Final Recommendations from the Self-Study
Jan 2007

Topic A Recommendations

Section III.C; Page 13:
The University should develop a process whereby the budget allocations among divisions and among units within each division are reviewed periodically and adjusted as appropriate for the furtherance of the institution’s mission and goals.

Section III.G; Page 21:
As part of its strategic planning effort, the University should establish goals for the resources required to fulfill its mission and each strategic objective. Continuing to work with the Board of Regents and state authorities, the University should adopt realistic strategies for achieving the resources.

Section III.H; Page 23:
Given that substantial increases in state appropriations and in tuition rates are unlikely to occur, the University must continue to explore alternative means to enhance its revenues while also examining how its current resources may be used more efficiently.

Section III.H; Page 24:
As part of its ongoing strategic planning effort, the University should work to develop appropriate achievement measures and a resource allocation scheme that more fully takes account of and rewards unit productivity.

Section III.H; Page 24:
The University should work with the Board of Regents, the Governor, and the General Assembly to find the resources needed to address these significant facilities challenges.

Section III.H; Page 25:
The University should pursue vigorously its thorough analysis of the adequacy of its scholarly information resources and of the national landscape for access to such resources. It should develop a comprehensive plan to address its most pressing needs, including a strategy for the allocation of new resources and for the continuing reallocation of existing resources as appropriate. It should work with the University System and the State of Maryland to devise a plan for achieving the resources required.

Section III.H; Page 26:
The Graduate School Dean and Council should assume the lead in pursuing study and actions that address the optimum size of graduate programs, the allocation of resources to programs, the financial support of graduate students, and their working and living conditions.

Section IV.C; Page 34:
The Academic Affairs division should ensure that future unit reviews include evaluation of learning outcomes goals and means for the assessment of student learning, as well as of the unit’s use of assessment findings in continual program development and improvement.

Section IV.C; Page 36:
The University should examine the rationale for the post-tenure review and its current implementation. If necessary, UM should amend the present process so that it accomplishes the aims of institutional and USM policies, provides a adequate return on the real investment of effort required, and can assure the Regents, the Maryland General Assembly, and the citizens of the state that the university deploys its resources responsibly.

TOPIC B PROPOSED RECOMMENDATIONS
Faculty (pp. 54, 57, and 58)

- As the heterogeneous category of Research Faculty now represents the plurality of faculty at the University of Maryland, the University should review the content and implementation of policies regarding these faculty. In order to fully recognize and appreciate their growing roles in the institution, UM must develop an accurate system of classifying Research Faculty. The Office of the Vice President for Research, in cooperation with the Dean of the Graduate School, should complete the ongoing examination of postdoctorals at the University of Maryland. By working with a task force that includes postdoctoral representatives, the University should develop a formal associate to more fully integrate them into the University community, and to provide postdoctorals with peer and career mentoring and other forms of support.

- While there is growing attention paid to the mentoring of junior faculty in general, the University should make additional significant efforts to mentor women and underrepresented faculty to successful tenure and promotion to the associate professor level and beyond.

- There is a relatively high rate of turnover among our minority faculty. The University should study and address the reasons for this high turnover rate in order to fulfill institutional goals for a diverse community.

Living-Learning Programs (p. 62)

- To ensure the continued success of our living-learning programs, the University should regularly review all of these programs. All living-learning programs should have current program missions, goals, and objectives, with associated student learning outcomes that can be measured and assessed.

Study Abroad (p. 64)

- The Office of Study Abroad, in collaboration with academic units, should articulate overall goals for international learning experience. An evaluation process and assessment instruments should be developed for all international courses with sufficient feedback to faculty and academic units to ensure program improvement. The University Senate report on Study Abroad due in spring 2007 will provide further recommendations.

Undergraduate Research (p. 65)

- Given the high value that the University of Maryland places on undergraduate research, the Office of Institutional Research, Planning, and Assessment should lead efforts to find a way to track and report all the credit-bearing and other research experiences of our undergraduates.

Experiential Learning /Internships (p. 66)

- The University, through its Office of Institutional Research, Planning, and Assessment, should gather more robust data concerning the credit-bearing and other experiential learning and internships pursued by our undergraduates.

General Education (p. 73)

- The Learning Outcomes for CORE have been articulated and an assessment plan has been developed. The Office of the Dean for Undergraduate Studies and the Senate CORE committee should work together to assure that assessment proceeds expeditiously.

Retention/ Graduation (p. 76)

- With the goals of providing our undergraduates with the most fruitful academic experience and of further improving their retention and timely graduation, ongoing monitoring is recommended to ensure that students are being measured against academic progress benchmarks and are being advised appropriately when they are not meeting those benchmarks.
Transfer Students (p. 79)

- The successful efforts to improve transfer recruitment and the climate for transfer students at should continue and should integrate fully the process of recruitment and admission to off-campus transfer programs at the Universities at Shady Grove.

Graduate Education (pp. 89, 90)

- The University should continue to focus on the improvement of graduate education. Careful follow-up should occur concerning the Time-to-Degree Study and Report. Measures for improvement are being established and ongoing assessment of these and subsequent actions is recommended.

As the University proceeds with its strategic planning, the improvement of graduate education should be considered a top priority if UM is to achieve institutional goals and objectives.

Professional Education (p. 90)

- The University should identify goals and challenges related to the rapidly expanding professional and executive programs. The new Advisory Council on Academic Planning and Policy (ACAPP) should review current academic policies to assure that they are consistent with the University’s strategic plan to expand these programs both domestically and internationally. ACAPP should recommend procedural and policy changes that will facilitate flexibility in program design and delivery of courses while assuring academic oversight and quality.

Off-Campus Programs – Shady Grove (p. 93)

- The new Advisory Council on Academic Planning and Policy (ACAPP) should examine issues of enrollment management, student services, program offerings, and short and long term plans for establishing College Park programs at the Universities at Shady Grove (USG). The University should collaborate closely with the USG administration and partner institutions to plan for and implement effective programmatic growth at the Regional Center.

Assessment of Student Learning (p. 102)

- Current structures and schedules for assessment should be confirmed as institutional infrastructure. The ambitious plan for accomplishing a full round of assessments within four years should remain a top priority for the University.

- Programmatic learning outcome goals are publicly available on the University’s Web site and on some college and department Web sites. These learning outcome goals require wider dissemination, on all departmental Web sites, in the printed undergraduate catalog, and through links in the online undergraduate and graduate catalog descriptions of each academic program. The entire University community – as well as potential students, their parents and counselors – needs to be fully informed of the nature and purpose of outcome goals and of the process of assessment.

- Course outcomes are not yet fully articulated with programmatic outcomes. Online course syllabi, in many cases already available and accessible through Testudo, should be required for all courses and should be given a standard format in which learning outcomes must be shown and related to academic program, general education, and/or university-level learning goals.

- The process for assessment of learning outcomes for general education and university-level goals needs additional development. Timely completion of the assessment plan for CORE will allow for meaningful adjustments to the University’s General Education requirements. CORE assessment results should be
disseminated widely to the faculty who teach these courses and who will need to provide guidance for CORE revision.