



## **UNIVERSITY SYSTEM OF MARYLAND**

Chancellor William E. Kirwan's FY 2012 Annual Report  
Presented to the Board of Regents June 22, 2012



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# CHANCELLOR'S LETTER

## Chair Florestano and members of the University System Board of Regents:

It is an honor to present my 10th annual report to the University System of Maryland (USM) Board of Regents. I once again begin my report by expressing my sincere and heartfelt appreciation to the members of this board, to our campus leaders, and to the rest of our USM colleagues. Your hard work and dedication to the USM and the students we serve are the foundation of our success and the force behind our impact throughout the state.

This past year has been a time of challenge and accomplishment for the University System of Maryland. It has also been a time of significant change. On January 1, 2012, Maravene Loeschke became the 13th president of Towson University (TU). Her experience, insight, and leadership approach are perfectly aligned with the USM and TU. On July 1, 2012—as our new fiscal year begins—Juliette B. Bell will assume the presidency of the University of Maryland Eastern Shore (UMES). She has a remarkable track record of outstanding leadership that dovetails perfectly with the aspirations and focus of UMES as well as the USM.

In welcoming these new leaders we have also said farewell to four others. Irv Goldstein—who has played such an important role in the success of the USM over this past decade—will be leaving his position as senior vice chancellor for academic affairs at the end of the academic year. Irv has an extraordinary record of service and accomplishment both at the University of Maryland, College Park (UMCP) and the system office. Thelma Thompson stepped down after a nine-year tenure as president of UMES; Susan Aldridge resigned after six years as president of the University of Maryland University College (UMUC); and David

Warner, executive director of the University System of Maryland at Hagerstown (USMH) since its opening in January 2005, stepped down as well.

Sadly, we lost John Toll, the USM's founding chancellor. While he is greatly missed by his family, friends, and colleagues in higher education, we can all take solace in the knowledge that his truly was a life well lived, with a proud legacy of accomplishment that touched countless others over the years.

As the current fiscal year draws to a close, we will bid farewell to three members of the Board of Regents. The one-year term of Student Regent Collin Wojciechowski comes to an end on June 30. I thank Collin for his exemplary service. Joining the board as our new student regent will be Steven Hershkowitz, an honors government and politics major at UMCP. He is in the fourth year of the five-year joint BA/MPP program, set to receive his master's in public policy in the spring of 2013.

Also leaving the board will be Patricia Florestano, our current chair, and Orlan Johnson, who also served as chair. Both Pat and Orlan have served two five-year terms—the maximum allowed—with great distinction. I look forward to working with all our regents and advocates to advance our common vision for the USM as a leader in college completion, a force for economic growth in Maryland, and a national model of affordable access to high-quality higher education.

Sincerely,



William E. Kirwan, Chancellor



## INTRODUCTION

As I issue my 10th annual report to the University System of Maryland (USM) Board of Regents, I am pleased to thank the individuals throughout the USM who work diligently to advance our mutual priorities of access, affordability, and excellence. For a decade, I have had the privilege of working with extraordinary people, and the results have been tremendous. I am truly grateful for all you do.

Thanks to these collective efforts—and to the ongoing partnerships we have established with elected officials, leaders of the business community, our colleagues throughout education, and the citizens of Maryland—this past year has been a continuation of success for the USM.

While there are certainly positive signs on the horizon, the economy in Maryland and across the country continues to be difficult. These economic challenges were evident during the 2012 legislative session in Annapolis, where budgets remained tight. Governor Martin O'Malley's proposed budget for FY 2013 essentially flat-funded the USM, with a modest increase in state support to "buy down" the tuition increase from 5 percent to 3 percent. And though it took longer to reach the finish line than was initially expected, when the Maryland General Assembly ultimately passed the budget for FY 2013 after a special legislative session, it represented positive news for the state of Maryland and the USM.

As you know, the USM stood to be cut nearly \$50 million under the so-called "doomsday budget," which would have resulted in cuts to financial aid, reduced enrollment, programmatic cuts, layoffs, and a double-digit tuition increase. Fortunately, Governor O'Malley and legislative leaders were able to iron out their differences and come to agreement on a revenue package and operating budget that reaffirmed their mutual commitment to public higher education in Maryland.

I note that the USM was in no way held harmless. In the end, the USM will be required to provide a \$5 million fund balance transfer and will have to absorb \$5.3 million in direct budget

cuts. As a result, enrollment initiatives, programmatic enhancements, and other efforts will be curtailed or delayed. However, given the state of the economy and the magnitude of cuts made in other areas of state government, this was a significant victory. The funding levels of both the operating and capital budgets speak volumes about Governor O'Malley's and the General Assembly's support for public higher education and serve to underscore the university system's role as the engine of innovation, discovery, and knowledge that will propel our economy and quality of life forward.

During this academic year, the USM launched a bold and ambitious collaboration between the University of Maryland, Baltimore (UMB) and UMCP. Called *University of Maryland: MPowering the State*, this new working relationship will leverage the resources of the two universities to serve students better; attract even more exceptional faculty and researchers; and boost research, technology transfer, and commercialization of intellectual property. I will speak to specific elements of *MPowering the State* later in this report.

In last year's annual report, I initiated a new approach, putting events and accomplishments within the context of our strategic plan: *Powering Maryland Forward: USM's 2020 Plan for More Degrees, a Stronger Innovation Economy, a Higher Quality of Life*. The feedback I received indicated that this was a compelling and effective way to chart not only the past year, but also the long-term progress and direction of the USM. Therefore, I used that same approach for this report.

While the execution of the strategic plan is still in the early stages, we have already seen significant progress in each of the key areas. I will update you on this progress and outline some of the efforts we have in place to maintain this momentum.

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## THEME 1: INCREASING MARYLAND'S COLLEGE COMPLETION RATE

The first goal of *Powering Maryland Forward* is to advance Maryland toward the state's established goal of having 55 percent of its population age 25 years and older holding an associate's or bachelor's degree by 2025.

The rationale behind this goal is self-evident: the ability of our state and our nation to compete in the innovation economy is directly linked to the educational attainment of our citizens. There is no question that Maryland currently has a highly educated and well-trained workforce, but the quantity of graduates—particularly in the STEM disciplines (science, technology, engineering, and mathematics)—is not sufficient to adequately support future growth. Economists tell us that by 2020, 60 percent of the jobs in Maryland—which ranks among the nation's leaders in the new “knowledge economy”—will require at least a two- or four-year degree. At present, only 44 percent of Maryland adults ages 25-64 have a postsecondary degree.

