

Strategic Plan Implementation: First Year (FY 2009)

September 15, 2009

To the University Community:

In May 2008, following two years of concerted efforts by the entire campus community, the University adopted a bold and ambitious new Strategic Plan, Transforming Maryland: Higher Expectations, which is intended to guide our course to the front ranks of world-class research universities. During a two-day retreat in the summer of 2008, the President, vice presidents, and deans agreed on an initial timetable for implementation of the Plan and developed first-year priorities. In Fall 2008, the first year of implementation began with vigor and determination and with the explicit intention of ensuring that all major decisions would reflect the centrality of the University's mission and be linked to the vision and goals of the Plan.

I am pleased to report on the outstanding accomplishments achieved during the first year of implementation of the Strategic Plan. Thanks to you—our dedicated faculty, students, staff, alumni, and friends—great things are happening! A few highlights are listed below, but I encourage you to learn more by reading selections from the menu on the right.

Emboldened with new direction, the campus is alive with renewed energy. In every division, in every corner of the campus, throughout the State, and even across the nation, I have seen dedicated people working selflessly to achieve the ambitious goals of the Strategic Plan. Undeterred by the economic recession and severe budget cuts, the work has gone forward with unprecedented resolve and creativity.

I am profoundly grateful to you for investing your time and energy toward the common goal of making our University the very best it can be!

We are off to a great start, but the work has just begun. Transforming Maryland: Higher Expectations is a ten-year plan, and I look forward to a bright future as we continue this vital work together.

Respectfully,

Nariman Farvardin

Senior Vice President for Academic Affairs and Provost

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"1" Series Courses
(http://provost.umd.edu/GenEd2009)

YEAR-ONE IMPLEMENTATION HIGHLIGHTS:

- ✓ Significant resources have been reallocated throughout the campus to support strategic priorities.
- ✓ Enhanced recruitment strategies resulted in the enrollment of new students with the highest mean GPA and SAT scores of any entering class in the University's history.
- ✓ An increased focus on competing for large, multi-investigator research projects contributed to a record 30% increase in federal grant awards in FY09, totaling more than \$500 million.
- ✓ Significant progress was made in constructing new student housing and the renovation and upgrading of existing housing.
- ✓ A task force was convened to develop a new General Education program, from which came an announcement of the first steps towards creating new "I"-series courses, which will be the program's signature offering.
- ✓ A thorough review of all living-learning programs resulted in significant changes within College Park Scholars as well as creation of the Honors College (consolidating and enhancing University Honors, departmental Honors, and similar programs).
- ✓ A comprehensive review of the Office of International Programs resulted in detailed plans and a timetable for its reorganization with the goal increased efficiency and focus on advancing the University's international agenda.
- ✓ Internal and external reviews of the Libraries led to important recommendations for the enhancement of their support for the academic enterprise.
- ✓ A complete review of all doctoral programs resulted in new recommendations intended to increase the quality of all programs.

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Please see the links on the left for a full description of year-one implementation activities.

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Strategic Plan Implementation: Second Year (FY 2010)

Executive Summary

The University made extraordinary progress in the second year of implementation, building on the campus-wide commitment to the Strategic Plan and the planning process established in the first year. This progress is all the more noteworthy given the University's challenging budget year. The willingness of faculty and staff to make every effort to undertake new initiatives together with students' efforts to excel contributed to this success.

In August 2009, the President, vice presidents, and deans met to plan major priorities and initiatives for FY 2010. Year-two implementation included continuation of activities begun in year-one as well as new initiatives. The University Strategic Plan, year-two priorities, and the five-year strategic plans of divisions and colleges were the points of reference for policy and budget decisions at all administrative levels during the year.

The University strengthened undergraduate and graduate education, expanded the scope and visibility of research programs, improved the infrastructure supporting teaching and research, expanded the size of the faculty, increased the efficiency of resource allocation even as major budget cuts were being made, and continued to enhance relationships with the surrounding community and the State.

Undergraduate Education. The University enrolled the most talented freshman class ever in Fall 2009, and confirmations for Fall 2010 show further gains in SAT and average high school GPA. Moreover, the Fall 2010 class will be the most diverse on record, (comparing to classes back to 1992, which is the oldest for which comparable data exist). African American enrollment is up approximately 34%, and Hispanic enrollment is up 20% from the previous year. Expanded outreach to high school counselors in the State and beyond along with special targeting by community contributed to this success.

A major restructuring of the General Education Program was approved by the University Senate and the President. Designed to enrich the undergraduate experience and to challenge and inspire faculty and students, the new program adds components in oral communication, diversity, cultural competency, and experiential learning, and it also expands participation across all colleges in Distributive Studies. Signature courses, dubbed "I-Series," speak to important issues that spark the imagination and offer Maryland students the opportunity to view large problems from defined disciplinary and interdisciplinary perspectives. They challenge students to explore how research-active faculty members use their experience and knowledge to examine timely societal issues. I-Series courses were created and taught by outstanding faculty as a pilot in Spring 2010. Faculty and staff committees are now developing detailed implementation plans to be presented to the University Senate in Fall 2010, with the goal of offering the new General Education program to the freshman cohort of Fall 2011.

The expansion of living-learning programs included the creation of an Honors College, which combines already existing honors programs and two new programs for Fall 2010, *Digital Cultures and Creativity and Entrepreneurship and Innovation*. The College Park Scholars program was re-energized with three new or revised programs, including a *Global Public Health* program enrolling its first class in Fall 2010. The *Global Health Program* provides an interdisciplinary examination of connections between public health and a host of socioeconomic, political, cultural, and environmental factors; students will interact with public health and community organizations during their second-year practicum.

University graduation rates show a long-term upward trend, and the Achievement Gap, measuring the progress of students in underrepresented groups, was smaller in FY 2010 than five years ago. The Provost's Task Force on Student Retention and Graduation met throughout FY 2010, examining factors that influence the progress of students. The report of the task force, completed in August 2010, includes a series of recommendations for teaching and advising initiatives designed to increase retention and graduation rates and to reduce the Achievement Gap.

FY 2010 expenditures on need-based financial aid were approximately 7.5% higher than two years earlier. Expanding student financial aid packages to include on-campus work has been shown to contribute to higher retention. Students engaged in on-campus work build connections with the University and benefit from meeting regular responsibilities.

The Division of Student Affairs expanded its activities that support student life and experience at the University, build connections to the campus, and promote academic achievement. A new program, Syn*Quest Collaborative, provides new opportunities for the 1,600 students living in the Denton Community. Students participate in collaborative study groups, field trips, workshops about internships and other opportunities, and Common Ground dialogues in which students share

personal perspectives with others from diverse backgrounds. An extensive tutoring program in math and several specially designed courses on study skills were provided. Based on a very successful beginning, this program will be expanded in FY 2011.

Graduate Education. The Graduate School set targets for annual new enrollment and total enrollment for each doctoral program, based on a comprehensive review of program quality and capacity. These targets will produce a steady-state reduction of 10% in overall doctoral student population and will enable financial and faculty resources to be deployed more effectively and efficiently.

The Graduate School completed a comprehensive survey of doctoral program directors and doctoral students by which they examined current advising, professional development, and placement policies and practices. The Graduate School reported results to the campus and will identify and disseminate best practices.

The Graduate School substantially modified the primary campus graduate student fellowship program and graduate faculty research support program for greater effectiveness, efficiency, and accountability; streamlined the admissions process and assumed operational responsibility for international admissions; created a task force on Graduate Student Writing; created a task force on Responsible Conduct of Research and Scholarly Ethics; installed a new *Graduate Student Parental Accommodation Policy*; and inaugurated a Graduate Faculty Mentor of the Year Award and Distinguished University Dissertation Award to recognize excellence and build community.

Research. The University received a record breaking \$545 million in new sponsored research awards in FY 2010, including an increasing number of large multi-investigator awards, often involving two or more colleges. Interdisciplinary awards are expanding, including awards in energy research, the environment, health and health services, climate change, food safety, security, digital humanities, and information sciences. As one salient example, the National Science Foundation awarded the University a major grant to establish a brain imaging laboratory to conduct research on children's cognitive, social, and psychological development, and their learning and processing of language, led by the College of Education and involving several other colleges and centers. Guidance and financial assistance provided by the Division of Research contribute to the University's successes.

The University's research activities and related educational opportunities will be further enhanced by new cooperative agreements reached in FY 2010 with major private and public sector partners, many of which reflect long-standing relationships. New agreements were signed with NASA-Goddard Space Flight Center, National Cancer Research Center, Lockheed Martin Corporation, and Smithsonian Institution. These successes reflect the growing recognition of the strength of the University's research programs coupled with effective development of ties due to our proximity to Washington, D.C.

