



University System of Maryland Overview of Institutional Mission Statements 2014

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.

The institutions have developed statements that meet the mandates of the Charter and are aligned with the *USM Strategic Plan 2010 – 2020* and the *2013- 2017 Maryland 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*, and a commitment to increasing college completion. Also evident in several statements is a focus on continued progress in closing the achievement gap, and increasing STEM-related programs, research and initiatives, diversity of students, staff and faculty, economic impact, globalization, sustainability initiatives, the use of technology, and technology transfer.

Mission and Goals Statement Summaries

Bowie State University

Bowie State's comprehensive academic programs, undergirded by a strong liberal arts foundation, are designed to prepare students for immediate employment or graduate and professional study in fields such as business, biology, computer and information sciences, nursing, psychology, bioinformatics, and education. The University's research laboratories and technology-enabled interactive classrooms provide businesses and government with excellent opportunities for new partnerships and collaborative projects. Bowie State students complement their academics by engaging in cooperative and internship experiences in industry and government.

While maintaining and advancing its role as a leader in teacher education, BSU is systematically building its capacity for research, especially in the STEM fields, to support its growing graduate programs. Government agencies, including the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF), Department of Defense (DoD), and National Security Agency (NSA) fund STEM researchers. The major research areas in the STEM disciplines include biomedical sciences, network security, computational mathematics, and theoretical physics. These efforts support quality student teaching and the workforce development goals of the State of Maryland. To support its expanding STEM disciplines, BSU is steadily building its research infrastructure to augment faculty capacity to instruct students. An outgrowth of the University's efforts was the approval of its second doctoral program in Computer Science in 2007. In addition, 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.

The **Education Innovation Initiative (EI²)** is Bowie State University's signature PreK-20 science, technology, engineering, arts and mathematics (STEAM) academic enrichment program that is grounded in advocacy for early career pathway exposure amongst under-represented students in Prince George's County. Through the use of a

multidisciplinary approach to discovery-based learning, **EI**² provides students with increased access to real-world work experience that produces next generation solutions.

Among the University's Strategic Goals are:

- Deliver high quality academic programs and relevant co-curricular experiences.
- Develop and implement programs and services that promote access, affordability, and completion for a diverse student body with an emphasis on underserved populations.
- Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.
- Develop a comprehensive model of regional, national, and global engagement to address societal needs.
- Advance the overall effective and efficient use of resources and identify new revenue sources to support the university's core mission.
- Define and communicate the University's distinctive identity and value proposition.

Coppin State University

The University is committed to meeting the educational needs of its urban population including traditional and non-traditional students and adult learners in the classroom, and residents in the community. Coppin is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. It is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

The major academic programs offered at CSU that impact its neighboring communities are in business, criminal justice, education, humanities, social and behavioral sciences, the health professions, and in STEM disciplines. Additional priorities of the University include greater emphases on community engagement and sustainability. Presently, the University, through its strategic plan, is building a culture of community engagement by developing and enhancing existing strategic partnerships with the local community. Collaborations occur with the Baltimore City Police Department, the Baltimore City Public Schools, and various on- and off-campus health centers.

Through continued advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, into client, management, and student services, and into institutional advancement operations. The renovation of existing facilities and the construction of new buildings equipped with the latest technology will provide a better infrastructure with which to foster excellence in teaching, research, scholarship and service.

Coppin State University adopted the following overarching goals for 2013 to 2020:

- Increase college completion rates.
- Ensure that Coppin's graduates are competitively prepared for entry into the workforce and first-time graduate & professional schools.
- Transform Coppin's instructional modalities to improve teaching and learning.
- Increase Coppin's engagement in the community.
- Improve stewardship and effectiveness of Coppin's resources.
- Invest in and support people, programs, and facilities.

Frostburg State University

The University is a student-centered teaching and learning institution that emphasizes experiential education. Frostburg provides a strong support network focused on student success and persistence. Students are encouraged to apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism, service-learning, and undergraduate research.