Of course, this is not a challenge unique to Maryland, but rather a nationwide concern. It is gratifying that advocacy groups like the College Board and the National Governors Association are intensifying their focus on college completion. It is encouraging that the Bill & Melinda Gates Foundation, the Lumina Foundation, and other major foundations have made college completion a top priority and are backing that support with funding. And it is key that President Barack Obama has set a national goal of recapturing global leadership in college completion. But we must grab hold of this momentum and act, or the nation's last best chance to lay claim to the mantle of being the worldwide leader in education may well pass us by.

According to data from the Organisation for Economic Co-operation and Development, the United States leads the world in the percentage of adults ages 25-64 with a postsecondary degree at about 40 percent. The problem is, 40 percent

is also the rate of postsecondary degree attainment among adults 25-34, which drops the U.S. down to about 16th. In a generation, our country has made no progress in college attainment. We simply cannot waste another 30 years.

This focus on enhancing college completion is not new to the USM. Looking back over the past several years, we see a number of initiatives that have advanced that effort or laid the groundwork for success down the road. Reaching the state-established 55 percent college completion goal necessitates that we both grow enrollment and increase completion rates; we are pursuing multiple efforts to do just that, including efforts to expand capacity, moderate tuition costs, advance our partnerships with community colleges and K-12, and expand our regional higher education centers.

### EXPANDING CAPACITY

While helping to get more students into the college pipeline will not—in and of itself—meet our college completion challenge, we certainly cannot succeed without it. Overall, fall 2011 enrollment at USM campuses statewide reached 155,771 students, up just over 2 percent from fall 2010.



In headcount enrollment statewide, half of the USM institutions decreased and half increased in fall 2011.

We are relying on UMUC—the university system’s most financially efficient institution, with its emphasis on online education—to shoulder a major portion of our enrollment growth. Acting President Javier Miyares is committed to this effort. With no additional funds provided by the state to target enrollment growth, UMUC will tackle this challenge as well as possible by using existing resources. Of course, enrollment funding is a critical issue across the entire university system. Four years ago, the state discontinued the enrollment funding initiative—put in place just two years earlier—designed to reward institutions for growing enrollment figures. With the state leaders committed to elevating Maryland’s college completion rate, there needs to be a serious discussion at the state level on the vital importance of funding enrollment growth.

We are also reaching out to Maryland’s middle and high school students to get more young people focused on attending college. This past year, Way2GoMaryland—the USM’s information campaign designed to put more of Maryland’s middle school students on the path to college—hosted two major events, participated in dozens of others, and developed more partnerships with organizations serving Maryland youth. Launched nearly four years ago, this campaign has now reached thousands of students, parents, and guardians through events, mailings, and its website ([www.way2gomaryland.org](http://www.way2gomaryland.org)).

Along with attracting additional students, our efforts to retain current students and improve progress to degree are also under way. Coppin State University (CSU) received some extremely positive coverage in *The Washington Post* with a profile of CSU’s ambitious, data-driven plan to improve graduation rates. With this effort, the Student Success Center, the Summer Academic Success Academy, and the focus that President Reginald Avery has placed on graduation rates, it is easy to understand why we are already seeing signs of success.

According to a recent USM Board of Regents report, the second-year student retention rate

for CSU rose to 64 percent of the fall 2010 class retained into fall 2011. Just three years ago, the retention rate stood at 58 percent. With similar data-driven retention efforts under way at Bowie State University (BSU) and UMES, we are seeing similar success. At BSU, the second-year retention rose to 75 percent, up from 69 percent just three years ago and at UMES it rose to 68 percent, up from 65 percent three years ago. In addition, the report highlights success at other USM institutions: Student retention numbers increased at the University of Baltimore (UB); the University of Maryland, Baltimore County (UMBC); Salisbury University (SU); and Towson.

One additional element required for expanding enrollment is capacity. We need additional living space, classrooms, and research facilities to accommodate this necessary influx of students.

**Here again, USM institutions are rising to the challenge. Consider just a few examples:**

- Last year Salisbury opened more than \$100 million in new facilities:
  - ➔ Perdue Hall, a state-of-the-art home for the Franklin P. Perdue School of Business;
  - ➔ the Teacher Education and Technology Center;
  - ➔ and Sea Gull Square, its largest building and newest residence hall.
- Also last year, Towson cut the ribbon on its new College of Liberal Arts Building, its first new academic building in more than 30 years.
- The \$71 million Fine and Performing Arts Center at Bowie opened its doors this spring.

#### **KEEPING COLLEGE AFFORDABLE**

One of the most compelling USM success stories in recent years relates to tuition. Thanks to our cost-containment efforts and the resulting state support, tuition for in-state undergraduates has risen just a little more than 6 percent since 2007. Maryland’s four-year public institutions had a four-year tuition freeze, followed by two years of moderate increases of 3 percent, with a similar moderate increase scheduled to go into effect for fall 2012. As a result, the state has moved





from having the sixth highest tuition among the nation's public institutions all the way down to 25th. At the same time, need-based aid has more than doubled, further enhancing access to opportunity.

Last year, the percentage of undergraduates receiving some type of financial aid rose at every USM institution. The percentage receiving financial aid is now above 85 percent at all of our historically black institutions (HBIs) and is above 70 percent at all of our residential institutions.

The impact of our focus on affordability—combined with our ever-present commitment to quality—has been recognized. In recent years, more and more people have come to judge higher education institutions through the lens of both affordability and quality. *Forbes* magazine issues a Top 100 Best Buy Colleges list, *The Princeton Review* offers a “Best Value College” guide, and *Kiplinger's Personal Finance* ranks the nation's 100 “Best Values” in public higher education. Four USM institutions—UMCP, Salisbury, Towson, and UMBC—are represented across the most recent editions of all three of these lists.

#### **CLOSING THE ACHIEVEMENT GAP**

It is the goal of the USM to cut in half by 2015 the academic success “achievement gap” that exists between our minority and non-minority students, with the ultimate goal of eliminating it completely by 2020. Beginning with the fall 2008 entering class, USM institutions prepared campus-based strategies designed to move toward that goal.

Various institution-specific strategies have been implemented across the university system: from enhanced academic and support services serving low-income and first-generation students to “summer bridge” programs to help acclimate incoming freshmen to the rigors of higher education; from enhanced supplemental instruction to early-warning student tracking systems; from improved placement testing and academic preparation to increased college readiness activities. In addition, as institutions share best practices, the long-term impact of these efforts will be magnified.

Thanks to these efforts, the gap between the second-year retention rate for *all* USM students and for all USM *African-American* students has decreased and is now only six percentage points. *This is the lowest this gap has been since 1999.* And at Bowie, Salisbury, Towson, UB, and UMCP, the institutional graduation gaps are narrowing or stable. However, in order to close the achievement gap system-wide, more must be done to increase second-year retention rates, especially at our three HBIs. We are making progress on that front, but we must intensify our efforts to achieve success.