Following the dissolution of the University of Maryland Biotechnology Institute, a new research entity was created, the Institute for Bioscience and Biotechnology Research (IBBR). Nineteen faculty of the new institute chose the University as their academic home and have received appointments in academic departments. In addition to adding many outstanding scientists, the University received a large amount of space and facilities at the Shady Grove site. IBBR will create a unique opportunity for further collaboration among the University of Maryland College Park; the University of Maryland, Baltimore; and the National Institute of Standards and Technology.

Global Engagement. A reorganization of the University's international programs was completed, with formation of the new Institute of International Programs (IIP) on July 1. Education Abroad, a new division within IIP, will manage study abroad. Enrollment in study abroad expanded 7% in FY 2010, and three new semester-long programs will be started in Fall 2010. The University will open a new office in Beijing (located at Beijing Normal University) to coordinate its China-wide activities, including study abroad and student recruiting.

Faculty and Staff. The University hired 75 new faculty at all ranks in FY 2010, supported by funds for targeted hiring from the year-one resource reallocation. Colleges were extremely successful in taking advantage of the favorable nationwide environment for recruiting truly outstanding faculty in areas of strategic priority. New hiring included 36% female faculty and 44% faculty of color. This is the most diverse cohort of faculty recruited in the past decade. Colleges whose reallocation amounts reflected large imbalances between faculty and teaching demands were particularly successful, including the College of Behavioral and Social Sciences, which hired 21 new faculty members.

The UM School of Public Health recruited a team of five faculty from the University of Pittsburgh, who will reestablish their nationally recognized program at UM. A newly created Maryland Center for Health Equity will support community-level research and outreach, designed to improve primary care and public health outreach in underserved communities. The School of Public Health recently received its first national accreditation, joining 46 other similarly recognized public health programs, a very important milestone.

Diversity. The Diversity Planning Steering Committee submitted its report, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness*, to the President in Summer 2010 and will present it to the Senate at its first meeting in the fall. The report renews the University's commitment to diversity and outlines major goals and strategies that will support the realization of this vision: build leadership within the institution to support goals; provide an inclusive educational and work environment; recruit and retain a diversity community of faculty, staff, and students; include issues of diversity in educational and research activities; and extend university interactions with a diverse community beyond campus borders. A Chief Diversity Officer, appointed by the President, would have responsibility for implementation of the

plan, including establishing priorities, assessing progress, and reporting to the campus community. A Diversity Advisory Council would bring broad representation of campus views and expertise to the implementation process.

Infrastructure and Academic Support. Significant improvements in educational facilities include the completion of the new state-of-the-art journalism building, Knight Hall, as well as major renovations of Tawes Hall and the School of Public Health building. In addition, the seventh building in South Campus Commons was completed, construction on the 700-bed Oakland Hall is on schedule for completion in Fall 2011, and ground has been broken for a Physical Sciences Complex.

The Office of Information Technology continues to enhance technology services on the campus. The five-year networking infrastructure project continues (Network Refresh), providing improved networking features and enhanced security capabilities. Development of high-performance computing capability is proceeding, and use by campus researchers is expanding. The ongoing classroom technology upgrade project has now equipped more than half of all classrooms with built-in IT equipment.

A strategic plan for the Libraries was completed under the leadership of newly-appointed Dean of the Libraries Patricia Steele. The plan includes rebuilding electronic collections and providing better facilities for student research and study among its priorities. As one of the projects funded in the first round of resource reallocation, a part of the second floor of McKeldin Library was transformed into the Terrapin Learning Commons, a comfortable student work area that will include multi-media computers, scanners, group study rooms, and other facilities for information access. This project is the first phase of a multi-year renovation of the campus's main library to provide the infrastructure and technology necessary for efficient access to information by students and faculty. A new student technology fee in FY 2011 will generate significant new funds to be used exclusively for the Libraries, increasing student and faculty services and environments.

The office of University Libraries has begun piloting initiatives in digitization to make an increasing number of UM materials available online. It is also examining how the University can contribute to the Google Books Project and how it can participate in the HathiTrust, an online digital library established by the country's top research libraries to safeguard their collections.

Surrounding Community. East Campus development is several steps closer as a result of recent actions, which include: the purchase of the former Washington Post printing plant for relocating existing campus facilities (out of the development site); the initiation of on-campus construction of new shuttle bus and landscape services buildings; and the beginning of exclusive negotiations with the Cordish Company to serve as master developer, following their selection through an RFP process. Initial projects are expected to include the Birchmere Music Hall, graduate student (and market) housing, and a hotel with ground-floor retail space.

The University is becoming a safer place to live and work as a result of new initiatives to promote safety on campus and an expanded partnership with the Prince George's County Police and the City of College Park. Over 400 closed-circuit television cameras throughout the campus are monitored on a 24-hour basis. Expansion of the concurrent jurisdiction and the work of a dedicated Strategic Enforcement Response Team focuses resources on reducing criminal activity. The annual number of violent crimes in 2009 was the lowest in the last decade, and the average for the three years 2007-2009 was 42% below the average for the immediately preceding three years. Property crimes (including breaking-and-entering and theft) were also at a ten-year low, 41% below three years earlier.

Resource Allocation and Administrative Efficiency. The University has created an extensive process to communicate with the campus community on the budget challenges it faces and how resource allocation is conducted under the Strategic Plan. A website was launched in September 2009 to report on Strategic Plan implementation, and a University budget website, *Budget Central*, was started in January 2010 to provide budget information and a forum for communication within the UM community. Major budget decisions, such as budget reductions and campus resource reallocation, have been reported on these websites.

Resource allocation in Year 2 began with major State budget reductions, announced in July 2009, totaling \$48.2 million in FY 2010 and including: \$10.2 million in faculty and staff furloughs, base budget reductions of \$11.2 million, and one-time reductions of \$26.8 million. Budget decisions reflected several underlying principles: activities central to the core mission of the University would be protected; layoffs would be minimized; and investments in selected new initiatives would be continued. Detailed information on budget reductions was posted on the Provost's website in December 2009.

The two-percent resource reallocation process successfully initiated in FY2009 was conducted again in FY2010. Resource reallocation took place in all divisions of the University. Within Academic Affairs, units were invited to submit specific proposals that build excellence in programs, with proposals evaluated in terms of centrality of mission, quality of leadership, efficiency of resource use, and the success that the college/school had in utilizing resources provided in the FY 2009 reallocation.

Other activities were initiated to promote efficiency in administrative systems. The Quali collaborative project will soon complete a curriculum management module for testing and phased introduction, and continuing implementation of the Quali Electronic financial system is underway. Merger of two human resource systems (Payroll and Human Resource System and Academic Resource System) is in process. Within the Division of Administrative Affairs, two major initiatives are underway: (1) implementation of a new facilities management software system to schedule preventive maintenance and create an automated billing system; and (2) full implementation of a new online system, which transforms all hiring

processes from paper to electronic.

Focus on University resource use extends to environmental impacts. A new Sustainability Council was created to provide guidance to the University's commitment to promoting sustainability and related activities. Its first-year activities included reviews of energy use and recycling.

External Relations, Development, and Communications. The University is broadening its connections with alumni, who continue to provide generous support, both directly and through public support of the University's mission and its activities. The University raised \$105 million in donations in FY 2010, bringing its campaign total to about \$750 million, a significant accomplishment in a year when charitable giving nationwide was adversely affected by the difficult financial environment. This last year the number of distinct donors to the Great Expectations Campaign surpassed 100,000 persons. Despite reductions in staff, the Division of University Relations made 4,800 visits to major prospects. The fraction of alumni solicited who made gifts increased by 25%.

Alumni support for Keep Me Maryland emergency financial aid has helped many students remain in school. Funds raised by students' card-swipe gifts to this cause were immediately matched by alumni donors. The Division of University Relations has expanded marketing and communication messaging for the campus, including a number of initiatives with the Office of Undergraduate Admissions.

Underlying these remarkable accomplishments is the commitment and willingness of the University's good citizens to work hard and creatively in advancing the University's mission. The University community can look proudly at the prospects ahead in our pursuit of goals of the Strategic Plan.

September 1, 2010

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Strategic Plan Implementation: First Year (FY 2009)

Executive Summary

The University has engaged in a comprehensive effort in its first year of implementing the Strategic Plan, with priorities identified and major initiatives undertaken that have already produced notable accomplishments. Campus-wide commitment to the Plan and the energetic efforts of faculty and staff in undertaking new initiatives have been critical to this success. The Plan now shapes planning, resource allocation, and other types of decisions throughout the University.

The overall plan of implementation, which included establishing first-year priorities and an initial timetable, was developed during a retreat in the summer of 2008 attended by the President, vice presidents, and deans. During the Spring 2009 semester, the deans presented the strategic plans of their respective colleges and schools to the President's Cabinet, the Provost, and the Council of Deans, and the plans were vigorously discussed and critiqued. Final plans will be available on college websites soon.

Year-one implementation included both multi-year initiatives as well as activities with specific first-year goals. Initial accomplishments will strengthen undergraduate and graduate education, expand the scope of research programs, promote the University's goal of becoming an international center, enhance relationships with the surrounding community and the State, and increase the efficiency of resource utilization.

