VISION 2030

FROM EXCELLENCE TO PREEMINENCE
FOR OUR STUDENTS | FOR MARYLAND

IMPLEMENTATION PLAN

UNIVERSITY SYSTEM
of MARYLAND

Table of Contents

Implementation Plan Introduction

The USM Board of Regents approved a new 10-year strategic plan for the University System in June 2022. Befitting a plan that must focus and coordinate the activity of 11 diverse universities, one internationally-recognized environmental research center, and three regional higher education centers, the USM strategic plan provides a broad range of priorities, goals, and strategies that each USM institution and regional center can contribute to and support in line with its own mission and program base. The new strategic plan focuses on five priority areas that range from "Academic Excellence and Innovation" to "Diversity, Equity and Inclusion." Each priority area contains goals and strategies that are designed to help guide and inform the efforts of the institutions, their faculty, students, and administrators through the remainder of this decade and into the next. In recognition of the challenges facing higher education and the speed at which they emerge, the new plan breaks with traditional USM planning models, and divides the goals and strategies under each priority area into three phases: Phase 1, which focuses on the near-term, 2023-2025, time frame; Phase 2, which focuses on the 2025-2027 (mid-term) time frame; and Phase 3, which focuses on the 2027-2030 time frame and beyond.

Since the plan's approval this past summer, the leadership and staff of the System Office have been working with the Board's Strategic Plan Work Group, the leadership of the USM institutions, and Huron Consulting Group to align the plan's goals and priorities with those of the USM institutions, identify resource needs, and flesh out the strategies and metrics that will be used to drive progress and measure success under the plan over the near- and mid-term time frames. The results of these efforts – a detailed "road map" for moving forward with implementation -- are detailed in the report below. Laid out in four sections plus appendices, this report more fully articulates the key goals, strategies, timelines, and accountability-related performance measures within the five priority areas of the strategic plan as adopted by the Board of Regents. Section one of the report focuses on proposed leadership, oversight, and reporting under the plan, i.e., how the System leadership has organized itself internally to support and oversee progress on the System-wide strategic plan goals. Section two of the report highlights the degree to which the goals of the System, as laid out in the plan, align with the priorities and concerns of the USM institutions and regional centers, based on the challenges and opportunities they face. Section three of the report focuses on the strategies and performance metrics that have been developed by the USM leadership to help measure progress under the plan's short- and mid-term goals. Drawing on information provided by the institutions, section three also suggests additional, cross-system planning work that is expected to begin in 2023 and continue into 2024. And finally, section four of the report concludes with a discussion of the resources – both new and continuing – that have been projected by the USM as needed to fully and successfully achieve all the goals of the plan.

1. Implementation Leadership, Oversight, and Reporting

Internally, implementation of the strategic plan will be organized around the five priority areas: Academic Excellence and Innovation; Access, Affordability, and Achievement; Workforce and Economic Development; Research; and Diversity, Equity, and Inclusion. Leadership and oversight of the implementation will be carried out by the members of the Chancellor's direct reports (also known as the C-8), each of whom is directly connected to core stakeholder groups or councils across the system. The support of these groups will be important to driving progress under the plan. For each priority area, the chancellor has identified one or more "Priority Champions" at the division level (i.e., the vice chancellor or chief of staff level). The Priority Champions will be responsible for "owning" (or ensuring) the success of the goals under their priority areas. Their responsibilities include coordinating internally across System divisions, as well as across the systems councils or constituent groups externally, on the development of targets, metrics, strategies, and initiatives. Because many goals included under the priority areas cut across division lines of responsibility, most priority areas have more than a single Priority Champion assigned. Supporting the Priority Champions are Goal Managers who will be responsible for much of the hands-on management and planning around the priority goals, including helping to identify and adapt potential strategies, establish metrics, track and report on progress, and manage resources. The Priority Champions, Goal Managers, and their respective priority assignments are provided below. To facilitate communication between the Priority Champions and Goal Managers and the institutions and regional centers, each institution or center has appointed a Strategic Plan Liaison, who is expected to serve as the primary point of contact for information and feedback on the plan goals/metrics.

Priority Area	Priority Champions	Goal Managers
Academic Excellence and Innovation	➢ Senior Vice Chancellor for Administration & Finance ➢ Senior Vice Chancellor for Academic and Student Affairs ➢ Vice Chancellor for Advancement	➢ Vice Chancellor for Communication ➢ Associate Vice Chancellor for Academic Affairs for Education Outreach/Assistant to the Chancellor for P20 Outreach ➢ Associate Vice Chancellor for Advancement
Access, Affordability, and Achievement	➢ Senior Vice Chancellor for Academic and Student Affairs	➢ Associate Vice Chancellor for Academic Affairs ➢ Associate Vice Chancellor for Academic Affairs for Education Outreach/Assistant to the Chancellor for P20 Outreach

Workforce & Economic Development	➢ Vice Chancellor for Research and Economic Development ➢ Senior Vice Chancellor for Administration and Finance ➢ Senior Vice Chancellor for Academic & Student Affairs	➢ USM Venture Research Director ➢ Associate Vice Chancellor for Academic Affairs for Education Outreach/Assistant to the Chancellor for P20 Outreach
Research	➢ Vice Chancellor for Research and Economic Development	➢ USM Vice Chancellor for Environmental Sustainability ➢ USM Venture Research Director
Diversity, Equity, & Inclusion	➢ Chancellor ➢ Chief of Staff to the Chancellor	➢ Assistant Vice Chancellor for Academic and Student Affairs
Cross-division support provided by the USM Office of Planning & Accountability and Institutional Research, Data, & Analytics		

Institutional Strategic Plan Liaisons provide feedback and coordination with USM's Priority Champions and Goal Managers

Finally, supporting and working with each Priority Champion and Goal Manager as they further develop and refine metrics and strategies and track progress will be staff from USM's Office of Planning & Accountability and Office of Institutional Research, Data and Analytics, located under the Senior Vice Chancellor for Administration and Finance.

Progress reporting

Tracking and reporting on progress under the plan will be done at the System level and will be integrated into the USM's existing Dashboard Indicator accountability system. The USM Office will modify the Dashboards over the winter/spring of 2023 to accommodate new metrics from the plan. In addition, progress on process step milestones or metrics outlined in the plan—such as those tied to enrollment management, branding and marketing, and research and economic development—will be monitored and tracked through the appropriate Board committee or work group (such as the Board's Enrollment Work Group, Strategic Communications Work Group, or Committee on Economic Development and Technology Commercialization), in line with the process used throughout the development of the plan. Finally, as it has in the past, the USM expects to highlight and report on

key milestones under the strategic plan on a periodic basis through more traditional media and mechanisms, such as the Chancellor's annual report to the Board.

Campus coordination/participation

While not every goal in the plan fits the mission or program base of every USM institution or regional center, ensuring that each institution or center contributes to the plan where it is appropriate is the responsibility of each institution's president or regional center executive director. As noted earlier, to facilitate participation each institution has appointed a Strategic Plan Liaison. The responsibility of the liaisons is to serve as the main point of contact between the System Office and their institution or center for the purposes of coordinating and disseminating information and ideas under the plan. The liaisons serve as conduits between the institution or center and the System office, reviewing and coordinating with the USMO on strategies and initiatives under the plan, responding to data requests, and providing feedback and advice on campus-specific needs, concerns, and issues related to the plan. A list of the individuals who have been appointed to serve as the Strategic Plan Liaison for each institution or center is attached in Appendix I of this report.

2. Alignment of Institutional Priorities with Strategic Plan Priorities

As a comprehensive, system-wide document the USM strategic plan is designed to reflect a broad set of priorities and goals that address the wide-ranging needs and interests of Maryland, its citizens, its businesses, and its institutions. How each institution contributes to the success of the plan is a function of its respective mission, programs, resource base, and institutional priorities.

To get a deeper understanding of how the USM strategic plan's priorities and goals align with the mission, vision, goals, and priorities of the individual institutions, the USMO undertook an alignment and prioritization exercise this past fall. Each USM institution was asked to assign a priority ranking to each of the near- and mid-term goals in the strategic plan. Institutions rated goals as being of highest priority, secondary priority, or not applicable (whether due to the mission of the institution, the range and focus of its programs, or other factors). Not surprisingly, analysis of the institutions' responses indicated that the goals and priorities ranked as having the highest priority tended to be those that tied directly back to the specific mission of the institution, or addressed issues, challenges, and opportunities that the institution saw as critical to its success, and those of the communities it serves. Priority areas and goals that appeared to resonate most with the institutions included those associated with 1) expanding access and growing enrollment, particularly among transfers, working professionals, and other non-traditional or traditionally under-represented populations, 2) strengthening the diversity and inclusivity of the institutions, including how

faculty, staff, and students are recruited, retained, and supported, 3) continuing to serve as a primary economic engine for the state not only by diversifying and strengthening the workforce but also by piloting innovative programs and credentials that respond to workforce and professional development needs; 4) focusing on research that strengthens our communities as well as addresses the major challenges facing our state and nation in areas such as climate change, sustainability, systemic racism, and social justice; and finally 5) producing graduates that are informed and engaged citizens and leaders in our democratic systems.

The chart below identifies the 12 strategic plan goals that received the greatest number of top rankings by the USM institutions or regional centers. Each of the 12 goals was rated as having the "Highest Priority" by at least 11 of the 15 USM institutions or regional centers participating in the survey. In addition to providing insight into which goals are perceived by individual institutions as having the highest priority, the information collected through the survey also is useful of course in identifying those goals perceived as not applicable or of lower priority to a specific institution. This information will be helpful in identifying partner institutions for cross-institutional workgroups focused that are envisioned as a potential next step in implementing the plan.

Priority Area and Goal		Institutions Classifying Goal as "Highest Priority"		
Priority 1: Academic Excellence & Innovation				
Goal 1.1	Attract, retain, and graduate more aspiring Maryland students, at the undergraduate and graduate level.	Bowie Coppin FSU Towson UBalt	Salisbury UMB UMCP UMES UMBC	UMGC USG USMH
Goal 1.3	Recruit, retain, and develop exceptional faculty and staff, and nurture a dynamic environment in which they thrive.	Coppin FSU Towson Salisbury	UMB UMCP UMES UMBC	UMGC UMCES USG
Goal 1.7	[Pilot] innovative pathways for working professionals that respond to workforce demand.	FSU Towson UBalt UMB	UMCP UMES UMBC UMGC	UMCES USG USMH USMSM

Priority 2: Access, Affordability, & Achievement		
Goal 2.1	Increase enrollment.	Bowie Salisbury USG Coppin UMCP USMH FSU UMES USMSM Towson UMBC UBalt UMGC
Goal 2.2	Improve transfer pathways.	Bowie Salisbury UMGC Coppin UMCP USG FSU UMES USMH Towson UMBC USMSM
Goal 2.3	Develop innovative education programs resulting in new credentials	Bowie UMB UMCES Coppin UMCP USG FSU UMES USMSM Towson UMBC Salisbury UMGC
Priority 3: Workforce & Economic Development		
Goal 3.2	Expand the number of graduates in fields critical to Maryland's economy: STEM, cyber, health care, etc.	Bowie UMB UMCES Coppin UMCP USG FSU UMES USMH Towson UMBC Salisbury UMGC
Goal 3.3	Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering and graduating from fields critical to Maryland's economic strength—STEM, cyber, health care, education, etc.	All USM Institutions and Regional Centers
Goal 3.9	[Deliver] graduates with well-rounded backgrounds and the credentials needed to enter the workforce.	Bowie UMB UMGC FSU UMCP UMCES Towson UMES USG Salisbury UMBC USMH

Goal 3.10	[Partner] with business and community leaders to better understand and address local and regional economic development needs.	FSU Towson UBalt Salisbury	UMB UMCP UMBC UMGC	UMCES USG USMH USMSM
Priority 4: Research				
Goal 4.10	[Expand] research initiatives focused on strengthening the communities where our institutions are located.*	Bowie Coppin FSU Towson UBalt	Salisbury UMB UMCP UMES UMBC	UMGC UMCES USG
Priority 5: Diversity, Equity, and Inclusion				
Goal 5.1	Increase the diversity of our students, faculty, and staff.	Coppin FSU Towson UBalt Salisbury	UMB UMCP UMES UMBC UMGC	UMCES USG USMSM
Goal 5.2	Seek out and promote best practices to enhance inclusion and promote equity.	Bowie FSU Towson UBalt Salisbury	UMB UMCP UMBC UMGC UMCES	USG USMH USMSM
Goal 5.4	Educate our students to be informed and engaged citizens and social change agents in our democracy.	Bowie Coppin FSU Towson UBalt	Salisbury UMB UMCP UMES UMBC	UMGC USG USMH USMSM

*Note the greatest range in institutional/regional center rankings occurred within Priority 4: Research. Given the variation in research-related missions, expectations, and capabilities within the USM this was not unexpected. While only one goal met the cut-off score required to make it on the list of top ranked System goals, two other research-related goals fell just short of that cut off. Ten of the fifteen USM institutions or regional centers ranked Goal 4.7 ("Grow the number of research partnerships with industry, agencies, NGOs, and academic institutions domestically and internationally") and Goal 4.9 ("[Develop] and implement a research initiative on diversity, equity, and justice; globalization; and sustainability that includes an examination of the role of race, identity, and systemic racism may play in those areas") as "highest priority."

Additional information gleaned from the institution responses

In addition to asking the institutions and regional centers to assign a priority ranking to each of the goals within the System plan, the USM also gave them the opportunity to provide contextual information or qualitative feedback as to why they assigned a specific ranking to a goal, and those goals they saw as particularly critical to helping them address their own, <u>institutional</u> priorities, needs, or concerns. The information provided by many of the institutions responded not only to the questions asked but also provided useful insight as to how they saw the System goals aligning with their own campus strategic plans and priorities, and, in some cases, the strategies and initiatives they were engaging in to address them. Among the themes that emerged from the qualitative comments were the following:

1. The importance placed by institutions on those goals promoting <u>expanded access</u>, particularly <u>access for more diverse and non-traditional Marylander learners</u> (such as Goals 1.1, 1.5, and 1.7). USMSM, for instance, noted that "regional centers in particular need to be responsive to non-traditional-learners because so many of the students who attend our campuses are also working either full- or part-time," while UMCP noted that it already has "added new interdisciplinary academic programs to attract talented students and to expand access to life-long learning."

