

THE UNIVERSITY OF MARYLAND COLLEGE PARK MISSION STATEMENT

PREAMBLE

The University of Maryland at College Park, founded in 1856, is the flagship campus and the original land grant institution of the University of Maryland System. As such, it has the unique responsibility within the System for offering a comprehensive array of degree programs at the bachelor's, master's and doctoral levels, drawing a diverse student body from all regions of the state, from across the nation, and from around the world; it serves the entire State as the primary center for graduate education and research; and it offers, throughout Maryland, the most extensive set of service programs. Operating with a state mandate for excellence and building on its present high quality, the University of Maryland at College Park aspires to become one of the nation's preeminent public research universities within the next decade.

Functional Emphasis

By State law the University is to "... serve as the State's flagship campus with programs and faculty nationally and internationally recognized for excellence in research and the advancement of knowledge," and "... admit as freshmen highly qualified students who have academic profiles that suggest exceptional ability; and provide access to the upper division undergraduate level for students who have excelled in completing lower division studies."

Instruction. The University's instructional role is to provide a comprehensive array of degree programs at the bachelor's, master's and doctoral levels. To fulfill its instructional mission, the institution seeks to provide its undergraduate and graduate students with a learning environment of the highest caliber, an environment consisting of:

- * a rich undergraduate curriculum that introduces students to broad areas of knowledge and stimulates their intellectual curiosity and creative talents;
- * coherence and depth in the student's major field of study;
- * an honors program of exceptional quality
- * graduate programs that are consistently ranked among the best in the nation, and that provide the benefits of study with leading scholars, scientists, and artists;
- * faculty nationally and internationally recognized for excellence in teaching and research and for their commitment to public service; and
- * an academic community that fosters intellectual growth, commitment to diversity, and appreciation for different cultures.

To fulfill its responsibilities within the System, the University of Maryland at College Park has established cooperative relations and programs with other institutions. For example, the College of Engineering's programs have been extended to the Baltimore County campus, and

students at UMES desiring to study engineering can participate in an articulated program with the College. The Colleges of Life Sciences and Agriculture collaborate in system-wide and state-wide biotechnology programs. Joint academic programs exist between the School of Public Affairs and the Law School at UMAB and between Urban Studies and Social Work at UMAB. The graduate program in Marine-Estuarine Environmental Sciences is shared by the College Park, Eastern Shore, and Baltimore County institutions together with Frostburg and the Center for Environmental and Estuarine Studies.

Research. The University's research role is to conduct basic and applied research of importance to the State and nation in a wide variety of disciplines. As the principal center for research in the State's system of public higher education, the University seeks to become a national and international leader in the advancement of knowledge. To accomplish this goal, the University plans to:

- * continue to spend approximately 25% of its E & G budget on research activities (which compares favorably with the best of the institution's peers);
- * increase the University total of competitive research grants from approximately \$80 million to \$100 million annually by 1992, provided the necessary space becomes available;
- * increase operating support for research activities;
- * provide research facilities and equipment that are comparable to those at the nation's best universities;
- * increase the number of graduate fellowships and graduate assistantships; and
- * continue to consider research a fundamental responsibility of the tenured and tenure-track faculty.

Public Service. The University's service mission, like its research mission, affects virtually every academic discipline on campus and is statewide in its focus. As a land-grant public institution and as the flagship institution of the System, the University has a diverse and important set of service functions, some of which are mandated by law. These include:

- * supporting state agricultural research and development through an extensive array of outreach programs;
- * providing technical assistance to state government;
- * providing high-technology service to state industry;
- * providing in-service training and continuing educational opportunities to state professionals in such areas as computer science, engineering, business and management, journalism, and education;

- * assisting the State in its efforts to attract high technology industries to Maryland through the excellence of campus research facilities and outreach programs;
- * providing on-campus service to the citizens of the State through a comprehensive set of clinics, workshops and symposia; and
- * offering an extensive array of high quality cultural programs.

As described in the campus' enhancement plan, the University aspires to become the State's first choice for technical assistance to businesses and government agencies; a catalyst for technological innovation and economic development; a provider of valuable service and information through educational outreach; and a continuing source of cultural enrichment.

