role of addressing Maryland's workforce needs depends on its ability to respond quickly to changing circumstances and emerging needs by revising or introducing high quality undergraduate, master's, doctoral, and certificate programs. Program development can be readily targeted to support economic and social development as identified by national, state, and regional governmental agencies. Its plans for expanding its graduate programming, increasing the number of both students and degrees offered, will lead to an increase in the number of teaching and research opportunities available to the graduate student body and will allow the institution to provide valuable expertise to regional and state agencies and organizations. This design gives Towson a strong presence in the educational growth of employees from local school districts, health care fields, the arts, government agencies, and technology and service industries, including e-business. Towson University plays a major role in efforts to sustain Maryland's social, cultural and economic fabric as well as its natural environment.

In keeping with the *Towson University 2016 Strategic Plan*, the *University System of Maryland Strategic Plan*, and the *Maryland State Plan for Higher Education*, the University will pursue the following directions: 1) continue to emphasize excellence in teaching, scholarship, research and community engagement responsive to the needs of the region and the state; 2) enhance and expand academic endeavors to improve the well-being of the Baltimore Metropolitan Region and the state of Maryland; 3) optimize retention and time to graduation for all students; 4) enhance and celebrate a diverse and complex university, 5) continue to be a leader in workforce development in Maryland; 6) increase philanthropic support to achieve the university's goals; 7) enhance recruitment, retention and development opportunities for faculty and staff; 8) emphasize campus-wide applied research and scholarship efforts; 9) continue to improve internal and external communications; and 10) communicate the significance of applied research and community engagement initiatives.

### ***University of Baltimore***

The University of Baltimore (UB) provides high quality, career-oriented education at the bachelor's, master's, and professional degree levels, including a select number of applied doctorates. UB offers degree programs in business, public affairs, applied liberal arts and sciences, and law. Graduates of UB contribute to the well-being of Maryland as responsible citizens and through their chosen professions. UB's faculty, staff, and students apply their expertise and University resources to current economic, social, and political problems, all under the shared understanding of "Knowledge That Works."

UB's plans for future academic programs include: expansion of baccalaureate and master's programs in technology and applied fields, such as cyber security and information assurance, economic crime and organizational security, enterprise risk management, forensic accounting, global leadership, global organization and human security, real estate and economic development, technology transfer and commercialization; development of advanced certificate programs in such areas as digital media, knowledge discovery and predictive analysis, library information technologies, non-profit management, risk management, and technology commercialization; development of additional, applied doctoral programs similar to the JD, DCD, and DPA in areas of UB's particular strengths and societal needs; development of continuing education and executive training programs; and growth in online, hybrid and distance

learning curriculum and the use of supporting technology (e.g. social networking, mobile communication, collaboration tools, and webcasting) in both credit and non-credit programs, including e-learning instructional design and measurement.

Consistent with the State Plan for Higher Education and the USM Board of Regents' Strategic Plan, UB's Managing for Results goals over the next four years are to: 1) support the creation, development and implementation of transformative, 21<sup>st</sup> century academic models, programs and pedagogies; 2) build the full baccalaureate with distinctive general education that accommodates both first-time, full-time (FTFT) and transfer students; 3) develop curricula in science, technology, engineering, and mathematics (STEM); information technology (IT); integrated arts; digital learning, communication and culture; global awareness and citizenship; and education-support fields; 4) expand experiential learning through clinics, outreach, internships, etc.; 5) grow programmatic offerings at Shady Grove and elsewhere; 6) enhance the institutional focus on multiple and alternative modes of delivery to meet the needs of new generations of learners; 7) integrate and enhance the use of technology in all delivery modes; 8) implement a distinctive program of continuing education to enable true life-long learning; 9) maintain a welcoming and vibrant campus for a balance of commuter and residential students, especially at the proposed Midtown Learning Center; and 10) remain an active, engaged and contributing partner to the health and prosperity of the city of Baltimore, the state of Maryland, and the region.

### ***University of Maryland, Baltimore***

The University plans to continue its current focus on professional and graduate programs in health, law, social work and biomedical science. However, within that context UMB will continually explore programmatic directions that will enable the university better to serve the state's workforce and public service needs and to sustain its leadership in the national and international arenas in biomedical sciences, professional education and global health. UMB will continue to adapt its graduate training and research to correspond to national trends in scientific research including the National Institutes of Health and its various programs, the Centers for Disease Control, especially for global programs, and the pharmaceutical industry and other major funders for health research, treatment and clinical care.

