

Strategic Plan Implementation: Second Year (FY 2010)

September 7, 2010

To the University Community:

Together we have completed the first two years of implementation of the University's Strategic Plan, *Transforming Maryland: Higher Expectations*, and we have taken significant steps toward advancing our standing among world-class research universities. The strategic plans developed by our colleges and schools reflect the vision in the University Strategic Plan and provide specific goals and priorities which guide policy and resource allocation decisions. New initiatives, being carried out at all levels in the University, are making a positive difference every day and have placed the University on an accelerated path toward achieving new heights.

The success of our implementation efforts is a tribute to the extraordinary commitment of the members of our community - faculty, staff, students, alumni, and friends - who are contributing their time, talents, energy, and financial support to help achieve the ambitious goals of the Plan.

I am pleased to report on the accomplishments of last year. These successes are all the more remarkable given the difficult financial climate. Although budget reductions continued for a third year, and furloughs for faculty and staff continued for a second year, we launched a number of new initiatives to improve the quality of our education programs, hired outstanding new faculty, expanded our research and scholarship programs, and received a record level of new external research awards.

I hope you share my enormous sense of pride in achieving these common goals. It is my great privilege to work with you in our pursuit of the University's vision.

Respectfully,
Nariman Farvardin
Senior Vice President for Academic Affairs and Provost

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YEAR-TWO IMPLEMENTATION HIGHLIGHTS:

- ✓ Enrollment confirmations indicate that the Fall 2010 freshman class will have a higher academic profile than the record-setting Fall 2009 class and will be more diverse than any freshman class since Fall 1992 (the earliest date for which these data are available).

- ✓ An exciting and challenging new General Education program was approved by the University Senate and the President, and faculty committees are preparing detailed implementation plans for presentation to the Senate. The signature component of the new program, dubbed I-Series courses, was piloted in Spring 2010 with tremendous success.
- ✓ The newly created Honors College, combining existing and additional special programs, is enrolling students in Fall 2010 with two new programs: (i) Digital Cultures and Creativity, and (ii) Entrepreneurship and Innovation.
- ✓ 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 inclusiveness in the educational and work environment, and it outlines major goals, strategies, and recommendations, e.g., that a Chief Diversity Officer be appointed by the President with responsibility for implementation of the plan.
- ✓ The Graduate School and the Provost's Office completed a comprehensive 16-month review of the quality and capacity of campus doctoral programs and, in consultation with colleges, set targets for annual 'new enrollment' and 'total enrollment' for each program which will take effect in Fall 2010.
- ✓ A record \$545 million of new sponsored research awards was received in FY 2010. Research and educational opportunities will be further enhanced by new cooperative agreements with major private and public sector partners, including Lockheed Martin, NASA-Goddard, the National Cancer Institute, and the Smithsonian Institution.
- ✓ A second year of resource reallocation was completed, supporting a number of strategic priorities. The University appointed 75 outstanding new faculty members in FY 2010, supported in part by reallocation funds from the previous year. This is the most diverse group of new faculty recruited in the past ten years.
- ✓ The creation of the Institute for Bioscience and Biotechnology (IBBR) brings 19 new faculty members to the University along with opportunities for collaboration among the University of Maryland, College Park; the University of Maryland, Baltimore; and the National Institute of Standards and Technology.
- ✓ 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 of the 700-bed Oakland Hall is on schedule for completion in Fall 2011, and ground has been broken for a Physical Sciences Complex.

- ✓ A strategic plan for the Libraries was completed, and implementation efforts currently underway include rebuilding electronic collections, renovation of McKeldin Library, and improvements in electronic access to information. Part of the second floor of McKeldin was transformed into the "Terrapin Learning Commons," providing flexible space for group study, access to technology, and other support. A new student technology fee in FY 2011 will generate significant new funds to be used exclusively for the Libraries.
- ✓ Maryland alumni continued their support of the University, including generous support for emergency financial grants to students in the Keep Me Maryland program.
- ✓ Awards to Maryland students in prestigious national scholarship competitions nearly doubled from FY 2009 to FY 2010, and were quadruple the FY 2008 level. The University ranks among the best in the nation in Goldwater, Boren, and Udall competitions.

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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 7, 2010

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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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Goals and Progress: Second Year (FY 2010)

Plan Goals and Year Two Implementation Progress

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

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Click on a Plan Section below to jump to a listing of Section Goals and Year Two implementation progress.

Part 1: Institutional Priorities

[Undergraduate Education \(UndergradYear2.cfm\)](#)

[Graduate Education \(GradYear2.cfm\)](#)

[Research, Scholarship, and the Creative and Performing Arts \(ResearchYear2.cfm\)](#)

[Partnerships, Outreach, and Engagement \(PartnershipsYear2.cfm\)](#)

Part 2: Strategic Initiatives

[General Education \(GenEdYear2.cfm\)](#)

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Part 3: Critical Enablers

[Faculty and Staff \(Faculty-StaffYear2.cfm\)](#)

[Infrastructure and Academic Support \(InfrastructureYear2.cfm\)](#)

[Resource Allocation and Administrative Efficiency \(ResourceYear2.cfm\)](#)

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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. View [Year One Implementation Progress](http://sp07.umd.edu/Implement/Grad.html) (<http://sp07.umd.edu/Implement/Grad.html>) for Graduate Education.

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.*

View [Goal 1 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=17) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=17>) for the Graduate Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Progress on the Comprehensive Review of All Doctoral Programs: () *{See Strategies A, B, C, & D}* Significant progress has been made in the review of doctoral programs (Excellence in Graduate Education), a collaborative effort of Provost Farvardin and Graduate School Dean Caramello. FY2009 activities focused on developing detailed information on the quality of, and the challenges ahead for, each of the University's 83 doctoral programs. Analysis of this data was conducted in FY2010 and decisions were made on a number of new initiatives and policy issues. The establishment in FY2010 of annual enrollment targets for each program consistent with building programs of excellence is an especially important milestone.

Continuing Development of Measures of Progress: () *{See Strategies E & F}* Data development began in FY2009 with extensive reports from academic programs that described the scholarly content of programs, benchmarks for student progress, indicators of doctoral student quality, fellowship funding, mentoring practices, financial support of students, and professional placement of graduates. Analysis of this information by the Graduate School was distributed broadly on the campus and was the background for discussion and development of enrollment goals. The Graduate School has taken initial steps to develop a longitudinal data base on programs to use in identifying new and best practices and continuing program evaluation.

Improving Mentoring of Students: () *{See Strategy H}* Mentoring plays a critical role in the development and training of graduate students. The Graduate School conducted an online survey of all 83 doctoral programs in 2009 providing detailed information on policies and mentoring practices. Concurrently, the Campus Assessment Working Group (CAWG), under the direction of the Office of Institutional Research, Planning and Assessment (IRPA), conducted a parallel online survey of campus doctoral students, examining the student experience of mentoring, advising, professional development, and placement.

Initial analysis of these twin surveys was completed in Spring 2010 and the results were disseminated to the campus. This analysis will continue in FY2011. The Graduate School has created a mentoring task force that will review reports from the programs and national research on mentoring to develop a catalog of mentoring best practices to be disseminated to the campus in Spring 2011.

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.*

View [Goal 2 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=18) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=18>) for the Graduate Education Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Doctoral Enrollment Targets Established: () *{See Strategy A}* The development of doctoral enrollment targets (total enrollment and the number of new admissions each year) was based on a consideration of the quality of programs, availability of faculty and other resources, student completion rates and placements, and other special factors. Individual meetings were held for each college or school, attended by the Dean and Associate Dean of the college or school, the Dean and Assistant Dean of the Graduate School, and two associate provosts representing the Provost's Office. Each doctoral program was discussed individually, program and college proposals for enrollment targets were reviewed, and targets for each program agreed upon. Following review by the colleges and additional adjustments, final targets were set. Decisions were communicated individually to programs, with explanations, in December 2009. College-wide targets were

communicated ([CollegeGraduateEnrollmentTargets.pdf](#)) to all graduate faculty and students in February, 2010.

Programs were directed to meet new enrollment targets in Fall 2010 admissions. The recommended reduction in campus annual new doctoral enrollment should result in a steady state reduction of approximately 10% in the total campus doctoral population in 2013, which should free up more mentoring and funding resources for each student. The Graduate School will monitor the rate of admissions for Fall 2010 relative to the newly established targets and will consult with the Provost and Deans concerning any significant discrepancies.

Enhancing Graduate Assistantships: *{See Strategy B}* Despite ongoing budget reductions campus-wide, graduate assistant stipends were increased. (Stipends increased 7% between Fall 2007 and Fall 2008 and increased 2%, on average, between Fall 2008 and Fall 2009.) The mean stipend in Fall 2009 was \$19,679. Similar progress was observed for the median stipends, which increased 9% from Fall 2007 to Fall 2009 (median, \$18,541). In Fall 2009, 45% of our graduate assistants were paid \$20,000 or more, exceeding the percentage (42%) in the prior year. Graduate assistantships were exempt from the FY 2010 furlough requirement that applied to other University employees. This exemption will continue for furloughs in FY2011.

Special Parental Accommodation Instituted for Graduate Students: *{}* The Graduate School developed a new policy on Parental Accommodation for Graduate Students, enabling students to remain enrolled during a stipulated accommodation period following childbirth or adoption. This policy is now in effect; its implementation will be reviewed by the Graduate Council in FY2011.

Review and Enhancement of Administrative Student Services: *{}* The Graduate School has undertaken a thorough review and enhancement of the University's graduate admissions process. Specific enhancements include a new admissions website, online decision status notification, increased flexibility for the applicant, and reducing response time to applicant inquiries. A dramatic improvement in response time and the processing of applications for graduate admissions has already been achieved. A long term plan is being developed to create effective, efficient, and flexible admissions support and student services, aligning the University's policies and practices with those at top research universities.

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.*

View [Goal 3 strategies](#) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=19>) for the Graduate Education Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Recruiting the Best Students: *{See Strategy A}* In FY2010, the Graduate School undertook a review of the Block Grant Fellowship Program and transformed the program to the [University Fellowship and Dean's Fellowship program](#) (http://www.gradschool.umd.edu/BGF_Program_Revision_2009.ppt). The goals of the new program are to award funds only to outstanding students, to bring prestige to the fellowship program, to leverage resources with programs to provide more competitive, multi-year commitments, and to enhance program accountability for outcomes and expenditures. The Graduate School continues to use the Fellowship Tuition remission pool to attract external fellowships and grants. In 2009-10, the number of students supported on prestigious NIH/NSF training grants increased from 27 to 42 and the number of Fulbright fellows grew from 20 to 45.