2. The importance institutions placed on goals focused on <u>growing enrollment</u> (both because of what it means for expanding access for students but also for what it means for the financial stability of institutions), in combination with the goals of <u>improving transfer pathways</u>, and <u>developing more innovative, more workforce-responsive academic programs</u> (see Goals 2.1, 2.2, 2.3, 3.2, and 3.3). Bowie, for instance, shared in its comments that it is "focused on developing new, innovative degree programs as well as certificates and badges to support Maryland's workforce needs," but "at the same time, [it is] focused on enhancing the student experience with the goal of improving retention and graduation rates," while another institution acknowledged that "stabilizing enrollment decline" followed by "growing to an enrollment that can sustain operations is critical."

3. The importance institutions placed on goals focused on <u>finding new or expanded resources to help strengthen and diversify research portfolios</u>, including the desire to <u>expand research collaborations among institutions,</u> and <u>upgrade their research profile</u> (See Goals 4.1, 4.2, 4.7, 4.8, and 4.9). In its comments UMES noted that the types of initiatives envisioned under the plan could "strengthen the University's relationship with the industries in the region and [help it] meet the criteria for [Carnegie Classification] R1 status," while UMCES noted an interest in "enhancing partnerships/collaboration

between HBCUs, research institutions, and other USM institutions," and recognition of the "need to build upon existing successes with additional resources beyond federal grant programs."

4. Finally, the importance practically all USM institutions and regional centers placed on <u>Diversity, Equity, and Inclusion (DEI)</u>, which several institutions cited as being a "moral imperative" and a unique cross-system opportunity to work together. Bowie noted in its comments that "as a public institution working for the public good, and as an HBCU, equity, inclusion, and civic engagement are moral imperatives aligned with our mission." USMSM noted that DEI "is key to success in the system as a whole," and that it is a train that they are "happy to be on." Finally, UMCP noted that over 30,000 faculty, staff, and students have participated in its onboarding program, "TerrapinSTRONG," which it sees as "center[ing] our commitment to DEI." While at the same time, the university's FAMILE initiative has already "added diversity to our faculty," with existing UMCP research initiatives in the areas of diversity, equity, and justice, and in sustainability winning national awards. The university concluded its comments by saying it is dedicated to continuing to find new ways to support those initiatives.

3. Proposed Metrics, Strategies, and Next Steps in Implementation Process

In addition to working with the institutional Strategic Plan Liaisons to cross check the alignment of goals and priorities contained in the System's strategic plan against those of the institutions, much of the work of the USM staff since the plan's approval in June 2022, has centered around developing an executable "road map" for moving forward on implementing the short and mid-term goals identified under the plan. Using a framework developed for USM by its partners at Huron Consulting Group, the Priority Champions and Goal Managers have sought to answer the following questions for each of the plan's each short or mid-term goals:

1. *What is the primary measure or metric we will use to measure success (i.e., how will we know we are successful)?*
2. *What is the benchmark and target under the measure/metric (i.e., where are we starting from and where do we want to get to)?*
3. *What strategies should we employ to help us achieve success?*
4. *What are the steps or actions we will take to implement those strategies?*
5. *What resources do we need to help us advance progress and succeed under our goals?*

While they were not able to provide a complete and final answer to every question under every goal, the Priority Champions and Goal Mangers were able to help craft a detailed road map by using the framework, which the USM will continue to fill up and upgrade as it moves forward on the plan. An example of the level of information provided for one of the plan goals is presented below. The full map, divided by priority area, is available in Appendix II.

Priority 3: Workforce and Economic Development – *"We will drive Maryland's Prosperity."*					
Goal 3.1: Meet and exceed the MHC bachelor's degree production targets established for the USM under Maryland's 55 percent degree attainment goal.					
Measure/Metrics (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Number of bachelor's degrees produced annually.	Target = Between 26,000 and 27,100 degrees produced annually through 2025 based on the projection developed by MHEC.	28,354 bachelor's degrees were produced by USM in FY 21.	Proposed strategies to support this goal include those identified earlier under Goals 1.1, 1.4, 1.6, 1.10, 2.1, 2.2. 2.4, 2.5, 2.7, 2.8,2.9, 2.10, 2.11 and 2.12. In addition, USM should— 1. Continue to support ongoing projects currently funded through the State's Workforce Development Initiative (WDI), with the addition of new or expanded programs where possible. 2. Continue to advocate for and support the development or expansion of workforce-oriented educational pathway and degree programs offered by USM institutions, including at the USM's regional higher education centers. 3. Continue to work with the State on the expansion and	1) As part of its FY 24 budget, USM will seek to further prioritize the expansion of need-based financial aid and educational pathways through its State-supported budget. 2) Through the 2025 fiscal year and beyond, USM will continue to work with the State to support, as part of the WDI or similar initiatives, the development of new or expanded workforce-oriented programs/credentials that are responsive	See the resource need estimates included under Goal 1.1, which include the following: 1) Continuation of existing resources, such as WDI, going to support degree production (resources associated with this goal are primarily at the institutional level). 2) New resources requested for: 1. Program support -$500,000 per year in base funds for seed grants/incentives (to be managed by USMO with

			strategic targeting of need-based financial aid on behalf of USM students.	to the State's degree attainment goal. 3) Through 2025 fiscal year and beyond USMO will continue to track & report on the number of bachelor's degrees produced annually.	the grants going to USM institutions). 2. Personnel Support - $250,00 per year (2.5 FTE) for pipeline support, and data research & reporting.

Next Steps in Planning – Creating Cross-System Work Groups

While the USM Priority Champions and Goal Managers were able to map out detailed metrics, strategies, and next steps or process milestones for a majority of the goals under the strategic plan, they also recognized that for some goals, particularly those longer-term goals focused on the 2025-2027 period, a more inclusive, multi-partner planning process is needed. Therefore, beginning in Spring 2023 and expected to continue into 2024, the implementation plan envisions the USM organizing and launching – as resources and personnel allow -- a series of cross-system work groups that will focus on those goals identified in the implementation planning as requiring further discussion and planning. While the USM has yet to finalize the specific set of goals or issues work groups will be asked to tackle, at least three candidate goals/issues have been identified by the System Priority Champions as a result of their implementation discussions with Huron and the information supplied by the institutional Strategic Plan Liaisons. The four goals/issues are-

1. **Academic Innovation and the Development and Support of New Credentials**.
   As noted in the discussion of the findings from the strategic plan alignment and prioritization survey, USM institutions were almost uniform in giving the highest priority ranking to strategic plan Goal 2.3 "Develop innovative programs that result in opportunities for new credentials." From the System's flagship university to its newest regional center, institutions were united on the importance of diversifying their academic offerings to meet the demands of a shifting and competitive marketplace. Working closely with UMGC, an innovator in the development and delivery of new credentials, the USM should explore forming a cross-system work group that, among other goals, could 1) carry out a

benchmark assessment of credentials to identify opportunities for System institutions to penetrate new markets, 2) provide a market scan of what other higher education systems are doing in terms of credential innovation, and 3) create a growth-strategy plan focused on new markets and products that System institutions could deploy. Subtopics or goals that would likely need to be addressed by either the work group or spin off groups include the needed adjustments to the USM and institutional financial models to encourage and promote innovation and new credentials (see Goal 2.11), along with potential changes needed to USM or State data systems, state regulations, or Board policies and procedures.

2. **Increasing Enrollment Across the System.**
The challenges associated with growing enrollment and expanding access have been a sustained interest and focus of the Board for much of the past three years. Despite the best efforts of USM institutions to address these challenges, the lingering impact of the pandemic in combination with shifting demographic trends continues to create challenging conditions for enrollment growth among several institutions and, therefore, threatens the overall success of the USM strategic plan's goals tied to enrollment and access. Under the continued oversight of the Board's Enrollment Management Work Group, the USM should explore whether it would be useful to bring together a cross-system group that could help identify underpinning causes of enrollment decline and promote the sharing of best practices related to retention and transfer success.

3. **Research, with Particular Attention Given to the Environment, Sustainability, and Environmental Justice.** With passage of Maryland's Climate Solutions Act in 2022, the scheduled activation of UMCES' state-of-the-art Chesapeake Cyber Collaboratory in fiscal 2025, UMCP's launch of its Grand Challenges initiative, the steps being taken by USM HBCUs to improve their research ranking, and finally, the appointment of USM's first vice chancellor for research and economic development, a unique opportunity exists for a research initiative that could help leverage and synergize these initiatives and opportunities and allow USM and its institutions to progress on multiple strategic goals at the same time. USM should explore creating a cross-system work group that would seek to leverage the expertise and resources available on USM campuses to develop and resource a plan that advances the Maryland's leadership in research within the environmental sciences, promotes partnering opportunities between all USM institutions, supports the research aspirations of USM's HBUCs, and begins to address the long-term impacts of systemic racism on the environmental health and safety of our most vulnerable communities.

The work groups will be organized and led by an assigned Priority Champion. The USM will draw on the support and expertise available at its member institutions to help flesh out the work groups and will use the information submitted as part of the prioritization and alignment survey to identify potential work group members.

4. Resource Needs

As a final step in developing the implementation "road map," the Priority Champions and Goal Managers were asked to put together an estimate of the resources needed to promote, manage, and track progress on the goals and strategies. These are resources that would go to the System Office to help manage, support, and promote strategies identified in the plan. Resource costs identified include those for personnel, fellowship support, operating expenses (including operational subsidies that would go from USMO to institutions to underwrite institutional participation costs), project seed grants (which would be awarded by USMO to participating USM institutions), technology acquisition and support, data survey and analysis, and marketing and communication. Per the resource needs identified by the Priority Champions and Goal Managers, the estimated new resources needed to support the goals and strategies identified in the implementation plan amount to $5.7M in annual base funding tied primarily to personnel and programming, $6.6M in one-time funding primarily to support technology infrastructure, and, depending on how the programs are to be structured, up to $1.2M per year for five years for fellowship support. Importantly, the totals above include some personnel and technology acquisition and support costs that would likely require dividing between the budget of the USM Office and some USM institutions.

Appendix I: USM Institutional Strategic Plan Liaisons

Dr. Eileen Abel, Executive Director, University System of Maryland at Southern Maryland

Dr. Rondall Allen, Provost and Vice President for Academic Affairs, University of Maryland Eastern Shore

Dr. Catherine Anderson, Interim Provost, University of Baltimore

Dr. Sara-Beth Bittinger, Interim Assistant Vice President for Analytics and Interim Director of Graduate Services,
Frostburg State University

Mr. Nick Eremita, Chief of Staff and Senior Vice President, Strategy, University of Maryland Global Campus

Dr. Anne Khademian, Executive Director, the Universities at Shady Grove, and Associate Vice Chancellor for Academic Affairs, USM

Dr. Clare Muhoro, Professor and Associate Provost for Academic Affairs, Towson University

Mr. Dave Nemazie, Chief of Staff and Associate Vice President for External Affairs, University of Maryland Center for Environmental Science

Dr. Karen Olmstead, Provost and Senior Vice President for Academic Affairs, Salisbury University

Dr. KerryAnn O'Meara, Professor and Assistant to the Provost for Strategic Initiatives, University of Maryland, College Park

Dr. Philip Rous, Provost and Senior Vice President for Academic Affairs, University of Maryland Baltimore County

Ms. Karen Johnson Shaheed, Executive Vice President, Chief of Staff, and General Counsel, Bowie State University

Dr. Roger Ward, Provost and Executive Vice President, University of Maryland, Baltimore

Dr. Lawrence Weill, Interim Executive Director, University System of Maryland at Hagerstown

Dr. Pamela Wilks, Provost and Vice President for Academic Affairs, Coppin State University

Appendix II - USM Strategic Plan Implementation Plan Worksheet or "Road Map"

"Vision 2030: From Excellence to Preeminence" Implementation Plan Worksheet

Priority 1: Academic Excellence and Innovation - *"We will Invest in our people, our ideas, and our institutions."*

Goal 1.1: Attract, retain, and graduate more aspiring Maryland students, at the undergraduate and graduate levels.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Percentage of Maryland High School graduates enrolling in and graduating from USM institutions (at either the undergraduate or graduate level).	Target will be established by once metric is finalized and benchmark selected by end of FY 2023.	No current benchmark data exists. The measures and benchmarks will be developed by USMO (See "Next Steps" column).	USM should-- 1) Document the number and types of K-12 college pipeline programs currently supported by USM institutions and develop targeted initiatives to expand and improve those pipelines (See also Goal 2.8). 2) Building off the success of B-Power and similar System initiatives, expand the System's outreach into Baltimore City schools and other districts with high or growing numbers of underrepresented or underserved populations. 3) Develop and implement improved data and information systems that allow USM and its institutions to more effectively identify and support adult learners, stop outs, and other non-traditional student populations. 4) Continue to support and incentivize the development of "honors" and "special learning" communities across all USM institutions.	1) By end of fiscal year (FY) 2023, USMO will develop and implement a process for benchmarking and tracking the percentage of Maryland high school graduates who enroll in and graduate from USM institutions. 2) By the end of calendar Year 2023 USMO will develop and implement a process for annually, tracking, benchmarking and reporting on the percentage of Baltimore City High School graduates who enroll in and graduate from USM institutions, with the capability to identify and track additional populations of interest as needed (adult, non-traditional, stop outs, etc.). 3) For FY 24, USM will explore prioritizing the expansion of need-based financial aid and academic	1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level). 2) New resources requested for: 1. Program Support -$500,000 per year in base funds for programming seed grants/incentives (to be managed by USMO with grant support going to institutions). 2. Personnel Support - $250,000 per year in personnel (split over 2.5 FTE) for pipeline program enhancement; grant writing; and research/survey work related to development, tracking, analysis, and reporting of outcomes data (support goes to USMO for overarching coordination/support of Systemwide projects);

			5) Continue to work with Maryland's state executive and legislative leadership and USM institution and foundation leaders to increase the amount of need-based financial aid (as well as the strategic use of that aid for the support of USM students. 6) Work with Maryland's state executive and legislative leadership to secure funding to expand academic pathway programs and the data systems that support it in conjunction with USM's P-20 partners. 7) Engage in a comprehensive brand strategy campaign with the goal of emphasizing to Maryland students and their families the quality and accessibility of a USM education and the extraordinary return on investment it provides.	pathways as part of its state-supported budget. 4) See the "Next Steps" and timeline associated with development of a USM brand strategy campaign under Goal 1.10 below.	3. Conference and travel support - $20,000 for presentations at national meetings (USMO). 4. Resource needs associated with a brand strategy campaign are outlined under Goal 1.10 below.