As part of our efforts to increase the quality of undergraduate programs, a comprehensive review of our living-learning programs was conducted. An Honors College was created, to include existing honors programs and to be expanded to include new subject-area programs designed to excite and interest today's students. Two new honors programs, Entrepreneurship and Innovation and Digital Cultures and Creativity, will be accepting new students in Fall 2010. Two new programs, Science and Global Change and Global Public Health, have been added to College Park Scholars.

A joint Provost-Senate Task Force on General Education is developing a new general education program, designed to provide unique educational opportunities that will be a signature of study at the University. This will include a series of courses that address important contemporary problems as well as enduring issues of human existence, designed to promote in-depth

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analytical and critical thinking. A set of these courses will be offered in FY10 as a pilot for this concept. The University's commitment to advance the quality and rigor of undergraduate programs at all levels will continue to be an important focus in FY10 and beyond.

An extensive undergraduate student recruitment program included expanded campus visit programs, greater outreach to very talented prospective students in the State and to international students, and an expanded merit scholarship program. These efforts have yielded spectacular results, with the University welcoming 4,200 first-year students to the campus in Fall 2009, the University's most academically prepared incoming class in its history.

The University has continued its ambitious plan for expanding undergraduate housing. An additional 368 beds in South Campus Commons will be completed in early 2010, and all approvals are in place to build Oakland Hall, providing 650 beds on north campus. A multi-year project to air-condition six north campus high rise residence halls is underway.

A comprehensive review of doctoral programs led by the Provost and the Dean of Graduate Studies is focusing on increasing the quality of programs and expanding graduate student financial support. Student recruiting, mentoring, progress to degree, and job placements are being examined. The review will set expectations for student success in all programs and establish target sizes and standards for graduate financing in all doctoral programs. Program goals will be finalized in Fall 2009.

The University has enjoyed extraordinary success in its research programs, especially in competing for large interdisciplinary, multi-investigator federal grants. Sponsored research grant awards increased approximately 30% in FY09 to \$518 million. Research awards support faculty and graduate students, finance infrastructure, and provide the opportunity for scientific discovery that is the hallmark of leading research institutions.

Following a comprehensive review of the University's international programs and the Office of International Programs (OIP), OIP will be reorganized to sharpen its focus on critical components of the University's international agenda. This will include an expanded study abroad program and increased partnerships with outstanding institutions worldwide. A Center for Global Engagement will be created within OIP that will be responsible for developing initiatives to advance this agenda, supported by a campus advisory board. Reorganization of OIP is to be completed by the end of Fall 2009.

The University has been working actively with the City of College Park to promote the East Campus Development Initiative and to develop shared goals and strategies to improve amenities and the quality of life generally around the campus. Development of the M-Square Research Park is continuing, with additional tenants being attracted. Activities of the University's Department

of Public Safety have significantly improved personal safety on campus and in the nearby community.

The University continues to broaden its connections with alumni and benefit from their active support. Alumni hosted undergraduate student recruiting events in numerous cities and generously responded to the call for financial contributions earmarked for emergency grants to students who were at risk of leaving school due to sudden financial hardships in their families. These and other funds allowed the Office of Student Financial Aid to increase funding for emergency assistance by 40%.

The annual resource reallocation of 2% of the University's budget, as stipulated in the Plan, was completed. The Provost's decisions on college proposals for budget reallocation appear on this website. For the Division of Academic Affairs, \$7.8 million in-base budget funds and \$0.5 million in one-time funds were reallocated to support the highest-priority educational and research activities. All University divisions completed a similar reallocation process.

The efficient use of University resources is being advanced through many initiatives. A scheduled program for classroom improvements continues, and facility renovation has been improved by a streamlined project management system developed by the Vice President for Administrative Affairs. The University is collaborating with other institutions in the Kuali project, which is creating an open source, integrated, administrative applications system to be used for education, research, and other administrative processes in the University. The University has substantial efforts underway that encourage environmental stewardship and sustainability.

Year-one implementation of the plan has advanced progress towards the goals of the Plan, notwithstanding the very difficult budget circumstances that the campus faces. It is the extraordinary commitment and hard work of the entire campus community that provides the foundation for continuing progress.

September 15, 2009

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Strategic Plan Implementation: First Year (FY2009)

Plan Goals and Year One Implementation Assignments

View the Entire Plan in a [Bookmarked Compact Version](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf)
(<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf>)
or the Fully Illustrated Version (<http://sp07.umd.edu/StrategicPlanFinal.pdf>).

View the Plan Implementation Site Map ([Map.cfm](#))
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Click on a Plan Section below to jump to a listing of Section Goals with Year One implementation assignments.

Part 1: Institutional Priorities

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[Graduate Education \(#Graduate\)](#)
[Research, Scholarship, and the Creative and Performing Arts \(#Research\)](#)
[Partnerships, Outreach, and Engagement \(#Partnerships\)](#)

Part 2: Strategic Initiatives

[General Education \(#General\)](#)
[Maryland in the World-Engaging the Global Community \(#Global\)](#)
[The Surrounding Community \(#Community\)](#)

Part 3: Critical Enablers

[Faculty and Staff \(#Faculty-Staff\)](#)
[Infrastructure and Academic Support \(#Infrastructure\)](#)
[Resource Allocation and Administrative Efficiency \(#Resource\)](#)
[External Relations, Development, and Communications \(#External\)](#)

Task Forces, Teams, Councils, and Committees

[General Education Task Force \(Taskgroups.html#GenEdComm\)](#)
[Enrollment Management Team \(Taskgroups.html#Enrollment\)](#)
[Committee on Living-Learning Programs \(Taskgroups.html#Living-Learning\)](#)
[Provost's Advisory Committee on Living-Learning and Special Programs \(Taskgroups.html#Living-LearningAdvisory\)](#)
[Office of International Programs Review Committee \(Taskgroups.html#International\)](#)
[Diversity Plan Steering Committee \(Taskgroups.html#Diversity\)](#)
[Post-Tenure Review Task Force \(Taskgroups.html#PostTenure\)](#)
[Library Task Force \(Taskgroups.html#Library\)](#)
[Library External Review Team \(Taskgroups.html#LibraryExternal\)](#)
[Planning and Policy Council for University Marketing and Communications \(TaskGroups.html#MarketingCommunications\)](#)

Undergraduate Education ()

View the full [Undergraduate Education Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=13\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=13) of the Plan.

Goal 1: *The University will implement a number of initiatives to improve the quality of undergraduate education. Our programs will be comprehensive and challenging, will match or exceed students' learning goals, and will serve them well as a foundation for the workplace or advanced study and for a more fulfilling life.*

Provost Farvardin and his team have the major responsibility for Goal 1. The President's Office, the University Senate, the Chief Information Officer, and the Vice Presidents for Student Affairs, Administrative Affairs, and University Relations also have significant roles. [Click here \(Undergrad.html#G1\)](#) for further details.

Goal 2: *The University will attract a larger pool of applications from academically talented students, enroll more students from underrepresented groups, enroll an increasingly stronger group of freshman and transfer students, and become the*

school of choice for more of the highest achieving students graduating from Maryland high schools.

Provost Farvardin and his team have the major responsibility for Goal 2. [Click here \(Undergrad.html#G2\)](#) for further details.

Goal 3: *The University will set high expectations for student success and will act to ensure that undergraduate students meet their educational goals in timely fashion.*

Provost Farvardin and his team have the major responsibility for Goal 3. Vice President for Student Affairs Clement, with her team, and the academic deans, also play a very substantial role. [Click here \(Undergrad.html#G3\)](#) for further details.

Goal 4: *Primarily through the leadership of the Student Affairs division, the University will create a nourishing climate that promotes the personal growth of students and encourages them to participate in the wealth of shared social, athletic, cultural, and traditional activities that promote a sense of community among the student body.*

Vice Presidents Clement and Wylie, with their teams, have the major responsibility for Goal 4. [Click here \(Undergrad.html#G4\)](#) for further details.

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Graduate Education ()

View the full [Graduate Education Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=16\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=16) of the Plan.

Goal 1: *The University will have graduate and professional programs of the highest quality, characterized by high completion rates, a short time to degree, outstanding accomplishments by their students, appropriate and prestigious placements upon graduation, and Ph.D. programs that expect to enroll only fully-funded full-time students.*

Provost Farvardin and his team and Dean of the Graduate School Caramello have the major responsibility for Goal 1. Academic Deans are playing an essential role. Vice President for Student Affairs Clement is actively involved with regard to health benefits for graduate students. [Click here \(Grad.html#G1\)](#) for further details.