Recognizing Scholarship and Creativity: *{See Strategy A}* The Graduate School is creating a cross disciplinary community of scholarship among our graduate students and faculty. The Society of Flagship Fellowships has been established to promote communications among students across disciplines. The Graduate School established and held its first annual campus-wide Fellowship and Award Celebration to acknowledge the creative and research achievements of students and faculty.

The Graduate School collaborated with the Division of Research to create a support system for Post-Doctoral Scholars on campus. Goals include identifying post-doctoral scholars, establishing a collaborative community, and providing resources and mentoring. See the [Research, Scholarship, and the Creative and Performing Arts](#) ([ResearchYear2.cfm#PostDoctoral](#)) section of this Implementation Report for more details. Initial workshops on topics such as research and scholarly ethics and career development will be offered in Fall 2010.

Support for Student's Daily Life: *{See Strategy A}* The [Office for Graduate Student Life](#) (<http://www.union.umd.edu/GSL/>) supports 59 active graduate student organizations, including many international groups. The Graduate Student Life web site had over 98,000 visits in FY10, plus 105,000 for the Graduate Student Life Handbook. Resident Life provided outreach to the colleges to coordinate housing information available to their students.

Promoting Diversity: *{See Strategy B}* The Graduate School has assumed leadership for campus diversity issues related to graduate students and graduate education, providing oversight, support, sponsorship, and advocacy for the recruitment and retention of graduate students from under-represented minorities. The Graduate School is the University's partner (with UMBC and UAB) in PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP), a multi-year grant sponsored by NSF for recruitment and retention of minority students in STEM disciplines. Planning for a number of

initiatives in FY2011 is underway. Under the direction of the Associate Dean for Diversity and the Student Experience, the Graduate School will survey best practices and will develop pilot projects to enhance recruitment and retention initiatives, paying particular attention to under-represented groups.

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.*

View [Goal 4 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20>) for the Graduate Education Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Building Critical Skills: *{See Strategy A}* The Graduate School will assume the leadership role in activities that improve the writing of graduate students. The PhD Completion Workshops on dissertation writing and the English Editing for International Graduate Students program will continue. The Graduate School created a Task Force on Graduate Student Writing, to examine campus practices and national best practices, to report its recommendations in January, 2011.

Concurrently, the Graduate School will assume the leadership role for education in Responsible Conduct of Research and Scholarly Ethics for graduate students and post-docs across campus. The Graduate School's primary role will be to identify, coordinate, support, and promote relevant activities by colleges and departments. A Task Force on the Responsible Conduct of Research and Scholarly Ethics has been established, under the leadership of senior faculty, to review campus practices and national best practices, also to report its recommendations in January, 2011.

The Career Center is Providing Assistance With Resume Preparation and Job Search Skills: *{See Strategy B}* The University Career Center and President's Promise partnered with the Office of Graduate Recruitment, Retention and Diversity in presenting the career preparation program: "A Ph.D. Completion Project Workshop - Preparing Curriculum Vitae". They also partnered with academic departments to provide graduate student career preparation programs. These included: "Resume and Cover Letter Writing for Hearing and Speech Sciences Students" and "Non-Academic Job Possibilities and Resources for Graduate Students in English." Supporting Graduate Student Life's participation in Stamp Fest, staff provided one-on-one job search skills consultations, critiquing CVs and resumes, providing cover letter feedback and discussing strategies for networking and conducting informational interviews. They provided similar services during Graduate Student Appreciation Week.

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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. View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Undergrad.html\)](http://sp07.umd.edu/Implement/Undergrad.html) for Undergraduate Education.

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.*

View [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=14\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=14) for the Undergraduate Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

A Major Restructuring of the General Education Program Was Approved by the Senate and the President: () *{See Strategy A}* The new program strengthens mathematics and writing requirements; adds components in oral communication and cultural competence; simplifies the Distributive Studies component with more opportunities for participation by professional colleges; enhances options for experiential learning; and adds new courses focusing on human diversity in pluralistic societies. The program also created Signature courses, dubbed "I-series", that challenge students to explore how research-active faculty use their disciplines to examine timely societal issues. Details are in the [General Education Section \(GenEdYear2.cfm\)](#) of this Implementation Report.

A New Honors College and Revamped College Park Scholars Programs Were Put In Place: () *{See Strategy C}* A new [Honors College \(http://www.honors.umd.edu/\)](http://www.honors.umd.edu/) was created in Fall 2009, incorporating the already existing University Honors, Gemstone, and Honors Humanities living-learning programs. Two new programs, [Digital Cultures and Creativity \(http://www.dcc.umd.edu/\)](http://www.dcc.umd.edu/) and [Entrepreneurship and Innovation \(http://www.eip.umd.edu/\)](http://www.eip.umd.edu/), were created and are enrolling students for Fall 2010.

Significant enhancements were made to [College Park Scholars \(http://www.scholars.umd.edu/\)](http://www.scholars.umd.edu/), including revising its program on the environment, now called [Environment, Technology, and Economy \(http://www.scholars.umd.edu/ete/index.cfm\)](http://www.scholars.umd.edu/ete/index.cfm) and initiating a new program, [Science and Global Change \(http://www.scholars.umd.edu/sgc/index.cfm\)](http://www.scholars.umd.edu/sgc/index.cfm), sponsored by the College of Computer, Mathematical and Physical Sciences. Another new Scholars program, [Global Public Health \(http://www.scholars.umd.edu/gph/index.cfm\)](http://www.scholars.umd.edu/gph/index.cfm) (sponsored by the Maryland School of Public Health), will enroll its first students in Fall 2010. Students in Global Public Health will have opportunities for interactions with public health organizations, community-based activities, and practicum that include research, service learning, and study abroad projects. Additional resources have been provided to support these enhancements in living learning programs.

A newly established [Provost's Advisory Committee on Living-Learning and Special Programs \(TaskGroupsYear2.cfm#Living-LearningAdvisory\)](#), chaired by Dr. Donna Hamilton, Dean of Undergraduate Studies, is providing oversight and strategic direction to these programs. Committee oversight includes annual reviews based on agreed-upon goals, review of all major program changes, and the establishment of new programs.

The New General Education Program Structure Includes an Enhanced Diversity Component: () *{See Strategy E}* The enhanced component is described in detail beginning on page 26 of the [Report of the Joint General Education Task Force \(http://www.provost.umd.edu/GenEdReport/GENEDMARCH30-Senate.pdf#Page=26\)](http://www.provost.umd.edu/GenEdReport/GENEDMARCH30-Senate.pdf#Page=26).

Management of Undergraduate Enrollment and Better Balance Among Majors: () *{See Strategy F}* A projected incoming freshman class of 3,975 in Fall 2010 is about five percent smaller than the previous class, and consistent with the University's plan for a small reduction in total undergraduate enrollment in FY2011. A limited enrollment program was created for the College of Chemical and Life Sciences, to address a growing imbalance in the number of majors relative to teaching resources (2,900 majors in Fall 2009, 30% higher than five years earlier). This policy will gradually balance enrollment with resources and enhance the quality of the student experience. The [Enrollment Management Team \(TaskGroupsYear2.cfm#Enrollment\)](#) continues to monitor enrollment trends in all majors.

Federal Semester Program Continues to Expand, Fueled In-Part by a Large New Grant: () *{See Strategy G}* The [Federal Semester \(http://www.federalsemester.umd.edu/\)](http://www.federalsemester.umd.edu/) is a year-long interdisciplinary program that combines an academic exploration into federal policy and a professional internship experience in Washington D.C. Created in 2006, the program has grown rapidly, serving 60 students in Fall 2009 (from 40 the year earlier). This year Federal Semester offered seminars in three

concentrations: health policy, in collaboration with the School of Public Health; homeland security policy, in collaboration with the National Consortium for the Study of Terrorism and Responses to Terrorism; and U.S. Policy in the Israeli-Palestinian conflict, in collaboration with the Gildenhorn Institute for Israel Studies. Next year Federal Semester is expanding to 80 students, launching the fourth concentration in energy and environmental policy. Expansion was made possible by three-year funding (<http://betweenthecolumns.umd.edu/2010/04/12/federalawarded/>) from the Department of Education (Federal Fellows Service Grant) of \$950K, including a \$1,000 internship stipend for all students. Internship sites included DOE, DHHS, DOT, Homeland Security, EPA, FEMA, FAA, CDC, NIH, U.S. Congress, White House Domestic Policy Council and U.S. Navy, among others.

Howard Hughes Medical Institute Grant is Renewed: () *{See Strategy G}* The University will receive \$1.5 million from the Howard Hughes Medical Institute (<http://www.newsdesk.umd.edu/SCITECH/release.cfm?articleID=2160>) to support education in the life sciences. This marks the fifth time since 1992, and the fourth consecutive time that Maryland has received the prestigious HHMI grant, which is aimed at strengthening undergraduate and precollege science education nationwide. With the support from HHMI, the University has developed a highly successful undergraduate research fellowship program, strengthened its undergraduate science curriculum, provided hands-on science immersion programs for high school students, and offered professional development opportunities for both university scientists and high school biology teachers.

Internships are Encouraged and Supported by Scholarships and Career Fairs: () *{See Strategy G}* The University Career Center and the closely associated President's Promise (<http://www.presidentspromise.umd.edu/home.cfm>) provide extensive support for internships and other out-of-class learning experiences. This year they implemented the Summer Internship Scholarship program to provide need-based support for undergraduate students pursuing unpaid summer internships. Fifty seven students received awards ranging from \$500-\$1,000. Internship placements included: Smithsonian Center for Folklife and Cultural Heritage, Energy Action Coalition, Discovery Communications, National Museum of Natural History, CNN, White House, American Red Cross, Centers for Disease Control and Prevention, WETA Public Television, National Children's Hospital, and National Museum of African Art. In April they also hosted the first annual Environmental and Sustainability Career & Internship Day. The fair component welcomed 49 employers, and six alumni/employer representatives participated in career panel discussions. 247 students participated in the fair which attracted a variety of employers who normally would not attend the Center's more traditional fairs.

Two-Thirds of FY 2009 Graduates Participated in Out-Of-Classroom Learning Experience: () *{See Strategy G}* Benchmark data from the FY 2009 graduating student profile indicated that approximately 66% of all bachelor's degree recipients participated in at least one President's Promise experience. The participation rate for students who started as freshmen was 79% and 41% for transfer students. The most popular experiences are research, internships, studying abroad, and community service-learning. Furthermore, the Office of Institutional Research, Planning, and Assessment, the Registrar's Office, and President's Promise staff continue to refine the system that documents and tracks the President's Promise experience.