Begun several years ago, the reorganization of the School of Medicine's existing departmentally-based graduate programs into a unified Graduate Program in Life Sciences (GPILS) that houses a smaller number of multi-disciplinary, inter-departmental programs has now gained national recognition for excellence. Building on that interdisciplinary basic sciences model, and reflecting the realities of the new health market place that emphasizes collaboration between and among its various health care practitioners, the institution has begun developing and integrating inter-professional activities into its various educational and clinical programs. For example, in Fall 2010 under the leadership of the president and in partnership with the University of Maryland Medical Center, the institution has implemented an inter-professional teaching clinic in pediatric gastroenterology. This clinic, which is co-taught by the president, himself a pediatrician, and a nurse practitioner, provides clinical side-by-side experiences for medical, nursing, pharmacy, dentistry, social work and law students. This approach is intended to continue to shrink disciplinary silos, foster the collaborative training of students, encourage interdisciplinary work among the faculty, and support the development of new organizational models for health care delivery. UMB anticipates other modifications in graduate and

professional education as the national landscape of biomedical science and health care continues to evolve.

In conformity with the *2009 State Plan for Higher Education* and the *USM Strategic Plan*, UMB adopted six key goals that formed the basis of its strategic plan FY 2006-2010. Accompanying each goal was a set of initiatives and performance measures. While the plan was developed to focus on 2006-2010, and the initiatives and performance accountability measures described therein reflect that time frame, the goals are long term. In tandem with state and system planning efforts, the institution is actively working to develop its new strategic plan. While this new planning process proceeds and for the purposes of this report, the university will continue to operate under its existing plan. In that regard, the following key goals, objectives and performance accountability measures were developed at an earlier time under a different set of fiscal expectations and may experience some changes. The major goals include: 1) evolve and maintain a competitive edge as a center of excellence in the life and health sciences, law and social work, and as a campus of professions committed to addressing complex social issues at local, state and international levels; 2) conduct recognized research and scholarship in the life and health sciences, law and social work that fosters economic and social development; 3) recruit outstanding students, increase access for underrepresented minorities and economically disadvantaged students, and provide excellent graduate and professional education and graduate well-trained professionals who will be leaders in the fields and in the development of public policy; 4) encourage, support and reward entrepreneurship and increase fundraising and philanthropic support; 5) provide public service to citizens in all sectors and geographic regions of Maryland; 6) provide outstanding clinical care appropriate to mission; and 7) increase efficiency, effectiveness and accountability, and respond to fiscal pressures, both those that are unique to academic health centers and those affecting higher education generally.

### ***University of Maryland, Baltimore County***

As an honors university, UMBC aspires to be one of the finest of the new American research universities that effectively blend high-quality teaching, advanced research, and social responsibility. UMBC is a research institution with a profound commitment to liberal education and its relevance to contemporary life. A strong liberal arts and sciences core provides the foundation for the undergraduate educational experience. UMBC offers a complement of disciplinary and interdisciplinary master's and doctoral programs with an emphasis on selected areas of the sciences, engineering, information technology, human services, and public policy. These programs are linked closely to undergraduate programs in the liberal arts and sciences and engineering. The University has developed particular strength in interdisciplinary instruction and research by building bridges among the cultures of the sciences, engineering, humanities, visual and performing arts, and the social sciences. At the core of UMBC is a steadfast commitment to engage leading research faculty in the liberal arts and sciences education of its undergraduates -- guiding students in critical thinking, creative problem solving, experiential learning and development of conceptual skills. UMBC actively promotes interaction between students and faculty, undergraduate research projects, and service to the community. Members of UMBC's faculty are selected and promoted on the basis of their scholarly and creative productivity, successful teaching outcomes, and service to the profession and the public. They are at the forefront of their fields, nationally and internationally, and apply their knowledge and



scholarship to advancing institutional partnerships with government, non-profit organizations, and industry.

To meet the needs of Maryland, as identified in the *State Plan for Higher Education*, UMBC is strategically developing carefully designed and integrated undergraduate and graduate-level programs. UMBC intends to expand selectively existing areas of strength at the undergraduate and graduate levels, including credit and non-credit offerings, and to build on internal research strengths unique to the institution to develop offerings in emerging fields, such as bioscience, bioengineering, and environmental science. As a result of an interdisciplinary strategic planning effort, the University will strengthen its academic programs at the interface of disciplines in the arts, humanities, social sciences, natural and mathematical sciences, and engineering and information technology, and will expand the capacity of its programs to help address K-16 issues.