#### **MAKING THE COMMUNITY COLLEGE-TO-USM TRACK MORE VIABLE**

Our expansive partnerships with community colleges also underscore our commitment to affordability. More students—and parents—are recognizing that two years at a community college followed by two years at a USM institution is a smart, affordable way to go. All USM institutions offer dual-admission (2+2) programs. Through 2+2 programs, we can be sure that students leave community college with 60 credits and are fully ready for upper-division courses on a USM campus. Over the past several years, the number of students transferring from Maryland community colleges to USM institutions has increased by 25 percent to an all-time high.

Helping the state reach its 55 percent college completion goal will require USM institutions to build upon these efforts. For example, Frostburg State University (FSU) is expanding its already impressive partnerships with Maryland's community colleges, making it more affordable with the establishment of the FSU Associate Degree Scholars Award. Community college graduates with a 3.0 GPA are eligible for an award worth \$1,250 per semester for a total of four semesters if they enroll full-time and maintain a 3.0.

UMUC recently established its 70th community college alliance. This innovative program provides community college students with seamless and successful access to four-year degrees at UMUC. Since its launch in 1996, the program has grown to include articulation agreements with all



16 community colleges in Maryland and 54 colleges in other states.

### **INNOVATIVE, AFFORDABLE ALTERNATIVES**

Along these same lines of innovative, affordable alternatives, we are looking to our two higher education centers—the Universities at Shady Grove (USG) and the University System of Maryland at Hagerstown (USMH)—to continue their expansive efforts to meet the needs of students. While these centers have established special relationships with Maryland’s community colleges and close collaboration with the business community, they are best defined as exemplars of the commitment to partnerships among USM institutions.

USG—which offers more than 75 undergraduate and graduate degree and certificate programs in Montgomery County from nine USM institutions—added three new programs during this past academic year: a master’s of information management, in partnership with UMCP; a master’s certification program in physical education, also in partnership with UMCP; and a bachelor’s in management of aging services, in partnership with UMBC.

USMH, which currently offers more than 20 programs from five USM institutions and recently celebrated its 1,000th graduate, continues to grow to serve Western Maryland. For example, starting in fall 2012, USMH students will be able to complete a bachelor’s degree in health information management from Coppin. With this addition, CSU will become the sixth USM institution to offer course programming in Hagerstown. And the first cohort in Frostburg’s first doctoral program, a doctor of education in educational leadership, enters in fall 2012; this doctoral program will expand to USMH in fall 2013.

In May USMH welcomed its new executive director, Mark Halsey. With a 30-year career in higher education, most recently as associate director for finance and administration for distance learning at Virginia Tech, Mark possesses the experience and vision needed to help the center to extend its impact further.

Quite candidly, without additional funding for our enrollment initiative, or programmatic

enhancements, our momentum may slow. But our commitment to the 55 percent college completion goal is absolute. And the bottom line—despite the fiscal challenges we have faced—is that we are seeing some real and meaningful progress. The USM has added more than 1,200 graduates with bachelor’s degrees since the strategic plan was approved in FY 2010; we are well over 10 percent of the way toward our goal of 10,000 more.

Of course, efforts to improve retention, boost graduation rates, and increase college completion—especially in the STEM disciplines—are also a vital part of the second goal of our strategic plan: advancing Maryland’s competitiveness in the innovation economy.

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## **THEME 2: ADVANCING MARYLAND’S COMPETITIVENESS IN THE INNOVATION ECONOMY**

Maryland historically has ranked among the elite states in economic strength and competitiveness. The most recent State New Economy Index ranked Maryland fifth in innovation capacity, fourth in knowledge jobs and economic dynamism, and third overall in how well the state stacks up against other states on the new economy measures. Helping to drive our state’s success has been its higher education institutions; the strong relationships between those institutions and their faculty, staff, and students; and the numerous federal research labs and agencies located in Maryland.

Our strategic plan aims to enhance Maryland’s competitiveness in the innovation economy on two fronts. We are simultaneously addressing workforce development in areas critical to Maryland’s future and having a direct economic impact through job creation.

Across the USM—which awards nearly two-thirds of the STEM degrees granted in Maryland—our campuses are actively and aggressively promoting the key workforce needs in STEM, cybersecurity, health care, and other critical areas.



**KNOWLEDGE**  
**THAT**  
**WORKS**

## STEM

- The Minority Student Pipeline/Math Science Partnership (MSP)<sup>2</sup> project—uniting the USM office, Bowie, UMCP, and the Prince George's County School System—is yielding impressive results. Four years into this five-year educational partnership, funded with \$12.4 million from the National Science Foundation (NSF), we have seen significant gains in student learning, an increase in students' interest in becoming science teachers, and a rise in their interest in pursuing science education and careers.
- Funded by this NSF grant, Bowie held its third six-week Pre-College Science Scholars Academy, providing free science and math courses to nearly 70 high school students from Prince George's County. This program is designed to increase participation by minority and other underrepresented groups in science and science teaching.
- UMES, which is embarking on its 125th academic year, has added three new science degrees: a bachelor's in biochemistry, a master's in chemistry, and a master's in medical science—physician assistant studies.
- UMBC was recently chosen to administer a new NASA research center focused on studying space weather and its impact on human activities. The Goddard Planetary Heliophysics Institute (GPHI) will operate under a five-year, \$10 million cooperative agreement and enable university researchers to collaborate with scientists at NASA's Goddard Space Flight Center in Greenbelt.
- Earlier this year, Frostburg hosted the second annual Western Maryland Science and Engineering Festival to spark interest among area youth in the STEM disciplines. Hands-on science activities were also offered at the University of Maryland Center for Environmental Science (UMCES) Appalachian Laboratory in Frostburg.

- At Salisbury, Anjali Pandey—an applied linguistics professor in the English Department—received a \$2 million grant from the U.S. Department of Education. Her project will help rural K-12 teachers in Delmarva, especially with STEM education for English learners.

## CYBERSECURITY

- UMCP initiated several partnerships at its Maryland Cybersecurity Center—with Future Skies, Superlative Technologies, CyberPoint, Lunarline, and MAR—to promote cybersecurity education, research, and technology.
- The Maryland Cybersecurity Center hosted six informative, in-depth discussions this year through the Google and University of Maryland Cybersecurity Seminar Series.
- Also at UMCP, the A. James Clark School of Engineering has developed a new master's in cybersecurity engineering.
- UMUC introduced two new scholarships for cybersecurity majors. The Science Applications International Corporation has started a merit-based scholarship program specifically for master's-level students pursuing fields of study related to cybersecurity and information technology at UMUC.
- UMBC, in support of the Governor's CyberMaryland Initiative, co-founded the Maryland Cyber Challenge and Conference to encourage high school and college students to pursue careers and education in this field through a statewide cyber-defense competition featuring scholarship prizes.
- UMBC's Cyber Incubator, a unique, innovative business incubation program, delivers business and technical support to early-stage companies providing cybersecurity-related products and services.