Reorganization and Expansion of International Programs is Underway: () *{See Strategy H}* As described in the Engaging the Global Community ([GlobalYear2.cfm](http://www.umd.edu/globalyear2.cfm)) Section of this Implementation Report, the Office of International Programs was substantially reorganized and its programs expanded. Study Abroad enrollment increased to 1,937 students in FY2010, 7% above FY2009. Our Study Abroad program (to be renamed Education Abroad in FY11) will offer three new semester-long programs. The University is in the process of establishing a Global Studies minor; proposals from the colleges are currently being reviewed.

New and Upgraded Teaching Facilities and Student Work Areas: () *{See Strategy I}* New and upgraded teaching facilities are described in four paragraphs in the Infrastructure and Academic Support Section ([InfrastructureYear2.cfm#TeachingFacilities](http://www.umd.edu/infrastructureyear2.cfm#TeachingFacilities)) Of this Implementation Report. The new "Terrapin Learning Commons," a substantial, comfortable, and attractive student work area that will facilitate collaboration and information access, and that is under construction in McKeldin Library, is described in the same section ([InfrastructureYear2.cfm#Commons](http://www.umd.edu/infrastructureyear2.cfm#Commons)).

Student Engagement is Significantly Improved: () *{See Strategy B}* The National Survey on Student Engagement measures five indicators of the level of engagement among freshman and senior students. The University shows progress in all five freshman indicators and in four of five indicators for seniors. The University now scores at or above the average of Association of American Universities (AAU) institutions in all benchmarks, as reported by the AAUDE, a data exchange collaborative service for AAU institutions.

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.*

View Goal 2 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=15>) for the Undergraduate Education Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Continued Success in Enrolling Academically Talented Students with Increasing Numbers from Underrepresented Groups: () {See Strategies A & C} The Fall 2009 freshman class was the most academically talented entering class at the University. The University's SAT 25th and 75th percentiles (1220-1370) increased very significantly, with a 30 point increase at the 25th percentile, and average weighted GPA's rose to 3.93. Current data indicate that confirmed admits entering in Fall 2010 class will have test scores and other measures of achievement that will likely exceed that of the Fall 2009 class (including an increase in the SAT 75th percentile to 1380 and in the average weighted GPA to 3.97). The University's admission policy is multi-dimensional, and considers many factors other than test scores, such as strength of curriculum, rank in class, and breadth and depth of curricular engagement. These recruiting successes reflect expanded efforts by the Office of Undergraduate Admissions and the colleges, along with increasing help from alumni.

The University enjoyed extraordinary success in increasing the diversity of its Fall 2010 class. Based on data on confirmed admits, the number of African-American freshmen is expect to increase by 34.5% and the number of Hispanic admits by 20%, over the numbers from a year ago. Progress is being made towards our goal of enrolling a much higher percentage of Maryland's very best high school graduates as well as moving towards our five- and ten-year goals for the enrollment of students from underrepresented groups.

Office of Admissions Initiatives and Focus on Diversity: () {See Strategies B, C, D, & E} The Office of Admissions has expanded its outreach to high schools and their counselors in the State. Maryland awards of Banneker-Key, Presidential, and Dean's Scholars awards are being recognized at high school Commencement or scholarship recognition ceremonies. Outreach beyond the State has also been expanded; a newly created program hosting high school counselors at the University was initiated in FY2010 and will be expanded this summer to include 35 key high schools from across the United States and abroad. Expanded international recruiting efforts are underway, including direct trips to China, India, Korea, and Taiwan.

Adoption of a 100% online application in Fall 2009 increased the number of completed applications for admission in Fall 2010 to the highest level ever received, as well as streamlining review processes and interaction with applicants. A revised admission process for transfer students increased focus on academic preparedness by admitting students in groups, with the strongest applicants in the earliest groups (eliminating "rolling admission"), and with admission decisions made sooner. The new procedure encourages early enrollment, orientation, and registration. Admission review also focuses on matching student pre-entry performance with academic goals. Effective work by pre-admission advisers has increased the efficiency of transfer enrollment and the transition to UM.

The University appointed an Assistant Director of Admissions and Diversity Initiatives to increase recruitment of diverse students and to develop partnerships with high schools, churches and community groups. Much expanded networking with guidance counsels and personal outreach to diverse students was conducted in targeted areas. The University hosted approximately 300 admitted students of color in 2 day/overnight campus visits, and held numerous "meet and greet" sessions in coffee houses in Maryland and other markets in the Northeast. These efforts increased both the number of applicants and the yield rate for students of color.

Expanding Need-Based Financial Aid: () {See Strategy F. Also Goal 3, Strategy E.} The University provided an estimated \$11.6 million in need-based financial aid in FY2010, an increase of 1.5% from the prior year and 8.5% above two years ago. FY2010 support went to 3,600 students, 2.4% above the prior year. Funding and students served increased in a period in which the state-supported budget was significantly reduced. The [Maryland Pathways](http://financialaid.umd.edu/MarylandPathways.html) (<http://financialaid.umd.edu/MarylandPathways.html>) program assisting low-income families provides assistance through a combination of on-campus work, grants, and loans. The Pathways program is the fastest growing major component of need-based aid, having more than doubled since its establishment in FY2005.

The University's [Office of Student Financial Aid \(OSFA\)](http://www.financialaid.umd.edu/) (<http://www.financialaid.umd.edu/>) is a leader in the development of campus-based work programs (5 to 10 hours a week). A comprehensive review of financial aid packages has shown that retention and graduation rates are significantly higher for students working on campus as part of their financial assistance. For the lowest income students receiving both grants and income from on-campus work, retention is higher for those who work than for those who receive the same amount of support from grants only. Success from work on campus is attributable to students building campus connections and meeting regular responsibilities and time commitments.

The Young Scholars Program is Growing, Reaching Out to Students of Great Academic Promise and International Students: () {See Strategy G} The [Young Scholars program](http://www.summer.umd.edu/index.php?slab=young-scholars) (<http://www.summer.umd.edu/index.php?slab=young-scholars>) enrolls high school students in a three credit course during the summer that allows them to sample college life and explore potential interests. The Young Scholars program increased its Summer 2009 enrollment to 470 students, 30% more than the previous year, and Summer 2010 enrollment is expected to be over 600 students. This program attracts diverse students, with 28% of participants African American or Hispanic. In addition to offering an enriching experience to the students involved, the program serves as an effective tool for recruiting talented students to the University. Since the program's inception, approximately 2/3 of participants have applied to the University, 70% of these were admitted, and 53% of those admitted chose to attend. This year the program expanded to include a component designed for [international students](http://www.summer.umd.edu/index.php?slab=international-young-scholars) (<http://www.summer.umd.edu/index.php?slab=international-young-scholars>) and also a commuter-only two-credit component designed for [students entering the seventh and eighth grades](http://www.summer.umd.edu/index.php?slab=young-scholars-discovery) (<http://www.summer.umd.edu/index.php?slab=young-scholars-discovery>).

Freshmen Connection is Growing and Successful: () {See Strategy H} [Freshmen Connection](http://www.summer.umd.edu) (<http://www.summer.umd.edu>)

[/index.php?slab=freshmen-connection](#)), administered by the Office of Extended Studies, offers all spring-admitted students the opportunity to begin their University education in the previous fall semester. Students take up to 17 credits of regular CORE courses, and all students enroll in UNIV 100. Courses are offered after peak classroom utilization time, (Mon-Thursday after 3pm and Friday after 10am). Students live off the campus but have access to all University resources, organizations, and sporting events and club teams. From its inception in 2006, the program has grown to 615 enrolled students taking 52 courses from 27 departments in Fall 2009, and is projected to enroll 700 students in Fall 2010. Freshman Connection students perform well academically and are retained in the University after the initial semester; many students from the first Spring 2006 Freshmen Connection class are now graduating on schedule with fall term admits.

Expansion of STEM Programs: () *{See Strategy H}* Enrollment in STEM programs continued to expand. Freshmen enrollment in STEM colleges/schools (CMPS, CLFS, ENGR) in FY2010 increased 12.4% from the prior year. Majors in STEM colleges/schools numbered 7,760 in Fall 2009, a 5% increase from the previous year. Clark school majors were up 200 in Fall 2009, a 7% increase.

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.*

View [Goal 3 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=15\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=15) for the Undergraduate Education Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Student Academic Success-Degree Completion Policy Supports Progress to Degree: () *{See Strategies A, C, & D}* The [Student Academic Success-Degree Completion Policy \(http://www.ugst.umd.edu/academicsuccess.html\)](http://www.ugst.umd.edu/academicsuccess.html) introduced in 2005, establishing benchmarks for majors and a requirement for 4-year plans to be developed by students, is a cornerstone of the University's retention and graduation policy. Implementation of the policy under the direction of the Dean for Undergraduate Studies is being constantly improved. Best practices, distilled from a Spring 2009 advising survey, were disseminated to all advising units in Fall 2009. Retention and graduation rates have improved since the policy was established, most notably a 3% increase in the 4 year graduation rate for the most recent cohort (Fall 2005 admits), as compared to the cohort entering just one year earlier.

A Provost Task Force on Student Retention and Graduation created in FY2010 is examining the progress of students and the reasons why students do not complete their degrees. Lack of academic success is one of the principal reasons why students leave the University, with first semester grades a leading indicator that students are confronting academic challenges. It is expected that Task Force recommendations will include teaching initiatives in introductory courses, early identification of students needing assistance and more targeted advising and other support, and expansion of special programs and educational opportunities that build student connections to the University.

Continuing Progress in Closing the Achievement Gap: () *{See Strategy A}* Six year graduation rates for African American students rebounded in FY10, increasing 2.7% to 70.4%. Increases also occurred in two- and three-year retention rates and in four-year graduation rates, though gaps still exist. Hispanic retention and graduation rates are at similar levels. First year retention rates for both groups remain below the retention rates for all students. Increasing graduation rates rests on increasing retention of students in their early years of study.

Initiatives are being pursued within special programs and in the colleges to promote higher retention rates of students of color. The [Office of Multi-Ethnic Student Education \(http://www.omse.umd.edu/\)](http://www.omse.umd.edu/) (OMSE) provides academic and personal support to multi-ethnic male students entering as freshmen (the College Success Scholars program) and has a number of other programs that promote academic excellence, stressing high expectations and goals, time management, and accountability for results. OMSE runs a large tutoring service, providing one on one tutoring to a very diverse group of students. A new program in the [Academic Achievement Program \(http://www.aap.umd.edu/\)](http://www.aap.umd.edu/) extends advising relationships with a number of colleges, and plans are underway for continuing strong advising relationships with AAP students and their present advisers, after they have entered majors in the colleges, typically in their junior year.