Goal 1.2: Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Percentage of USM faculty who are reported as belonging to an Underrepresented Minority (URM) population (defined by USM as the	Target: ≥ prior year percentage, as reported annually.	1) USM URM Faculty = 17.3% of all USM Faculty in 2021 2) USM URM Staff =35.1% of all USM Staff in 2021.	1) USMO should continue to provide through the USM Office faculty development training to new faculty, chairs, and deans, including support for convenings, trainers, and sharing of best practices. 2) USM should explore the development of a Chancellor	1) Through 2025 and beyond the USMO will continue to track and report annually on the percentage of USM faculty reported as belonging to a URM population, and the	1) Continuation of existing resources, (resources are primarily at institutional level). 2) New resources requested for: 1. Program support - $50,000 in base funding to help underwrite the cost of

following population groups: African-American, Black, Hispanic, American Indian, and Native Hawaiian. 2) Percentage of USM staff who are reported as belonging to a URM population.			Fellows program (mirroring UC System's Presidential Fellows program) to strengthen and enhance URM faculty conversion within the USM.	percentage of USM staff reported as belonging to a URM population. 2) Through 2025 and beyond the USMO will continue to convene and provide trainer support for faculty development workshops for new faculty, chairs, and deans. 3) Between 2023 and 2025, USMO, will explore the development and implementation of a Chancellor's Fellows program designed to increase the percentage of eligible URM post docs (or other eligible individuals) who received a tenure track faculty position at a USM institution. 4) By 2025, USMO will develop, track and report, as appropriate, a faculty conversion rate metric specifically for URM individuals participating in the Chancellor Fellows Program.	workshops on new faculty development and training (to USMO for systemwide support) 2. Fellowship support - $300,000 per year in base funding to support Chancellor Fellows (funds will go to USMO to be distributed to USM institutions for fellow support).

Goal 1.3: Recruit, retain, and develop exceptional faculty and staff, and nurture a dynamic environment in which they thrive.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
1) USM's systemwide performance against the BOR's established goal for faculty salaries. 2) See also a proposed process goal to be developed for tracking staff salaries as discussed under "Next Steps" column.	1) Target for faculty salaries = ≥ 85th percentile of peers nationally, as measured and reported annually, per BOR policy. 2) For staff, assuming BOR approval, a target will be developed, benchmarked, and presented to BOR for approval no later than 2024 (see discussion under "Next Steps" column).	1) Faculty Benchmark for FY 21 is 71%ile. 2) For staff, no current benchmark exists. The metric and benchmark will need to be developed by USMO and approved by the BOR prior to implementation.	USM should -- 1) Continue to work with the state executive and legislative leaders to secure competitive salaries and benefits for USM faculty and staff. 2) Encourage and support the use of best practices in faculty professional development and faculty mentoring programs, and secure professional development funding and opportunities for all categories of faculty. 3) Continue to encourage faculty and staff representation and participation in shared governance, including the USM's advisory councils. 4) Work with CUSS to identify concerns and promote appropriate practices and policies related to staff training, professional development, and shared governance. 5) Continue to support and monitor at System and university level the effectiveness of ongoing staff professional development programs, including staff orientation and mentoring programs.	1) Through 2025 (and beyond) USMO will continue to track and report on systemwide progress toward 85th percentile goal as established under Board Policy, using FY 21 as the benchmark. 2) By the end of 2023/beginning of 2024 the USM will have explored and presented to the Board a mechanism for tracking and comparing USM staff salaries, as determined appropriate, against a set of national or regional peers. A goal and benchmark may then be set as determined appropriate by the Board.	1) Continuation of existing resources (primarily at institutional level). 2) New resources requested for: 1. Support for workshops sponsored by USMO tied to development and training for faculty and staff at USM institutions (see related resource request under Goal 1.2 above). 2. Personnel support (USMO) for researching, developing and benchmarking proposed staff metric (see related resource request under Goal 1.1 above).

Goal 1.4: Build and maintain world-class facilities and technology infrastructure, with greater emphasis given to maximizing our flexibility to expand access into new markets in Maryland and worldwide.					
Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) USM's annual performance on the Facility Condition Index ratio. 2) The percentage of funding expended annually by USM institutions on facilities renewal compared to the estimated replacement value.	1) FCI Target = year-over-year net reduction in FCI ratio. 2) Facilities Renewal Funding Target = 2% annually.	1) USM's Facilities Condition Index (FCI) was 18.6% in 2021. 2) USM's Systemwide average for facility renewal spending as a percentage of replacement value was 1.5% in 2020.	1) USM leadership should work to ensure that addressing the condition of facilities is a consistent priority across all USM campuses. 2) USM should continue to work closely with the State to adequately invest in our capital programs while also maintaining the flexibility to adapt to meet the state's evolving education and research needs. 3) USM should maintain its long-standing focus on best practices for the effective project management and stewardship of our capital and technology infrastructure resources.	1) Through 2025 and beyond USMO will continue engage with USM campuses to update and review their facilities master plans to ensure they are aligned with institutional, and System strategic priorities. 2)Through 2025 and beyond USMO will continue to track and report annually on systemwide performance toward its FCI ratio target and facilities renewal funding target. 3) Through 2025 and beyond USMO will continue to advocate for increased state investment in USM's capital programs through the state's Capital Improvement Program (CIP).	1) Continuation of existing resources (primarily at institutional level). 2) New resources requested for the strategic enhancement and protection of the USM's capital assets, with amount determined annually by the USM as part of the BOR-approved CIP request to the state (resources primarily at institutional level).

Goal 1.5: Work closely with our universities to engage alumni, enhance donor pipelines, and expand fundraising capacity.					
Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Total annual private dollars raised by USM institutions will exceed the average of the three previous years. 2) A USM systemwide performance metric for alumni engagement will be developed in consensus with USM institutions (measured annually or using a three-year rolling average).	1) Total annual private dollars raised target = > the average of the previous three years as measured annually. 2) For alumni engagement, metric, a target will be developed and benchmarked by 2025 (see discussion under "Next Steps" column).	1) The 3-year average for private funds raised by USM institutions in FY 21 was $349M. 2) Alumni engagement benchmark to be developed (See "Next Steps" Column).	USM should seek to-- 1) Strengthen and expand staff training and professional development opportunities, including the sponsorship of a multi-day, multi-track conference for advancement professionals. 2) Diversify the pipeline by creating pipelines to attract and retain diverse advancement and alumni affairs staff and leaders. 3) Explore effective retention strategies for high value/high producing fundraisers. 4) Improve the System's capacity to collect, maintain, and analyze donor/advancement-related data (see mid-term goal 1.8 below) by engaging a multi-year planning process for identifying, acquiring, implementing, and financing a database platform that can improve systemwide capacity to collect, maintain, and analyze donor/advancement-related data.	1) Through 2025 and beyond USMO will seek to expand the number of professional development opportunities available for USM advancement professionals by sponsoring twice-yearly workshops for Deans, faculty, and board members on rotating advancement and fundraising topics. 2) Prior to 2025 and biennially thereafter USMO will organize and host a multi-day, multi-track conference featuring national speakers and panels on advancement topics for the continuing education benefit of USM advancement staff. sponsored by USM's Office of Advancement by offering more in-person programs and workshops. 3) Between 2023 and 2025 USMO will work with institutions to explore creating internship or	1) Continuation of existing resources (primarily at institutional level). 2) New resources requested for: 1. Personnel support - $140,000 annually for 20 internships (to USMO to be distributed to support staff at institutions). 2. Conference support – $100,000 biennially (to be managed by USMO) for support of biennial professional development conferences attended by staff from USM development/advancement offices. 3. Database acquisition, training and subscription costs (resources to be managed by USMO for training and support of USM institution development staff). (See also Goal 1.8 below.)

				ambassador programs that can attract more BIPOC (Black, Indigenous, and People of Color) students to the field and give them the experience needed to give them entre into the profession.	
				4) Between 2023 and 2025 USMO will work with campus advancement offices and hiring centers to revisit experience qualifications requirements and language in job postings.	
				5) Between 2023 and 2025 USM should undertake a review of compensation structures for advancement/alumni program staff, including recognition programs and other retention strategies, and develop recommendations designed to assist institutions in keeping their most productive fundraisers in place.	
				6) As part of its work toward mid-term goal 1.8, beginning in 2023 and continuing through 2025	

| | | | | USMO should work with the USM institutions to develop a plan for the identification, acquisition, implementation a new database platform that can provide a better user experience, including services that can be tailored to specific campuses' needs, along with a proposed financial model for operating and maintaining the system. Planning should include the development of a new cost-share financial model that allows all USMs institutions to utilize the platform. | |

Goal 1.6: We will have leveraged our investment in digital technologies to increase program flexibility, enhance learner personalization, and improve administrative and student support.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Percentage of USM programs offered fully online or hybrid. 2) Percentage of USM students expressing satisfaction with learning options (in-person, online,	Target will be established by USMO once metric is finalized and benchmark selected. Should occur no later than	No current benchmark data exists for either metric. The metrics and benchmarks will be developed by USMO (See discussion under	1) USMO should work with the USM institutions and other stakeholders to identify and develop mechanisms for incentivizing new or existing learner-centered initiatives at USM institutions that utilize technology to increase program flexibility and improve student satisfaction and success.	1) By the beginning of FY 25 the USMO will develop an assessment mechanism(s) and established benchmarks for measuring performance on 1) percentage of programs offered fully online or hybrid, and 2) percentage of students expressing satisfaction with	1) Continuation of existing resources (resources primarily at institutional level). 2) New resources requested for: 1. Program support - $300,000 annually for matching grants to USM institutions (to USMO for

hybrid) and support.	beginning of FY 25.	"Next Steps" Column).	2) USM should invest in and embrace the collection and disciplined use of data and technology to identify and solve problems, identify those programs and learning options that provide the greatest return on investment (ROI), strengthen our institutions, and enhance the quality of the educational experience for our students.	learning options (in-person, online, or hybrid) and support. 2) Between 2025 and 2027, USM will work with key stakeholders to explore the establishment of a discretionary matching grants program within the USM's budget focused on the support of pilot programs at individual USM institutions that use data and technology to enhance student success and satisfaction and which show promise of being able to be scaled across the System and the State.	grants to be distributed to institutions). 2. Personnel support – $50,000 for ROI-related research and analysis. See also related personnel needs discussed under Goal 1.1 above (resources to USMO to support systemwide projects/activity).

Goal 1.7: We will have piloted innovative pathways for working professionals that respond to workforce demands.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Number of "new" credentials (i.e., certificates, badges, improved transcripts) or graduates of other innovative pathways (e.g., apprenticeships) produced annually	Target will be established and a benchmark developed by USMO no later than beginning of 2025 (See "Next Steps" Column).	No current benchmark data currently exists. The metrics and benchmarks will be developed by USMO (See discussion under "Next Steps" Column).	1) USMO should invest in data and systems that allow the System as a whole to better identify and understand existing and emerging markets for higher education and workforce development in Maryland and across the region. 2) USM should continue to develop a broad and growing portfolio of new or expanded academic	1) By FY 25, USM will develop and implement a definition, benchmark and tracking system for certificates, badges, additions to comprehensive learner records and other innovative learning opportunities offered through USM's institutions	1) New resources requested for: 1. Personnel support (See the request for personnel to support pipeline improvement and related activities under Goal 1.1 above. Resources would go to USMO for support of systemwide activity).

| by USM institutions, including at USM's regional higher education centers. | | | programs, credentials, and delivery models that are responsive to emerging market demand.
3) USM should expand academic pathways available through our regional centers as well as our degree-granting institutions developed in close collaboration with Maryland's community colleges and local school districts.
4) USM should undertake a comprehensive assessment of institutional, board-level, state, and federal policies and practices that may inhibit innovation and student-centered decision making. | and their programs at the regional centers.
2) Between FY 25 and FY 27 USM will complete an assessment of all institutional, board, state, and federal policies that are seen as inhibiting innovation and develop an advocacy plan for ameliorating or eliminating them as appropriate. | |

Goal 1.8: Our alumni outreach and involvement will have been expanded through the adoption of new technologies.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
A systemwide performance metric(s) for alumni engagement will be developed in consensus with USM institutions (measured annually or using a three-year rolling average). See process steps outlined in "Next Steps" Column.	Target will be established by USMO once metric(s) is finalized and benchmark selected. Should occur no later than beginning of FY 25.	No current benchmark data currently exists. The metrics and benchmarks will be developed by USMO with input from USM institutions.	1) Building off Goal 1.5 above, the USM should continue to improve its capacity to collect, maintain, and analyze donor/advancement-related data. 2) USM should continue to focus on strengthening staff training around data maintenance and integrity in order to optimize platform utilization and improve customer support. 3) USM should continue to explore and implement as needed, market-	1) By 2027 the USM will acquire and implement a database platform that provides a better user experience, including services that can be tailored to specific campuses' needs, along with a proposed financial model for operating and maintaining the system. 2) As part of step 1 above, USMO will work with USM	1) Continuation of existing resources, with some reallocation as necessary (resources to support this goal historically have come through institutional budgets or through the USM Foundation). 2) New resources requested for: 1) Technology purchase and conversion estimated at >= $1.5M in one-time costs for platform conversion. Final

| | | | competitive retention strategies, such as bonus/award structures, focused on retaining high value/high producing fundraisers. | institutions to implement the staff training (on both user and tech side) needed to optimize utilization of the new platform.
3) Through 2027 USMO, working with USM institutions, will continue to monitor and develop recommendations for addressing, as needed, changes in the competitive market for fundraisers. | cost will depend on the platform identified and cost-share model proposed (to be managed by USMO).
2) Fee subsidization ->= $1.0M annually (to be managed by USMO and distributed to USM institutions depending on their usage).
3) Personnel support - ($ estimate not yet available) for costs associated with data training and maintenance on systemwide data platform to be managed by USMO. |

Goal 1.9: Our influence and impact as a System will have been amplified through deeper cross-functional collaboration among USM institutions, academically and administratively.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric will be developed by USMO. See process outlined in "Next Steps" Column.	Target will be established by USMO once metric(s) is finalized and benchmark selected. Should occur no later than beginning of FY 25.	No current benchmark data exists. A benchmark will be established once a metric(s) is developed.	A formal set of strategies for this goal has yet to be identified but are expected to draw from cross-collaboration strategies or being developed or expanded for goals/strategies under multiple strategic plan priorities. See, for instance, the strategies tied to Goals 1.5 and 1.8 under Priority 1, above, as well as those for Goals 2.4, and 4.6 under Priorities 2 and 4 respectively.	By beginning of 2025, USM will identify and begin implementation of a set of opportunities that promise to enhance Systemwide operational efficiency and effectiveness through inter-institutional collaboration.	No resource estimate available at this time.