## HEALTH CARE

- UMB will be home to the Institute for a Healthiest Maryland, made possible through a five-year, \$9.5 million grant from the federal Centers for Disease Control and Prevention. The institute—a UMB/Maryland Department of Health and Mental Hygiene partnership—will be a collaboration of support systems guiding efforts to combat chronic diseases across Maryland.
- The University of Maryland School of Pharmacy at UMB—along with 10 other universities—will conduct research over the next five years to improve drug manufacturing standards, funded by a \$35 million grant from the U.S. Food and Drug Administration to the National Institute for Pharmaceutical Technology and Education.
- Myron Levine, director of UMB's Center for Vaccine Development, received two grants from the Bill & Melinda Gates Foundation, totaling more than \$10 million, to support his efforts in developing countries.
- Also at UMB, the University of Maryland School of Medicine has received a five-year grant of almost \$900,000 from the federal Health Resources and Services Administration to develop a program to increase the number of medical students who choose primary care specialties, an area with a tremendous need.
- The University of Maryland School of Nursing at UMB opened the Student Success Center to help its students succeed academically in order to meet a critical workforce need.
- Salisbury's first doctoral program—the doctor of nursing practice—begins in fall 2012.
- Coppin reorganized its School of Nursing to create a new College of Health Professions to fill the growing demand within the health-care industry. This addition of allied health professions includes health information technology,

physical therapy, speech pathology, radiology, and medical technology.

- Bowie is now offering its master of science in nursing degree at the state's Southern Maryland Higher Education Center, with the first classes to begin in fall 2012. This program prepares professional nurses for family nurse practitioner roles.

But more than generating the highly skilled and specially trained workforce that Maryland will need to thrive in the future, our institutions are having a direct economic impact. Academic research and development (R&D) is, in fact, already a vital Maryland industry. Together, our three research universities—UMCP, UMB, and UMBC—attracted more than \$1.3 billion in extramural research funding last year, simultaneously advancing knowledge and discovery while creating jobs and economic growth.

### Our other institutions are also supporting economic growth and business development:

- At BSU, the new Bowie Business Innovation Center, a business incubator, is ready to hatch new companies.
- Towson's College of Business and Economics has partnered with global investment leader T. Rowe Price to establish the T. Rowe Price Finance Laboratory, a state-of-the-art electronic finance lab.
- At UB, the Merrick School of Business is continuing to push the concept of entrepreneurship and business innovation to a higher standard by launching its newly rechristened Center for Entrepreneurship and Innovation. This thriving resource features incubator space; professional expertise; and networking opportunities for technology companies, retailers, and other businesses.
- UMES, Somerset County's largest employer, works with dozens of local businesses—such as BelArt Manufacturing, MaTech, and

Hardwire—to create hundreds of new private sector jobs.

Last year also saw the launch of another impressive partnership. With a \$27.5 million award to UMCP from the NSF—the largest NSF award ever received by the university—UMCP will create the National Socio-Environmental Synthesis Center (SESYNC). Coppin and UMCES will collaborate as partner institutions as well to make SESYNC the go-to place—not only in the country but in the world—for educating and training the next generation of leaders at the intersection of the natural and social sciences.

#### **MPowering THE STATE**

Earlier this year, the USM Board of Regents approved a new expansive partnership between UMCP and UMB—*University of Maryland: MPowering the State*. This collaborative relationship will leverage the resources of these two great universities to serve students better; attract even more exceptional faculty and researchers; and boost research, technology transfer, and commercialization of intellectual property.

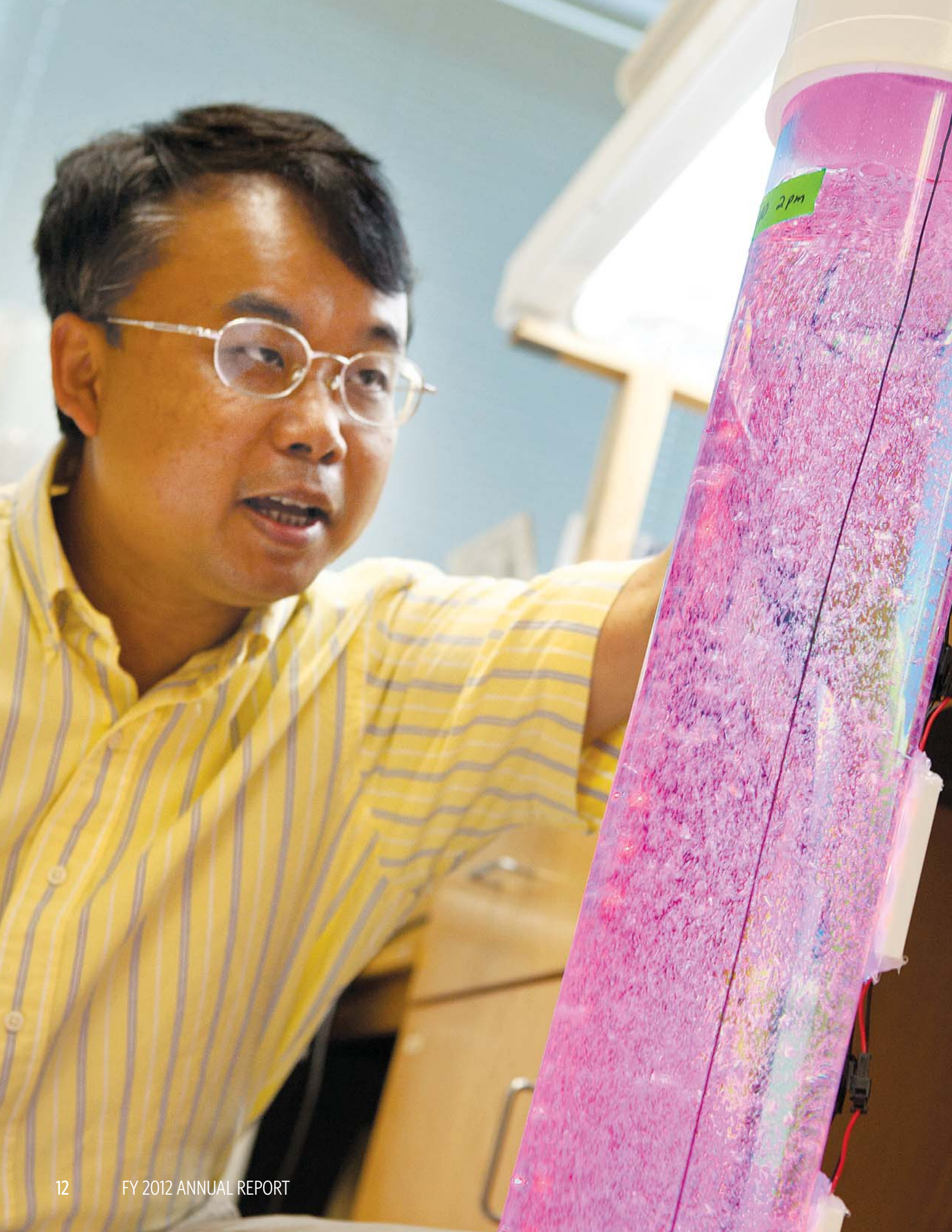
**While the two institutions are still in the process of developing the full parameters of *MPowering the State*, there are already ambitious signs on the horizon. For example, the initiative will:**