Denton Community Students Offered Living-Learning Experience: () *{See Strategy D}* Through the [Syn*Quest Collaborative \(http://www.resnet.umd.edu/programs/synquest/\)](http://www.resnet.umd.edu/programs/synquest/) the 1600 students residing in the Denton Community may participate in a program designed to allow them "to transcend traditional academic and social boundaries and enhance career development in preparation for living and working in a 21st century multicultural society." One purpose of this program is to encourage the kind of connections and experiences that are known to increase students' academic success and retention. "Students can choose from a variety of offerings including courses, collaborative study groups, field trips, workshops, and Common Ground dialogues to shape their own college experience. All students living in the three high-rise halls of the Denton Community are welcomed and encouraged to participate in the program." Through this program, students from the Community had the option to participate in MATH 140&141 Collaborative Study Groups, a special section of UNIV 100, targeted workshops & field trips, Common Ground dialogue groups, and two specially designed courses, EDCP 217 & EDCP 108i.

Students Enjoy Great Success Winning Prestigious Scholarships, Prizes, and Other Awards: () *{See Strategy G}* With the

establishment of the National Scholarships Office in FY09 and the successful engagement of faculty and administrative leaders within each college, the number of prestigious awards received by our students has dramatically increased. The number of awards in the most competitive national competitions has nearly doubled in FY10, and was quadruple the level in FY08. The University ranks among the best in the nation in many competitions. Maryland students received 4 [Goldwater Scholarships](http://www.act.org/goldwater/index.html) (http://www.act.org/goldwater/index.html), the maximum possible, one of 12 universities nationwide in this category. University students received 6 [Boren Scholarships](http://www.borenawards.org/) (http://www.borenawards.org/), (year long study abroad/critical language study), placing the University fourth nationally. The University was one of only 13 institutions with students earning two or more [Udall Scholarships](http://www.udall.gov/OurPrograms/MKUScholarship/MKUScholarship.aspx) (http://www.udall.gov/OurPrograms/MKUScholarship/MKUScholarship.aspx) (environmental leadership). In 18 major scholarship competitions, the University ranks at a midpoint among its five peer institutions in total awards. Among these awards are sixteen [Gilman International Scholarships](http://www.scholarships.umd.edu/scholarships/gilmansophinter.html) (http://www.scholarships.umd.edu/scholarships/gilmansophinter.html), 24 National Science Foundation fellowships, and 12 [Fulbright awards](#) (Fulbright.pdf) (seven to students and five to recent graduates). Furthermore, Sophomore Odunola "Ola" Ojewumi [is the winner](http://www.newsdesk.umd.edu/UndergradExp/release.cfm?articleID=2075) (http://www.newsdesk.umd.edu/UndergradExp/release.cfm?articleID=2075) of the fourth annual Americans for UNFPA Student Award for the Health and Dignity of Women while Junior Dylan Rebois [has been awarded](http://www.newsdesk.umd.edu/UndergradExp/release.cfm?articleID=2110) (http://www.newsdesk.umd.edu/UndergradExp/release.cfm?articleID=2110) a Truman Scholarship.

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.*

View [Goal 4 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=16) (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=16) for the Undergraduate Education Section of the Plan.

GOAL 4 AREAS OF PROGRESS

New Student Housing Construction On- and Off-Campus and Upgrades to Existing Student Housing: *{See Strategy A}*

On campus, the seventh building in South Campus Commons opened this year, adding 368 undergraduate student beds. Under construction and due for completion in Fall 2011 is Oakland Hall, with 707 additional beds. Adjacent to campus, the second stage of the University View development, with 516 additional beds, is actively leasing for Fall 2010. New construction under way on nearby Route 1 includes The Varsity, which is expected to be completed in Fall 2011 with 900 beds and 20,000 square feet of commercial space, and Starview Plaza, expected in Spring 2011 with 548 beds and almost 10,000 square feet of commercial space. Further up Route 1, the Mazza Grandmarc development will be open for occupancy in August, 2010, with an additional 660 beds. University View, the Varsity, Starview, and Mazza Grandmarc all have arrangements with the University for on-campus parking privileges. Mazza Grandmarc will have shuttle bus service as well.

Among major housing upgrade projects *{}* under way this year are phase 8 of a continuing process of renovating sorority and fraternity houses. Two sororities in the "Graham Cracker" will be completed this summer. With the completion of phase 9 in FY12, the provision of sprinklering to all University owned facilities will be complete. A complete renovation of the [Denton Area Dining Hall](http://www.resnet.umd.edu/oaklandhall/dentondining/) (http://www.resnet.umd.edu/oaklandhall/dentondining/) is also to be completed this summer. An ongoing renovation of Denton Hall, including the installation of air conditioning, will be completed in summer, 2011, as will a project to install air conditioning in Easton Hall that began this Spring. Planning is under way to complete the air conditioning of Elkton Hall in 2013, and to air condition Bel Air, Chestertown, Cambridge, Centreville, and Cumberland Halls in phases, with completion in summer, 2017.

The Surrounding Community is Becoming Safer and More Attractive: *{See Strategy B}* As detailed in the [Surrounding Community Section](#) (CommunityYear2.cfm) of this Implementation Report, considerable progress has been made towards "transforming the surrounding environment into a vibrant community that is significantly safer and more attractive for students..."

Promoting an Intercultural Community: *{See Strategy C}* Resident Life expanded support of its [Common Ground Dialogue](http://www.resnet.umd.edu/programs/commonground/) (http://www.resnet.umd.edu/programs/commonground/) inter-cultural program to enable growth in the number of dialogues offered on campus through the training and supervision of additional Peer Dialogue Leaders, and to facilitate development of a research framework for the program. Common Ground provides structured opportunities for diverse groups of 12-14 students to come together to engage in peer-led dialogues about issues that have important implications for our twenty-first century multicultural society.

Shuttle Bus Service Expansion, Ride Share, and Enhanced Housing Support Services: *{See Strategy D}* Shuttle bus service will be provided to large scale public housing developments on Route one recently completed or under construction. The Department of Transportation Services (DOTS) has also developed a way to use permit holder address data to pinpoint neighborhoods with high student densities, and is planning service routes accordingly. Service will be added to the New Carrollton metro station, which will also serve additional communities south and east of campus. A rideshare matching service and parking and financial incentives were introduced to promote carpooling. DOTS has also worked with student groups and Off-Campus Student Involvement to promote the scheduling of events to coincide with Shuttle-UM schedules, making them more available to off-campus students.

On-campus and off-campus housing offices were consolidated to present a one-stop shopping opportunity for students for all types of housing beginning in summer 2009. The Off-Campus Housing Services (<http://www.och.umd.edu/>) web site provides extensive information and a comprehensive set of tools for students, to facilitate identifying suitable accommodations and potential roommates. Links on the Student Affairs website provide detailed information about the South Campus Commons Apartments (<http://www.southcampuscommons.com/>) and the Courtyards (<http://www.umdcourtyards.com/>), which were developed in a partnership with the University. Resident Life staff continues to maintain ties with local housing providers and work cooperatively in staging housing fairs and providing information and support to UM students searching for housing in the areas near the campus.

Additional Student Services Moved to Online Environment: () *{See Strategy D}* Student Affairs enhanced its services infrastructure this year by developing the capability for more online access. For example: The Health Center initiated online appointment scheduling this fall. During the spring it further initiated "Open Communicator," which allows students to communicate with their providers about the results of medical tests, and other medical issues; The Learning Assistance Service established an online process for requesting services; and Resident Life conducted its room contracting and selection process as a fully on-line process in spring 2009. This process was continued in spring 2010 and extended to include the leasing process for South Campus Commons and The Courtyards apartments along with the room selection process in campus residence halls.

Career Center Expands its Outreach: () *{See Strategy F}* The newly consolidated University Career Center and President's Promise (<http://www.careercenter.umd.edu/>) began use of electronic means to connect with students. Currently, 18,241 students are subscribed to the Center's weekly Career News e-newsletter which continues to be the most effective way of informing students about Center events and services. In addition, a separate weekly e-mail newsletter, Career Bits: powered by the Career News e-newsletter contains career-related news articles and job-market updates. Furthermore, a monthly departmental mailing contains information highlighting the Center's current events and programs for distribution. This mailing goes out to 319 contacts on campus and to the Universities at Shady Grove.

Among specific activities in FY10: The University expanded the Spring Career & Internship Fair to attract a more diverse set of employers. The event attempted to attract more potential employers of students in the humanities and social sciences while maintaining an emphasis on the STEM fields; The Career Center also held a resume clinic in the Stamp Student Union the day before the Spring Career and Internship Fair. Nearly 150 students were helped at this fair preparation event; A final iteration of the TERP Externship Program, a job shadowing experience, occurred in January 2010. Some 61 students generated a total of 218 applications; of these, 37 students were placed with 26 employers, including the Department of Justice, the Department of Education, NASA, the U.S. Navy, T. Rowe Price, Wells Fargo, the Metropolitan Police Department, the National Institutes of Health, and Black & Decker.

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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. View [Year One Implementation Progress](http://sp07.umd.edu/Implement/General.html) (<http://sp07.umd.edu/Implement/General.html>) for General Education.

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.*

View the [Goal 1 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26>) for the General Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

General Education Restructuring Approved: () *{See Strategies A, B, & C}* On April 8, 2010, the University Senate recommended approval of a substantially restructured General Education program. The approved plan, its rationale, and the process for its implementation are described in the [Report of the Joint General Education Task Force](http://www.provost.umd.edu/GenEdReport/GENEDFinalAmended.pdf) (<http://www.provost.umd.edu/GenEdReport/GENEDFinalAmended.pdf>). The Senate endorsed the recommendations of the Task Force with a single amendment to its draft report, requiring additional scrutiny of the program once plans for its implementation have been more fully fleshed out.

The Joint Task Force was convened in March, 2009 by Provost Farvardin and the University Senate. Follow [this link](http://www.senate.umd.edu/taskforces/gened/index.cfm) (<http://www.senate.umd.edu/taskforces/gened/index.cfm>) for its membership and charge. Once charged, the Task Force met weekly under the leadership of Distinguished University Professor Ira Berlin. It conducted research on General Education at other institutions, met with specialists in undergraduate pedagogy from across the University and elsewhere, reviewed the challenges facing the existing CORE program, and spoke with numerous groups of students and faculty. Once a draft became available, the Task Force presented it to the community at large for comment and additional input. The plan was the subject of an extended discussion at the March 25th meeting of the University Senate in advance of its appearance on the April 8th Senate meeting agenda for a vote of approval or disapproval. The entire campus community was alerted to the completion of the draft plan, the availability of the web site, and the schedule for Senate consideration in a mass email distributed on March 12, 2010. The approved plan for General Education at the University of Maryland is the culmination of the Task Force's work.