Goal 1.10 Our marketing and storytelling to donors and stakeholders will have been enhanced.					
Measure/Metric(s) (Primary)	**2025-27 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Metric(s) will be developed by USMO. See process steps outlined in "Next Steps" Column.	Target will be established by USMO once a metric(s) is finalized and benchmark selected. Should occur no later than beginning of FY 25.	No current benchmark data exists. A benchmark(s) for will be established once a metric(s) is developed.	1) USM should establish a permanent BOR-level USM Strategic Communication Workgroup to help oversee System-level marketing and communications coordination. 2) Build off the findings of the 2022 from BOR Marketing Taskforce, USM should address its findings on gaps in the public's perception of System (including what USM is/who it serves/and its impact) 3) As part of its ongoing communications strategy, USMO should continue to track and report on social media metrics (e.g., number of hits on social media posts, number of hits on USM-developed YouTube videos, number of impressions, number of publications, etc.) to measure success of goal.	1) By beginning of 2023 USM will form BOR permanent work group for marketing and communications. 2) By end of 2023, USM will develop an evaluation for an implementation of new System website. 3) By the beginning of 2024 USM will launch an engagement with external vendor to conduct focus groups and surveys. 4) By 2025, USM will develop and implement a System-wide branding campaign, along with metrics for benchmarking and measuring progress. 5) By end of 2025, USM will develop and deploy a survey instrument that could be repeated at a consistent cadence. 6) Between 2023 and the end of 2025, USM will continue to refine and sharpen its social media success metrics.	1) Continuation of existing resources, with some reallocation as necessary (resources primarily managed through USMO). 2) New resources requested for: 1. Marketing – $250,000 (one-time cost) for vendor to assist in marketing and communications research and plan development. 2. Plan implementation - $250,000 one-time cost. 3. Personnel support - $250,000 (2.0 FTE) for additional media support at System level (Associate VP marketing and branding; Analyst in video/social media) 4. Technology services - $500,000-$2M for Website re-design (one time). Above resources would go to USMO for managing a comprehensive System marketing effort.

Priority 2: Access, Affordability, and Achievement - *"We will give every learner a chance to succeed."*

Goal 2.1: Increase enrollment.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Undergraduate enrollment in USM institutions.	Target: 131,000, or greater, headcount enrollment, by fall 2025.	USM undergraduate enrollment = 126,705 in fall 2021.	See the strategies outlined under Goal 1.1 above and 2.2 below. In addition, USM should seek to do the following: 1) Under the oversight of the Board's Enrollment Work Group, continue to promulgate and monitor the success of institutional use of best practices in enrollment management and student success. 2) Continue to support existing initiatives and strategies developed and tailored by USM institutions to address the unique needs of their student populations. 3) Expand need-based financial aid. 4) Expand System and institutional outreach to underserved, underrepresented populations through USM's regional centers, Minority-serving institutions, and focused System initiatives including signature pipeline and partnership programs in preK-12 schools. 5) Expand academic pathways available through USM's regional centers as well as our degree-	Note: See next steps outlined under Goal 1.1 above and Goal 2.2 below, in addition to the following. 1) For FY 24, USM will explore prioritizing the expansion of need-based financial aid and academic pathways as part of its state-supported budget. 2) Through 2025 and beyond USM will continue to support, as part of their existing base funding, ongoing initiatives that have been developed and deployed by the USM institutions to address the academic and support needs of their undergraduate populations (this includes, for instance, initiatives funded through the Workforce Development Initiative and the 2017 enhancement initiative.)	1) Continuation of existing resources, with some reallocation as determined to be appropriate (resources associated with achieving this goal come primarily at institutional level). 2) New resources to be used for: See the resource estimates under Goal 1.1 and 1.6 under Priority 1 above, and Goals 2.2 and 2.3 below.

| | | | granting institutions developed in close collaboration with Maryland's community colleges and local school districts. | 3) As noted under Goal 1.1, by the end of FY 23 USMO will develop and implement a process for annually, tracking, benchmarking and reporting on the percentage of Baltimore City High School graduates who enroll in and graduate from USM institutions, with the capability to identify and track additional populations of interest as needed (adult, non-traditional, stop outs, etc.). | |

Goal 2.2: Improve transfer pathways.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Percentage of transfers among all new USM undergraduates.	Target: 25% or greater through 2025.	Percentage transfers among all new USM students = 27.1% in FY 21.	USM should-- 1) Complete the platform conversion for ARTSYS (Maryland's articulation system), currently being overseen by USM and, once implemented, exploit the capabilities the new platform offers to identify new or expanded opportunities to improve transfer access and success. 2) Support the expansion of academic pathways available through USM's regional centers as well our degree-granting institutions	1) Through 2025 (and beyond) USMO will continue to track and report on the percentage of transfers among all new USM students annually (in addition to the total number of transfers and the number of students transferring from a Maryland community college). Once the revamped ARTSYS platform comes online, USM will explore additional	1) Continuation of existing resources, with some reallocation as necessary (Resources for the support of ARTSYS are managed through USMO, with the remainder and majority of resources for the support of transfers located at the institutions). 2) New resources to be used for: 1. Personnel support - $100,000 for 1.0 new FTE to support the Associate VC

			developed in close collaboration with Maryland's community colleges and local school districts. 3) Seek to expand the amount of need-based financial aid available to USM students, including transfer students.	tracking measures as determined needed. 2) Between 2023 and 2024 USM will undertake an analysis of peer systems to identify peer practices for developing workforce aligned academic pathways, including how they define and measure success, and refine USM measures/metrics as appropriate. (See also Goal 1.7 and Goal 2.3). 3) For FY 24, USM will explore prioritizing the expansion of need-based financial aid and academic pathway development in its state-supported budget. The potential impact of these funds on transfer student populations should be considered as one factor in allocation of financial aid to USM institutions. 4) Through 2025 and beyond continue to advocate for and support the development or expansion of new or existing academic programs at USM's regional centers (Note: This is a major focus	for Academic Affairs in developing new articulation agreement and the development of new certificate programs with the employer community (see also Goals 2.3 and 2.5). To USMO for support of systemwide articulation development projects. 2. Research support - $50,000 (0.5 FTE) to USMO for support of research tied to peer systems and workforce pathways (this may be integrated with personnel request under Goal 1.1, Priority 1).

| | | | | of USG as part of its strategic plan ("USG 2.0") implementation). | |

Goal 2.3: Develop innovative education programs resulting in new credentials.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Total number of "new" credentials (e.g., certificates, badges, improved transcripts) or graduates of other innovative learning opportunities (e.g., apprenticeships) produced by USM institutions (including through its regional higher education centers).	Target will be established once a new credentials tracking system is implemented and an appropriate metric(s) and benchmark developed. See Next Steps Column.	No current data are available to establish a benchmark. See "Next Steps." Benchmark will be established after new credentials and tracking system are established and metric(s) identified.	1) As a next step in implementation planning, USM should organize and facilitate a work group of USM academic leaders, including those from the USM regional centers, charged with developing recommendations around the definition, development, financial support needs, and tracking of new credentials and other innovative learning opportunities. 2) In support of the work group, and drawing on data from national sources, USMO should conduct an analysis of peer systems to identify how peers define, measure, and track new/alternative credentials. 3) Based on the findings of the work group and peer study, USM should develop and implement a systemwide definition and tracking system for new credentials (e.g., certificates, badges, additions to comprehensive learner records, and other innovative learning opportunities).	1) Beginning in 2023 USM should conduct a comparative analysis of how peer systems are defining, measuring and tracking new/alternative credentials and be prepared to report those findings to a USM work group in 2024. 2) Between 2023 and 2024 USMO will organize and charge a work group focused on the topic of developing, reporting, and tracking new credentials. 3) Based on the recommendations that emerge from the work group by the beginning of 2025, USM will have developed and implemented a definition, target, benchmark, and tracking system for certificates, badges, additions to comprehensive	1) Continuation of existing resources, with some reallocation as necessary (resources associated with achieving this goal are expected to come primarily at institutional level). 2) New resources to be used for: 1. Program seed funds ($300,000 annually for matching grants. See Goal 1.6 above) 2. Personnel support – $100,000 to USMO for 1.0 new FTE in the Kirwan Center to support the coordination & development of badging programs and other additions to comprehensive learner records. (This person will also work on Goal 2.4 with RHECs). 3. Research support – See research and tracking

| | | | | learner records and other innovative learning opportunities. | resource needs identified in Goal 1.1 and Goal 2.2 above. |

Goal 2.4: Create innovation hubs at the USM's regional higher education centers, starting with the Universities at Shady Grove and expanding to the USM at Hagerstown and the USM at Southern Maryland as they grow and mature.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Enrollment at USM regional higher education centers 2) Number of "new" credentials produced through programs located at USM RHECs (see Goal 1.7, under Priority 1, and Goal 2.3 above).	1) Target: ≥ the average of the three prior years, measured annually. 2) Target: ≥ the average of the three prior years, measured annually.	1) USM RHEC enrollment 3-yr avg = 4,015 in FY 21 (fall headcount, all levels). 2) No current data are available on new credentials offered through programs at USM RHECS (see Goal 2.3 above). Benchmarks will be established after new credentials and tracking system are established.	1) As part of USG's ongoing academic planning initiative (part of the USG 2.0 strategic plan implementation), USM should work with the regional center(s) to come up with an operational definition of "innovation hub" and identify a set of innovation opportunities (such as those that could take advantage of the unique academic program and support services structures available at the center(s) through its relationships with its partner institutions and entities in the region) to pilot test the concept. 2) USM should support regional center efforts to expand academic pathways available through USM's regional higher education centers (RHECs) in order to test and promote innovation and take advantage of the state's investment in USM RHEC facilities and accessibility.	1) In 2023 and beyond USMO will continue to track and report on enrollment in programs offered at USM's regional higher education centers. 2) By the end of 2023 work with USG to come up with an operable definition of an innovation hub and identify one or more pilot test opportunities. 3) For FY 24, USM will explore prioritizing the expansion of need-based financial aid and academic pathways as part of its state-supported budget. 3) By beginning of 2025, USM should have developed and implemented a definition, target, benchmark, and tracking system for certificates, badges, additions to	1) No resource estimate available at this time. Resources needs for this goal should be identified as part of the fiscal model development under USG 2.0 implementation.

				comprehensive learner records and other innovative learning opportunities that includes opportunities made available specifically through USM's RHECs (see Goal 2.3 above).	

Goal 2.5: Embed in existing programs innovative strategies to improve learner outcomes and enhance program effectiveness and relevance.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) 2nd-Year Retention Rate for FTFT USM undergraduates (UGs); 2) 6-Year Graduation Rate for FTFT USM UGs; 3) 4-Year Graduation Rate for UG transfers to USM institutions; 4) 6-Year Graduation Rate for All USM UG students (part-time and FTFT as reported through fiscal year model (See also Goal 2.7 below.)	1) Target: ≥ the average of the three prior years, measured annually. 2) Target: ≥ the average of the three prior years, measured annually. 3) Target: ≥ the average of the three prior years, measured annually. 4) Target: ≥ the average of the three prior	1) 2nd-year FTFT retention = 85.6% (excluding UMGC) in FY 21 2) 6-th year FTFT graduation = 73.9% (excluding UMGC) in FY 21. 3) 6-th year graduation rate for ALL undergraduates = 60% in FY 21. 4) 4-year graduation rate for Maryland Community College transfers = 59% in FY 21.	1) USM should recognize and support proven learner-centered initiatives and strategies that have been developed and implemented by USM institutions to improve retention, success, and satisfaction among their student populations. 2) USM should encourage a culture of evidence-based, continuous improvement in the development, testing, and refinement of new campus-based programs and services. 3) USM should work with institutional leaders to establish ambitious yet achievable undergraduate retention targets as part of the USM's annual enrollment projection process, with progress toward those targets monitored and	1) Through 2025 and beyond the USMO will continue to track, benchmark, and report on student success as measured through standards metrics of student success for first-time, full-time undergraduates, transfer undergraduates, and all undergraduates (part-time or full-time, first-time full-time or transfer).	1) Continuation of existing resources, with some reallocation as determined to be appropriate (resources associated with achieving this goal will be primarily at institutional level). 2) No estimate of new resource needs available at this time.

	years, measured annually.		reported out annually as part of the enrollment projection process.		