Instructional Program Emphasis

As the State's primary public comprehensive research institution, the University of Maryland College Park serves all regions of the State as the principal graduate education and doctoral degree granting institution, The University offers degrees at the bachelor's level in a variety of disciplines, ranging from the liberal arts and sciences to professional fields such as agriculture, business and management, engineering, architecture, education, and journalism. In addition, the University offers upper division certificates, post baccalaureate certificates and certificates of advanced study in several areas, including aging, applied agriculture, Afro-American studies and education.

Admission Standards

Consistent with the State's mandate, the University will "admit as freshmen highly qualified students who have academic profiles that suggest exceptional ability, and provide access to the upper division undergraduate level for students who have excelled in completing lower divisions studies." To accomplish this, the University will normally expect all entering students to have completed four years of high school English; three years of history or social science; two years of science, both of which will involve laboratory work; and three years of mathematics courses equivalent at least to Algebra I, Algebra 11, and Plane Geometry. Priority will be given to those students with the most outstanding academic credentials. However, grade point average and SAT scores are not the only criteria for admission. The Admission Committee gives special consideration to students whose academic records reflect a challenging curriculum and it assesses the impact that such a curriculum may have on academic performance. Further, the University will admit up to 6% of those students with potential for excellence whose overall academic profile would not normally qualify them for admission.

Educational Delivery Systems

In addition to its regular undergraduate and graduate programs at College Park, the University offers selected graduate courses and programs in the evenings and on weekends. Traditionally, the College of Education has provided opportunities for graduate studies in curriculum and instruction, human development, and education policy, planning and administration at several locations in the state. Utilizing both its nationally recognized instructional television

network and on-site instruction, the University will intensify its efforts to address the increasing statewide need for graduate education in areas such as computer science, engineering, and business and management.

Courses and programs offered by non-traditional means will continue to be based on the following criteria: the existence of need; availability of resources; and assurance of a quality educational experience.

Program Mix

Program Offerings

The University of Maryland College Park is the ninth largest campus in the country with nearly 28,000 undergraduates and over 8,700 graduate students. To respond to the needs of these students, the University has 120 baccalaureate majors and about 80 masters and doctoral programs. A complete list of these programs is presented in the System-wide Summary.

Priorities

Areas of programmatic priority include the traditional liberal arts and sciences, as well as programs that support the following four areas: public policy and international affairs (government and politics, economics, history, public affairs, etc); technologies for the 21st century (physics, chemistry, engineering, computer science, etc.); biological and environmental sciences; and the arts.

Development

All proposals for new programs must be reviewed and endorsed by a campus wide faculty committee that is responsible for establishing academic priorities for the institution. This committee conducts needs assessments and determines the cost of the program in relation to other campus resource needs. Given the dynamic nature of the University and the University's broad programmatic responsibility, the development of new programs will continue to be an ongoing process. The University is seeking to create or has already proposed new programs in those areas targeted for enhancement, where the demand dictates the need for new programs, or in other areas needed by a modern, comprehensive, research university. Where appropriate, the University is working with other System institutions in cooperative efforts that will reinforce one another.

Geographic Service Area

As the State's primary public comprehensive research center, the University serves many geographic areas. At the undergraduate level, the institution focuses primarily on the State of Maryland by training its most academically talented students. In the areas of graduate study and research, the University has a state, national and international focus. And, although the University's public service mission is focused on the State, it has a significant national and international service role as well. For example, several of its faculty serve on national committees, on regional accrediting boards, and in national and international professional societies. Also, the University is involved in a multitude of research and development projects at locations throughout the world.

Constituencies to be Served

The University's instructional, research and public service functions exist primarily to serve the needs of the citizens of Maryland and its public schools, business and industry, local and state governments. In addition, the University, as a research institution of national prominence having close ties to federal research organizations, serves the nation by helping to participate in the formulation and implementation of the national research agenda.

Student Mix

The University seeks to achieve a student mix in the following proportions:

lower division	30%	out-of-state	25%
upper division	40%	international	10%
graduate	30%		

Reaching these targets will require that the University fully implement its five-year plan initiated in 1987, to reduce undergraduate enrollment. It also means that the University will need to increase its graduate student enrollment as a result of additional graduate fellowships and assistantships, as called for in the University's five-year enhancement plan.