During its deliberations, the Task Force proposed a new category of courses, the "I-Series", to be the signature of the new General Education Program. These courses are designed "to investigate significant issues with imagination and intellect with a belief that they will inspire future investigation and provide concrete mechanisms to implement innovative ideas." They are meant to challenge students to wrestle with the Big Questions and examine the ways in which diverse intellectual traditions address them, offering students not only new intellectual domains to explore, but also new ways to think about contemporary problems like the energy crisis as well as age old dilemmas like ecological sustainability. The Senate and the Provost agreed to pilot these courses beginning in the Spring, 2010 semester, with an initial suite of twenty four drawing on disciplines from across the University. These "I-Series" courses, listed at the [Spring 2010 I-Series web site](http://www.provost.umd.edu/GenEd2009/) (<http://www.provost.umd.edu/GenEd2009/>), are meant to begin the transformation of General Education at the University of Maryland. The web site lists and describes the courses that ran in Spring, 2010 and includes the request sent out for Fall, 2010 proposals and other relevant information. Thirty seven I-Series courses scheduled for Fall, 2010 are listed and described at [this link](http://www.iseries.umd.edu/courses/) (<http://www.iseries.umd.edu/courses/>).

Detailed Implementation Plans are Being Developed: () *{See Strategies C, D, & E}* Under the leadership of Undergraduate Studies Dean Donna Hamilton, a steering committee and eleven subcommittees have been formed and charged with developing a detailed implementation plan for the new General Education program, to be reported to the Senate early in Fall, 2010. Sixty eight members of the campus community have agreed to serve on these committees. Each subcommittee will define the specific learning outcomes that will characterize courses fulfilling its particular General Education category, as well as processes for selecting current or future courses for inclusion. The appointed subcommittees are in the areas of: Analytic Reasoning, Cultural Competency, Experiential Learning, History and Social Sciences, Humanities, I-Series Courses, Natural Sciences, Oral Communication, Understanding Plural Societies, Scholarship in Practice, and Writing. The steering committee will consider issues such as articulation for transfer students and seat requirements for supporting the expected demand. It will also interface with the Board of Regents, the Maryland Higher Education Commission, and with other area institutions to facilitate implementation, planned for Fall, 2011.

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.

View the [Goal 2 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=27) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=27>) for the General Education Section of the Plan.

GOAL 2 AREAS OF PROGRESS

I-Series Courses Engage Outstanding Faculty: () *{See Strategy B}* The intellectual challenge of developing a new course to fit into the I-Series, along with incentives provided by the Provost's Office, have encouraged many outstanding faculty members to participate in the General Education program. Faculty participants in the I-Series for Spring and Fall, 2010, can be seen in the corresponding [Spring](http://www.provost.umd.edu/GenEd2009/) (<http://www.provost.umd.edu/GenEd2009/>) and [Fall](http://www.iseries.umd.edu/courses/) (<http://www.iseries.umd.edu/courses/>) course listings.

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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. View [Year One Implementation Progress](http://sp07.umd.edu/Implement/Community.html) (<http://sp07.umd.edu/Implement/Community.html>) for The Surrounding Community.

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.*

View the [Goal 1 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29>) for the Surrounding Community Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Progress on East Campus Development: () *{See Strategy A}* On July 23, the University announced (<http://www.newsdesk.umd.edu/UniIni/release.cfm?articleID=2204>) that the Cordish Company was chosen as the master developer of its East Campus district. Cordish was selected through a competitive Request for Proposal (RFP) process (<http://www.eastcampus.umd.edu/rfp2010.cfm>) that began in April 2010, and attracted proposals from interested developers from around the nation. Negotiations with a previous development partner not having been successful, a new partner was sought to finance and manage the East Campus project, according to a modified strategy (<http://www.newsdesk.umd.edu/uniini/release.cfm?ArticleID=2019>) of staged development. Initial projects are expected to include the Birchmere Music Hall, graduate student housing, and a hotel with ground-floor retail space, with potential occupancy during FY 2011 or soon thereafter.

Moving forward requires the relocation of facilities currently using the site, and this is well under way, with more than 11 acres now or soon-to-become available. The shuttle bus operation will be moved to lot 4I in place of the recycling center, which has already moved to a new location at the Metzert Road landfill. The motor pool will move to the Washington Post printing plant, which the University recently purchased (<http://www.newsdesk.umd.edu/uniini/release.cfm?ArticleID=2069>). The old greenhouses will be removed. These relocations, and the necessary renovation of the Post plant, are facilitated by a grant of \$5M by the State Legislature, and the recent approval by the City of College Park of plans for its use. An additional \$5M was authorized by the Legislature for additional relocation that will be required.

Revitalization of the Route One Corridor: () *{See Strategy B}* North Gate Park will provide a more attractive and more efficient entry to the University from Route One at the north gate. Construction, beginning in the summer of 2010, will include a bridge over Paint Branch Creek to facilitate pedestrian access, cleanup and plantings to beautify the currently neglected area, and construction of a bus stop with a pull-off zone to ameliorate traffic bottlenecks on Route One. The construction of high rise housing units, some of which include ground floor retail spaces, greatly improves the look and livability of the area. The construction was facilitated by University support during zoning hearings and through strategic land swaps. The availability of on campus parking permits for students in these housing units, and arrangements for shuttle bus service, will help hold down the traffic density in this corridor.

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

View the [Goal 2 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=30) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=30>) for the Surrounding Community Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Crime Prevention in the Community: () *{See Strategies A & C}* Crime rates continue to fall (<http://www.umpd.umd.edu/RECORDS/UniformCrimeReports.cfm>) in the College Park area, due in large part to the continuing vigorous efforts of the University Police, as described in the Surrounding Community Goal 2 section (<http://sp07.umd.edu/Implement/Community.html#G2>) of the First Year Implementation Report. This year the University also collaborated with the City in securing a \$500,000 grant to install security cameras in old-town College Park, to be monitored by University Police. Several cameras will also record license tag numbers, which helps to solve crimes and may sometimes facilitate police intervention in a crime in progress. Tag numbers are now recorded for all vehicles entering or leaving the University and for many others traveling in the vicinity. Knowledge that the cameras are present also serves as an effective crime deterrent.

Goal 3: () *The University will increase housing opportunities and enhance the community as a place for faculty, staff, and*

students to live.

View the [Goal 3 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=30) for the Surrounding Community Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Large-Scale Private Student Housing Recently Completed or Under Construction Near the University: *{See Strategy A}* Projects completed or under way are described in the [Undergraduate Education](http://www.provost.umd.edu/SP07/Implementation2/CommunityYear2.cfm#HousingConstruction) section of this Implementation Report. The University facilitated these projects by arranging parking privileges for student tenants and shuttle bus service to ameliorate traffic and to enhance tenant convenience.

Graduate Student Housing and Day Care Planned for East Campus: *{See Strategy B}* Graduate student housing is planned for phase one of the East Campus development, with financing expected from the Maryland Economic Development Corporation (MEDCO). Day care, probably to be located in the existing Dairy building on Route One, will require a dedicated source for continuing funding. Long term financing for this project will be developed in the future.

Community Educational Partnerships Are Growing Stronger: *{See Strategy C}* The College of Education has established Paint Branch Elementary in College Park as a professional development school. The [partnership](http://www.adminaffairs.umd.edu/communityrelations/paintbranchpartnership.html) of the University with Paint Branch involves many other University units. [Program highlights](http://www.adminaffairs.umd.edu/communityrelations/Program%20highlights%202010.pdf) for FY10 included instruction in Chinese language offered by the Confucius Institute and a trip to China for 50 students, parents, and faculty. This is in addition to mentoring by several groups, learning enrichment in a number of areas, and invitations to events at the University. The University and Prince Georges County signed an [MOU concerning support](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2068) in February, 2010. The College Park City-University Partnership is helping to support a coordinator for these efforts. Furthermore, the [Center for Educational Partnership](http://www.adminaffairs.umd.edu/communityrelations/educationalpartnership.html) has been in place in the former Riverdale Hills Elementary School since 2006. Its goals are to foster academic enrichment, parenting support, adult education, recreational and cultural programs for the benefit of the surrounding community of Riverdale. University Extension is continuing its outreach efforts by offering the Master Gardener Program and the Bike Shop Program. However, a new feature will be a comprehensive 4-H program targeting area youth to address health, nutrition, life skills, environmental education and leadership/citizenship education.

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

View the [Goal 4 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=30) for the Surrounding Community Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Purple Line Stations and Alignment Being Negotiated: *{See Strategy A}* The [Purple Line project](http://www.purplelinemd.com/about-the-project), planned to provide light rail service from Bethesda to New Carrollton continues to advance. With stops on and around the campus, it would provide a direct connection to the Metrorail Red, Green and Orange Lines; at Bethesda, Silver Spring, College Park, and New Carrollton. The Purple Line would also connect to MARC, AMTRAK, and local bus services. The Project anticipates receiving federal permission to begin the next phase, preliminary engineering, during 2010. The path of the line through the campus is controversial because of [potential interference with sensitive research equipment](http://sp07.umd.edu/PurpleLineDEIS_ResponseFinal010909.pdf), the convenience of passengers, pedestrian safety, and cost issues. The University continues to negotiate with the State Transportation Authority concerning the alignment, and has put forward an underground alignment as its preferred solution.

Support and Encouragement of Bicycle Commuting: *{See Strategy B}* The Department of Transportation Services (DOTS) is [supporting](http://www.transportation.umd.edu/alt_trans/bicycling.html) commuting via bicycle through a variety of services that includes information and maps, secure storage, shower facilities, bike rental, and a bike shop. DOTS, Public Safety, and Campus Recreation Services also sponsored a bike week as part of the observance of Earth Month at Maryland. In addition, the University is working with the surrounding community to connect the campus with external bike paths.

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

View the [Goal 5 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=31) for the Surrounding Community Section of the Plan.

GOAL 5 AREAS OF PROGRESS

Addressing Health Disparities in the Community: *{See Strategy A}* The School of Public Health and the City of Seat Pleasant are convening a [post-health-reform summit](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2150) to mobilize

resources and address health disparities in Prince George's County and in the City of Seat Pleasant, which has some of the worst health outcomes in the state. This activity is organized by the School's [Prevention Research Center](#) (<http://www.sph.umd.edu/umdprrc/>), which is supported by a grant from the Centers for Disease Control and Prevention (CDC).