Goal 2.6: Infuse civic engagement into our curricula.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
1) Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	No current benchmark data. Benchmark will be established after number of institutions that offer civic coursework has been identified. (See Next Steps Column.)	1) USM should use the core recommendations of the 2018 Board of Regents Workgroup on Civic Education and Civic Engagement to guide strategic plan implementation. These include: a) foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture, b) identify civic education as a core expectation for all students, and c) establish a "Civic Investment Plan" that reflects significant institutional commitment to civic learning and engagement. 2) USM should explore expanding the goal metric to include number of institutions achieving Carnegie Classification status as engaged university, and/or number of USM institutions participating in the	1) By end of 2023 USM will survey its institutions to identify those with civic coursework or a service-learning component embedded in their curricula; 2) In 2024 in close coordination with USM institutions, USM will put together a work group to explore developing a badge that can be offered to students who have completed a civic engagement experience, confirming their participation; and 3) By 2025 the USM work group recommend to the BOR whether such a badge, if developed, should become a requirement for graduation. 4) By 2025 the USM work group will study and make recommendations on	1) New resources to be used for: 1. Personnel Support: 1.0 new FTE ($100k) to expand and coordinate civic engagement leadership groups of faculty and students and to work with campus -based core curriculum faculty groups to infuse civic engagement into core curriculum and discipline-based courses. 2. Program Development Support ($300,000 in one-time start-up costs to jump start digital badge creation (see Goal 1.6 and 2.3 above). Service learning would be one possible target of badge creation. 3. Program Operating Support: $100,000 in base funding for incentives to develop public-oriented leadership programs within

			National Survey of Learning, Voting, and Engagement (NSLVE).	expanding the goal and/or creating additional metrics and benchmarks tied to: 1) number of USM institutions offering civic engagement badge, 2) percentage of USM graduates receiving civic engagement badge, 3) number of USM institutions achieving Carnegie Classification status as engaged university, and 4) number of USM institutions participating in NSLVE.	student affairs and for faculty training on and support for creation of civic engagement courses.

Goal 2.7: Provide support for continuous improvement of student support services to increase retention and graduation, with an initial focus on our HBCUs.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
(See also Goal 2.5 above) 1) 2nd-Year Retention Rate for FTFT USM undergraduates (UGs); 2) 6-Year Graduation Rate for FTFT USM UGs; 3) 4-Year Graduation Rate for UG transfers to USM institutions; 4) 6-Year Graduation Rate for All USM UG students (part-time	Target for each of the six metrics: ≥ the average of the three prior years, measured annually.	1) 2nd-year FTFT UG retention = 85.6% in FY 21 (excluding UMGC), 2) 6th-year FTFT UG graduation = 73.9% in FY 21 (excluding UMGC), 3) 6th-year graduation rate for ALL USMG UGs = 60% in FY 21,	Through the Board's Enrollment Work Group and as part of the Board's annual enrollment projection approval process USM should continue to: 1) Work with USM institutions to promulgate best practices in enrollment management and student success, 2) Support initiatives and strategies USM institutions have developed and tailored to address the unique needs of their student populations, and	1) Through 2025 (and beyond) USM will continue to track and report on student success as measured by retention and graduation rates for traditional first-time, full-time undergraduate cohorts, a fiscal year model tracking "all USM students" part-time or full-time, a fiscal year model for Maryland Community College transfers, and FTFT	1) Continuation of existing resources, with some reallocation as determined to be appropriate (resources associated with achieving this goal will be primarily at institutional level). 2) No estimate of new resources needs available through the USMO at this time (though USM HBCUs may have identified and allocated a portion of their coalition settlement funds to projects that align with and support this

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
and FTFT as reported through fiscal year model); 5) 2nd-year Retention Rate USM FTFT UGs at USM HBCUs; 6) 6-Year Graduation Rate for USM FTFT UGs at USM HBCUs.		4) 4th-year graduation rate for MDCC transfers = 59% in FY 21, 5) 2nd-year Retention Rate for FTFT UGs at USM HBCUs =73.7% in FY 21, 6) 6th-year Graduation Rate for FTFT UGs at USM HBCUs = 53.9% in FY 21.	3) Work with USM institutions to achieve ambitious yet achievable undergraduate retention targets (See Goal 2.5 above).	cohort rates specifically for USM HBCUs. 2) As part of its work under Goals 5.2 and 5.6 under Priority 5, by the end of 2025 USMO will work with USM HBCUs to help develop and implement of measures that demonstrate the unique strengths of USM's HBCUs, and the ROI that they offer.	goal as they determined appropriate).

Goal 2.8: Building on model programs in the Baltimore region, invest in long-term signature pipeline programs that create pathways to college beginning in elementary and middle school.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Percentage of USM students who graduated from a Baltimore City High School, enrolled in and graduated from a USM institution (See also Goal 1.1 and Goal 2.1 above).	Target will be established once a metric and benchmark have been developed by USMO. See "Next Steps" Column.	No current data are available. Target, measure, and benchmark will be developed by USMO. See "Next Steps" Column.	(See also Goal 1.1 and 2.2 above.) 1) USMO should document, expand, and coordinate the number and types of K-12 college pipeline programs currently supported by USM institutions. 2) USM should expand USM outreach into Baltimore City schools and other districts with high or growing numbers of underrepresented or underserved populations.	(See also Goal 1.1. and 2.2 above.) 1) By the end of FY 23 USMO will develop and implement a process for annually, tracking, benchmarking and reporting on the percentage of Baltimore City High School graduates who enroll in and graduate from USM institutions.	1) Continuation of existing resources, with some reallocation as determined to be appropriate (resources associated with achieving this goal will come primarily at institutional level). 2) New resources to be used for: (See Goal 1.1. for the current estimate of new resources needed.).

			3) USM should explore opportunities to expand on the success of the CURE Scholars and similar programs. 3) USM should continue to work with Maryland's state executive and legislative leadership and USM institution and foundation leaders to increase the amount of need-based financial aid available to USM students, as well as the strategic deployment of that aid.		

Goal 2.9: Strengthen the connection between learning experiences and the knowledge, skills, and abilities needed to succeed by making programs, concentrations, and certificates more relevant to workforce and societal needs.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Proposed metric(s) to be developed focused on percentage of USM graduates employed or in graduate school one year after graduation, and/or expressing satisfaction with education received. See "Next Steps" Column.	Target to be developed once metric, a source of data, and benchmark have been established. See "Next Steps" Column.	Benchmark to be developed once a metric and a source of data have been identified. See "Next Steps" Column.	1) USMO should refine its existing workforce supply/demand model(s) to accommodate new credential requirements/expectations as well as employer input into the KSAs needed/demonstrated by USM graduates. (See also Goal 1.7 and 2.3 above, as well as 3.10 below).	1) Between 2023 and the beginning of 2025, USMO will: 1. Work with the Maryland Longitudinal Data System Center, or similar data sources, to explore ways to identify and incorporate into its models and USM graduate outcome information related to employment and workforce impact. 2. Between 2023 and 2025, USMO will work	1) Continuation of existing resources, with some reallocation as determined to be appropriate (resources associated with achieving this goal will come primarily at institutional level). 2) New resources to be used for: (See Goal 1.1. for the current estimate of program and personnel resources needed under this goal. Estimates of resources needed may change in the future as proposed metric and sources

| | | | | with USM institutions to explore the creation of a systemwide process for collecting alumni satisfaction with education received (a survey at one time supported by MHEC). | for data are developed and identified. |
| | | | | 3. As part of next steps under Goal 3.10, USMO will work to develop a process that allows employers to provide more direct input into USM workforce needs projections and planning. | |

Goal 2.10: Improve our focus on student-centered programming and outcomes-based assessments.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Proposed metric(s) to be developed (See Goal 2.9 above).	Target to be developed once a metric, source of data, and benchmark have been established.	Benchmark to be developed once a metric and a source of data have been identified.	See strategies proposed under Goals 2.1, 2.5, 2.7, and 2.9 above.	See next steps proposed under Goals 2.1, 2.5, 2.7, and 2.9 above.	See resource needs proposed under Goals 2.1, 2.5, 2.7, and 2.9 above.

Goal 2.11: Design financial and business models that address changes in programmatic focus as student needs change (e.g., credential, online, and high-flex programming; industry partnerships).					
Measure/Metric(s) (Primary)	**2025-27 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Proposed metric(s) to be developed by USMO win cooperation with USM institutions and regional centers.	Target to be developed once a metric(s), source of data, and benchmark have been established.	Benchmark to be developed once a metric(s) and a source of data have been identified.	1) As either part of (or a direct follow up to) the work group of USM academic leaders outlined under Goal 2.3 above, the USMO should convene a subgroup of campus administration and finance leaders and charge them with developing recommendations around the financial model needed to support the new credential and other innovative learning opportunities expected to emerge from the recommendations of the work group outlined in Goal 2.3 2) To inform the work of the subgroup, USMO should conduct an analysis of peer systems to identify how peers support the development of new/alternative credentials. .	1) Beginning in 2023 USM should conduct a comparative analysis of how peer systems are defining, measuring, tracking, and financially supporting new/alternative credentials and be prepared to report those findings to a USM work group in 2024 (See next steps under Goal 2.3). 2) As part of, or as a direct follow up to, the work group focused on the topic of developing, reporting, and tracking new credentials, USMO should create a subgroup of finance and administration officials from USM campuses that can develop recommendation for the USM financial model that will support the changes in programming envisioned under Goal 2.3. Those recommendations should be made no later than 2025.	See the resource needs outlined under Goal 2.3 above.

Goal 2.12: Expand signature pipeline programs connecting USM universities with Maryland PreK–12 schools.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Proposed metric(s) to be developed by USMO win cooperation with USM institutions and regional centers.	Target to be developed once a metric(s), source of data, and benchmark have been established.	Benchmark to be developed once a metric(s) and a source of data have been identified.	1) Building off the Baltimore-focused strategies proposed under Goal 2.8 above, as well as the success of programs like UMB's CURE Scholars in Baltimore and Montgomery County's ACES program, USM will work with its P-20 partners to expand the development of pipeline programs into other regions of the state.	1) By the beginning of 2025 USMO will have developed and implemented a process for annually, tracking, benchmarking and reporting on the number and percentage of graduates from historically underserved regions or populations who participate in a USM-supported pipeline programs and who go on to enroll in and graduate from USM institutions.	See resource needs listed under Goal 2.8 above.

Priority 3: Workforce and Economic Development - *"We will drive Maryland's Prosperity."*

Goal 3.1: Meet and exceed the MHEC bachelor's degree production targets established for the USM under Maryland's 55 percent degree attainment goal.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Number of bachelor's degrees produced annually.	Target = Between 26,000 and 27,100 degrees produced annually through 2025 based on the projection developed by MHEC.	28,354 bachelor's degrees were produced by USM institutions FY 21.	Proposed strategies to support this goal include those identified earlier under Goals 1.1, 1.4, 1.6, 1.10, 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12. In addition, USM should-- 1. Continue to support ongoing projects currently funded through the State's Workforce Development Initiative (WDI), with the addition of new or expanded programs where possible. 2. Continue to advocate for and support the development or expansion of workforce-aligned educational pathway and degree programs aligned degree programs offered by USM	1) As part of its FY 24 budget, USM will seek to further prioritize the expansion of need-based financial aid and academic pathways through its State-supported budget. 2) Through the 2025 fiscal year and beyond, USM will continue to work with the State to support, as part of the WDI or similar initiatives, the development of new or expanded workforce-oriented programs/credentials that are responsive to the State's degree attainment goal. 3) Through the 2025 fiscal year and beyond, USMO will continue to track and report on the number of bachelor's	See the resource need estimates included under Goal 1.1, these include the following: 1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level). 2) New resources requested for: 5. Program Support -$500,000 per year in base funds for programming seed grants/incentives (to be managed by USMO with grant support going to institutions). 6. Personnel Support - $250,000 per year in personnel (split over 2.5 FTE) for pipeline program enhancement; grant writing; and research/survey work related to development, tracking, analysis, and

| | | | institutions, including regional higher education centers.
3. Continue to work with the State on the expansion and strategic targeting of need-based financial aid programs on behalf of USM students. | degrees produced annually (in support of the State's 55% degree completion goal and the MHEC degree completion projections). | reporting of outcomes data (support goes to USMO for overarching coordination/support of Systemwide projects);
7. Conference and travel support - $20,000 for presentations at national meetings (USMO).
8. Resource needs associated with a brand strategy campaign are outlined under Goal 1.10 below. |

Goal 3.2: Expand the number of graduates in fields critical to Maryland's economy—STEM, cyber, health care, etc.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Number of STEM baccalaureate degrees produced annually. 2) Number of Health Care baccalaureate degrees produced annually. 3) Number of Cyber baccalaureate degrees produced annually. 4) Number of new USM teacher program completers produced annually.	1) Target: ≥10,000 STEM bachelor's degrees by 2025. 2) Target: ≥2,500 health care degrees annually by 2025. 3) Target: ≥ 6,500 Cyber degrees annually by 2025. 4) Target: ≥ the average of the three prior years by 2025.	1) USM produced 8,983 STEM baccalaureates in FY 21. 2) USM produced 2,474 health care baccalaureates in FY 21. 3) USM produced 5,667 Cyber-related baccalaureate degrees in FY 21. 4) USM's 3-year average of new teacher program	See the strategies proposed under Goal 3.1 above, as well as the following: 1. USM should incorporate teacher education into the list of fields considered critical to Maryland's economy, 2. USM should advocate for and invest new resources in an initiative to expand new teacher	1) Through 2025 (and beyond) USMO will continue to track and report on the number of bachelor's degrees produce in areas critical to the State's economy (STEM, Cyber, Health Care). 2) By beginning of FY 23 USMO will add teaching/education to fields "critical to Maryland's economy" that it is tracking and	1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level and most recently have come through the State's Workforce Development Initiative. 2) New resources requested for -- Program Support for grants through USMO to individual USM campuses for new teacher preparation programs. See Goal 3.5 below for specifics.

42

		completers was 1,517 in FY 21 (all degree levels combined).	production (see also Goal 3.5 below). 3. USM should explore expanding the goal and metric to include the number of USM graduates who go into public service jobs.	reporting (See Goal 3.5 below). 3) Prior to the end of FY 24, USMO will have developed a recommendation around expanding the goal to include public service jobs (for implementation in 2025).	