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, technology, engineering and mathematics (STEM) disciplines; the creative and performing arts; and selected programs in the humanities and social sciences. Graduate programs provide instruction for students involved in or preparing for professional careers. In addition to master's degree programs in biology, business administration, computer science, counseling psychology, education, and recreation and parks management, Frostburg offers a Doctor of Education in Educational Leadership. As it has in the past, the University will continue to develop graduate programs in business, the health sciences and other areas aligned with the mission of the University and responsive to Maryland's development needs. Frostburg State University is an important and significant contributor to the economic prosperity of Western Maryland. A February 2013 University study reported that the institution has an economic impact conservatively estimated to be \$173 million across the state of Maryland, including \$121 million in Allegany County. The number of University economic development initiatives continues to grow, and includes both the well-established Allegany Business Center at Frostburg State University (ABC@FSU) and participation with the Maryland Industrial Partnerships (MIPS), which are funding research and development projects between FSU faculty members and regional companies.

The University is also strongly committed to preserving the environment through sustainability. The campus's Climate Action Plan provides a detailed blueprint of specific and tangible methods by which Frostburg can achieve carbon neutrality by the year 2030. The University's Sustainable Research Facility (SERF) provides a completely off-grid research facility that will serve as an academic center for residential-quality sustainable energy technologies and research.

Among the University's strategic goals are:

- Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.
- Enhance facilities and the campus environment in order to support and reinforce student learning.
- Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.
- Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.
- Serve as a catalyst for economic development in Western Maryland and the region.

Salisbury University

Salisbury University emphasizes active learning and the preparation of students for engaged citizenship with the ability to pursue personal and professional education throughout their lives. The University's Thomas E. Bellavance Honors Program offers an academically enriched curriculum enhanced by many cultural events and activities for talented and high-achieving students. As a vital resource and economic engine, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, wide-ranging cultural events that are open to the community, nationally competitive Division III athletics, and the active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury University offers degree programs in the liberal arts, science and technology, nursing and health sciences, teacher education, professional studies, business, and information systems. Graduate programs are chiefly applied, with degrees offered in business, nursing, education, English, applied health physiology, social work, math education, applied biology, geographic information science, conflict resolution, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines community demands for new or expanded undergraduate and graduate programs. Recent additions of applied doctorates in nursing and education address specific pressing needs of the region. Academic programs are offered primarily on the University's 157-acre campus, which is highly praised for its attractive open spaces, easy pedestrian circulation, and numerous outdoor sculptures. The campus is a designated arboretum for the scientific study and public display of various species of woody and herbaceous plants. Programs such as social work, elementary education, and respiratory therapy are offered through a variety of media at satellite campuses

throughout Maryland. The development of online programs allows SU to offer programs beyond our campus and internationally.

A major presidential initiative focuses on the relationship between the University and its community neighbors and partners in order to strengthen and invigorate town/gown synergies. Salisbury University also collaborates with the University of Maryland Eastern Shore, a Historically Black University located in neighboring Somerset County. This relationship broadens diversity, permits the sharing of resources, and allows for joint educational programming. The University is a stakeholder in the Eastern Shore Higher Education Center (ESHEC) at Wye Mills, with the authority to offer baccalaureate and master's degrees at that location. In this venue, Salisbury University partners with Chesapeake College, Cecil College and the University of Maryland Eastern Shore. The focus of this broad partnership is to ensure that regional educational needs are met by regional institutions through articulated and collaborative programs, distance education, and other opportunities. The University is also a partner institution at the Universities at Shady Grove (USG) in Rockville, MD, where it delivers B.S. degrees in respiratory therapy and in exercise science. Additionally, SU offers its social work program at the University System of Maryland's Hagerstown site, at Cecil College, at the Higher Education Center in Southern Maryland, and, in a unique partnership with the University of Maryland University College, at Ramstein Air Force Base in Germany.

Among the University's strategic goals are:

- Educate students for Campus, Career, and Life
- Embrace innovation of the Salisbury University Experience
- Foster community
- Provide appropriate programs, spaces, and resources for all members of the campus community

University of Baltimore

The University of Baltimore provides high-quality, career-oriented education at the bachelor's, master's and professional-degree levels, including offering a select number of applied doctorates. UB's faculty, staff and students apply their expertise and University resources to current economic, social and political problems, all under a shared understanding of *Knowledge That Works*. Located in midtown Baltimore, in the heart of the cultural district, the University contributes significantly to the city's academic, economic and cultural vitality. UB is committed to valuing and enhancing its connection to Baltimore and to continuing development of its campus. The University works diligently to invite capable students, diverse in identities and experiences, to pursue their education in a culturally rich urban environment.