Collaboration With the City of College Park: *{See Strategy C}* The University works closely with the City in many ways. Through the City-University Partnership it supports the [Work & Live College Park](#) (<http://www.collegeparkmd.gov/temp/Temp%20Docs/NCI%20Mktg%20-%20Initial%20Page%20for%20Website.pdf>) initiative where potential home buyers buyers may be eligible to receive 10% of the purchase price (up to \$35,000) in down payment and closing cost assistance towards a foreclosed home in College Park. A University-community task force was instrumental in the planning for the East-Campus project and will be reconstituted once a new developmental partner is chosen. Community representatives serve on such planning bodies as the Facilities Council and University officials work closely with City authorities when making decisions with community impact. As an example, the University has agreed to payment to the City in lieu of taxes when acquiring the Washington Post property. The University has also instituted an [E-Newsletter](#) (<http://www.adminaffairs.umd.edu/newsletters/newsletters.html>) to keep the community informed about activities that may be of interest.

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.*

View the [Goal 6 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=31) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=31>) for the Surrounding Community Section of the Plan.

GOAL 6 AREAS OF PROGRESS

International Incubator Opened: *{See Strategy C}* See the description of this complement to the MSquare Research Park in the [Research, Scholarship, and the Creative and Performing Arts](#) ([ResearchYear2.cfm#Incubator](#)) Section of this Implementation Report.

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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.

View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Global.html\)](http://sp07.umd.edu/Implement/Global.html) for Maryland in the World-Engaging the Global Community.

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

View the [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Reorganization of the Office Of (Now Institute For) International Programs: () An overriding strategy for enhancing international program activity was the reorganization of the existing Office of International Programs. Based on the May, 2009 report of a high level review committee, a reorganization plan was developed and [announced \(http://www.provost.umd.edu/OIP_reorg.cfm\)](http://www.provost.umd.edu/OIP_reorg.cfm) by Provost Farvardin in September, 2009. This plan has now been largely carried out. Completion of the reorganization awaits the appointment of a new Associate Provost for International Programs. The new [Institute for International Programs \(IIP\) \(http://www.international.umd.edu/\)](http://www.international.umd.edu/) has four major divisions. The [Office of International Services \(OIS\) \(http://www.international.umd.edu/ies\)](http://www.international.umd.edu/ies) assists international students, scholars, and faculty with visa and reporting requirements and with the admissions process. OIS also offers orientation services and general advice. Its former direct role in the admission process has been assumed by the undergraduate and graduate admissions office, for increased efficiency. [Education Abroad \(http://www.international.umd.edu/studyabroad/\)](http://www.international.umd.edu/studyabroad/) administers academic programs abroad and aids in placing students into international academic, volunteer, and work experiences. Previously a part of OIS, Education Abroad now reports directly to the Director of IIP. The [Maryland China Initiative \(MCI\) \(http://www.international.umd.edu/igca/\)](http://www.international.umd.edu/igca/) (formerly the Institute for Global China Affairs) is the only university-based comprehensive training institute for Chinese professionals in the United States. It provides non-degree training for Chinese leaders, using the academic and institutional resources of the University of Maryland and the Washington, D.C. region. MCI also serves as a consultancy on China initiatives and provides translation services for public educators in support of its training programs. The [Confucius Institute at Maryland \(CIM\) \(http://www.international.umd.edu/cim/\)](http://www.international.umd.edu/cim/), established with support from the Office of Chinese Language Council International (OCLCI), promotes the study of Chinese language, culture, ethics, and philosophy, and furthers the understanding of China today. Finally, the [Maryland English Institute \(MEI\) \(http://www.education.umd.edu/institutesandcenters/MEI/index.htm\)](http://www.education.umd.edu/institutesandcenters/MEI/index.htm), which provides English language assessment and training for incoming international students and others, has been moved to the College of Education, where it benefits from the considerable expertise of the College in this area.

Student Participation in Study Abroad Continues to Increase: () *{See Strategy A}* During this academic year (Fall 2009 through Summer, 2010), just under 2000 University students participated in study abroad courses, an increase of almost 7% over the previous year. The goal of 2500 students in FY2012 seems to be within reach.

Student Participation in Experiential and Service Learning: () *{See Strategy B}* Many University students participated in other international learning experiences. Activities organized around Alternative Spring Break include the following: Resident Life staff members led a group of five on a "Leaders in Service" trip to Monte Christie, Dominican Republic, teaching English to children living in orphanages there. A group of seven students participated in "Global Experience - Qatar & Oman," a trip designed to offer student leaders the opportunity to learn about higher education and cultural sites in those two Middle East countries. Stamp Union's international Alternative Break service-learning programs for 2009-10 included a winter break trip to the Bahamas to work on sustainability issues, a spring trip to the Dominican Republic to work with an orphanage, and a summer trip to Ecuador to work with youth. The Chevy Chase Leadership Internship Program students spent spring break in Uganda working on community development.

New Study-Abroad Programs are Being Initiated: () *{See Strategy C}* Semester-long programs launched during FY2010 include Maryland in Rome, Maryland in Haifa, Maryland in Shanghai, and Maryland in Kiplin Hall. Maryland in Barcelona will start in fall, 2010, with all students required to take Spanish language but then choose from courses from a variety of disciplines. Maryland in Beijing will start in spring 2011 with the focus on Chinese language study. A new concept, "Freshman Abroad: Destination London" will start this fall and enroll 16 spring-admitted students for a first semester experience in London. In addition, over fifty faculty-led short term programs were offered during summer and winter

terms, a number that increases annually. Destinations for new short term programs launched this year including Azerbaijan, Norway, Dubai, India and Turkey. Descriptions of available semester- and year-long programs are at [this link](http://www.international.umd.edu/studyabroad/182) (<http://www.international.umd.edu/studyabroad/182>). Descriptions of short-term programs are found [here](http://www.international.umd.edu/studyabroad/183) (<http://www.international.umd.edu/studyabroad/183>).

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.*

View the [Goal 2 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28>) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Request For Proposals For a Global-Studies Minor and Global-Studies Living-Learning Programs: *{See Strategy C}* The minor program would be expected to have multiple tracks, based in a wide variety of disciplines. Living-learning program proposals are intended to drive revisions in the current [Global Communities](http://www.globalcommunities.umd.edu/) (<http://www.globalcommunities.umd.edu/>) program. Proposals from the colleges in response to an RFP are currently being reviewed.

Cooperative 2 + 2 Programs With Chinese Institutions Are Expanding: *{See Strategy E}* The College of Agriculture and Natural Resources has been very successful in promoting a 2 + 2 program with its leading counterpart in China: China Agricultural University (CAU). The College is also working with the second leading Chinese institution, Northwest Agriculture and Forestry University (NWAU) and the premier Taiwanese university, National Taiwan University (NTU), on a similar program. They are currently selecting their students for the next round of applications.

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.*

View the [Goal 3 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=28>) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 3 AREAS OF PROGRESS

The University's New Office in Beijing Will Coordinate its China-Wide Activities: *{See Strategies A & B}* Located at Beijing Normal University the office will coordinate such activities as recruitment of undergraduate and graduate students, study abroad programs, recruitment for executive leadership programs for our [Maryland-China Initiative](http://www.international.umd.edu/igca/) (<http://www.international.umd.edu/igca/>) and overall promotion of University activities. The facility will include a staff office, a small conference room, an interview room, a reception area with space for two computers, high-speed internet, and international telephone and fax. We will hire an office coordinator/manager familiar with both University and Chinese educational and governmental functions and systems.

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.*

View the [Goal 4 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29>) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 4 AREAS OF PROGRESS

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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.

View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/External.html\)](http://sp07.umd.edu/Implement/External.html) for External Relations, Development, and Communications.

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.*

View [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=39\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=39) for the External Relations, Development, and Communications Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Despite Adverse Conditions Progress was Made Towards Achieving Fund Raising Goals: () *{See Strategies A, B, & C}* The University made further progress towards its ambitious \$1 Billion Great Expectations campaign in FY2010, notwithstanding the difficult financial circumstances. A dramatic downturn nationally in charitable giving for higher education, especially among public institutions, is documented in a [recent report \(http://www.blackbaud.com/files/resources/downloads/cam/TargetHigherEdIndex2009.pdf\)](http://www.blackbaud.com/files/resources/downloads/cam/TargetHigherEdIndex2009.pdf). Financial conditions continued to be very difficult in FY10, and the drop in self-support income resulted in a reduction in the staff of University Relations.

In spite of these challenges, the University continues to broaden its connections with alumni, and its alumni provide generous support, both financially and through publicly supporting the University's mission and its activities. The University raised \$105 million in FY2010, bringing its campaign total to approximately \$750 million. The number of distinct donors to the Great Expectations Campaign surpassed 100,000 persons in FY2010. Despite reductions in staff, the Division of University Relations made 4,800 visits to major prospects. The fraction of alumni solicited who subsequently made gifts increased by 25%. Steady alumni support was made possible, in part, by the University's consolidating its alumni membership and annual gifts campaigns, eliminating redundant efforts and making efficient use of reduced staff resources.

There Remains a Very Strong Focus on Attracting High-Value Leadership Gifts: () *{See Strategy D}*. Foundation derived examples of such high-value gifts include: a [\\$1 Million Gift from the Cafritz Foundation \(http://www.newsdesk.umd.edu/UniIni/release.cfm?articleID=2024\)](http://www.newsdesk.umd.edu/UniIni/release.cfm?articleID=2024) supporting New Technology at the Performing Arts Center; a [gift of \\$1.5 million \(http://www.smith.umd.edu/news/releases/2010/031110.aspx\)](http://www.smith.umd.edu/news/releases/2010/031110.aspx) to the Robert H. Smith School of Business from the BB&T Foundation to support business ethics and leadership programs and a [\\$1 million endowment \(http://www.smith.umd.edu/news/releases/2010/050410.aspx\)](http://www.smith.umd.edu/news/releases/2010/050410.aspx) from the Henry & Elaine Kaufman Foundation to support a fellowship in business history; the endowment of the [Madieu Williams Center for Global Health Initiatives \(http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2007\)](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2007); and a gift of \$1M from [Hanban \(http://english.hanban.edu.cn/index.php\)](http://english.hanban.edu.cn/index.php), sponsor of the Confucius Institutes worldwide, in support of Chinese language and culture teaching at the University. This last gift required an equal match from other donors, which was recently achieved in full.

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

View [Goal 2 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=39\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=39) for the External Relations, Development, and Communications Section of the Plan.

GOAL 2 AREAS OF PROGRESS

University Relations Emphasized Major Stories For Maximum Impact: () *{See Strategy A}* By concentrating on press releases for major stories, the University achieved broad national coverage of activities that showcased its academic stature and its impact on the national dialogue and the greater community. The [online compendium \(http://www.newsdesk.umd.edu/allnews.cfm\)](http://www.newsdesk.umd.edu/allnews.cfm) of releases demonstrates the significance of the subjects that were chosen for coverage.

Design Standard For Websites, Supported by Code Generator: () *{See Strategies C & D}* Design standards have been set

for University websites, and all new or modified sites are required to follow them. The [Guidelines](http://www.umd.edu/web_guidelines/) (http://www.umd.edu/web_guidelines/) site includes a code generator for creating a new site "wrapper" and a partial list of sites that have already adopted the guidelines.