In response to the external framework provided by the Maryland State Plan and the USM Strategic Plan and in fulfillment of the campus' aspirations, internal planning priorities, and Managing for Results submission, the University has identified the following institutional objectives and outcomes: 1) to enhance the quality of undergraduate education; 2) to promote research, creative activity, and high quality graduate education; 3) to build on the University's historical commitment to diversity and cultivate a sense of an inclusive and welcoming campus community; 4) to collaborate with the private and public sectors to contribute to the growth of Maryland's economy; 5) to bring the knowledge resources of the University to bear on the problems and concerns of the communities it serves; and 6) to ensure that the University is known for excellence in administrative and student services and our responsible use of public resources, just as it is known for academic excellence.

### ***University of Maryland Center for Environmental Science***

The core purpose of the UMCES is scientific discovery leading to comprehensive scientific knowledge of the environment and the human consequences of environmental change. Scientific discovery supports the application of knowledge to emerging environmental issues and the education of the next generation of scientists and resource managers. Through these functions, the Center has become nationally and internationally respected for the excellence and multidisciplinary nature of its research, its success in applying scientific knowledge to the management of ecosystems, including the Chesapeake Bay and its watershed, and its multifaceted collaborations in education.

In fulfillment of the Center's legislative mandate, aspirations, internal planning priorities and the *Maryland State Plan for Postsecondary Education*, and the *USM Strategic Plan*, the following institutional objectives and outcomes are identified: 1) continue to strengthen the Center's capacity for scientific discovery by: a) encouraging science that supports ecosystem-based management; b) implementing multi-scale environmental restoration projects; c) linking observing systems and forecasts from the mountains to the sea; d) assessing the regional consequences of climate change and variability on natural resources; and e) advancing innovative technologies for use and protection of marine and environmental resources; 2) continue the development of the Center's capacity for integration and application through the Integration and Application Network (IAN) that facilitates trans-disciplinary integration of

environmental sciences and provides a mechanism to provide scientifically sound advice to the environmental and resource management communities of the Chesapeake Bay region and beyond; 3) build on the Center's success in graduate education, including the leadership of the MEES program, by updating and reforming existing programs to meet changing societal and scientific needs, competing more successfully for the most qualified students, and providing expanded opportunities for continuing professional education, including video and web-based delivery of instruction; 4) expand the role of the Center and the Maryland Sea Grant College in environmental education and awareness of Maryland's school children and citizens by providing state-wide leadership; offering hands-on experiences at the laboratories; contributing to teacher education; and providing scientifically sound information to the public; and, 5) support the leadership of the Center's faculty within the scientific community and advance environmental science and translational research within the University System of Maryland, the state, the Chesapeake Bay region, and the nation.

### ***University of Maryland, College Park***

The University of Maryland, College Park has a clear vision of its role as a nationally distinguished public research university and is committed to integrating its research and scholarship into teaching and service at all levels. Its service activities address challenges and policy issues of importance to the state and the nation. The University provides enriching and challenging undergraduate educational experiences. Its new general education program encourages students to study large societal problems from defined disciplinary and interdisciplinary perspectives and ensures training in written and oral communication, basic mathematics, and cultural competency. Opportunities for student-centered learning include nationally renowned living-learning communities such as College Park Scholars and the Honors College; innovative, intensive programs such as Gemstone and Civicus; and internships, research experiences, and service learning. The College of Education programs contribute to critical work force goals identified in the *2009 Maryland State Plan for Postsecondary Education*.

Enrollments and number of degrees granted at all levels in the University's science, technology, engineering and mathematics programs (STEM) are growing, supported by increased student interest, active recruiting, and outstanding teaching. The University is expanding its training of STEM teachers, aided by new approaches to teacher certification. Programs in public and community health in the recently accredited Maryland School of Public Health are expanding rapidly, meeting a critical need in the state's labor force. With a large number of nationally ranked graduate programs, a distinguished faculty, and research leading to the discovery and application of knowledge, the University provides graduate education at the forefront of research and scholarship to highly qualified students.