Goal 2: *The total graduate experience at the University will promote success; programs will control their enrollment to maintain program quality in line with program resources and market demands for graduates, provide assistantship assignments that are supportive of academic success, and greatly improve general living conditions, including pay and benefit levels and housing availability.*

Provost Farvardin and his team and Dean of the Graduate School Caramello have the major responsibility for Goal 2. Academic Deans are playing an essential role. Vice Presidents Clement (Student Affairs) and Wylie (Administrative Affairs) are actively involved with regard to expanded graduate student housing. [Click here \(Grad.html#G2\)](#) for further details.

Goal 3: *We will be competitive with top institutions for the best students seeking graduate education every year. We will enroll students who excel in academic achievement and the promise of outstanding creativity and whose diversity will contribute to the vigor, scope, and intellectual excitement of our programs.*

Provost Farvardin and his team and Dean of the Graduate School Caramello have the major responsibility for Goal 3. [Click here \(Grad.html#G3\)](#) for further details.

Goal 4: *The University will prepare Ph.D. graduates who will be highly competitive and well prepared for positions at prestigious educational institutions and for responsible research positions in government, industry, and nonprofit organizations. Professional degree graduates will be in high demand for positions in their fields.*

Provost Farvardin and his team are responsible for the success of Goal 4. It is the concerted efforts of deans, chairs, and all faculty and support staff that is making it happen. As specific best practices and demonstrable progress becomes available it will be described [here \(Grad.html#G4\)](#).

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Research, Scholarship, and the Creative and Performing Arts ()

View the full [Research, Scholarship, and the Creative and Performing Arts Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20) of the Plan.

Goal 1: *The University will foster a culture in which every program and center engages in research, scholarship, and other creative works at the level of the best in its discipline.*

Provost Farvardin, Vice President for Research Bernstein, and their teams have the major responsibility for Goal 1. Vice President for University Relations Remington is actively involved with respect to the pursuit of Foundation grants. [Click here \(Research.html#G1\)](#) for further details.

Goal 2: *The University will be widely known and respected nationally and internationally for its suite of outstanding*

interdisciplinary research efforts, many focused on major societal issues.

Vice President Bernstein and his team have the major responsibility for the success of Goal 2. [Click here \(Research.html#G2\)](#) for further details.

Goal 3: *Taking advantage of its special location, the University will strengthen its research programs by further expanding collaborations with national and international partners for mutual benefit, including the sharing of expertise, personnel, and use of advanced facilities.*

Provost Farvardin, Vice President for Research Bernstein, and their teams have the major responsibility for Goal 3. [Click here \(Research.html#G3\)](#) for further details.

Goal 4: *The University will use its research enterprise to substantially increase its role in entrepreneurship, technology transfer and commercialization, and venture creation to significantly enhance the State's and the nation's competitiveness and fuel the region's economic development engine.*

Vice President Bernstein and his team have the major responsibility for the success of Goal 4. [Click here \(Research.html#G4\)](#) for further details.

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Partnerships, Outreach, and Engagement ()

View the full [Partnerships, Outreach, and Engagement Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=23\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=23) of the Plan.

Goal: *The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its partnerships, outreach, and engagement initiatives that address critically important intellectual and societal issues.*

All Division Vice Presidents are engaged in assuring the success of this Goal. [Click here \(Partnerships.html\)](#) for further details.

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General Education ()

View the full [General Education Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26) of the Plan.

Goal 1: *The Provost, in consultation with the Senate, will oversee the development of this broad, conceptual plan into a fully operational General Education program.*

Goal 1 is the joint responsibility of the University Senate and of Provost Farvardin and his team. Undergraduate Studies Dean Hamilton and her staff are playing an essential role. [Click here \(General.html#G1\)](#) for further details.

Goal 2: *The program will require increases in the level of participation of tenured and tenure-track faculty members in the General Education program and in opportunities for student-faculty interactions.*

Once the new General Education Program is fully developed, Provost Farvardin and his team will work with deans and department chairs to implement Goal 2. Further detail will appear [here \(General.html#G2\)](#) when they become available.

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Maryland in the World-Engaging the Global Community ()

View the full [Maryland in the World-Engaging the Global Community Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=27\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=27) of the Plan.

Goal 1: *The University will greatly increase the participation of students in study, research, internship, and especially in service learning experiences abroad.*

Provost Farvardin and his team are responsible for the success of Goal 1. [Click here \(Global.html#G1\)](#) for further details.

Goal 2: *The University will greatly increase the global focus of its academic programs through curricular development, enrollment of international students, participation of international faculty, and the development of international collaborations.*

Provost Farvardin and Vice Presidents Bernstein (Research) and Remington (University Relations), with their teams, are responsible for aspects of Goal 2. [Click here \(Global.html#G2\)](#) for further details.

Goal 3: *We will expand the global reach of University programs through programs on campus and through collaborations abroad where the synergies are compelling, the resources are available, and where high quality can be ensured.*

Provost Farvardin and his team are responsible for Goal 3, which will be achieved over the next several years. Further detail will appear [here \(Global.html#G3\)](#) when they become available.

Goal 4: *We will expand outreach to and collaboration with official and informal international communities in the Washington, D.C., area and expand the visibility of the University as a globally engaged institution.*

Provost Farvardin, Vice President Remington, the Deans, and their teams are responsible for Goal 4, which will be achieved over the next several years. Further detail will appear [here \(Global.html#G4\)](#) when they become available.

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The Surrounding Community ()

View the full [The Surrounding Community Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29) of the Plan.

Goal 1: *The University will help develop the surrounding physical and business environment into an attractive location for the academic community and for local residents and businesses.*

Goal 1 is the responsibility of Vice President for Administrative Affairs Wylie and her team. [Click here \(Community.html#G1\)](#) for further details.

Goal 2: *The University will place a high priority on increasing the safety of all who live, work, or visit in the surrounding area.*

Goal 2 is the responsibility of Vice President for Administrative Affairs Wylie and her team. [Click here \(Community.html#G2\)](#) for further details.

Goal 3: *The University will increase housing opportunities and enhance the community as a place for faculty, staff, and students to live.*

Goal 3 is a joint responsibility of Vice Presidents Wylie (Administrative Affairs) and Clement (Student Affairs), and their teams. [Click here \(Community.html#G3\)](#) for further details.

Goal 4: *The University will support and promote efforts to increase transportation options in and around campus.*

Goal 4 is the responsibility of Vice President for Administrative Affairs Wylie and her team. [Click here \(Community.html#G4\)](#) for further details.

Goal 5: *The University will encourage opportunities to engage more effectively with the community and its leaders.*

Provost Farvardin, Vice President for Administrative Affairs Wylie, Athletic Director Yow, and their teams, are responsible for aspects of Goal 5. [Click here \(Community.html#G5\)](#) for further details.

Goal 6: *The Office of Administrative Affairs, working with the Office of the Vice President for Research, will accelerate development in the M Square Research Park.*

Vice Presidents Wylie (Administrative Affairs), Bernstein (Research), Remington (University Relations), and their teams, are responsible for aspects of Goal 6. [Click here \(Community.html#G6\)](#) for further details.

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Faculty and Staff ()

View the full [Faculty and Staff Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=33\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=33) of the Plan.

Goal 1: *To recruit and retain outstanding faculty and staff, the University will provide compensation, resources, benefits, support programs, and living and working environments that are competitive with those of the top public universities in the nation.*

Provost Farvardin and Vice President for Administrative Affairs Wylie are jointly responsible for achieving Goal 1. [Click here \(Faculty-Staff.html#G1\)](#) for further details.

Goal 2: *The University of Maryland is committed to an inclusive community and will aggressively recruit outstanding and diverse individuals to our faculty, staff, and administrative ranks. We will promote a campus climate based on fairness, equity, and diversity in all our policies, procedures, and activities.*

The President and all Vice Presidents are responsible for achieving Goal 2. [Click here \(Faculty-Staff.html#G2\)](#) for further details.

Goal 3: *The University's reward systems, its systems for resource allocation, and the shared vision and values of the university community will encourage balanced creative efforts towards the fulfillment of all aspects of our mission and of*

our strategic priorities.

Provost Farvardin and his team have the primary responsibility for Goal 3. Academic Deans and the University Senate are also playing an important role. [Click here \(Faculty-Staff.html#G3\)](#) for further details.

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Infrastructure and Academic Support ()

View the full [Infrastructure and Academic Support Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35) of the Plan.

Goal 1: *The University will become a model for environmental stewardship and sustainability. We will substantially reduce the use of energy, water, materials, and natural resources. Greenhouse gas emissions will be substantially reduced with concurrent advancement toward the goal of carbon neutrality.*

Vice President for Administrative Affairs Wylie and her team have the overall responsibility for the success of Goal 1. All areas of the University are involved, with coordination through the Office of Sustainability . [Click here \(Infrastructure.html#G1\)](#) for further details.

Goal 2: *The University will renew its physical infrastructure by building new facilities and substantially renovating existing ones and by renewing roads, utilities, fields, student housing, and information technology resources needed to support the University's mission.*

Goal 2 is the joint responsibility of President Mote and of Vice President for Administrative Affairs Wylie, with their teams. [Click here \(Infrastructure.html#G2\)](#) for further details.