Relationship of Major Sources of Revenue

The University has six primary sources of revenue. The relative relationship between the sources is as follows:

Budget FY 1989 (FY 1989 Appropriation)

	<u>Percent</u>
General Funds	41.9%
Tuition and Fees	20.7%
Federal Contracts and Grants	17.6%
State and Local	0.4%
Private	2.1%
Sales and Services	15.4%
Other	1.9%

	100%

Over the next five years, the University expects the proportion of general, private, and federal funds to increase several percentage points with a corresponding decrease in sales and services (auxiliary enterprises).

Expenditure Priorities

Through a comprehensive and continuing process, the University has established a well developed set of funding priorities. These priorities are reflected in the institution's enhancement plan and include:

Providing an exemplary educational experience by

- * improving the student/faculty ratios
- * enriching the honors program
- * enlarging the merit scholarship program
- * increasing the number of graduate fellowships and teaching assistantships
- * modernizing instructional equipment and facilities
- * intensifying the desegregation efforts
- * improving academic support services

Building a national center of academic excellence by

- * increasing support for core programs and targeted programmatic areas
- * enriching faculty salary structure
- * expanding efforts to recruit minority and female faculty
- * increasing the numbers of graduate fellowships and assistantships
- * increasing staff support
- * expanding faculty recruitment and retention program, including research initiation grants
- * modernizing research equipment and facilities

Strengthening services to the State by

- * expanding economic development programs
- * increasing cooperative partnerships with public schools
- * expanding assistance programs for state and local government

Creating a model academic enterprise by

- * upgrading administrative support systems
- * enhancing administrative computing services
- * strengthening alumni relations and development efforts

Peer Institutions

In selecting its peer institutions, the University has followed the guidance of the Maryland Higher Education Commission and named both comparable peers (four) and aspirational peers (five). The choices have been based on a variety of factors including enrollment, the percentage of graduate students in the overall student population, contract and grant funding, and library holdings. The University has also been careful to select institutions that have statewide responsibilities and that are viewed as flagship institutions. The proposed list of peers for the University of Maryland at College Park is outlined below.

Aspirational Peers

University of California at Berkeley
University of California at Los Angeles
University of Michigan
University of Minnesota-Twin Cities
University of North Carolina at Chapel Hill

Comparable Peers

University of Arizona
University of Illinois at Urbana-Champaign
Ohio State University
University of Texas at Austin

External Needs, Opportunities and Constraints Operating on the Campus

Needs

In carrying out its diverse mission, the University has identified a number of factors that affect its ability to accomplish its goals. They include:

- * the loss of many of Maryland's best high school students to out-of-state institutions;
- * the population's attitudes regarding the value of education;
- * minority group access and involvement in higher education;
- * federal and private research support;

- * the status of economic development; and
- * local and state governments need for technical assistance.

Despite the excellent faculty and programs, many of the State's most talented students choose to pursue higher education out-of-state. The University has developed several recruitment initiatives to reverse this trend. In addition, through its School/University Cooperation Program, the University has created outreach programs with the public schools that facilitate student-faculty relationships before the students graduate from high school.

To address the educational needs of the State, the University seeks to raise significantly the educational level of the citizens of Maryland and to influence significantly their attitudes regarding the value of education. By providing instructional and research programs of high quality on campus and by providing quality educational experiences at selected sites throughout the State, the University will have a profound effect on the education of Maryland's workforce. It is the University's intention that its programs also benefit those citizens interested in making career changes as well as those who seek to enrich their lives by acquiring additional knowledge.

Within the next decade, the University seeks to be recognized for its commitment to cultural and racial diversity. Consistent with the institution's desegregation plan, special emphasis will be placed on the recruitment, retention and graduation of black graduate and undergraduate students. Plans are underway to increase the number of Benjamin Banneker and Frederick Douglas scholarships for undergraduate students and to increase the number of fully funded fellowships for black graduate students. In addition, the Dean for Graduate Studies and Research is developing a special recruitment program for students at Bowie and Coppin. Because fewer black students are electing to pursue graduate education, the University faces a great challenge to achieving its goal. Therefore, the University will increase significantly its efforts to recruit black graduate students.