- combine the research efforts at the Institute for Bioscience and Biotechnology Research—a joint UMB-UMCP institute at the Universities at Shady Grove—with new educational programs in health, human services, and STEM disciplines;
- create a truly collaborative School of Public Health;
- develop a process to facilitate and support joint appointments and joint grant submissions; and
- by establishing University of Maryland Ventures, promote technology transfer and commercialization to take discoveries and innovations from the campus laboratories to the marketplace.

This last element—elevating USM's direct economic impact by strengthening technology transfer and commercialization—is particularly crucial. Maryland ranks second in total federal obligations









for R&D—and first on a per-capita basis. The state is third in R&D intensity and fourth in R&D performed at universities and colleges. That’s the good news. Here’s the bad news: Maryland ranks 28<sup>th</sup> in economic gain from R&D. By promoting opportunities for licensing and commercialization of intellectual property, providing proof-of-concept funding and seed funding, and linking USM research activities with technology-based companies in Maryland, we can make our state a tech-transfer leader.

While we can and will do more to nurture an entrepreneurial culture within our faculty and collaborate with the business community to commercialize university discoveries, we are facing a shortage of research space. We need to increase and upgrade our facilities to meet the transformational demand of research if Maryland is to preserve its competitive advantage.

**Even with our strategic plan and the MPowering initiative both in their early stages, the USM is poised to be a dominant force in this area, firmly establishing the state as a global economic powerhouse. Since FY 2010:**

- We have awarded more than 200 additional undergraduate STEM degrees, 17 percent toward the goal of adding 1,280.
- We have increased total STEM enrollment by almost 2,500 students, an almost 10 percent increase.
- We have boosted undergraduate enrollment in STEM teacher education programs by 45 percent.
- And we have helped to launch 16 new companies in the last half of 2011 alone.

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### THEME 3: TRANSFORMING THE ACADEMIC MODEL

By moving away from the passive lecture model in some classrooms and creating new paradigms for teaching and learning—techniques that speak to this first generation of “Digital Natives”—we are

boosting student success and improving retention. With models that involve active and collaborative learning, technology and online tutorials, and immediate feedback for students, our university system is proving that we can improve learning outcomes, generate higher pass rates, and—in many cases—do so at lower costs.

The USM was actually an “early adopter” in the course-redesign movement. We were the first university system in the nation to implement this approach of taking advantage of the capabilities of technology and innovative educational techniques to redesign entire courses—not just individual classes or sections—to achieve better learning outcomes and lower costs. Our efforts began with pilot projects and expanded to broader initiatives. Today we are a leader in expanding this movement across the state. Thanks largely to private funding from the Bill & Melinda Gates Foundation, the Lumina Foundation, and others, we are turning “gatekeeper” courses into “gateway” courses, with fewer failed students, better learning outcomes, and improved progress toward degrees. In addition, we are working with community colleges to replace remedial and developmental courses with this new paradigm so that they, too, can boost achievement and retention.

Our strategic plan calls for us to triple the number of courses redesigned by 2020. We are on track to meet this goal well in advance of that date. One of the key reasons for this success is the fact that our first course-redesign professors—who were, at the time, quite skeptical—have become our biggest advocates and now serve as course-redesign faculty fellows. These men and women, experienced in the methodologies of course redesign, empower their peers statewide by providing direct consultation to participating institutions and developing workshops for faculty cohorts working toward new redesigns.

As we move forward with this initiative and with academic transformation across the university system, individual campuses are stepping forward and accelerating their course-redesign efforts. UMBC is leveraging external sources and using internal funds to redesign 16 courses.

Through a Carnegie Corporation grant, UMUC is working with Carnegie Mellon University's Open Learning Initiative team and Prince George's Community College to redesign three courses to improve student success and graduation rates.

Across the university system, 36 courses have been—or are being—redesigned with funding from the USM. Grants from Lumina and Complete College America have funded 36 additional USM-led course-redesign initiatives at community colleges. Currently, almost 12,000 students are enrolled in redesigned courses across the state (including the UMBC self-funded courses).

Looking forward, we are exploring the possibility of creating a Center for Academic Innovation. It would serve as a clearinghouse for research and best practices, not just course redesign but across the range of student learning, pedagogical innovations, teaching strategies, and learning sciences. Such a resource center could also address interdisciplinary ways of engaging 21st-century students, the improvement of instructional methodologies, culturally competent teaching strategies, research on—and evaluation of—redesign impact, and cutting-edge brain and learning science research and its relevance to teaching and learning.

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## THEME 4: CONTINUING EXEMPLARY STEWARDSHIP PRACTICES

The fourth element of our strategic plan calls on the USM to continue its exemplary stewardship of resources. In this area, one of our most successful efforts has been our Effectiveness and Efficiency (E&E) Initiative. The results of this ongoing effort to systematically reengineer our academic and administrative processes speak for themselves. Administratively, we have removed more than \$250 million in direct costs from our budget, while experiencing significant additional savings through cost avoidance. Academically, the USM's four-year and six-year graduation rates are at an all-time high, the average time to degree is down from five to 4.5 years, and the rankings of our institutions have never been greater. And,

importantly, the credibility we gained with the state means that the USM has become much more of a funding priority, which will be vital in achieving the goals of our strategic plan.

I also note that the favorable debt ratings the USM has received from all three bond rating agencies—Moody's, Standard & Poor's, and Fitch—underscore the seriousness and real impact of our efforts. Moody's—the only rating agency that publishes such information—rates 226 public universities. The USM is one of only 22 public colleges and universities with an AAA or Aa1 rating, the two highest bond rating levels. To date, refinancing has yielded a reduction in future interest payments of almost \$85 million.