Goal 3.3: Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering and graduating from fields critical to Maryland's economic strength—STEM, cyber, health care, education, etc.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Number of baccalaureate degrees awarded annually to USM URM students. 2) Number of baccalaureate degrees awarded annually in STEM to URM students. 3) Number of baccalaureate degrees in health-care related fields awarded annually to USM URM students. 4) Number of new teacher completers produced by USM institutions annually	1) Target: ≥ 10,000 annually by 2025. 2) Target: ≥ 3,000 annually by 2025. 3) Target: ≥ 900 annually by 2025. 4) Target: ≥ the average of the three prior years.	1) USM awarded 9,065 baccalaureates to URM students in FY 21. 2) USM awarded 2,408 STEM baccalaureates to URM students in FY 21. 3) USM awarded 883 baccalaureate degrees in health-care related fields in FY 21.	See the list of proposed strategies included for Goals 3.1 and 3.2 above, Goal 3.5 below, and the range of strategies designed to promote greater student satisfaction and success under Priority 5 "Diversity, Equity, and Inclusion."	1) Through 2025 (and beyond) USMO will continue to track and report on the number of bachelor's degrees awarded annually to underrepresented minority (URM) students in areas critical to the State's economy (STEM, Cyber, Health Care, Education). 2) Beginning in FY 23 USMO will include the number of URM students completing teacher education to the	See Resource needs discussed under Goal 3.1 and 3.2 above, as well as Goal 3.5 below.

who are URM students. (See also Goal 3.5 below.)		4) USM's 3-year average for URM new teacher completers was 281 in FY 21. .		"fields critical to Maryland's economy" that it is tracking and reporting (See Goal 3.5 below). 3) Prior to the end of FY 24, USMO will have developed a recommendation around expanding the goal to include the number of URM students who go into public service jobs after graduating from a USM institution (for implementation in 2025).	

<table>
<tr><td colspan="6" style="background:#B01116;color:white">Goal 3.4: Grow the number of startups* developed through USM venture support.</td></tr>
<tr>
<td>Measure/Metric(s) (Primary)</td>
<td>2022-25 Target</td>
<td>Benchmark</td>
<td>Proposed Strategies</td>
<td>Next Steps</td>
<td>Resource Needs</td>
</tr>
<tr>
<td>Number of new start-ups developed with USM venture support annually.</td>
<td>Target: Number of new start-ups developed with USM venture support annually should exceed the average of three prior years.</td>
<td>3-year average for new USM start-ups as of FY 21 = 109 (includes both start-ups and "new start" data from SBDC, not including small businesses).</td>
<td>1) USM should continue to employ its network of startup incubators and small business development centers to promote and sustain entrepreneurial activity with the State.</td>
<td>Through 2025, USMO will continue to track and report annually on the number of new start-ups developed with USM venture support.</td>
<td>1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level). 2) No new resource needs have been identified currently for this goal.</td>
</tr>
</table>

Goal 3.5: Increase investments in teacher preparation to support new and flexible programs to address short- and long-term preK–12 teacher shortages.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
1) Number of new teacher program completers produced annually (Target: ≥ average of the three prior years). 2) Number of new teacher completers annually who are URM students. (See also Goal 3.3 above.)	Target: ≥ the average of the three prior years.	1) USM's 3-year average of new teacher program completers = 1,517 in FY 21. 2) USM's 3-year average for URM students are new teacher completers was 281 in FY 21.	1) USMO should continue to meet and coordinate with USM institutions to identify needed investments in teacher education programs and develop an advocacy plan. 2) USM should seek strategies to increase the number of graduates with content major and teacher qualifications. 3) As part of strategy 3 above, USM should work with institutions to encourage production and tracking of graduates with a double major in education and another field.	1) Through 2025 (and beyond) USMO will continue to track and report on the number of new teacher program completers produced annually in its MFR and other accountability mechanisms. 2) Beginning in FY 23 USMO will include the number of URM students completing teacher education to the "fields critical to Maryland's economy" that it is tracking and reporting on (See Goal 3.5 below) 3) By end of FY 24, USMO will identify and implement as needed and appropriate, a metric tied to number of graduates with a double major in education and another field produced by USM institutions annually.	1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level). 2) New resources requested for – Program Support ($225,000 to USMO annually for grants to USM campuses to expand their teacher preparation programs and create more flexible programs to address needs for teacher certificate programs. This includes early childhood programs, pathways for paraeducators, and special education programs.

Goal 3.6: Create a USM Industry Advisory Task Force to advise on how to increase System-level interaction with Maryland business and industry and promote more effective partnership.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Process steps include 1) development of Task Force membership list, 2) development of Task Force charge with expected deliverables, and 3) Development of timeline for Task Force implementation.	Task Force membership list, charge/deliverables, and timeline to be developed and ready to approve by end of CY 2023.	No current benchmark data exists. Additional goals and benchmarks for Task Force activity should be developed once the Task Force is operational.	1) USMO should use data developed by the Task Force in coordination with other legislatively authorized work groups and the Maryland Department of Commerce to inform and promote more effective business and industry interaction. 2) USMO should explore adding a metric tied to the increased industry support for paid internships for USM students.	1) By the end of CY 2023 USMO will have identified task force members; completed and received approval of a charge, with expected deliverables, for the task force; and developed a timeline and next steps for final implementation of the task force.	1) New resources requested for – Personnel and meeting support -- $25,000 (0.25 FTE) for expansion or reallocation of existing staff resources, as well as for catering of any in-person meetings.

Goal 3.7: We will have developed a broad, data-informed academic portfolio reflecting the needs of students and employers.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
See metrics tied to new credential and pathway development, alumni satisfaction, and employer satisfaction discussed under Goals 1.7, 2.3, and 2.9 above.	Target(s) to be developed once metric(s), source of data, and a benchmark(s) has been established. See "Next Steps" Column.	No current data for benchmark. Benchmark will be established once metric(s) have been developed by USMO.	See also proposed implementation strategies under Goals 1.7, 2.3, and 2.9 above. 1) USM should explore developing an inhouse survey capability to that will allow USM to track targeted	1) In alignment with the data strategies outlined in Goals 1 and 2 above, between 2023 and 2025, USMO should develop the data and decision-support resources and infrastructure necessary to analyze and report on	1) New resources requested under for -- Technology and Personnel support ($50,000 annually for fees and staff FTE associated with purchase and use of appropriate data base and survey software, with specific requirements expected

| | | | alumni and employer information and responses to such questions as "The percentage of Maryland employers who say they are satisfied with USM's ability to meet their employment needs or optimistic about its ability to meet the needs in the near future" and "The percentage of USM graduates who satisfied with the level of educational preparation or training received for employment." | existing or projected gaps between student and employer needs and USM's academic portfolio. This may include instruments and procedures for collecting both indirect and direct evidence.
2) By 2025, using the data collected through its developed decision-support infrastructure, USM should have integrated such support into the academic program development and approval process. | to be determined by the metric(s) selected). |

Goal 3.8: We will have worked with our P20 partners to make it easier for students who want to become teachers to become teachers.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Number of new USM teacher program completers produced annually. (See also metrics tied to Goals 3.2. and 3.3 above)	Target: ≥ the average of the three previous years.	1) USM's 3-year average of new teacher program completers = 1,517 in FY 21 (bachelor's and master's combined).	See the proposed implementation strategies under Goals 3.2, 3.3, and 3.5 above	1) Through 2025 (and beyond) USMO will continue to track and report on the number of new teacher program completers produced annually in its MFR and other accountability mechanisms, including	See resource needs outlined under Goal 3.5 above.

| | | (See also the benchmarks tied to metrics for Goals 3.2. and 3.3 above.) | | the number of URM students.

2) Between 2023 and 2025, USM will continue to convene and work with its colleges of teacher education, as well as other stakeholder groups, to further identify roadblocks to teacher recruitment and training, including increasing the number of graduates with a double major in education and another field. | |

Goal 3.9: Our programs will deliver graduates with the well-rounded backgrounds and credentials needed to enter the workforce.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
See proposed metrics for Goals 2.3, 2.9, 2.11, and 3.7 above.	As noted under Goals 2.3, 2.9., 2.11, and 3.7, above, a target(s) will be developed once metric(s), source of data, and a benchmark(s) has been established. See "Next Steps" Column.	See Goals 2.3, 2.9, 2.11, and 3.7 above. No current data exists for benchmark. A benchmark(s) will be established upon the development of metrics. See	See the proposed implementation strategies under Goal 3.7 above.	See "Next Steps" under Goal 3.7 above. 1) By the beginning of 2025 USM should have identified and built out the data and decision-support resources and infrastructure necessary to analyze and report on existing or projected	See the current and new resource needs discussed under Goal 1.1, Priority 1; and Goals 3.6, 3.7 above.

| | | “Next Steps” Column. | | gaps between employer needs and USM's academic portfolio. This may include instruments and procedures for collecting both indirect and direct evidence. 2) By 2025, using the data collected through its developed decision-support infrastructure, USM should have integrated such support into the academic program development and approval process. 3) See also Goals 1.6 and 1.7 under Priority 1; and Goal 3.7 above. | |

Goal 3.10: We will have partnered with business and community leaders to better understand and address local and regional economic development needs.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed by USMO. (See also Goal 3.6 above.)	Target(s) to be developed once metric(s), source of data, and a benchmark(s) has been established. See Goal 3.6 above and "Next Steps" column.	No current benchmark data exists. A benchmark(s) will be developed once the metric(s) is developed. See "Next Steps" column.	See proposed strategies under Goal 3.6 above. 1) Building from the lessons learned from the development of, and recommendations proposed by, the USM Industry Advisory Task Force Goal 3.6, the USM should continue to develop and	Mid- to longer-term next steps for this goal are still to be developed for and should be informed by any recommendations emerging from of the USM Industry Task Force developed under Goal 3.6.	See Goal 3.6 above for initial resource needs. Additional, longer-term resource needs for this goal are still to be identified.

			grow venues or opportunities to engage in an ongoing dialogue with industry, government, and community and stakeholders and use the information and feedback gleaned from that dialogue to improve USM workforce and economic development decisions.		

Priority 4: Research - *"We will develop the ideas that change the world."*

Goal 4.1: Leverage our proximity to the nation's capital and federal research agencies and laboratories to enhance our R&D success.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Total extramural R&D funding achieved by USM annually.	Target: ≥ 1% increase in total extramural R&D funding annually through 2025.	USM's total extramural funding was $1.598B in FY 21.	USM should continue to build on the historic strength of its research faculty, in combination with the State's investment in USM research facilities and technology, to leverage Maryland's locational advantages. Related strategies that support this goal include those tied to attracting, retaining, and supporting a high quality and diverse research faculty (see also Goal 1.3 under Priority 1), and building and maintaining world-class research facilities and a technology infrastructure (see also Goal 1.4).	1) Per Goal 1.3, through 2025 and beyond USM System and campus leadership will continue to work with the State to attract, retain, and support world-class research faculty and research support staff. 2) Through 2025 and beyond USM System and campus leadership will continue to advocate for and support the expansion, renovation, renewal, and upgrading of USM's research-related facilities and infrastructure, which includes advocating for increased state investment in USM's capital programs (See Goal 1.4, Priority 1). 3) Through 2025 and beyond USMO will continue to track and report annually on total extramural R&D funding received.	1) Continuation of existing resources. Resources associated with achieving this goal are located primarily at institutional level. 2) No new or additional resources needs have been identified for this particular goal.

Goal 4.2: Align areas of USM research strength with emerging national research priorities.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Annual percentage increase in R&D expenditures by USM institutions in priority research areas (i.e., areas identified through the annual federal budget process).	Target: ≥ average of three prior years under each identified priority area or agency.	No current benchmark exists. See the "Next Steps" column for a process and timeline for development and implementation of benchmark.	1) As part of its larger campaign to leverage Maryland's proximity to one of the world's premiere research eco-systems (see Goal 4.1 above), the USMO should explore and develop strategies by which it can more nimbly identify and respond to emerging research opportunities, particularly those aligned to existing areas of USM research strength. 2) Led by the Office of the Vice Chancellor for Research and Economic Development, the USMO should invest in the development or acquisition of technology or procedures that allow it to it to better track, analyze, and disseminate information across the System (including those USM institutions without significant pre-award research capabilities) on research opportunities and	1) By end of 2023, USM will explore a process for identifying federal research priority areas by agency or program -- using, for instance, data published by the White House's Office of Science and Technology Policy (OSTP) or the American Association for the Advancement of Science (AAAS) -- and annually measuring and reporting on the alignment between USM research programs and those national research priority areas.	1) Continuation of existing resources. Resources associated with achieving this goal are located primarily at institutional level. 2) New/additional resources requested to support the added data analysis, tracking, and reporting needs identified in next steps are included under personnel/data support under Goal 1.1 of the plan. .

			how they align with existing or potential new areas of research strength.		