A major institutional goal is to ensure success of UB's graduates in a digital information- and media-oriented society. UB places a high priority on integrating technology enhancements into instruction across all fields. Transformation of the traditional library to a learning commons with renovation and expansion of library functions and collaborative learning spaces is critical to success in this area. A large and growing number of classroom courses provide online components as a complement to UB's growing online course and program array, all supported by the library's expanding collection of digital resources. UB has also strengthened its commitment to incubating creative ideas, spurring entrepreneurial projects and developing teaching and learning initiatives among its faculty and staff by creating an Office of Academic Innovation. Under its umbrella fall a teaching and learning center, the honors program and an experiential-learning program. The office is responsible for supporting, coordinating and institutionalizing creative and innovative approaches to teaching, student learning, curriculum and program development, and promoting and demonstrating student achievement.

UB uses the synergy among its four schools to provide multidisciplinary academic programs that ensure responsiveness to 21st-century urban and global challenges within and across professions and geographic boundaries. UB is also committed to developing and sustaining cooperative programs with other USM institutions and with other public and private institutions in areas of complementary strength and to build upon UB's rich history of collaboration with Maryland's community colleges.

UB's Managing for Results goals over the next four years are to:

- Enhance the learning experience at UB as measured by retention, progression and completion rates; student satisfaction indicators; and job placement data.
- Support the creation, development and implementation of transformative, 21st-century academic models, programs and pedagogies.
- Align graduate and professional education and curricula with changes in professional disciplines and market conditions.
- Grow programmatic offerings at the Universities at Shady Grove.
- Enhance the institutional focus on multiple and alternative modes of delivery to meet the needs of new generations of learners.
- Integrate and enhance the use of technology in all delivery modes.
- Maintain a welcoming and vibrant campus for commuter and residential students.
- Remain an active, engaged and contributing partner to the health and prosperity of Baltimore, Maryland and the region.

University of Maryland, Baltimore

As the State of Maryland's academic health, law and social work institution, the University of Maryland, Baltimore includes a unique configuration of schools and educational programs with extensive responsibilities for clinical care and legal and social services. The student mix differs markedly from other University System of Maryland institutions. Only 12% of the University's students are enrolled in the three baccalaureate degree programs; namely, nursing, dental hygiene, and biomedical research and technology. The remaining 88% of students are in post-baccalaureate programs leading to licensure including: medicine (MD), law (JD), dentistry (DDS), nursing (BSN, clinical masters, DNP), pharmacy (PharmD), social work (MSW), public health (MPH), physical therapy (DPT), dental hygiene, genetic counseling and biomedical research and technology, preventive medicine, toxicology, and pathology. The campus also offers the traditional research-based doctor of philosophy and masters of science degree programs in nursing, social work, pharmaceutical science, pharmaceutical health services research, oral pathology, and various biomedical science disciplines and interdisciplinary programs such as neuroscience.

Interprofessional education (IPE), a priority at UMB since the arrival of Dr. Perman as president, reached new heights in 2013 with the formation of the Center for Interprofessional Education and the launch of UMB's first IPE Day. The Center, which will serve as a resource and as a connector for IPE initiatives across UMB, is headed by Jane M. Kirschling, PhD, RN, FAAN, who, in addition to being the Center's director and University director of IPE, is dean of the School of Nursing. The Center will advance President Perman's vision for preparing all UMB students to provide high-quality, affordable health care and human services within a team-based model. Formation of the Center was announced at IPE Day in April 2013. During this event, 309 health and human services students and 114 faculty gathered to form multidisciplinary teams to tackle complex scenarios such as "Crossing the Line," a case staged at the School of Dentistry in which a child's broken teeth may be a clue to child abuse. IPE Day was planned by members of an IPE task force formed by President Perman in December 2010. Since then, health fairs and Interprofessional Critical Care Simulation exercises have emerged, as well as an annual Interprofessional Patient Management Competition, where teams of students representing UMB's schools pool their knowledge to devise a treatment strategy for a hypothetical patient whose case presents complex medical as well as legal or social issues.