Goal 3: *The University will streamline administrative processes to decrease the time to completion of transactions and to increase the quality of critical as well as routine projects across campus.*

Goal 3 is the responsibility of Vice President for Administrative Affairs Wylie and Vice President and Chief Information Officer Huskamp, with the support of their teams and of Provost Farvardin. [Click here \(Infrastructure.html#G3\)](#) for further details.

Goal 4: *The University will support a learning and research environment with up-to-date teaching and research facilities, equipment, and technological tools that support the University's missions.*

Goal 4 is mainly the responsibility of Vice President and Chief Information Officer Huskamp. Provost Farvardin and Vice Presidents Wylie (Administrative Affairs) and Bernstein (Research) also are playing important roles. [Click here \(Infrastructure.html#G4\)](#) for further details.

Goal 5: *The University will raise the quality of the information environment for research and teaching, providing the next generation of integrated access to reservoirs of knowledge and providing maximum connectivity to research and teaching networks.*

In this initial year of implementation Goal 5 is the responsibility of Provost Farvardin and his team. [Click here \(Infrastructure.html#G5\)](#) for further details.

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Resource Allocation and Administrative Efficiency ()

View the full [Resource Allocation and Administrative Efficiency Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=37\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=37) of the Plan.

Goal 1: *The Provost, working with the vice presidents and deans, will develop well-thought-out measures of mission and achievement for each unit and use these measures to introduce a full-scale dynamic resource allocation process. This allocation model should result in a close balance of each unit's available resources with its mission expectations, impact on its field, and overall reputation.*

Provost Farvardin and his team have the major responsibility for Goal 1. Vice President for Administrative Affairs Wylie is also playing an important role. [Click here \(Resource.html#G1\)](#) for further details.

Goal 2: *To elevate the quality of education and research programs, the Provost and deans will develop a schedule to modestly decrease total undergraduate and graduate enrollment. In addition, the planned redistributions of faculty and other resources will begin to redress current imbalances.*

Goal 2 is the responsibility of Provost Farvardin and his team. [Click here \(Resource.html#G2\)](#) for further details.

Goal 3: *Under the oversight of the Provost and Vice Presidents, we will conduct thorough reviews of all academic and*

administrative processes in all major units and take action as warranted to increase efficiency across the institution, simplify the work of the University, and facilitate innovation.

The initial stages of Goal 3 are the responsibility of Provost Farvardin and his team. [Click here \(Resource.html#G3\)](#) for further details.

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External Relations, Development, and Communications ()

View the full [External Relations, Development, and Communications Section \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=38\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=38) of the Plan.

Goal 1: *The University will successfully complete the Great Expectations campaign and will then build a fundraising program capable of generating increased giving in support of University priorities.*

Vice President for University Relations Remington and his team have the responsibility for the success of Goal 1. [Click here \(External.html#G1\)](#) for further details.

Goal 2: *The University will strengthen its marketing and communications program to raise public awareness of the University's accomplishments.*

Vice President for University Relations Remington and his team have the responsibility for the success of Goal 2. [Click here \(External.html#G2\)](#) for further details.

Goal 3: *University Marketing and Communications will assist the campus in promoting messages that help achieve the goals and initiatives set forth in the strategic plan.*

Vice President for University Relations Remington and his team have the responsibility for the success of Goal 3. [Click here \(External.html#G3\)](#) for further details.

Goal 4: *University Relations and Alumni Relations will promote activities that create a sense of life-long reciprocal relationships with alumni, strengthening programs to expand the University's family of friends and alumni and their ties to the University.*

Vice President for University Relations Remington and his team have the responsibility for the success of Goal 4. [Click here \(External.html#G4\)](#) for further details.

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Strategic Plan Implementation: First Year (FY 2009)

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- [Resource Allocation and Administrative Efficiency \(Resource.html\)](#)
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Strategic Plan Implementation: First Year (FY2009)

Resource Reallocation for FY 2010: Academic Affairs

I. Reallocation Process. Reallocation within Academic Affairs included all academic colleges and schools, the University Libraries, the Graduate School, Undergraduate Studies, and the Office of Academic Affairs. An amount equal to 2% of each college's FY 2009 state-supported unrestricted budget (after mid-year reductions) was retained to be allocated to strategic priorities. Of the amount retained, half was held by the Provost, and half was held by the deans. This 2% budget reduction within each college did not need to be distributed uniformly across its units, and the deans had complete discretion to decide how these reductions would be made within their colleges.

Colleges were invited to submit brief and focused proposals requesting funds from the reallocation pool to support new initiatives directly tied to the University's strategic priorities, especially those initiatives the University had chosen to emphasize in Year 1. Colleges were asked to clarify how proposed initiatives would help the University achieve its strategic goals. Proposals for collaborative efforts between two or more colleges were welcome. Advancing the "excellence" of what the University undertakes and placing the focus on the "quality" of programs were the overarching themes in evaluating the strength of the proposals. In addition, the following criteria were taken into account: centrality to mission, quality of leadership, the efficiency and effectiveness with which resources are and would be used, and the expected impact of the initiative.

To ensure the most comprehensive and fair review of the many outstanding and thoughtful proposals he received, the Provost sought counsel from two separate groups: (i) the Academic Planning Advisory Committee (APAC), which has broad representation across the campus, and (ii) a small group of very distinguished faculty. The recommendations of these two groups were strikingly similar, with substantial agreement on the identity of the most outstanding proposals, and were also closely aligned with the views of the Provost. However, the Provost made the final decisions, which were sent to the deans at the end of May and reflected in the FY 2010 budget.

II. College Contributions to the Reallocation Pool. The 1% contribution from each college, school, or unit to the reallocation pool is presented below.

College Contributions to the Reallocation Pool

AGNR	\$367,238
ARCH	\$50,732
ARHU	\$494,391
BSOS	\$354,306
BMGT	\$504,059
CFLS	\$231,480
CLIS	\$26,233
CMPS	\$465,688
EDUC	\$170,454
ENGR	\$414,395
JOUR	\$36,200
PUAF	\$48,309
SPHL	\$85,052

GRAD	\$13,300
UGRAD	\$64,370
LIBRARIES	\$147,332
TOTAL	\$3,473,539

The above amount was supplemented by \$884,000 which was made available through a number of cost-saving measures by the Provost. A total of \$4.4 million in base budget funds as well as \$467,000 in one-time funds was then distributed to colleges as described in detail below. In addition, each college reallocated an amount equal to their 1% share in line with their strategic priorities. Therefore, the total amount of funds allocated to new initiatives for FY 2010 is \$7.8 M in base budget funds and \$467,000 in one-time funds.

III. Provost's Instructions Regarding Use of Reallocation Funds. The reallocation of funds is to be directed to specific proposals and goals. Matching these reallocation investments is very important. Both the funds that the colleges receive from the Provost and the additional 1% that have been held in each college must be spent exclusively in line with the Strategic Plan. Funds should not be simply returned proportionally to all college departments and other units.

All colleges are to focus on hiring truly outstanding faculty who will really make a difference; senior faculty should have national and international recognition and be leaders in their departments. This standard applies for every allocation decision in each college. If all colleges meet this standard in the coming years, reallocation will make a fundamental difference as envisioned in the Strategic Plan.

Next year when the reallocation process takes place for FY 2011 (and in each successive year), the Provost will ask each college to submit a report on how the FY 2010 reallocation funds were utilized (both the amount received from the Provost and each college's own 1% share). In the case of faculty hiring, this will include a summary of each search, offers made, and outcomes. Faculty searches can take longer than a year. Prior to successfully making an appointment, colleges may use the funds on a short-term basis to meet other goals that advance key priorities, but colleges must be certain to retain the ability to make faculty appointments with these funds as soon as top candidates can be recruited. In the years ahead, the Provost will assess how these appointments contribute to the excellence of programs.

Colleges that receive reallocation funds are to use these resources as proposed. Decisions in subsequent years will depend on how well these resources are utilized to achieve the intended goals. Just as success in hiring outstanding faculty or achieving other important advances will confirm the benefits from the reallocation, the ineffectual use of reallocation resources will significantly reduce the likelihood of subsequent support.

Reallocation results in this first year do not portend outcomes for future reallocation proposals. The Provost provided feedback to the deans and constructive suggestions as to how proposals could be improved in the future, stressing that every college can contribute to advancing the goals of the Strategic Plan as well as his commitment to work with every dean toward that end.

IV. Reallocation Funds Provided to Colleges.

College of Agricultural and Natural Resources. Reallocation funds of \$190,000 are to provide partial support four faculty hires, as follows: Agricultural and Resource Economics (one assistant professor, \$50K); Veterinary Medicine (one assistant professor, \$50K); and Food Safety and Security (two assistant professors, \$90K for the two hires).

School of Architecture, Planning, and Preservation. Reallocation funds of \$30,000 are to support the development of educational initiatives which may include aspects of "environmental design."