Goal 4.3: Advance the state's leadership in environmental sciences and its reputation in sustainability research.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
See process steps identified under "Next Steps" Column. Metric(s) will be developed after additional consultation/collaboration with USM institutions.	Target will be established by USMO once metric(s) is finalized and benchmark(s) selected once process steps have been completed.	No current benchmark data exists. The measures and benchmarks will be developed by USMO once metrics have been developed and process steps have been completed.	USMO and its institutions should work to expand and elevate the System's profile and role as a world-class contributor to research on climate change and sustainability and a vital force for achieving greater sustainability within Maryland.	1) By end of FY 23, USM will develop a media document and USM web presence that highlights the impact of USM research on climate change and sustainability, including activity tied to 2022 Climate Solutions Now Act. 2) By FY 25, UMCES will complete construction of Chesapeake Cyber Collaboratory (CCC) facility, and, working with its institutions and partner agencies, will have sought to implement technologies at participating USM institutions and state agencies required to enable hybrid engagement in Cyber Collaboratory activities. 3) With the opening of the CCC in FY 25, USM will help organize and host a high	Note: New resources requested for this goal include those for costs that will likely need to be split between USMO and specific USM institutions. New resources are requested for the following: 1) Technology acquisition and support -- $3.5M in one-time costs to install or enhance technology and nodes across USM and state agencies, plus $400,000 in annual operating costs to operate and maintain). 2) Personnel support -- $900,000 in annual costs for faculty and staff tied to CCC, including 4.0 FTE faculty with expertise in use of big data in Earth and Marine research, 5.0 FTE permanent staff positions including data scientists, inter-operability

53

				profile even to explore the interest of corporations, NGOs, and government agencies in organizing and sponsoring an annual or biennial Maryland Environmental Summit Organize and convene in coordination with Maryland state government and other stakeholders a USM Sustainability Summit and Annual Report. 4) No later than the beginning of FYs 26-27 (i.e., phase II of the strategic plan) USM should support the launch of at least 3 large "Team Science Projects" tied to the CCC with at least 4 participating agencies/institutions.	experts and program support. 3) Marketing and conference cost -- $12,000 one-time cost for event, plus $25,000 annually in marketing and website costs (e.g., web designer time, brochure preparation and printing).
Goal 4.4: Promote technology transfer and commercialization of the USM's intellectual property.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
1) Number of Licenses & Options executed by USM institutions annually. 2) Number of U.S. Patents issued annually.	1) Target: ≥ the average of the three prior years for Licenses & Options executed. 2) Target: ≥ the average of the	1) 3-yr average for Licenses & Options executed = 68 in FY 21. 2) 3-year average for U.S. patents	1) USMO should continue to work with USM institutions in support of ongoing campus efforts to promote technology transfer and commercialization.	1) From 2023 through 2025 (and beyond) USMO will continue to track and report on technology transfer and commercialization measures as number of	1) Continuation of existing resources. Resources associated with achieving this goal are located primarily at institutional level. 2) New resources requested for this goal are as follows:

	three prior years for number of U.S. Patents issued annually.	issued = 108 in FY 21.	2) USMO should work with USM institutions to explore new or enhanced capacities to identify and track technology transfer activity that is not captured via licensing and options, such as software development/application, research consultations, etc. 3) Using the University of California System's program to foster multi-institution collaboration as a model, USMO and the USM institutions should explore the development of a consortium or network of Maryland entrepreneurial specialty "hubs," drawn from existing entities like IMET, UMD's I-Corps, USM's institutional research parks, etc., that is designed to spawn startups or new technologies and enhance collaboration and communication among USM programs.	licenses & options executed and number of US patents issued annually. 2) Between 2023 and 2024, USMO should explore implementing a pilot initiative to test whether the UC program to foster multi-institution collaboration can be used to promote greater collaboration and synergy among USM entities in the development and support of new startups and technologies.	1. Program Costs - $250,000 for an initial pilot test of a program to support USM collaborations featuring two or more USM institutions. 2. If the pilot is successful, then $250,000 annually thereafter to USMO for additional seed grants to support USM institutional collaborations

Goal 4.5: Expand community-based research to strengthen the neighborhoods, towns, and cities where our institutions are based.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Metric(s) to be developed after additional consultation/collaboration with USM institutions. See also "Next Steps" column.	Target will be established by USMO once a metric(s) and benchmark(s) has been identified.	No current data for benchmark exists. Benchmark will be established once metric(s) have been developed by USMO. (See also "Next Steps" column.)	1) USMO should work with USM institutions and partners to identify a definition of community-based research that is accepted and meaningful across the range of System institutions and programs. 2) Working within that definition, USMO should partner with USM institutions to then develop an inventory of existing community-based research (CBR) initiatives that can be supported or expanded as appropriate. 3) USMO should work with BOR to explore changing the goal to connect the current goal to USM's goals for civic and community engagement.	1) By end of 2024 USMO will have worked with USM institutions to develop an inventory of existing community-based research (CBR) initiatives along with plans for support and expansion. The inventory should be developed using a common CBR definition (see endnotes for suggested definition), as well as an appropriate measure and benchmark. 2) Between 2023 and 2024, as part of the pilot test initiative described under Goal 4.4 above, USMO should explore whether UC's program to foster multi-institution collaborations can or should be adapted to also promote expanded CBR initiatives between USM institutions and their community partners. 3) Prior to 2025, develop a recommendation around revising the existing goal to	1) See new resource needs identified under Goal 4.4 above. Depending on the success of the pilot initiative, an element of the $250,000 in annual grant funding requested under Goal 4.4 may be earmarked to support CBR initiatives involving USM institutions and community partners.

			read as follows "Expand community-based research to strengthen the neighborhoods, towns and cities where our institutions are based as part of USM's public commitment to civic and community engagement."		

Goal 4.6: Building off the MPower model, USM will have increased the number of cross-institutional and interprofessional research collaborations between its institutions or centers.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
Number of joint appointments or joint programs between USM institutions, not including MPower.	Target will be developed by USMO once a benchmark for the proposed metric has been established. See "Next Steps" column.	No current benchmark exists. Benchmark will be established once metric(s) have been finalized. See also "Next Steps" column.	1) USMO should develop a process for centrally tracking and reporting joint appointments and programs offered across the USM, exclusive of those established under MPower. As part of this process, the USMO should consider whether the goal itself should be expanded to include "interdisciplinary collaborations." 2) As part of Goal 4.4 above, the USMO should explore using the University the University of California System's program to foster multi-institution	1) By the end of 2023, USMO should have finalized and implemented a definition and process for tracking joint appointments/programs across the USM, not including MPower, and should have established an appropriate benchmark and target. 2) By end of 2024 USMO should have undertaken a study of the applicability of the UC System's multi-institution collaboration model to USM and developed a recommendation for	1) See the new resource needs identified under Goal 4.4 and 4.5 above.

			collaboration as a model to increase cross-institutional or interprofessional research collaborations.	additional follow up, up to and including a pilot test, as determined appropriate.	

Goal 4.7: Grow the number of research partnerships with industry, agencies, NGOs, and academic institutions, domestically and internationally.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Percentage of annual USM R&D Expenditures not from federal, state, or local government sources (i.e., Businesses, Non-Profit Organizations, Institutional Funds, and All Other Sources, which includes other universities).	Target: ≥ the percentage of R&D expenditures coming from the non-governmental sectors in the prior year.	In FY 20 (reported in FY 21) the percentage of total USM R&D expenditures coming from sources other than federal, state, or local governments was 32.04% (See Table 21 NSF HERD Survey 2021).	1) USMO should continue to support institution-based initiatives to grow and diversify their sources of R&D support (a strategic focus of the USM's since approval of the 2010-2020 strategic plan). 2) USMO should identify and explore strategies for helping strengthen the research enterprise on USM's non-research intensive campuses, including options for developing a greater "in-house" USMO capacity to assist smaller USM institutions in both pre- and post-award sponsored research support (See also Goal 4.2). 3) USM should explore using peer data to further refine the goal and/or	1) By the end of 2024, USMO will undertake a study on strategies for strengthening the research enterprise on non-research intensive campuses and present to the Chancellor and the BOR a recommendation for consideration. The recommendation should include the resources that would be needed to successfully implement the strategies if they were adopted. 2) By the beginning of 2025, as part of the study listed above, USMO will develop and finalize a metric(s) for the goal that includes research partnerships and is benchmarked using peer	1) Continuation of existing resources. Resources associated with achieving this goal are located primarily at institutional level. 2) No new or additional resources needs have been identified for this goal at this time.

			measure, to include not just helping establish the benchmark but develop a measure of research partnerships to add to the proposed traditional measure of R&D outcomes.	data where possible (See also Goal 4.8 below).	

Goal 4.8: We will have diversified and expanded our R&D portfolio and, leveraging our strength in basic and applied research, we will have secured more basic research funding from the business sector.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Percentage of annual USM Research Expenditures coming from the Business sector (See also Goal 4.7 above).	1) Target: ≥ the percentage of R&D expenditures coming from the Business sector in the prior year.	In FY 20 (reported in FY 21) the percentage of total USM R&D expenditures coming from Business sector was 2.41% in FY 20. (See Table 21 NSF HERD Survey 2021). See also recommendation in "Proposed Strategies" and "Next Steps."	See strategies outlined under Goal 4.7 above. 1) USMO should continue to support institution-based initiatives to grow and diversify their sources of R&D support (a strategic focus of the USM's since approval of the 2010-2020 strategic plan). 2) USMO should explore further refinements to the goal and measure as deemed appropriate, including the use of peer data for the establishment of a benchmark (Data provided by USM's Economic Development Office indicate, for instance, that business sector	1) By the beginning of 2025 USMO, in cooperation with internal and external stakeholders, should have explored options to further refine the goal and metric using peer data to benchmark targets.	1) Continuation of existing resources. Resources associated with achieving this goal are located primarily at institutional level. 2) No new or additional resources needs have been identified for this goal at this time.

			support for basic research among peers can be as high as 17%). USMO should then work with internal and external stakeholders to establish targets and recommendations.		

Goal 4.9: Drawing on the expertise of our faculty, staff, and students, we will have developed and implemented a special research initiative on diversity, equity, and justice; globalization; and sustainability that includes an examination of the role that race, identity, and systemic racism may play in those areas. (See goals under Priority 5: Diversity, Equity, and Inclusion.)

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed after additional consultation/collaboration with USM institutions. See "Proposed Strategies" and "Next Steps" columns.	Target will be established by USMO in collaboration and consultation with USM institutions. See "Proposed Strategies" and "Next Steps" columns.	No current data for benchmark. Benchmark will be established once a metric(s) has been defined and developed by USMO.	1) USMO should work with USM institutions to develop a process for reporting annually on Justice, Equity, Diversity, and Inclusion (JEDI) programs/activities that have undertaken related to the environment/climate. 2) As part of the strategies outlined under Goal 1.2, under Priority 1, USM should explore developing a unique pilot post-doctorate-to-faculty program to diversify the faculty in the environmental sciences and engineering (alternately, environmental science and	1) By the beginning of 2025 USM institutions should have in place a process to report annually on Justice, Equity, Diversity, and Inclusion (JEDI) programs/activities that have undertaken related to the environment/climate. 2) By beginning of 2025 USM will have explored and developed, as it determines appropriate, a unique pilot post-doc-to-faculty program to diversify the faculty in the environmental sciences and engineering, or, alternately, included environmental science and engineering as	1) See the new or additional resources requested under Goal 1.2, Priority 1, for costs associated with incorporating the post-doc-to-faculty program into a proposed Chancellor's Fellows program. If the proposed post-doc-to-faculty mentoring program is operated separately, then the estimated new resources needed would be as much as $6 million per year for five years (sufficient to fund salary, mentoring, and professional development training costs for a cohort of 20 new post docs per year over five years).

			engineering could become one focus of the Chancellor's Fellows program proposed under Goal 1.2). Cohort participants would receive mentoring, structured professional development, and salary support for 2-yrs. 3) USMO should convene a work group to identify and develop 1-3 "Pillars of Excellence" in research that the state can use to promote Maryland as a place for business to thrive with a high quality of life and deep commitment to the environment. USM should consider focusing at least one pillar on environmental justice and environmental solutions for overburdened and under-served communities, with the pillar led if possible by a USM HBCU or consortium of USM HBCUs supplemented by support from the other USM Research intensive institutions where natural synergies exist (See also Goal 4.11 below).	one focus of the Chancellor's Fellows program proposed under Goal 1.2, Priority 1. As part of the implementation of such an initiative, USMO should develop and implement by 2025 metrics for assessing and reporting progress under the post-doc-to-faculty program, such as number of post-docs participating and number of participants receiving faculty positions. 3) By beginning of 2025, USMO will have convened a a USM work group to identify and develop the "Pillars of Excellence," with at least one focused on environmental justice and environmental solutions for overburdened and under-served communities (See also Goal 4.11 below).	2) New or added resources needs associated with the Pillars of Excellence will be dependent on the pillars selected and have not yet been identified but are expected to include costs associated with a Communication Campaign and Grant Writing. See Goal 4.11 below for a more detailed breakdown of those related costs.

Goal 4.10: We will have expanded research initiatives focused on strengthening the communities where our institutions are located.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed after additional consultation/collaboration with USM institutions. See "Next Steps" discussion.	Target still to be developed by USMO. See "Next Steps" discussion.	No current data for benchmark. Benchmark still to be established. See "Next Steps" discussion along with Goal 4.5 above.	Mid-term strategies are still to be developed for this goal and should await completion and assessment of the inventory of current community-based research (CBR) initiatives outlined in Goal 4.5 above.	1) Prior to 2025-2027 USMO should have worked with USM institutions to develop an inventory of existing community-based research (CBR) initiatives along with an assessment of effectiveness and plans for support and expansion as appropriate. Once that is completed longer-term strategies, targets, and benchmarks for this goal can be developed. (See also Goal 4.5 above.)	Long-term resource needs to be developed. See also the discussion of resource needs/options under Goal 4.5 above.