Another important stewardship success can be found in our fundraising efforts. Last year the University System of Maryland's federated campaign surpassed its \$1.7 billion goal and is closing in on \$2 billion. That's \$2 billion in support of scholarships, fellowships, research, community service, workforce development, discovery, and the expansion of knowledge. The fact that we stand on the cusp of this milestone in the midst of a devastating, lingering recession is even more impressive.

### Institutions across the university system enjoyed true fundraising success:

- Salisbury's campaign concluded just inches shy of \$40 million, exceeding its goal by nearly \$15 million, with more than one-third of the total raised going to scholarships.
- Towson exceeded its \$50 million goal, raising nearly \$53 million for student scholarships, academic programs, and community outreach.
- Uniquely UB: The Campaign for the University of Baltimore, raised \$45 million—a UB fundraising record.
- Frostburg, UMES, UMBC, and UMUC also surpassed their fundraising goals.

UMCP surpassed the \$900 million mark in its Great Expectations campaign goal of \$1 billion. This included a landmark gift of \$10 million from

Baltimore developer and philanthropist Edward St. John. His generosity will help create a world-class, high-tech teaching and learning center at the university.

UMB passed the \$500 million milestone in its \$650 million campaign. This included the W. P. Carey Foundation's \$30 million gift to the University of Maryland School of Law—the largest gift in the school's history and one of the largest in the history of the USM. The school was renamed in honor of Carey's grandfather, Francis King Carey, a graduate of the class of 1880. Also at UMB, Nancy Staggers, a pioneer in the field of nursing informatics who holds a master's and a Ph.D. from the University of Maryland School of Nursing, has announced a \$1 million bequest, the third gift of \$1 million from an alumna in the school's history.

A true culture of philanthropy is emerging across the university system. This federated campaign has set the stage for even deeper involvement from alumni, volunteers, and donors, and has created a heightened awareness of the value of private giving in advancing the USM's mission.

Of course, beyond the monetary aspects, exemplary stewardship practices call for strong environmental stewardship as well. Led by Donald Boesch, USM vice chancellor for environmental sustainability, the system is positioned for incredible accomplishments and contributions going forward. In addition, Don is leading by example as president of the University of Maryland Center for Environmental Science (UMCES). That institution is working closely with the Maryland Department of the Environment to research best practices that could be applied to shale gas development in Maryland. Natural gas extraction from shale holds great promise, but we must protect air quality, drinking water supplies, water quality, and habitat.

#### Other USM institutions have established themselves as environmental models as well:

At Frostburg, construction has begun on the Sustainable Energy Research Facility (SERF), a completely off-grid green building that will provide

a platform for researchers at the university to make inroads on the national issue of energy independence through the development of sustainable sources. Frostburg also was recognized for its commitment to sustainability and environmental education with a Second Nature's Annual Award for Institutional Excellence in Climate Leadership at the American College & University Presidents' Climate Commitment Fifth Annual Summit.

WaterShed, UMCP's entry into the U.S. Department of Energy Solar Decathlon 2011, won first place overall last fall. This solar-powered home's systems interact with each other and the environment to harvest, recycle, and reuse water.

UMES's year-old, 17-acre, solar-energy collection system has already earned recognition from two Delmarva businesses. Mountaire Farms and WMDT-TV named UMES an "Environmental Star Award" winner in recognition of its pioneering efforts to make the campus and the lower Eastern Shore more "eco" friendly in their use of energy. Also at UMES, a six-decade-old former dormitory—now home to its School of Pharmacy—was awarded the U.S. Green Building Council's LEED Gold certification. It is one of the few certified projects on Maryland's Eastern Shore to achieve this recognition.

Coppin launched its Center for Sustainability and Environmental Justice and received a grant from the American Meteorological Society for climate studies, along with a grant from Constellation Energy to introduce 180 Coppin Academy students to innovative research on solar cell technology. (CSU operates this high school, a Baltimore City Charter School, on its campus.)

Salisbury, Towson, UB, UMBC, and UMCP have all been listed among the nation's most environmentally responsible colleges in *The Princeton Review's* "Guide to 322 Green Colleges."

This commitment to stewardship in the broadest sense—financial and environmental—has had a major impact across the USM. Actions that make us leaner while also lessening our impact on the environment have the added effect of supporting each other; the more we do in one area, the better off we are in the other. That is a powerful combination.



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## THEME 5: ADVANCING INSTITUTIONAL QUALITY

The fifth and final theme of the strategic plan is our commitment to quality and national eminence. This is, of course, a longstanding priority and an area where USM institutions excel.

### In the most recent *U.S. News & World Report's* "Best Colleges" guide:

- Salisbury was ranked 9th and Towson 11th among Public Regional Universities (North).
- UMBC was named the No. 1 Up-and-Coming National University for the third straight year. UMBC also ranked 4th among National Universities for undergraduate research.
- UMCP ranked 17th among all U.S. National Public Universities. UMCP ranked 8th among Up-and-Coming National Universities.
- UMES and Bowie were both ranked among the nation's best Historically Black Colleges and Universities, coming in at 25th and 28th respectively.

### In the *U.S. News & World Report* rankings of graduate programs:

- At UMB, the schools of Law and Medicine were both ranked in the top 20 among public institutions, with the schools of Nursing, Pharmacy, and Social Work ranking in the top 20 overall.
- In the newsweekly's first-ever assessment of online graduate business programs, the TU-UB joint MBA program was ranked among the best in the country.
- At UMCP, the A. James Clark School of Engineering and the College of Education were both ranked in the top 25.

- All told, UMCP had a total of 73 graduate programs ranked in the top 25 among all universities, public and private.

UMCP also received international acclaim, once again placed among the world's top universities (38th) in the 2011 Academic Ranking of World Universities (ARWU). The ARWU, maintained by the Shanghai Ranking Consultancy, ranked UMCP No. 13 among U.S. public universities and No. 29 among all U.S. universities.

As I noted earlier, several USM institutions are included in "best value" rankings. In fact, between highly regarded national publications such as *Kiplinger's*, *The Princeton Review*, *Diverse: Issues in Higher Education*, and *U.S. News & World Report*, you will find every USM degree-granting institution.

Frostburg once again has been recognized as a leader among higher education institutions in support of volunteering, service-learning, and civic engagement. The Corporation for National and Community Service honored FSU as a member of the 2012 President's Higher Education Community Service Honor Roll for engaging its students, faculty, and staff in meaningful service that achieves measurable results in the community. Towson joined FSU on the Community Service Honor Roll. This marks the sixth consecutive year that TU has been recognized for its exemplary service efforts and contributions to America's communities.