Through the President's Outreach Council, which is now a part of UMB's new Center for Community Engagement, Dr. Perman oversees an expanded partnership with community schools—such as Vivien T. Thomas Medical Arts Academy, Southwest Baltimore Charter School, and George Washington Elementary School—to help meet identified needs of children and their families. An executive team is working with community groups to develop a West Baltimore initiative to foster an environment that enables young people from elementary school through college to prosper. Reducing chronic absenteeism in targeted local schools is a key goal, as is creating a pipeline to success for children with an interest in careers in health care and law.

Eight themes were identified as major areas of focus for the University's strategic plan. Work groups consisting of faculty, staff, and students from across the University, with input from town halls, online surveys, and community focus groups, developed the goals and tactics for each theme.

The themes are as follows:

- Achieve Pre-Eminence as an Innovator
- Promote Diversity and a Culture of Inclusion
- Foster a Culture of Accountability and Transparency
- Excel at Interdisciplinary Research and Interprofessional Education, Clinical Care and Practice, and Public Service
- Develop Local and Global Initiatives that Address Critical Issues
- Create an Enduring and Responsible Financial Model for the University
- Drive Economic Development
- Create a Vibrant, Dynamic University Community

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 masters and doctoral programs with an emphasis on selected areas of the sciences, engineering, information technology, human services, and public policy. These programs are closely linked 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 participation in 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, 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 in 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 an optimal array of undergraduate and graduate-level programs. UMBC intends to expand existing areas of strength at the undergraduate and graduate levels, including credit and non-credit offerings in information systems and computer science at the graduate level, and to build on internal research strengths unique to the campus to develop offerings in emerging fields, such as bioscience and environmental science. The University will also continue to enhance its academic program and strengths in the arts, humanities, social sciences, and engineering, 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:

- To enhance the quality of undergraduate education;
- To promote cutting edge research, creative activity, and high quality graduate education;
- To build on the University's historical commitment to diversity and cultivate a sense of campus community;

- To collaborate with the private and public sectors to contribute to the growth of Maryland's economy;
- To bring the knowledge resources of the University to bear on the problems and concerns of the communities we serve; and
- To ensure that we are a campus known for our excellence in administrative and student services and our responsible use of public resources, just as we are known for our academic excellence: by upgrading our information technology infrastructure.

University of Maryland Center for Environmental Science

The core purpose of the UMCES is scientific discovery leading to comprehensive scientific knowledge of our environment and the societal 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.

UMCES faculty members advise, teach, and serve as mentors to many graduate students enrolled in joint degree programs with USM institutions. Most are enrolled in the System-wide graduate programs in Marine- Estuarine-Environmental Sciences (MEES) and Toxicology, and in graduate programs in Wildlife/Fisheries Biology and Applied Ecology and Conservation Biology at Frostburg State University. Through these multi-campus programs the Center is a pioneer in the use of the Interactive Video Network and the Internet in graduate instruction. Students focus their M.S. or Ph.D. thesis research in such fields as fisheries science; environmental chemistry and toxicology; ocean science; marine, aquatic and terrestrial ecology; environmental molecular biology and biotechnology; and environmental and natural resource management.

The Center delivers high-quality services to: K-12 students and teachers through environmental science education programs; the general public and decision makers through timely and pertinent information; and relevant industries (environmental technologies, aquaculture, biotechnology, seafood processing, etc.) through technology transfer directly and via collaboration with the Maryland Sea Grant College. UMCES also executes its statutory responsibility to provide sound scientific information and advice to Maryland state agencies and the General Assembly.

Goals/Objectives include:

- Continue to strengthen the Center's capacity for scientific discovery.
- Continue the development of the Center's capacity for integration and application.
- Build on the Center's success in graduate education, including the leadership of the MEES program.
- Expand the role of UMCES and the Maryland Sea Grant College in environmental education and awareness of Maryland's school children and citizens.
- 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, the nation and the world.

University of Maryland, College Park

The University of Maryland creates and applies knowledge, nourishing a climate of intellectual growth and providing outstanding instruction and in a broad range of academic disciplines and interdisciplinary fields. As a land-grant institution, the University shares its research, educational, cultural, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with State, federal, private and non-profit partners promote economic development and improve quality of life. The University offers faculty and students a vibrant ecosystem that nurtures and encourages innovation and entrepreneurship in a variety of ways. As a public flagship campus, the university is committed to providing high quality educational opportunities that are affordable by all students regardless of family income.