Goal 4.11: We will have leveraged the USM's institutional resources and expertise and collaborated with stakeholders such as the Chesapeake Bay Foundation to increase contributions to climate change research and education.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed after additional consultation/collaboration with USM institutions. See the list of proposed process steps outlined under "Next Steps" column.	Target to be developed. See the list of proposed process steps in the "Next Steps" column.	Benchmark will be established once metric(s) have been developed in further consultation with USM institutions. See proposed	1) Building off the short-term strategies and process steps proposed under Goal 4.3, USM should work with all higher education institutions in Maryland, Maryland state environmental agencies, Maryland businesses, and	1) By beginning of 2025, USMO will have convened a USM work group to identify and develop the "Pillars of Excellence," with at least one focused on environmental justice and environmental solutions for	1) Continuation of existing resources. Much of the resource base available to address this goal is located at institutional level. 2) New or additional resources needs will be dependent on the pillars identified/selected and have

| | | implementation strategies next steps. | state, local, and regional NGOs to host an (annual or biennial) Maryland Environmental Leadership Summit that highlights the environmental sustainability expertise and innovation available in Maryland. 2) USM should work to identify and refine a process to track, benchmark, and measure progress on climate change-related research awards. 3) USMO should explore creation of "certificates" or "badges" tied to environmental sustainability, along with a process to benchmark and track them. 4) USMO should create an inventory of courses offered by its institutions focused on environmental sustainability and climate justice and use that inventory as a way to track institutional participation and share ideas and best practices. 5) USMO should convene a USM work group to identify | overburdened and under-served communities. 2) Between 2025 and 2027, USM will have— 1) initiated a communication campaign to build national recognition under the three Pillars of Excellence. 2) established benchmarked metrics for a) the number of centers, institutes, or consortia that have been initiated, b) the number of faculty/researchers engaged in education and research projects under the three pillars, and c) the number of students participating in education and research projects under the three pillars. 3) By the beginning of 2030 USMO will have developed options for tracking and communicating impacts under the pillars through Maryland's existing Chesapeake Bay Recovery and Maryland Coastal Resilience Score Cards. | yet to be identified, but are expected to include: 1. $100,000 one-time for a consultant, adviser, and/or staff costs associated with organizing and managing the Summit, conducting surveys/background research, etc. 2. $200,000 split over two years to underwrite the cost of the Summit until sufficient sponsor support can be developed. Eventually the Summit should break even financially. Separate research budgets may be developed and submitted by institutions or consortia tasked with leading the pillars (e.g., HBCUs for the Environmental Justice Pillar). |

			and develop 1-3 "Pillars of Excellence" that the state can use to promote Maryland as a place for business to thrive with a high quality of life and deep commitment to the environment. (Note Per Goal 4.9 above, consideration should be given to at least one pillar being focused on environmental justice and environmental solutions for overburdened and under-served communities, with the pillar potentially led by a consortium of USM HBCUs supplemented by support from the other USM Research intensive institutions where natural synergies exist.) 6) USMO should develop metrics demonstrating the USM success under each pillar, including size of the population impacted and national recognition received).		

Priority 5: Diversity, Equity, and Inclusion - *"We will achieve equity and justice within the USM and advance them in the communities we serve."*

Goal 5.1: Increase the diversity of our students, faculty, and staff.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) The percentage of USM students who are from an underrepresented minority (URM) population. 2) The percentage of USM faculty who are from a URM population. 3) The percentage of USM staff who are from a URM population.	1) Target = % of USM URM students will be ≥ prior year 2) Target = % of USM URM faculty will be ≥ prior year. 3) Target = % of USM URM staff will be ≥ prior year.	1) URM students accounted for 35.6% of total USM student population in FY 21. 2) URM faculty accounted for 17.3% of USM faculty in FY 21. 3) URM staff accounted for 35.1% of all USM staff in FY 21.	As outlined under Goals 1.1, 1.2, 2.1., 2.2, 2.3, 2.8, 3.3 and 4.9 above, strategies the USM should undertake to help increase the diversity of its students, faculty, and staff include the following: 1. Utilize the success of B-Power and similar USM initiatives to promote greater outreach to Baltimore City schools and other districts with high or growing numbers of underrepresented or underserved populations; 2. Explore the development of a Chancellor Fellows program to strengthen and enhance URM faculty conversion within the USM and, at	1) Between 2023 and 2025 USMO will continue to track and report on the percentage of URM students, faculty, and staff among all USM students, faculty, and staff annually. 2) By end calendar year (CY) 2023, USMO will develop and implement a process for benchmarking and tracking the percentage of Maryland high school graduates who enroll in and graduate from USM institutions. 3) In 2023 USM will explore prioritizing the expansion of need-based financial aid and academic pathways as part of its state-supported budget. 4) Between 2023 and 2025, USMO, will explore the development and implementation of a	1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level). 2) See new resource needs discussed under Goals 1.1, 1.2, 2.1, 2.2., 2.3, and 2.8 above and 5.2 below.

| | | | the same time, continue to provide faculty development training to new faculty, chairs, and deans to support URM faculty retention, promotion, and success;
3. Continue to support at the System and university level the effectiveness of staff professional development and mentoring programs; and finally,
4. Continue to work with Maryland's state executive and legislative leadership to secure increased amounts of financial aid for USM students and competitive salaries and benefits for USM faculty and staff. | Chancellor's Fellows program designed to increase the percentage of eligible URM post docs (or other eligible individuals) who received a tenure track faculty position at a USM institution.
5) By 2025, USMO will develop, track and report, as appropriate, a faculty conversion rate metric specifically for URM individuals participating in the Chancellor Fellows Program | |

Goal 5.2: Seek out and promote best practices to enhance inclusion and promote equity.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed in collaboration with USM	Target to be developed by	No current data for benchmark.	In addition to strategies outlined in Goal 5.1 above,	1) By end of FY 23, USMO will have made a final	1) Continuation of existing resources (resources associated

institutions. See the "Proposed Strategies" and "Next Steps" columns.	USMO once a metric(s) and benchmark(s) have been identified in collaboration with USM institutions. See the "Proposed Strategies" and "Next Steps" discussions.	Benchmark will be established by USMO once a metric(s) has been developed in further consultation with USM institutions. See the "Proposed Strategies" and "Next Steps" discussions.	USM should engage in the following: 1) Explore the appointment of a DEI fellow who can provide decision-support and boots-on-the-ground assistance with fleshing out the strategic plan's goals, strategies, and metrics around DEI. The fellow will support the work of identified DEI champions within the USMO, as well as coordinating with the campus representatives on the USM's D&I Council.	decision on naming a DEI Fellow to work with the System Office and campus leadership on DEI issues.	with achieving this goal are primarily at institutional level). 2) New resource requested for – Personnel support - $150,000 (1.0 FTE) to support the appointment of a senior-level fellow (final resource needs are likely to be dependent on the place of employment -- i.e., internal or external to USM -- and other terms and conditions). 3) Finally, see also new resource requests under discussed under Goals 1.1, 1.2, 2.1, 2.2., 2.3, and 2.8 above.

Goal 5.3: Increase the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) will be developed in collaboration with USM HBCUs and should reflect the unique strategies and measures of success identified by the HBCUs as part of their Coalition Case settlement funding	Targets will be developed in collaboration with USM HBCUs once a metric(s) has been identified.	No current data for benchmark. Benchmarks will be established once metric(s) have been developed in close consultation with USM's HBCU leadership. See "Next Steps" column.	Strategies relevant to this goal are being developed by USM HBCUs as part of their planning for the use of the Coalition settlement funding. USMO should continue to work with the System's HBCU presidents and campus leadership to help identify metrics that measure progress of the HBIs and the return on investment (ROI) that	By the beginning of FY 24, USMO should have coordinated with the HBCUs on the development of measures that demonstrate the unique strengths of USM's HBCUs, and the ROI that they offer. Those elements should be subsequently incorporated into or synced with, as appropriate, the Systemwide Branding	Additional new resource needs are still to be identified for this Goal.

			provide to the state and their communities. As part of the metric and benchmarking discussions, USMO should explore working with USM HBCUs to establish a subgoal or metric tied to the rate of improvement for students attending USM HBCUs, as a whole, on such measures as 2nd-year and 6th-year retention and graduation, compared to their peers in other states (or non-HBCUs in Maryland).	campaign materials and strategies outlined Goal 1.10, under Priority 1.	

Goal 5.4: Educate our students to be informed and engaged citizens and social change agents in our democracy.					
Measure/Metric(s) (Primary)	**2022-25 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resource Needs**
(See Goal 2.6, under Priority 2). Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	No current benchmark data exists. A benchmark will be established after the number of institutions that offer civic coursework has been identified.	Per the strategies proposed under Goal 2.6, USMO should: 1. Survey USM institutions to identify those with civic coursework or a service learning component embedded in their curricula; 2. In close coordination with	See next steps under Goal 2.6, under Priority 2. Per the next steps laid out under that goal-- 1) By end of 2023 USM will survey its institutions to identify those with civic coursework or a service-learning component embedded in their curricula; 2) In 2024 in close coordination with USM	See new resource needs outlined under Goal 2.6, Priority 2. Resources are requested under Goal 2.6 for related Personnel support ($100,000 base funding), Program Development ($300,000 one-time), and Program Operations ($100,000 in base funding for program incentives and training support).

			USM institutions, explore developing a badge that can be offered to students who have completed a civic engagement experience, confirming their participation; and 3. Recommend to the BOR whether such a badge, if developed, should become a requirement for graduation. 2) USM should explore expanding the goal metric to include number of institutions achieving Carnegie Classification status as engaged university, and/or number of USM institutions participating in the National Survey of Learning, Voting, and Engagement (NSLVE).	institutions, USM will put together a work group to explore developing a badge that can be offered to students who have completed a civic engagement experience, confirming their participation; and 3) By 2025 the USM work group recommend to the BOR whether such a badge, if developed, should become a requirement for graduation. 4) By 2025 the USM work group will study and make recommendations on expanding the goal and/or creating additional metrics and benchmarks tied to: 1) number of USM institutions offering civic engagement badge, 2) percentage of USM graduates receiving civic engagement badge, 3) number of USM institutions achieving Carnegie Classification status as engaged university, and 4) number of USM institutions participating in NSLVE.	

Goal 5.5: We will have created a special research initiative on diversity, equity, and justice; globalization; and sustainability that includes an examination of the role that race, identity, and systemic racism may play in those areas. (See goals and strategies under Priority 4: Research)

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
See also Goals 4.9 and 4.11 under Priority 4 (Research). Metric(s) to be developed after additional consultation/collaboration with USM institutions. See "Proposed Strategies" and "Next Steps" columns.	Target(s) to be established by USMO once metric(s) is finalized. See "Proposed Strategies" and "Next Steps" columns.	See also Goal 4.9 and 4.11 under Priority 4. No current data for this benchmark exists. A benchmark(s) will be established once metric(s) have been defined and developed by USMO.	Per the proposed strategy included in Goals 4.9 and 4.11 under Priority 4, USM should convene a work group to identify and/or develop 1-3 "Pillars of Excellence" in research. USM should consider focusing at least one pillar on environmental justice and environmental solutions for overburdened and under-served communities, with the pillar potentially led by a USM HBCU or consortium of HBCUs supplemented by support from the other USM research institutions where natural synergies exist.	1) By the beginning of 2025, USMO will convene a USM work group to identify and develop the "Pillars of Excellence," with at least one focused on environmental justice and environmental solutions for overburdened and under-served communities. 2) Between 2025 and 2027, USM will — 1. Initiate a communication campaign to build national recognition under the Pillars of Excellence identified under the exercise above. 2. Establish appropriate metrics and benchmarks for those (such as the number of faculty/researchers engaged in education and research projects under the three pillars, or the number of	See Goals 4.9 and 4.11. 1) Continuation of existing resources. Much of the resource base available to address this goal are located at institutional level. 2) New or additional resources needs are seen as dependent on the pillars identified/selected, but include: 1. $100,000 one-time for a consultant, adviser, and/or staff costs associated with organizing and managing the Summit, conducting surveys/background research, etc. 2. $200,000 split over two years to underwrite the cost of the Summit until sufficient sponsor support can be developed. Eventually the Summit should break even financially. Separate research budgets may be developed and submitted

| | | | | students participating in education and research projects under the three pillars). | by institutions or consortia tasked with leading the pillars (e.g., HBCUs for the Environmental Justice Pillar). |

Goal 5.6: Our HBCUs will have designed and implemented an ambitious set of enrollment management and student success strategies.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
See also Goal 5.3 above. Metric(s) to be developed in collaboration with USM HBCUs.	See also Goal 5.3 above. Benchmarks for this goal will be established once metric(s) have been developed in collaboration with USM's HBCU leadership.	Benchmarks for this goal will be established once metric(s) have been developed in consultation with USM's HBCU leadership. See "Proposed Strategies" and "Next Steps" columns.	See Goal 5.3 above. As part of the strategies proposed under Goal 5.3, USMO should explore, establishing, in close coordination with the HBCUs, a subgoal or set of metrics tied to the rate of improvement in student success for those students attending USM HBCUs, using such measures as 2nd-year and 6th-year retention and graduation. USMO should explore using HBCU peers in other states for comparison purposes	Once USM HBCUs have finalized plans for use of the Coalition Settlement funding, then USMO should work with them to explore establishing a metric or subgoal tied to the rate of improvement among students attending USM HBCUs.	New resource needs are still to be developed for this goal.

Goal 5.7: We will have enhanced global engagement by expanding study abroad programs, supporting international students, and emphasizing international research efforts.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
Metric(s) to be developed by USMO in collaboration with USM institutions.	Benchmarks for this goal will be established once metric(s) have been developed.	No current data for benchmark exists. Benchmark will be established once metric(s) have been developed in further consultation with USM institutions. See proposed implementation strategies and next steps.	USM should continue to support campus initiatives designed to promote study abroad opportunities for USM students, increase the attractiveness of USM institutions and their programs to international students, and support USM faculty engaged in research and service that has an international impact.	USM will continue to support study abroad and internationally focused research activities.	Resources associated with study abroad and other global engagement opportunities are located primarily at institutional level. No new resource needs for this goal have been identified at this time.

Goal 5.8: We will have integrated civic education into our general education curricula, and implemented an array of new programs designed to foster an ethos of civic engagement and participation.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
(See Goal 2.6, under Priority 2.) Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	(See Goal 2.6, under Priority 2.) Benchmark will be established once survey has been completed and BOR survey decision has been made.	(See Goal 2.6 under Priority 2) Building off the recommendations of the 2018 Board Civic/Civic Engagement Work Group, USMO should-- 1. Survey USM institutions to identify those with	See next steps listed under Goal 2.6. By 2025-2027 USMO will have completed a survey of USM institutions to identify those with civic coursework or a service learning component embedded in their curricula, have	See resource needs discussed under Goal 2.6, Priority 2.

			civic coursework or a service learning component embedded in their curricula; 2. In close coordination with USM institutions, explore developing a badge that can be offered to students who have completed a civic engagement experience, confirming their participation; and 3. Recommend to the BOR whether such a badge, if developed, should become a requirement for graduation.	developed a recommendation around development of a civic engagement badge as a graduation requirement, and be prepared to work with USM institutions to implement a BOR decision around the requirement.	