The University of Maryland School of Medicine at UMB received a great deal of national and international attention during the most extensive full face transplant completed to date. The 36-hour operation—which included replacing the jaws, teeth, and tongue—involved a multidisciplinary team of faculty physicians and more than 150 nurses and other professional staff.

Five USM institutions—UMUC, Frostburg, Salisbury, UMCP, and Towson—were designated "Military Friendly Schools" by *G.I. Jobs*, the premier magazine for military personnel transitioning into civilian life. This designation recognizes colleges, universities, and trade schools that are doing the most to embrace America's military service members and veterans as students. Having five

USM institutions highlighted is a source of great pride for the entire system.

**Our institutional leaders have also been singled out for praise:**

- UMBC President Freeman A. Hrabowski was listed as one of *Time* magazine's "100 Most Influential People in the World" for 2012.
- He also was one of two college presidents to receive the Carnegie Corporation of New York's prestigious 2011 Academic Leadership Award and will be using the \$500,000 award to start the Freeman A. Hrabowski Fund for Academic Innovation.
- In addition, he was honored by the Tech Council of Maryland with its second annual Lifetime Achievement Award and was one of seven recipients of the 2011 Top American Leaders awards bestowed by *The Washington Post* and the Center for Public Leadership at Harvard Kennedy School.
- The Maryland-Asia Environmental Partnership presented its 2011 Energy & Environmental Leadership Award to UMCES President Don Boesch in recognition of his contributions at state and national levels.
- Stewart Edelstein, executive director of the Universities at Shady Grove, was honored by the Montgomery County Board of Education with a 2011 Distinguished Service to Public Education Award.
- UMCP President Wallace Loh has been appointed chair of the Homeland Security Academic Advisory Council, a new council charged with advising the U.S. Secretary of Homeland Security on several key issues.
- FSU President Jonathan Gibralter was one of a handful of presidents from state colleges and universities who met with White House and U.S. Department of Education officials for a

discussion of President Obama's agenda of college affordability and completion.

**Here are few examples of our honored students:**

- With four Fulbright Scholars, Towson ranks first among the 29 regional institutions that produced the most U.S. Fulbright Scholars during 2011.
- Salisbury celebrated its first student to earn a Fulbright Fellowship.
- Also at SU, environmental studies major Jessica Johnson became the third Salisbury student in two years to earn the U.S. Environmental Protection Agency's \$42,700 Greater Research Opportunity Fellowship.
- SU nursing major Kevin Harrison won a \$10,000 New Careers in Nursing Scholarship from the Robert Wood Johnson Foundation.
- UMCP boasted two 2012 Barry M. Goldwater Scholarship winners and one 2012 Truman Scholar.
- UMES senior biology major Genevieve Warmann co-authored an article published last fall in *The Journal of Neuroscience*.
- UMES history major Leroy Myers has been named one of 10 Fellows at the 2012 Schomburg-Mellon Humanities Summer Institute in New York City.
- Naeemah Kitchens, a 2011 UMES graduate who two years ago was also a Schomburg-Mellon Fellow, was awarded a Fulbright English Teaching Assistantship for Kenya.
- Two more graduates of Coppin's Robert E. McNair Post Baccalaureate Achievement Program have completed doctorates.

## CONCLUSION

**This annual report documents a dazzling array of USM accomplishments over the course of the 2011-2012 academic year.** In this sense, it is an encomium to the exceptionally talented faculty, staff, and students who make up the University System of Maryland. It is also a tribute to the leadership and oversight the Board of Regents has brought to its responsibilities.

Next year we will observe the 25th anniversary of the USM's founding in 1988. While this will certainly be a time of celebration and reflection of all that has been accomplished over the past two-and-a-half decades, it must also be a time during which we focus on our future challenges, responsibilities, and opportunities.

Our nation is entering a period of significant—one might even say unprecedented—change in higher education. The fiscal environment brought on by the “Great Recession” will likely linger through most of this decade. Yet, as a system, we are committed to educating a much larger proportion of Maryland's adult population, which will include ever greater numbers of underrepresented minorities—students who traditionally have had lower college participation and success rates.

Maryland is blessed to have a highly educated workforce and perhaps the nation's strongest knowledge economy. But, the state can only continue as an economic powerhouse if the USM is able to address the critical workforce needs in the STEM disciplines and unleash the creative power of our faculty to support economic growth through innovation, technology transfer, and the commercialization of intellectual property.

The state has incredible natural resources, from the mountains in the west to the shores of the Chesapeake Bay. But these resources can only be sustained for future generations through research and wise public policy developed in part by our university system community.

These and other challenges would be daunting enough in a time of resource abundance. In the fiscal climate we are likely to confront over the rest of this decade, some may feel they are impossible to meet.