Emerging Technologies Being Exploited For More Effective Communication: () *{See Strategy E}* The University now has a presence on Facebook (<http://www.facebook.com/UnivofMaryland>), where it has (as of July 1, 2010) over 25,000 "friends," up from about 9,000 in October. The site includes announcements, photos, a link to the Newsdesk, blogs, and opportunities for interactive discussions of university related matters. The University's Twitter feed has about 3,300 followers, and automatically provides links to FYI and University news releases. Its YouTube page (<http://www.youtube.com/user/UMD2101>) includes about 25 video clips added in the past year. President Mote's Spring 2010 video has received over 6,500 views. The University's site on iTunes U (<http://www.umd.edu/iTunesU/index.cfm>) (software required for viewing) includes videos plus podcasts, including podcasts of course lectures and of other presentations.

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.*

View [Goal 3 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=40) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=40>) for the External Relations, Development, and Communications Section of the Plan.

GOAL 3 AREAS OF PROGRESS

University Relations Provided Support For Undergraduate Admissions: () *{See Strategies A & B}* University Relations staff worked closely with the Undergraduate Admissions office in sharpening its message, developing new materials, improving its website, and participating in discussions of overall recruitment strategy. The focus was on enhancing the recruitment of high achieving students. The University was successful in recruiting arguably its most talented class ever, as reported in the [Undergraduate Education \(UndergradYear2.cfm#Recruitment\)](#) Section of this Implementation report. A major overhaul of the Admissions web site, to improve navigation, enhance interactivity, and generally to appeal better to its primary audience, is planned for FY2011.

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.*

View [Goal 4 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=40) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=40>) for the External Relations, Development, and Communications Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Undergraduates and Alumni Step Up To Support Keep Me Maryland: () *{See Strategy A}* The [Keep Me Maryland](http://www.keeptomaryland.umd.edu/) (<http://www.keeptomaryland.umd.edu/>) campaign continues to attract contributions to help meet the urgent needs for additional support for students hit so hard by the economic downturn that they may not be able to stay in school. Among recent successes: a member of the Foundation Board hosted an alumni dinner in New York that raised \$65K; Given an opportunity to contribute by card swipe in dining halls during March, 1107 students contributed \$22,700. Two alumni then joined together to match this amount, providing a total of \$45,400 to the campaign.

Undergraduates Are Supporting Significant Causes: () *{See Strategy A}* Undergraduates in all classes are participating in a new [All Student Giving](http://www.mdexcellence.umd.edu/about/about_student.cfm) (http://www.mdexcellence.umd.edu/about/about_student.cfm) campaign that has evolved from the former Senior Class Gift tradition. Students can financially support the causes they believe in most from the university's community outreach and partnerships to student groups conducting discovery and research to solve tomorrow's complex global issues. The very successful campaign in support of Keep Me Maryland was the first test of this idea.

Career Center Services Offered to Alumni: () *{See Strategy B}* A full range of career services has been formally coordinated by the University Career Center and Presidents' Promise and the Office of Alumni Relations. These range from one-on-one assistance to access to specialized software programs Optimal Resume (a resume tutorial and document builder) and Career Insider (a comprehensive tool that includes career profiles, employer descriptions, and job-search guidance) via the two offices' respective website portals. The Center also offered various career programs, such as a financial planning workshop, a workshop on demystifying the federal job search process, and an upcoming workshop on preparing for and applying to graduate schools. In addition, the number of alumni at career programs and fairs this year increased by 66% (2,030 total alumni participants) as compared to last year. 265 alumni have participated in individual career assistance appointments.

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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.
View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Faculty-Staff.html\)](http://sp07.umd.edu/Implement/Faculty-Staff.html) for Faculty and Staff.

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.*

View the [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=33\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=33) for the Faculty and Staff Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Faculty and Staff Compensation: () *{See Strategy A}* State budget shortfalls in FY 2010 resulted in a second year without cost of living or merit pay increases for University System of Maryland employees. In addition, State employees were furloughed up to ten days in FY 2010. Salaries will again be frozen in FY 2011, and furloughs will be imposed for the third year in a row.

Campus implementation of the State's furlough policy was developed by the President and vice presidents, with extensive consultation of the Senate Executive Committee. Following System policy, faculty chose furlough days so as not to result in cancellation of any classes. The University's furlough plans in both FY 2010 and FY 2011 were structured to impose the least burden on lower paid employees, with the lowest paid employees furloughed two days and highly paid faculty furloughed ten days in FY 2010 and 9.5 days in FY 2011. Graduate assistants were exempt from furloughs.

Beyond the loss of compensation to employees, continuing furloughs increase the risk that the University will lose faculty and staff to other employers. Faculty salaries are largely established in a national market; three successive years of furloughs amounting to almost a ten percent pay reduction for some faculty makes University salaries less competitive. Staff employees have many attractive alternatives in the greater Washington region, including Federal Government positions with attractive benefits and annual pay increases despite the recession. A return to a fiscal environment that provides pay increases to faculty and staff is vital to the University's future success.

Faculty Hiring Success: () *{See Strategy A}* The University was successful in attracting many outstanding new faculty in FY 2010, taking advantage of the favorable hiring environment traceable to financial pressures at many other institutions. Funds for faculty hiring in FY 2010 were provided by resource reallocation in FY 2009, in which all colleges developed cost-saving strategies and reduced less essential activities to provide funds for reallocation. The University hired 75 faculty at all ranks, approximately twice the average number of hires in the previous two fiscal years. These new hires also add to faculty diversity, with women comprising 36%, faculty of color 44%, African Americans 9%, and Hispanics 8% of those newly hired.

Every college/school added faculty, with large increases in those that received targeted funds to address faculty shortages. Twenty faculty were hired in the College of Behavioral and Social Sciences where a long-standing student-demand/faculty-resource imbalance has existed. The Maryland School of Public Health added nine new faculty to meet teaching needs resulting from rapid growth in undergraduate majors.

Proposed Integration of the College of Chemical and Life Sciences and the College of Computer, Mathematical and Physical Sciences: () *{See Strategy A}* Cross disciplinary activities within the natural sciences are increasing rapidly, combining the expertise of students and practitioners in bioscience, physical, earth and computer science, and mathematics. This reality underlies a proposal from the faculties of the Colleges of Chemical and Life Sciences and Computer, Mathematical and Physical Sciences to be integrated into a single college in FY 2011. Following extensive discussion, the faculty, staff, graduate and undergraduate students voted in late Spring 2010 to integrate the two colleges. Integration is proposed to occur in two steps, beginning with the reassignment of Chemical and Life Sciences units and programs to Computer, Mathematical and Physical Sciences, followed by the formal alignment of administrative processes. The corresponding proposals will be considered by the Campus Senate in Fall, 2010. If the proposed integration is approved, a search for a dean to lead the new college will begin promptly, with an expected start term of July 2011. Integration of these two colleges will promote joint research and educational activities, as well as enhanced opportunities to attract excellent faculty and students.

Creation of the School of Theatre, Dance, and Performance Studies: () *{See Strategy A}* Merger of the Departments of Theatre and Dance reflects interdisciplinary developments in these fields, both of which draw upon the methods and

approaches of performance studies. Merger will enhance opportunities for collaboration among the undergraduate, graduate, and faculty populations of both units, as well as provide more efficient use of administrative resources. The School will operate in parallel with other departments in the College of Arts and Humanities.

Family Care Resource and Referral Service Established: () *{See Strategy A}* The Faculty Affairs Committee of the University Senate, following extensive consultation with the Staff Affairs, Student Affairs, and Human Relations Committees, recommended that the University of Maryland establish a Family Care Resource and Referral Service for campus faculty, staff and students by September 2010. The service would offer: seminars on quality child care and elder care; professional consultations addressing family care needs, options, and resources; establishment of a family care website; and educational resources to facilitate informed child and elder care choices. The proposed service recognizes the diversity of family care needs among individuals on the campus. The Senate recommended approval on 3/25/10 and president Mote signed off on the following day. He announced the availability of the Service (http://www.uhr.umd.edu/benefits/family_care.cfm) to the community in late August.

A New Part-Time Status Policy Was Approved and Implemented: () *{See Strategy A}* The University Senate recommended and on 12/17/09 the President implemented the Policy for part-time status of tenured and tenure-track faculty due to childrearing responsibilities. (<http://president.umd.edu/policies/ii110a.html>) The policy spells out in great detail eligibility requirements for moving to part-time status, time limits for remaining part-time, and the effect on tenure clocks. In brief, faculty may receive part time appointments (of at least 50%), for a period of at least one semester and no more than two years. Such appointments are renewable for tenured faculty. Tenure clocks may be delayed by a maximum of one year.

Improved Academic Facilities and a Better Environment For Living and Working: () *{See Strategy B}* Important new academic buildings completed or under construction and major building renovations are described in the Infrastructure and Academic Support Section ([InfrastructureYear2.cfm#TeachingFacilities](#)) of this Implementation Report. Also described in the same section ([InfrastructureYear2.cfm#NetworkRefresh](#)) is a complete overhaul of the University's networking infrastructure, a five-year project that is well under way. Furthermore, considerable progress in the multi-faceted effort to revitalize the surrounding community is described in the Surrounding Community Section ([CommunityYear2.cfm](#)) of this Implementation Report.

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.*

View the Goal 2 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=34>) for the Faculty and Staff Section of the Plan.

GOAL 2 AREAS OF PROGRESS

A New Diversity Plan Has Been Developed: () *{See Strategy B}* The Diversity Plan Steering Committee (<http://www.president.umd.edu/EquCo/Conference/members.htm>) submitted its report *Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness* to the President in Summer 2010. The report renews the University's commitment to diversity and the creation of an educational and work environment that is rich in diversity, inclusive, and supports all students, faculty and staff. The report presents major goals and strategies that will support the realization of this vision: build leadership within the institution to support goals; provide an inclusive 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 will have responsibility for implementation of the plan, including establishing priorities, assessing progress, and reporting to the campus community. A Diversity Advisory Council ([TaskGroupsYear2.cfm#DiversityAdvisory](#)), appointed by the Provost, is bringing broad representation of campus views and expertise to the implementation process.