College of Arts and Humanities. Reallocation funds of \$700,000 are to support the addition of approximately 15 faculty hires in English, History, Linguistics, Music, Dance and Theatre, and the School of Languages, Literatures and Cultures. Special emphasis should be placed on the Departments of English and History as core departments central to building a great program in the humanities. Hiring in Linguistics is also a high priority in order to continue to strengthen this outstanding department.

College of Behavioral and Social Sciences. Reallocation funds of \$842,000 includes support for faculty hires in four departments Economics (two faculty hires, one lecturer hire, and department support, \$378,000); Government (one faculty hire and department support, \$130,000); Psychology (one faculty hire, one lecturer hire, and department support, \$200,000); and Geography (one faculty hire and department support, \$110,000). The reallocation funds also include \$24,000 to support the Department of Criminology and Criminal Justice. In addition to significantly advance the excellence and professional standing of these departments, the allocation of these resources should also help alleviate the teaching pressures in Economics, Psychology, Government and Politics, and Criminology and Criminal Justice.

Robert H. Smith School of Business. Reallocation funds of \$270,000 are to support the Undergraduate Global Education Business Education and Experiences program. This is a compelling proposal because of its alignment with the Strategic Plan and its importance to the Smith School's educational programs. Expanding existing global experiences in the MBA program should affect recruitment, placement, and the School's external rating, and similar benefits should accrue from these efforts at the undergraduate level.

College of Chemical and Life Sciences. Reallocation funds of \$383,000 are to support two mid-career faculty in the Department of Cell Biology and Molecular Genetics (\$173K); funds to enhance and support undergraduate program growth, including additional advising and teaching assistants (\$100,000); and research infrastructure support, including grant development staff and grant administrators (\$110,000). Hiring faculty who bring both visibility and expertise in grant-seeking will help to raise the visibility of the College and increase external research funding, especially in areas where large multi-investigator proposals are involved. The addition of research infrastructure support should help to increase external research funding. Funds to support undergraduate education focuses on teaching pressures associated with the rapid growth in undergraduate enrollment.

College of Information Studies. Reallocation funds of \$75,000 are to support a joint hire with the College of Education and faculty buyout to support their activities in support of I-STEM and related collaboration with the College of Education. This proposed collaboration builds on strengths of both colleges.

College of Computer, Mathematical, and Physical Sciences. Reallocation funds of \$295,000 are to support faculty hires in three subject areas, as follows: faculty hire in environmental change (\$120,000); faculty hire in Joint Institute for Space Science area (\$75,000); and one faculty hire in one of the key core disciplines, especially mathematics. This will support hiring of truly outstanding faculty who will have national and international recognition and possess leadership qualities.

College of Education. Reallocation funds of \$135,000 are to support two initiatives: a collaboration with the College of Information Studies with a joint hire and faculty buyout to support activities in support of I-STEM (\$75,000), and technology support to hire tech staff (\$60,000) in the College of Education. This proposed collaboration with the College of Information Studies builds on strengths of both colleges. Funds for tech staff should promote goals of incorporating further information technology advances into the College's instructional programs, as well as state of the art teaching/classroom facilities that the College is incorporating into its curriculum.

A. James Clark School of Engineering. Reallocation funds of \$390,000 are to support three initiatives: support for the Fischell Department of Bioengineering (\$240,000); support to enhance the Keystone program (\$100,000); and support to ensure the continuation of Engineers without Borders (\$50,000). Support for the Fischell Department of Bioengineering is to hire faculty and provide operating funds and infrastructure support to promote continuing progress toward becoming a preeminent department in the world. Funds to enhance the Keystone program support a very successful initiative. Engineers without Borders is a model program for providing a meaningful international experience for the University's students, and the allocated funds are to further strengthen this program, extend its reach, and expand its influence.

Philip Merrill College of Journalism. Reallocation funds of \$150,000 are to support development of research and educational initiatives associated with the emergence and development of "New Media" as described in the College's proposals and its presentation of its strategic plan. These funds are to assemble the expertise in many dimensions and to promote programs that help us better understand the dramatic changes in the media.

School of Public Policy. Reallocation funds of \$250,000 are to support faculty hires that will build excellence in the School. Faculty hiring should be consistent with the vision and strategic plan for the School and should include focus on priority areas that are consistent with this vision. This would include particular focus on specific areas (Climate, Energy and Security Policy, and Health Policy). Faculty hiring should build a critical mass of expertise and activity, leading to a high level of national and international visibility.

Maryland School of Public Health. Reallocation funds of \$297,000 are to support a full professor hire in Environmental Health and two assistant professors in Epidemiology and Health Services Administration. In addition, \$150,000 in one-time funds is provided in support of graduate students in the School, to help strengthen graduate education and research programs.

Undergraduate Studies. Reallocation funds of \$200,000 are to support enhancement of the Honors program, principally to fund the Honors Faculty Fellows program. The Honors Faculty Fellows program offers the opportunity to significantly increase faculty participation in the life and intellectual growth of the Honors program. It is important that this initiative be designed to have maximum impact on the extent and depth of faculty interactions with students and for faculty to play an active role in contributing to the academic environment and rigor in the program.

University of Maryland Libraries. Reallocation funds of \$150,000 are to support an expansion of the Acquisitions Budget, one of the major priorities for the Libraries as stressed in its strategic planning. In addition, \$317,000 is provided in one-time funds to support the design and construction of Phase I Terrapin Learning Commons.

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Strategic Plan Implementation

Creating the Strategic Plan: The Planning Process ()

Serious planning for a new University Strategic Plan began in the summer of 2006, with the first of several retreats involving the President, Vice Presidents, and Deans. The then-current Strategic Plan had been developed (http://www.provost.umd.edu/Strategic_Planning/OldPlan.html) in 1996 and updated (http://www.provost.umd.edu/Strategic_Planning/Plan.html) in 2000. It no longer represented either how the University had developed in the interim or the realities of the contemporary world. As a result of these retreats, other discussions, and follow-up on the ideas developed up by a number of ad-hoc working groups, four major initiatives emerged as being essential for moving the institution forward. These were: 1) revitalizing the General Education program, 2) upgrading graduate education and improving graduate student life, 3) expanding international experiences both within and outside the curriculum, and 4) working to improve the physical and cultural environment in which the University is situated.

The period Fall 2005-Spring 2007 also saw the development (<http://www.ms07.umd.edu/>) of the University's Self-Study Report (<http://www.ms07.umd.edu/Self-Study%20Report/Index.htm>) for its decennial re-accreditation by the Middle States Association of Colleges and Schools. Information developed during this self-study and the recommendations (<http://www.ms07.umd.edu/Report.htm>) of the Middle States review team also informed thinking about the Strategic Plan.

In Fall, 2007, President Mote appointed a Strategic Planning Steering Committee (<http://sp07.umd.edu/spscRoster.html>) (SPSC), with Provost Farvardin as chair and University Senate Chair Montgomery as co-chair. The Steering Committee met sixteen times, for at least two hours at a time, between October 3, 2007, and April 23, 2008. Four working groups, focused on the four major initiatives identified earlier and comprised almost entirely of individuals not in the SPSC, also met frequently in December and January. In November, the SPSC solicited comments and advice concerning the state of the University from about 150,000 individuals, including students, staff, faculty, alumni, and other stakeholders. More than 6,600 answers were received to the 15 open-ended questions asked on the website. A summary of this web-based input was made public in January. Many other individuals chose to respond personally. On March 7, 2008, the SPSC made public a "working document" that showed the direction the Plan was taking and again asked for community input. Almost 600 responses were received on the website, related to the 12 document sections, and many additional responses were provided directly. Substantial public discussions were also held at a Senate meeting on March 13, an Open Forum on March 26, and at additional meetings with specific groups. On April 11, the SPSC made public a draft Plan and again invited community comment. More than 100 comments were received on the website. Many more were sent in directly. Meetings were held with alumni and donors in locations around the country and with the Board of Trustees. There was a lively public discussion at the Senate on April 21 and at an Open Forum on April 23, and additional meetings as before. Documents related to public presentations, draft plans, and community input may be found on the Steering Committee's web page (<http://sp07.umd.edu/>).

On April 29, 2008 a final Draft Plan was distributed for consideration at a special Senate meeting held on May 6. After considerable discussion and consideration of many amendments ([SenateMinutesMay06_2008.pdf](#)), the Senate approved the Strategic Plan, with amendments, by a vote of 68 in favor, 5 opposed, and 3 abstaining. The Plan as amended (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf>) was adopted by President Mote on May 21, 2008.

In addition to the substantial and creative efforts of the University community, the eventual success of the Plan will require the buy-in and active participation of the University's external stakeholders. The Plan has already received the enthusiastic support of the University System Board of Regents, state government officials, and the University Foundation Board of Trustees. Many colleges and departments have also begun to craft unit strategic plans that build on and support the institutional Plan.