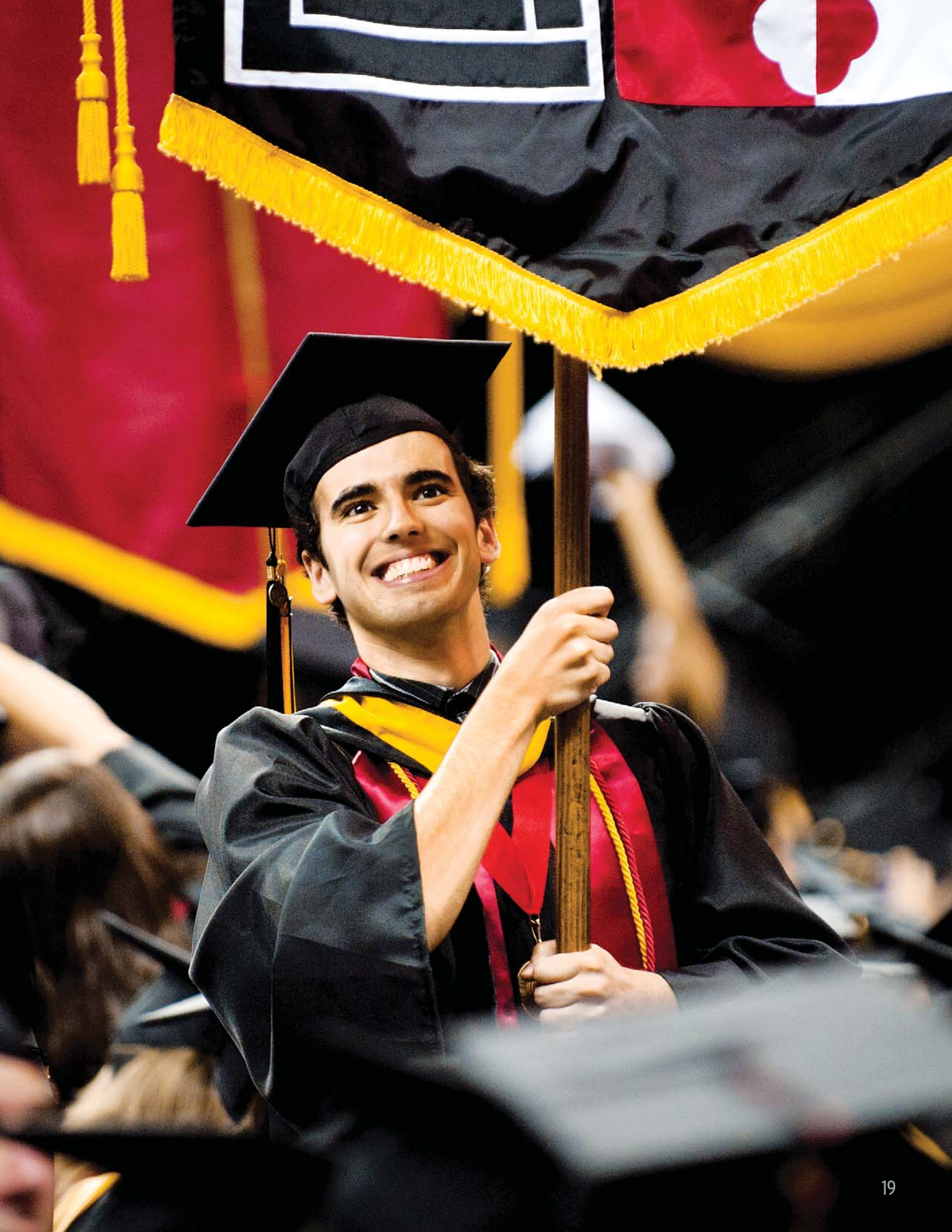
While not discounting the difficulties we will face, I firmly believe that the university system has the wherewithal to address these and other challenges facing our state and nation. The USM has a history of creative adaptability and a willingness to innovate that have garnered considerable national attention. This view was captured for me at a recent national conference I attended, where one of the participants said, “the USM always seems to be out in front on the big issues.” Indeed, we launched our Effectiveness & Efficiency Initiative long before calls for cost containment in higher education became commonplace. Now, everyone looks to the USM as the exemplar of responsible resource and fiscal management. We were the first university system to invest in academic transformation and course redesign. This past semester more than 12,000 students benefited from our course-redesign efforts with documented improvements in learning outcomes and lower costs for course delivery.

We are, I believe, the first university system to build technology transfer contributions into the criteria for faculty promotion and tenure. We have a strategic plan that is focused on the needs of the state and nation and we can document substantial progress toward our ambitious goals despite the resource constraints we face.

While we cannot do everything we hope to accomplish for the state without significant state investment, we have a proven track record of impressive advances as a result of the Board of Regents' guidance; institutional leadership; and dedicated faculty, students, and staff.

Shakespeare tells us that “the past is prologue.” With that in mind, I believe we have every reason to look toward the future with confidence and optimism. The USM has deep roots in Maryland, reaching back more than 200 years to the birth of the College of Medicine in 1807. As we have grown, the USM has met and mastered countless challenges with resolve, ingenuity, creativity, and determination. I know that many of the USM's greatest contributions lie ahead for the benefit of our state and nation.







## ABOUT THE USM

The University System of Maryland comprises 12 institutions, two regional higher education centers, and a system office. The USM provides access to excellent higher education opportunities, performs groundbreaking research, offers vital services to communities and individuals, and fuels economic and workforce development. As a public system of higher education, the USM advances the State of Maryland and benefits all of society.

## USM FACTS

**Undergraduate Students:** 111,255 statewide (139,374 worldwide)

**Graduate/Professional Students:** 44,516 statewide (44,804 worldwide)

**Full-time Faculty:** 8,294

**Part-time Faculty:** 6,150

**Academic Programs:** more than 1,000 bachelor's, master's, doctoral, professional, and primary certificate

**Locations:** more than 100 in Maryland

**Buildings:** 1,000, including 19 libraries

**FY 2012 Operating Budget:** \$4.4 billion

### VISION

The vision of the USM is to be a preeminent system of public higher education, admired around the world for its leadership in promoting and supporting high-quality education at all levels and life stages, fostering the discovery and dissemination of knowledge for the benefit of the state and nation, preparing graduates who are engaged citizens and have the knowledge, skills, and integrity to effectively lead people and organizations in a highly competitive, global environment and instilling in all members of its community a respect for learning, diversity, and service to others. The overarching goal of the USM is to build lives and families and educated citizens.

### MISSION

The mission of the USM is to improve the quality of life for all the people of Maryland by: providing a comprehensive range of high-quality, accessible, and affordable educational opportunities that recognize and address the need for life-long learning and global and environment awareness; engaging in research and creative scholarship that expand the boundaries of current knowledge, and promote an appreciation of learning in all areas—the arts, humanities, social sciences, natural sciences, and professions; and preparing graduates with the knowledge, skills, and integrity necessary to be successful leaders and engaged citizens, while

providing knowledge-based programs and services that are responsive to the needs of the state and the nation. The USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions.

## USM INSTITUTIONS AND PRESIDENTS

**Bowie State University**  
Mickey L. Burnim

**Coppin State University**  
Reginald S. Avery

**Frostburg State University**  
Jonathan C. Gibraltar

**Salisbury University**  
Janet Dudley-Eshbach

**Towson University**  
Marcia G. Welsh, Interim President (through December 31, 2011)  
Maravene Loeschke (as of January 1, 2012)

**University of Baltimore**  
Robert L. Bogomolny

**University of Maryland, Baltimore**  
Jay A. Perman

**University of Maryland, Baltimore County**  
Freeman A. Hrabowski III

**University of Maryland, College Park**  
Wallace D. Loh

**University of Maryland Eastern Shore**  
Thelma B. Thompson (through August 15, 2011)  
Mortimer H. Neufville, Interim President (August 16, 2011 through June 30, 2012)

**University of Maryland University College**  
Susan C. Aldridge (through February 21, 2012)  
Javier Miyares, Acting President (as of February 22, 2012)

**University of Maryland Center for Environmental Science**  
Donald F. Boesch

## USM REGIONAL CENTERS AND DIRECTORS

**Universities at Shady Grove**  
Stewart Edelstein, Executive Director

**University System of Maryland at Hagerstown**  
John Stoothoff, Interim Executive Director (through May 20, 2012)  
Mark Halsey, Executive Director (as of May 21, 2012)





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