The University, believing strongly in its responsibilities to further the economic growth of Maryland, and to provide technical assistance to the citizens of Maryland, has developed a range of programs and partnerships with Maryland business and industry. Through these programs, the University provides the private sector and local and state governments with a broad array of services: technology transfer, business planning and advising; incubator facilities for startup companies; joint research in biotechnology, electronics, computing and related high-technologies; and seminars and workshops for executives and business leaders.

Opportunities and Constraints

Described below are opportunities associated with priority programs as well as the constraints faced by these particular programs.

Opportunities for the University's Core Programs

The State has mandated that College Park should become one of the nation's leading public universities. Since the heart of a university lies in the disciplines of the liberal arts and sciences, it is the quality of these programs that, to a large extent, determines the quality of the university.

Moreover, it is the core programs that form the basis of the undergraduate curriculum and the honors program. With the institution's commitment to providing an exemplary undergraduate education to Maryland's best high school graduates, the institution will place great emphasis on building strength in the liberal arts and sciences.

Constraints

Many of the university's best programs are in the liberal arts and sciences. However, to realize its aspirations as a preeminent public university, the institution will need to develop a dozen or more of these programs into positions of national leadership. This will require additional faculty positions, including a dozen or more endowed chairs. It will also require additional support staff and enhanced operating budgets.

Opportunities in Biological and Environmental Sciences

Perhaps no area of modern research has potential for greater impact on our quality of life than the biological and environmental sciences. Modern biology promises to revolutionize areas such as agricultural production and medicine and to make possible the solution to some of the serious environmental problems facing society. Maryland's dependence on the Chesapeake Bay adds special importance to studies on environmental issues. The University's location in the "biotech" center of the country will give it an advantage in building strength in these areas of critical importance to the state and nation.

Constraints

Research in modern biology is extremely expensive. Sophisticated laboratories and equipment, adequate numbers of specialized technicians and other support personnel are a necessary ingredient. A significant infusion of funds to upgrade present facilities, equipment and operating budgets will be necessary if the University is to become a national leader in these areas.

Opportunities in Technologies for the 21st Century

The University has traditionally been strong in the computer science, mathematics, the physical sciences and engineering. Areas of special strength include research in revolutionary emerging technologies such as systems engineering, software engineering, parallel processing, and the development of new materials. Ongoing collaborative arrangements with federal laboratories (for example, NIH, NIST, Goddard, and NSA) will continue to enhance our research efforts in these areas of vital importance to the state's and the nation's economy.

Constraints

Research in these areas require modern sophisticated equipment and high quality laboratories. It also requires research teams made up of faculty research associates and students. The state and university have invested in some of the necessary support items but to become a national leader, significant additional resource will be required.

Opportunities for Public Policy and International Affairs

The University's location near the nation's capital, a state capital and a major seaport, places it in an ideal position to become a world leader in research and scholarship on state, national and international policy issues and international affairs. In part because of its location, the University has been successful in building considerable faculty strength in these areas. The construction of Archives II on the campus will provide the University with direct access to the world's largest single collection of source documents on public policy and will add considerable in our efforts to build programs of distinction in these areas.

Constraints

Present constraints to the establishment of additional strength in public policy and international affairs includes inadequate space to house faculty and scholars and insufficient operating budgets to support and sustain programs of the highest caliber.

Opportunities for The Arts

With the emergence of the Baltimore-Washington area as one of the nation's leading culture centers, and with the strength of the University's existing arts programs, the institution has an opportunity to become a national leader in the creative and performing arts. Successful collaborative programs already exist with, for example, the National Gallery of Art, the Smithsonian Institute, the Walters Gallery, and the Phillips Gallery. Such collaborations will continue to afford the institution a competitive edge in the development of arts programs over almost every other academic institution in the nation.

Constraints

The major impediment to the further development of the University's creative and performing arts program is high quality practice and performance space. These programs will also require additional resources mostly in the form of scholarship and fellowship funds and increased operating budgets.