In accordance with the *2009 Maryland State Plan for Postsecondary Education*, the *USM Strategic Plan*, and the *University of Maryland, College Park Strategic Plan*, the University will, 1) continue to elevate the quality and accessibility of undergraduate education with programs that are comprehensive and challenging and serve students well as a foundation for the workplace, advanced study, and a productive, fulfilling life; 2) continue to provide the highest quality graduate and professional education at all levels; 3) continue to commit itself to the principle that living and working in a community that celebrates diversity contributes to the vitality and quality of the educational experience and prepares students to excel in an

increasingly diverse workplace and global community; 4) engage fully in outreach and collaborative partnerships, extending its scholarly reach beyond the campus, promoting economic development, and improving quality of life in the College Park community and in the state; and, 5) ensure an administrative, operational, and physical infrastructure that fully supports a first-class university, committing to the highest standards for efficient and effective use of resources, including supporting an information technology infrastructure that provides the tools for faculty and staff to excel in their research and scholarship and to utilize innovative approaches to teaching and learning; developing the University's physical facilities to meet the needs of a leading research university; and ensuring that campus administrative operations provide first-class support of the academic mission.

### ***University of Maryland Eastern Shore***

UMES aspires to be a doctoral research university and a national model for producing a globally competent citizenry in the 21st century by 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 approaches to successfully close the achievement gap.

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 that 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 globally interdependent and culturally diverse world of the 21st century.

Additionally, the University plans to 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 launchpad for the creation of a vibrant institute and training center for future student generations and entrepreneurs.

UMES is currently developing its next quinquennial (2011-2016) strategic plan which is expected to be aligned with the *University System of Maryland Strategic Plan* and the *2009 Maryland State Plan for Postsecondary Education*. The UMES plan is expected to be completed by April 1, 2011. The institutional objectives and outcomes section of the attached document will be replaced by the information from the 2011-2016 Strategic Plan.

### ***University of Maryland University College***

The University's focus continues to be on the adult learner. This characteristic starts with the university's longstanding relationship with the Department of Defense and its military contracts in Europe, the Middle East and Asia, but it does not stop there. Half of UMUC's student population is not affiliated with the military. Taken as a whole, the average age of UMUC's student population is 32; most are employed, married and have children. As a group, these students have attended an average of five other colleges or universities before enrolling at UMUC and require the university to gear its student and academic support services to the needs of these adult learners. Given UMUC's mission and student population, it is a natural partner with community colleges within the state and across the nation. Consequently, UMUC has articulation agreements with all 16 community colleges within the state and with 56 other community colleges outside of Maryland. These relationships are part of the university's identity and account for the fact that more Maryland community college students transfer to UMUC than to any other college or university in the state.

The university offers adult students a broad range of academic programs in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, technology and other fields. But the emphasis within the university has been and will continue to be on applied, workforce-related programs and related continuing education that answer market needs. UMUC is particularly adept at understanding and even anticipating workforce needs and quickly proposing and deploying certificates and degree programs to meet those needs, whether at the associate's, bachelor's, master's or doctoral level.

UMUC's objectives for the duration of the 2009 State Plan in some cases overlap two or more goals of the State Plan, reflecting the interrelatedness of themes throughout the plan itself. These objectives include: 1) lead the implementation of the next generation of adult higher education through ever more effective approaches to this mission including curricular design, transfer pathways, course development, delivery, and faculty training; 2) increase retention and graduation rates while maintaining high academic standards and continuing to address students' diverse and specific educational needs, including the need to monitor and close any achievement gap; 3) using aggressive and comprehensive techniques, build a strong global cadre of faculty who are distinguished by their professional experience, academic achievement, and ability to foster student learning; 4) create a work environment incorporating our core values where employees are empowered, supported, and provided with professional career development to enable UMUC to recruit and retain high-quality, student-focused faculty and staff; 5) develop a

student population of a diversity and size that meets the growth targets and financial goals of UMUC while serving the state of Maryland's national and international educational interests; 6) grow and enhance the University's leadership position in the education of individuals who are serving in or affiliated with the military; 7) develop incremental revenue that will enable a new business model rooted in a more highly diversified revenue portfolio, including a healthy endowment; 8) strengthen fiscal viability by improving effectiveness and efficiencies; and 9) ensure that academic programs and services are of high quality and responsive to a changing workforce and a changing world, including workforce needs in the STEM and other areas.

### ***Universities at Shady Grove***

USG's mission is "To support and expand pathways to affordable, high-quality public higher education that meet the distinctive needs of the region and are designed to support workforce and economic development in the state; to achieve these goals through partnerships and collaborations with academic, business, public sector and community organizations that promote student success, high academic achievement and professional advancement." Assuming the availability of resources to support enrollment growth within USM, USG plans to expand existing onsite programs and bring new degree programs to reach its projected capacity of 5000 headcount students by FY16. These programs will be identified in consultation with the USG Board of Advisors, employer groups, and regional analyses of projected workforce needs and in close collaboration with USM institutions. USG will also work with USM and its partner institutions in program and facilities development for the Biomedical Sciences Education Facility, proposed for planning funds in FY15. In addition, USG will work closely with the newly formed IBBR to support the development of graduate research degree programs on site and to build relationships that strengthen new undergraduate curricula in bioscience, biotechnology and related fields.