The excellence of the University's faculty, staff, and students is vital to these activities. The University counts the diversity of its community as among its greatest strengths and integral to its mission of excellence, and it is committed to diversity and inclusiveness in both educational and work environments. Providing equal educational opportunity, hiring and retaining a diverse faculty and staff of exceptional achievement, recruiting and graduating talented students from traditionally underrepresented groups, and providing a supportive climate for their health, well-being, and professional growth are institutional priorities.

The University provides enriching and challenging undergraduate educational experiences. Its general education program encourages students to study large societal problems from disciplinary and interdisciplinary perspectives, to develop their skills in communicating across diverse cultures, and ensures training in written and oral communication and fundamental mathematics. Opportunities for student-centered learning include nationally recognized living-learning communities, intensive experiential programs, and internships, research experiences, and service learning opportunities. University programs contribute to the State's critical work force needs in education, STEM disciplines, and health-related fields. 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.

In accordance with the 2013 Maryland State Plan for Postsecondary Education, the USM Strategic Plan, and the University of Maryland, College Park Strategic Plan, the University will pursue the following objectives.

- The University will continue to elevate the quality and accessibility of undergraduate education.
- The University of Maryland will continue to provide the highest quality graduate and professional education at all levels.
- The University commits 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.
- The University strives to be recognized as a world center for the creation and dissemination of knowledge across all disciplines, and for its application for the good of humanity.
- The University will 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.
- The University will 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.

University of Maryland Eastern Shore

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant Institution, is a teaching research, and doctoral institution that nurtures and launches leaders in a student-centered environment. Committed to providing high quality programs in an ethnically diverse environment, the University prepares students who will serve and shape the global economy. UMES is a growing, primarily residential university with a mission focused on learning, discovery, and engagement. This is consistent with valuing the scholarship of faculty in discovering new knowledge, and disseminating and applying it to the extended community.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then largely agrarian, but now more diverse), included the disciplines of agriculture and mechanical arts. UMES continues to embrace the original purposes as well as its current expansions to include liberal arts, science, business, technology, and professional programs that extend to urban and international settings. Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hospitality and Tourism Management program's provision of well-trained personnel for state and national tourism industry, and the work of faculty researchers that relates to conservation and use of natural resources exemplify this responsiveness. UMES also engages in numerous collaborative efforts to (a) increase access and opportunity for a broad spectrum of students including the economically and educationally

disadvantaged, low-income adult learners, and first-generation college students; and (b) to meet other state needs. Collaborative educational connections with local school systems address the Professional Development Schools, The Redesign of Teacher Education, and other programs. For instance, UMES and Salisbury University collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and Biology/Environmental Science programs. Further, Allegany College of Maryland, Frostburg State University, and UMES collaboratively offer Hospitality and Tourism Management (HTM) course work to the Western region. Additionally, the Hospitality and Tourism Management and Construction Management Technology programs are offered at the Universities at Shady Grove, and the University supports the Eastern Shore Regional Higher Education Center.

The University aspires to achieve a Carnegie classification as a Doctoral/Research University. Consequently, UMES has developed and implemented freestanding doctoral degree programs in (a) Food Science & Technology, (b) Physical Therapy, (c) Organizational Leadership, (d) Educational Leadership, (e) Toxicology, and (f) Marine Estuarine and Environmental Sciences (System-wide). To respond to widespread regional and national health care needs, especially those in rural areas, a new School of Pharmacy and Health Professions (consisting of Pharmacy, Physical Therapy, Physician Assistant, Exercise Science, and Rehabilitation Services) has been established at UMES.

UMES' overarching goals have been carefully developed to address the University's priorities over the next 5- 10 years, and include:

- Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.
- Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international development and competitiveness.
- Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.
- Improve academic and administrative systems to facilitate learning, discovery and community engagement; to gain national and international eminence.
- Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.

University of Maryland University College

UMUC is a well-respected and widely recognized leader in online learning within the State, across the United States and around the world. The university stands apart within the State for its extensive technical infrastructure, trained faculty and staff and deep support services for teaching adult students, both online and on-site. The University awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates, through courses offered both online and on-site.