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Strategic Plan Implementation: First Year (FY2009)

Task Forces, Teams, Councils, and Committees

General Education Task Force ()

Memorandum

To: The Campus Community:

Subject: General Education Task Force

Date: Wed, 4 Feb 2009

From: Provost Nariman Farvardin and Senate Chair Kenneth Holum

We are pleased to announce the formation of a joint Provost-Senate General Education Task Force. This task force will soon begin work to develop a detailed proposal for the revision of the General Education program in accordance with the University's new strategic plan. The task force will complete the proposal by the end of Fall Semester 2009 for consideration by the University Senate.

The development of a new General Education program is a high priority for the University and an integral component of academic excellence. The faculty, students, and staff who comprise the task force will be charged with developing a dynamic program that engages the entire campus in providing the intellectual context for the academic, civic, and professional lives of our students.

We are extremely grateful to the members of the task force for their willingness to undertake this important mission, and we would also be grateful for the support and engagement of the full campus community in this process.

Members of the Task Force are:

Chair: Ira Berlin, Distinguished University Professor, History
 Andrew Baldwin, Associate Professor, Environmental Science and Technology
 Elizabeth Beise, Professor, Physics
 Daniel Chazan, Associate Professor, Education Curriculum and Instruction
 Cynthia Clement, Lecturer and Director of Undergraduate Studies, Economics
 Sheryl Ehrman, Associate Professor, Chemical and Biomolecular Engineering
 Jeanne Fahnstock, Professor, English
 Darrell Gaskin, Associate Professor, African American Studies
 Lyle Isaacs, Professor, Chemistry and Biochemistry
 Katherine McAdams, Associate Dean, Undergraduate Studies; Associate Professor, Journalism
 Robyn Muncy, Associate Professor, History
 Heather Nathans, Associate Professor, Theatre
 Charles Olson, Professor of the Practice, Robert H. Smith School of Business
 James Osteen, Assistant Vice President, Student Affairs
 Phyllis Peres, Associate Provost, Academic Planning and Programs; Associate Professor, Spanish and Portuguese
 Sarah Peitzmeier, Undergraduate Student, Biological Sciences
 Robin Sawyer, Professor and Associate Chair, Public and Community Health
 Sally Simpson, Professor and Chair, Criminology and Criminal Justice
 Konstantina Trivisa, Professor, Mathematics
 Rose Weiss, Undergraduate Student, Linguistics

The taskforce received its [charge](http://www.provost.umd.edu/SP07/Implement/GenEdTaskforceCharge.pdf) (<http://www.provost.umd.edu/SP07/Implement/GenEdTaskforceCharge.pdf>) from Provost Farvardin on March 27, 2009.

Enrollment Management Team ()

The Enrollment Management Team advises the Provost on principles and a framework for enrollment management policies and implementation strategies that will promote the long-term goals of the Plan. The Team is to provide approaches to short-run enrollment management issues that are consistent with long term objectives.

Provost Farvardin has approved multi-year targets developed by the Team consistent with the plan. This planning includes coordination of recruitment activities affecting Fall and Spring admissions, Freshmen Connection, Shady Grove, and transfer admissions. Promotion of development at Shady Grove will be based on an integrated approach to undergraduate programs at Shady Grove and at College Park and is being conducted by the Team. Expansion at Shady Grove will include both new programs unique to that campus as well as programs that are offered at College Park. A new program in Public Health Sciences will be started at Shady Grove in Fall, 2009.

Recruitment and enrollment of transfer students is focusing on outreach to prospective students, increased coordination with the community colleges, and improving the advising and enrollment process for transfer students admitted to the University. Establishing more timely advising and course registration of transfer admits will help transfer students obtain a full schedule of classes.

The Enrollment Management Team is developing plans that will help the University better match educational programs with the needs of current and prospective students. This includes planning for new special programs that will affect student recruiting. It also includes the analysis of student demands relative to class offerings and the relationship between student demand and teaching capacity across programs. The Team is developing procedures to assess teaching capacity of programs and criteria to guide short-run and long-run resource reallocation. It is reviewing Limited Enrollment Programs and advising the Provost on appropriate adjustments to entry rules as well as decisions to terminate or create new limited enrollment programs.

The Enrollment Management Team draws upon many resources within the Division of Academic Affairs. Among its key members are:

Co-Chair: William McLean, Associate Vice President, Academic Services
Co-Chair: Mahlon Straszheim, Interim Associate Provost, Academic Affairs; Professor, Economics
 Barbara Gill, Assistant Vice President, Undergraduate Admissions and Enrollment Planning
 Donna Hamilton, Associate Provost and Dean of Undergraduate Studies; Professor, English
 Mona Levine, Associate Vice President, Institutional Research, Planning, and Assessment
 Phyllis Peres, Associate Provost, Academic Planning and Programs; Associate Professor, Spanish and Portuguese
 Elizabeth Beise, Interim Associate Provost, Academic Planning and Programs; Professor, Physics, is replacing Professor Peres as of Fall, 2009.

Committee on Living-Learning Programs ()

The Provost's Committee on Living-Learning Programs is reviewing living-learning and other special programs and examined how they contribute to two important goals of the Strategic Plan: (1) to enhance the educational experience and rigor of our undergraduate program, and (2) to enroll a larger number of academically talented students and becoming the school of choice for the highest achieving students. The Committee is focusing on the broad structure of programs and their connections, how programs are marketed and their appeal to students, and student success in programs. The Committee has met with the major living-learning programs and has carefully reviewed information on applicants, admissions, enrollment, and student success.

The Committee is also considering the role of a number of very successful special programs that provide educational enrichment to upper-division advanced students. Such programs provide students with additional opportunities for internships, research experiences, and service-learning. Expansion of these programs along many dimensions could promote the Plan's goals of increasing international focus and connections with Washington, D.C. The Committee is also examining issues of organization, budgeting, and administrative oversight of all living learning and special programs. The Committee expects to make recommendations that will significantly expand the scope of programs and improve their quality and appeal to students so as to better meet the recruitment and educational goals of the Strategic Plan. The Committee submitted its report to the Provost in May, 2009.

Members of the Committee on Living-Learning Programs are:

Chair: Mahlon Straszheim, Interim Associate Provost, Academic Affairs; Professor, Economics.
 Robert Briber, Professor and Chair, Materials Sciences and Engineering
 William Dorland, Director of University Honors; Professor, Physics
 Barbara Gill, Assistant Vice President for Undergraduate Admissions and Enrollment Planning
 David Hammer, Professor, Physics
 Donna Hamilton, Associate Provost and Dean for Undergraduate Studies; Professor, English
 Robert Infantino, Associate Dean, College of Chemical and Life Sciences
 Elizabeth Bergmann Loizeaux, Associate Dean, College of Arts and Humanities; Professor, English
 Katherine McAdams, Associate Dean, Undergraduate Studies; Associate Professor, Journalism
 Patricia Mielke, Assistant Vice President for Student Affairs

Provost's Advisory Committee on Living-Learning and Special Programs ()

In his July 22, 2009 charge, Provost Farvardin asked for the Committee's help in advancing these programs to the levels of the best in the nation. This will require raising the academic quality and rigor of the programs, while exposing students to new topics, inspiring them to take on intellectual challenges, and encouraging them to pursue the highest standards in their studies. The Committee's charge responds to the recommendations of the Committee on Living-Learning Programs and lays out a challenging agenda for near-term action.

Members of the Provost's Advisory Committee on Living-Learning and Special Programs are:

Chair: Donna Hamilton, Associate Provost and Dean, Undergraduate Studies; Professor, English
 Elizabeth Beise, Interim Associate Provost, Academic Planning and Programs; Professor, Physics
 Theresa Coletti, Professor, English
 Barbara Gill, Assistant Vice President for Undergraduate Admissions and Enrollment Planning
 Bruce Golden, Professor, Business
 Wesley Lawson, Professor, Electrical and Computer Engineering
 Katherine McAdams, Associate Dean, Undergraduate Studies; Associate Professor, Journalism
 Patricia Mielke, Assistant Vice President for Student Affairs
 Mahlon Straszheim, Interim Associate Provost, Academic Affairs; Professor, Economics
 Barbara Thorne, Professor, Entomology

Office of International Programs Review Committee ()

The charge to the Committee was as follows:

The Review of the Office of International Programs and its constituent units is being carried out in keeping with campus policies that require a formal, comprehensive review of each academic unit and its leadership on a regular basis, and in light of the priorities of the University's new strategic plan. The review will assess the progress of OIP, its effectiveness in meeting short- and long-term challenges and opportunities, the effectiveness of OIP's relationships with other units in the University, and its preparedness in tackling the emerging issues that will need to be addressed over the next few years to significantly expand and strengthen the University's international programs. The review is particularly relevant as we move forward in implementing the University's new strategic plan, which identified "engaging the global community" as one of the three primary initiatives.