### ***University System of Maryland at Hagerstown***

USMH is a facility supporting the teaching/learning process. Faculty members teaching in academic programs at USMH are often involved as consultants in special projects within the community. They provide research skills and discipline-specific expertise to local businesses and organizations. They maintain memberships in associations vital to economic development. USMH will reach its full potential as a resource to the community by continuing to provide academic access and opportunity to an underserved population; by providing a skilled and educated workforce to the region; by being recognized as a knowledge resource available to assist the community in a variety of ways; by providing space to those activities that support and enhance the public good; and by continuing to encourage the economic development of the surrounding area.

## Summary of Mission Statement Revisions

At the recommendation of the Committee on Education Policy, the following revisions were made to the Mission and Goals Statements of the University of Baltimore, the University of Maryland Baltimore County, the University of Maryland Center for Environmental Science, and the University of Maryland, College Park. In addition, the Universities at Shady Grove has submitted a reformatted statement in compliance with MHEC guidelines.

### University of Baltimore

Added “Environmental Science” to list of “UB’s Plans for Future Academic Programs” found on page 3.

### University of Maryland Baltimore County

Language added to reflect institution’s particular strengths in preparing minority students for graduate and professional study in STEM fields. The proposed language (italicized) appears under Institutional Objective no. 3, at the top of page 5.

To build on the University’s historical commitment to diversity and cultivate a sense of an inclusive and welcoming campus community: by maintaining a campus climate that promotes equality, diversity, respect and support; by building on success in minority achievement and expanding the capacity and reach of current programs that support the advancement of minorities and underrepresented groups at both undergraduate and graduate levels; *by emphasizing its leadership in the area of minority STEM achievement and building on its national reputation for sending large numbers of minority students to graduate and professional schools nationwide (according to the National Academies, UMBC is the nation’s leading predominantly white baccalaureate origin institution of African American doctorates in the natural sciences and engineering);*

### University of Maryland Center for Environmental Science

Language added to reflect enhanced role in graduate education and possible change in accreditation to grant degrees. The proposed language (italicized) appears under the Summary Mission Statement, Institutional Identity, Institutional Capabilities – Collaboration, National Leadership, Contributions to USM Mandates and Institutional Objectives and Outcomes.

UMCES contributes to meeting the legislative mandates of the University System of Maryland in numerous ways including: achieving national eminence as one of the world’s premier research centers focused on ecosystem science; uniquely integrating research, public service, and education related to the sustainability of environment and natural resources of Maryland and the Chesapeake Bay region; *leading the System’s nationally ranked graduate program in marine and environmental science;* (Summary Mission Statement)

In addition to the USM legislative mandates in Education Article Section 10-209, the Center operates under a specific statutory mandate (Natural Resources Article Section 3-403) to “conduct a comprehensive program to develop and apply predictive ecology for Maryland to the improvement and preservation of the physical environment, *through a program of research, public service, and education.*” (Institutional Identity, p.1)

*Through its strong relationship with other USM institutions, UMCES provides high-quality graduate education to more than 85 students based at the Center’s laboratories.* (Institutional Capabilities – Collaboration, p. 2)

The Center's faculty provide national and international leadership by: directing cutting edge research and developing state-of-the-art environmental observations and models; *training graduate students who go onto careers as professors, research scientists and environmental managers*; publishing their research results in top scientific journals; (National Leadership, pp.2-3)

Leading the System's nationally ranked graduate program in marine and environmental science; . (Contributions to USM Mandates, #3, p. 3)

Build on the Center's success in graduate education, including the leadership of the MEES program, by updating and reforming existing programs to meet the changing societal and scientific needs, competing more successfully for the most qualified students, and providing expanded opportunities for continuing professional education, including video and web-based delivery of instruction. *The USM and UMCES are developing a path for the Center to assume an expanded role in graduate and professional education, including possible accreditation as a graduate degree-granting institution.* (Institutional Objectives, #3, p. 4)

### **University of Maryland, College Park**

Language added to reflect the role of East Campus. The proposed language (italicized) appears under University Outreach, Partnerships and Engagement.

*Continue efforts to develop East Campus as a vibrant part of the College Park community by building market-rate and graduate housing, a hotel, restaurants, entertainment, and varied retail establishments.* (Objectives, #5, p.7)