The university's academic inventory includes programs that are core to any public university, but UMUC's mission to educate the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and teacher training in STEM areas. The emphasis within the university has been and will continue to be on applied, workforce-related programs and continuing education that responds to market needs. UMUC is adept at understanding and 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. In support of the emphasis on workforce needs, UMUC also offers non-credit professional development programs such as those in executive leadership. In addition, through UMUC's

Inn and Conference Center and the Academic Center at Largo, the university hosts professional conferences and meetings that support the economic and societal needs of the State.

UMUC's objectives for the 2013-2017 State Plan in some cases overlap two or more goals of the State Plan, reflecting the inter-relatedness of themes throughout the Plan itself.

- Excellence, Effectiveness and Student-Centered Learning (Goals 1 and 4)
- Access, Affordability and Opportunity (Goals 2 and 3)
- Promotion of a highly qualified workforce (Goal 5)
- Transformation of the learning process through innovation and use of data to support decision-making (Goals 4 and 6)

Universities at Shady Grove

USG was established to expand pathways to affordable, high quality public education, supporting workforce and economic development priorities in one of the state's most highly populated, diverse and economically-developed region. Nine USM institutions offer more than 80 high-demand degree and certificate programs at the USG campus. USG is the largest RHEC in the state in the number of students it serves; more than 3800 undergraduate and graduate students are enrolled in programs offered at USG (Fall 2013).

USG was established in response to real and projected demands for higher education in its service region. USG's current mission and future growth are in close alignment with key elements in Maryland's Postsecondary Plan and the USM Strategic Plan. These include: providing access to a high quality, affordable education; improving the state's workforce through targeted academic and professional degree programs; and focusing on comprehensive, high quality services that place students at the center of the learning process to insure retention and degree completion.

Because of its close collaborations with K-12, community colleges and regional employers, USG serves as a model for its service to underserved populations and for expanding the number of locally-educated graduates who are work-ready for the regional economy. USG's plans for future programmatic growth in health, biosciences and engineering fields will increase science, technology, mathematics and medical (STEMM) graduates as well as provide greater access to graduate and professional degrees to meet projected workforce needs for jobs in these fields in the region and state.

USG's five-year priorities include:

- Enrollment and Program Growth
- Pipeline (access) and Baccalaureate Degree Completion Initiatives
- Expanding regional STEMM workforce degrees and infrastructure
- Expanding career and internship opportunities

University System of Maryland at Hagerstown

USMH is a system wide learning center that facilitates and supports teaching and learning in its service areas of Western Maryland and the broader regional I-81 corridor. Strategically located, USMH seeks to: 1) provide access to baccalaureate, professional and graduate education in a region where distance to a senior institution creates a barrier to continuation, and 2) provide a skilled and educated workforce to aid economic development in its service areas.

USMH achieves these outcomes by providing access to partner institutions undergraduate, graduate, and professional programs of local need and interest, and by offering professional development opportunities in disciplines where full degrees are not required. Academic programs accommodate full-time and part-time students, both in traditional day classes and in evening classes primarily for working adults. Student success is facilitated through a growing Student Success Center which has the ultimate purpose of aiding students' success in their classes, their graduation rates, and their time-to-completion rates.

Since opening in 2005, USMH has grown from offering twelve programs to twenty-three degree programs, including its first doctoral program in Education Leadership, and Certificate programs in Engineering and Nursing Education; from two institutional partners to six; and has grown from three hundred eighty-two (382) students to nearly five hundred (500). USMH expects to offer additional degree and professional development programs in the future, to attract additional academic partners, and to grow beyond six hundred (600) students over the next five-plus years (by 2019).

Short-term goals:

- Attract and sustain new academic programs offered by existing and new USM institutional partners.
- Expand student service offerings.
- Increase the number and amount of USMH scholarships awarded each year.
- Implement and maintain proactive enrollment management strategies.
- Continually identify how and where to reach future students, and promote USMH programs in these markets, thus promoting USMH as a leading academic provider in Western Maryland and the surrounding region; continually reframe marketing messages to be consistent with changes in demographics and the maturity of the higher education market.
- Continually integrate up-to-date technology to support the academic programs and students.
- Maintain and enhance the facility in a sustainable and responsible manner.
- Plan for the expansion of program offerings.
- Implement continuous improvement and quality assessment systems.