Under the leadership of its chair, Dean Edward Montgomery, the Committee will give all OIP staff an opportunity to comment on specific aspects of the Office of International Programs. The Committee will also identify faculty, staff, and off-campus constituent groups whom they may wish to interview. The entire review process is to be completed during the Spring 2009 semester.

The Committee submitted its report to the Provost in May, 2009.

Members of the Review Committee were:

Committee Chair: Edward Montgomery, Professor and Dean, College of Behavioral and Social Sciences
 Antonio Busalacchi, Director, Earth System Science Interdisciplinary Center (ESSIC); Professor, Atmospheric and Oceanic Science
 Jane Fines, Director of Undergraduate Recruitment and Special Programs, Clark School of Engineering
 Anil Gupta, Research Director, Center for International Business Education and Research; Tyser Professor, Smith School of Business
 Cynthia Hale, Assistant Dean, Graduate School
 Phillip Hannam, President, Engineers Without Borders; Undergraduate, Mechanical Engineering; Truman Scholar
 Ahmad Karimi-Hakkak, Director, Center for Persian Studies; Professor, School of Languages, Literatures and Cultures
 Anupama K. Kothari, President, Graduate Student Government; PhD Student, Marketing, Smith School of Business
 Phyllis Peres, Associate Provost for Academic Planning and Programs; Associate Professor, Spanish and Portuguese
 John Steinbruner, Director Center for International and Security Studies; Professor, School of Public Policy
 Nelly Stromquist, Professor, International Education
 Michael Ulrich, Associate Director, International Education Services, Study Abroad Office
 Cheng-I Wei, Professor and Dean, College of Agriculture and Natural Resources

Diversity Plan Steering Committee ()

Year one diversity goals from the Strategic Plan are:

"The University will review its current policies on diversity, and in a collaborative process, devise an updated diversity plan that will identify and incorporate the values of diversity and inclusiveness in all aspects of campus life". (FYI, the University does not currently have a diversity plan)

"Through a collaborative process, the University will consider how best to incorporate the study of diversity and

different cultural perspectives in its academic programs, courses and units, with the aim of enhancing mutual understanding and preparing students to function effectively in today's multi-ethnic, multicultural societies at home and abroad."

The proposed work for the Steering Committee in FY 2009 is described by its Chair, Robert Waters, as follows:

My plan for the upcoming semester is to start on the road to meeting these goals. In my view, this will entail developing a vision for where the University would like to be in ten years in this area, and outlining how we might get there. I hope you are willing to serve on a steering committee this semester which will develop this vision statement for the University and a process for how we as a community will meet the important goals articulated in the strategic plan. I promise to keep meetings to a relative minimum and to use the e-mail, the web and the best practices of our peers as guidelines for our work. I'm sure that with our collective effort we will develop a vision which will allow us to continue our national leadership in this area and in fact be known as the most diverse and inclusive University community in the nation.

Members of the Committee are:

Chair: Robert Waters, Associate Vice President for Academic Affairs and Assistant to the President
 Gloria Aparicio Blackwell, Assistant to the Vice President, Administrative Affairs
 Cordell Black, Associate Provost for Equity and Diversity; Associate Professor, French and Italian
 Gloria Bouis, Interim Director, Office of Human Relations Programs
 Sharon Fries Britt, Associate Professor, Education Leadership
 Linda Clement, Vice President for Student Affairs
 Patricia Cleveland, Associate Dean, R.H. Smith School of Business
 Roberta Coates, Assistant to the President and Staff Ombuds Officer
 Carol Cornelise, Graduate Student
 Eugene Ferrick, Assistant to the Dean, College of Chemical and Life Sciences
 Gay Gullickson, Professor, History
 Paul Hanges, Professor, Psychology
 Luke Jensen, Director, Office of LGBT Equity
 Sally Koblinsky, Assistant President and Chief of Staff; Professor, Family Science
 Gretchen Metzelaars, Director, Stamp Student Union
 Kim Nickerson, Assistant Dean, College of Behavioral and Social Sciences
 Kamilia Butler-Peres, Undergraduate Student
 Robert Schwab, Associate Dean, College of Behavioral and Social Sciences; Professor, Economics
 Larry Hajime Shinagawa, Director, Asian American Studies Program; Associate Professor, American Studies
 Ruth Zambrana, Professor, Women's Studies

Post-Tenure Review Task Force ()

The Task Force's charge and membership are:

1. This task force will develop a new policy for post-tenure review in accordance with the recommendations of the Strategic Plan [Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland, May 21, 2008].
2. The policy should lead to an implementation that is efficient, minimizes bureaucracy and minimizes the time and effort needed to conduct the reviews. As such, the post-tenure review process may use the results of the faculty annual review.
3. The policy should be effective. As stipulated in the Strategic Plan, it should establish a mechanism for reducing compensation when performance improvement goals that are set following an unsatisfactory post-tenure review are not subsequently met. Such a mechanism should be fair and equitable and should include safeguards to ensure that this mechanism is not abused.
4. The taskforce should keep the Provost and the Chair of the Senate informed of its deliberations, allowing the Senate Chair to seek feedback from appropriate committees.
5. The taskforce should submit its report to the Provost and Senate Executive Committee by February 15, 2009.

Members of the Task Force were:

Chair: Adele Berlin, Professor, English
 Dan Falvey, Professor, Chemistry and Biochemistry
 Judith Freidenberg, Associate Professor, Anthropology
 Michael Fu, Professor, Business
 Joseph Jaja, Professor, Electrical and Computer Engineering
 Roberta Rudnick, Professor, Geology
 Ellin Scholnick, Associate Provost for Faculty Affairs; Professor, Psychology

Library Task Force ()

The Strategic Plan identified the University Libraries as one of the critical elements in achieving academic and research

excellence, stressing the challenges in promoting efficiency in the use of information resources in a period of rapid change in how information technology is used in modern research libraries. The plan also stresses the importance of aligning information resources with strategic research and teaching priorities. As with every objective in the plan, our standard for excellence must be that of our peers at other outstanding research institutions.

The Task Force will review and assess the Library's present goals and direction, its performance in meeting the needs of a top research university, the efficiency with which it utilizes its resources, and its plans for the future. The rapidly rising cost of journals is a major challenge facing every major library. The Task Force will review how our libraries use information technology and state of the art approaches to providing efficient access to information. The Task Force will also review financial resources and how the libraries might build partnerships with other institutions to more efficiently utilize its resources and enhance its services.

Members of the Task Force were:

Chair: James Yorke, Distinguished University Professor, Chair of Mathematics
Millard Alexander, Distinguished University Professor, Chemistry and Biochemistry
Richard Etlin, Distinguished University Professor, Architecture
Dushanka Kleinman, Professor and Associate Dean, Maryland School of Public Health
Victor Korenman, Emeritus Professor, Physics
John Laub, Distinguished University Professor, Criminology and Criminal Justice
Marsha Rozenblit, Professor, History
Bonnie Thornton Dill, Professor and Chair, Women's Studies

The Task Force submitted its report to Provost Farvardin on November 14, 2008.

Library External Review Team ()

Members of the External Review Team were:

Nancy L. Eaton, Dean of University Libraries, The Pennsylvania State University
Paula Kaufman, University Librarian and Dean of Libraries, University of Illinois at Urbana-Champaign
Sarah C. Michalak, Associate Provost and University Librarian, University of North Carolina, Chapel Hill

Planning and Policy Council for University Marketing and Communications ()

Gnanalingam Anandalingam, Professor and Dean, R.H. Smith School of Business
Melvin Bernstein, Vice President for Research
Linda M. Clement, Vice President for Student Affairs
Ralph W. Crosby, Chairman and CEO, Crosby Marketing Communications, Inc.
Michael P. Doyle, Professor and Chair, Department of Chemistry and Biochemistry
Susan S. Farr, Executive Director, Clarice Smith Performing Arts Center
Barbara Ann Gill, Director of Undergraduate Admissions
Robert S. Gold, Professor and Dean, School of Public Health
Margaret Allison Hall, Senior Director for Creative Strategy, Division of University Relations
Rebecca Warne Hamilton, Associate Professor, R.H. Smith School of Business
James F. Harris, Professor and Dean, College of Arts and Humanities
Norbert R. Hornstein, Professor and Chair, Department of Linguistics
Edward B. Montgomery, Professor and Dean, College of Behavioral and Social Sciences
Danita R. Nias, Assistant Vice President for Development and Alumni Relations, Division of University Relations
Amy O'Connell, Shugoll Research
Brodie Remington, Vice President for University Relations
Mahlon R. Straszheim, Interim Associate Provost, Division of Academic Affairs; Professor, Economics
Craig A. Thompson, Partner, Venable, LLP
Lee Thornton, Eaton Chair and Interim Dean, Philip Merrill College of Journalism
Millree Williams Jr., Senior Director for Public Relations Strategies, Division of University Relations
Deborah Wiltrout, Senior Director for Marketing Strategy, Division of University Relations
Deborah A. Yow, Director of Athletics

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