Student Affairs Units Work to To Encourage Respect For Difference and Differing Viewpoints: () *{See Strategy E}* Some examples of these activities are:

Resident Life instituted a Multicultural Exploration Series for full-time and graduate staff in the department designed to expose staff to a variety of multicultural topics, encourage discussion of multiple perspectives and complexities, consider the applications of these topics to our work with students, and to expand the multicultural capacities of our staff. Presentation/discussions included Understanding the Basics of Islam; Multicultural Ally Development: The Importance of Ally Communities and Networks; Supporting Students of Different Faiths, Religions, and Moral Philosophies; Different Perspectives on Multicultural Education; Working with International Students; Crash Course on Major Religions; Islam: An Introduction to the Faith and Tips for Working with Muslim Students and Staff; and, Facing Trans: Inclusion, Advocacy, and Empowerment webinar from the LGBT Office Student Speakers Bureau.

The Stamp Student Union offers a wide range of programs that reflect diverse opinions and lifestyles and encourage open debate. Thousands of campus community members attend SEE sponsored lectures and programs throughout the academic year. The Stamp's Multicultural Involvement and Community Advocacy area sponsors Black History Month, Asian American Heritage Month, PRIDE Month, American Indian Heritage month, and Mixed Madness Week to enhance appreciation of difference.

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.*

View the **Goal 3 strategies** (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=34>) for the Faculty and Staff Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Strengthening the Implementation of Post-Tenure Review: *{See Strategy C}* The Provost and the Deans Council have agreed to systematize the procedures used to implement post-tenure review, in order to assure that the existing policy (<http://president.umd.edu/policies/ii120a.html>) is carried out thoroughly and efficiently. Specific procedures will be developed in Fall 2010.

Review of Faculty Merit Pay: *{See Strategy C}* A Faculty Merit Pay Taskforce appointed by the President and the Campus Senate conducted an extensive review of the University's Merit Pay Review Policy during FY2010, evaluating each academic unit's plan and its alignment with existing policy. A survey of faculty solicited their knowledge and assessment of their unit's policy and practices. The Task Force concluded that unit plans in some instances differ from current policy, and that faculty were often uninformed about their implementation. The Task Force recommended that each department review its policy and amend it as necessary to be in compliance with existing policy, with all plans to be reviewed by the Senate Faculty Affairs Committee. The Task Force also concluded that salary compression and equity represented a serious and systemic issue that can not be readily addressed via merit pay policy. The Campus Senate approved the report of the Task Force and its recommendations. Department review of merit pay policies will take place in FY 2011.

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Strategic Plan Implementation: Second Year (FY 2010)

Task Forces, Councils, and Committees Established During Implementation Year Two

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

The Task Force on Student Retention and Graduation ()

The Provost's Task Force on Student Retention and Graduation was appointed in January 2010 to review the University's retention and graduation rates and analyze the primary reasons why retention and graduation rates lag behind selected peer institutions. The Task Force was asked to provide advice on specific actions to significantly improve retention and graduation rates, to levels exceeding the goals contained in the Strategic Plan.

The Task Force was asked to understand the primary factors that contribute to students' decisions to leave the University. These factors could include: the level of academic preparedness, availability of needed courses, the availability of academic support (such as special assistance, mentoring and tutoring), the types and quality of financial support, student connections to the campus, and personal and family circumstances. Reducing the discrepancy between the retention and graduation rates of minority student groups and majority student groups is another critical dimension to be examined. Analysis of these issues was to include an examination of current practices, including a review of which students receive mandatory advising, the nature of support to students on academic probation, the role of mid-semester grade reports, the nature of tutoring service provided and whether these are adequate, the nature and advising and support for students seeking access to limited enrollment programs, and how Letters and Science students are supported.

Members of the Task Force on Student Retention and Graduation are:

Chair: Mahlon Straszheim, Associate Provost; Professor, Economics
Michelle Appel, Institutional Research, Planning, and Assessment, Director, Enrollment Policy and Planning
Deborah Bryant, Assistant Dean for Undergraduate Studies, and Director, Letters and Sciences
Audran Downing, Assistant Dean, College of Arts and Humanities
William Fourney, Associate Dean for Retention and Career Development, A. James Clark School of Engineering;
Professor, Aerospace Engineering
Barbara Gill, Assistant Vice President for Undergraduate Admissions and Enrollment Planning
Donna Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies; Professor, English
Jeffrey Hollingsworth, Professor and Associate Chair, Department of Computer Science
Robert Infantino, Associate Dean, College of Chemical and Life Sciences; Senior Lecturer, Biology
Warren Kelley, Assistant Vice President, Student Affairs

Lisa Kiely, Assistant Dean, Undergraduate Studies
Christopher Lester, Director, Office of Multi-ethnic Student Education

Faculty Merit Pay Taskforce ()

The Faculty Merit Pay Taskforce was created jointly by the President and the Senate to review the *University of Maryland Policy on Merit Pay Distribution*. The existing policy was developed in 1992 and amended in 2002. The Faculty Merit Pay Task Force will be charged with reviewing the existing implementation of the policy and make recommendations for improvements. It is expected that the task force will report their findings by April 2, 2010.

Members of the Faculty Merit Pay Taskforce are:

Chair: Eric Kasischke, College of Behavioral and Social Sciences
Ritu Agarwal, Robert H. Smith School of Business
Jordan Goodman, College of Computer, Mathematical, and Physical Sciences
Robert Jackson, College of Agriculture and Natural Resources
Sally Koblinsky, President's Office
Courtland Lee, College of Education
Zita Nunes, College of Arts and Humanities
Arthur Popper, College of Chemistry and Life Sciences
Ellin Scholnick, Provost's Office
Elisabeth Smela, A. James Clark School of Engineering

Provost's Diversity Advisory Council ()

Members of the Provost's Diversity Advisory Council are:

Chair: S. James (Jim) Gates, John S. Toll Professor of Physics
Pedro Barbosa, Professor of Entomology
Ira Berlin, Distinguished University Professor of History
Cordell Black, ex officio, Associate Provost for Equity & Diversity
Gloria Aparicio Blackwell, Assistant to the Vice President for Administrative Affairs
Roberta Coates, ex officio, Special Assistant to the President for Equity, Conflict Resolution, and Training
Mark Conway, Undergraduate Student, President of NAACP - UMCP Chapter
Judith Freidenberg, Associate Professor of Anthropology
Sharon Fries-Britt, Associate Professor, Higher Education
Sharon Harley, Associate Professor and Chair, African American Studies
Seung-kyung Kim, Associate Professor and Acting Chair, Women's Studies
Jerry L. Lewis, Executive Director, Academic Achievement Programs
Kara Morillo, Graduate Student, Department of English
Robert Steele, Associate Professor and Director, David C. Driskell Center
Louiqa Raschid, Professor of Information Systems
Robert E. Waters, Jr. , ex officio, Associate Vice President for Academic Affairs & Special Assistant to the President for Equity & Diversity

Continuing From Implementation Year One

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 Fahnestock, 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>) from Provost Farvardin on March 27, 2009. It delivered its final report to the University Senate on March 30, 2010. The Senate recommended approval on April 8, 2010. See the General Education Section ([GenEdYear2.html#G1](#)) of this Implementation Report for more details.

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

The Committee submitted its final report to the President during the summer of 2010.

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
Elizabeth Beise, Interim Associate Provost, Academic Planning and Programs; Professor, Physics

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 Wiltout, Senior Director for Marketing Strategy, Division of University Relations
Deborah A. Yow, Director of Athletics

Sustainability Council ()

The University Sustainability Council was created in September 2009 to advise the President, the Office of Sustainability, and the campus community about issues related to the integration of sustainability into campus operations. Campus operations include the physical campus as well as the University's core missions of teaching, research, and service. To assist the University in implementing its Climate Action Plan, the Council considers the costs and benefit of various carbon reducing expenditures as well as policy activities that support carbon neutrality and sustainability.

Members of the Sustainability Council are:

Permanent Members

Chair: Rob Specter, Vice President for Administrative Affairs
Monette Bailey, Senior Writer/Editor, University Relations
Linda Clement, Vice President for Student Affairs
Michelle Eastman, Assistant President and Chief of Staff
Jay Elvove, Manager, OIT
John Farley, Assistant Vice President for Administrative Affairs
Joan Kowal, Energy Manager, Facilities Management
Scott Lupin, Associate Director, Environmental Safety; Director, Office of Sustainability
Mary Ann Ottinger, Professor and Associate Vice President for Research
Mahlon Straszheim, Associate Provost, Academic Affairs

At-Large Appointment

Matthias Ruth, Professor, Public Policy; Director, Center for Integrative Environmental Research

Faculty (2-year terms)

Steve Hutcheson, Professor, Cell Biology & Molecular Genetics
Ross Salawitch, Professor, Atmospheric and Oceanic Sciences
Thomas Zeller, Associate Professor, History

Students (1-year terms)

Matthew Popkin, Undergraduate Student, Government and Politics
Ian Page, Graduate Student, Agricultural and Resource Economics

Student Advisory Subcommittee:

Chair: Matthew Popkin, Undergraduate Student, Government and Politics
Dan Atlas, Undergraduate Student, Environmental Science and Policy
Michelle Kim, Undergraduate Student, Environmental Science and Policy
Maria Louzon, Undergraduate Student, Government and Politics
Kate Richard, Undergraduate Student, English and Environmental Science and Policy
Scott Lupin, Associate Director, Environmental Safety; Director, Office of Sustainability
Joan Kowal, Energy Manager, Facilities Management
Matthias Ruth, Professor, Public Policy; Director, Center for Integrative Environmental Research

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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.

View [Year One Implementation Progress](http://sp07.umd.edu/Implement/Research.html) (<http://sp07.umd.edu/Implement/Research.html>) for Research, Scholarship, and the Creative and Performing Arts.

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.*

View [Goal 1 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=20>) for the Research, Scholarship, and the Creative and Performing Arts Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Grant Awards Again Set a Record Pace: () *{See Strategy B}* The total value of externally funded research awards in FY09 jumped 30% from the previous year, to \$519M. The University raised its FY10 goal to \$500M (originally the goal for 2013!), and with a total of \$545M has decisively exceeded that goal and the FY09 total. Reflecting a systematic and aggressive pursuit of federal stimulus dollars, the current total includes \$58M from that source.

The tremendous increase in external awards in FY09 was due, in part, to a 20% increase over the previous year in the number of proposals submitted and a **70% increase in the dollar amount asked for**. The number of proposals submitted in FY10 exceeded the FY09 number, while more than 10% of the proposals submitted asked for over \$1M in total funding.

Large Grants Were Received in an Expanding Range of Subjects and Disciplines: () *{See Strategy B}* The number of large grants and the average grant size continue to grow. Among significant grants awarded in FY10 are the following:

The National Science Foundation [has awarded](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=1949) (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=1949>) the University nearly \$2 million in American Recovery and Reinvestment Act (ARRA) funds to establish a brain imaging laboratory that will advance the leading edge, cross-disciplinary research the university is conducting in children's cognitive, social and psychological development and in children's and adults learning and processing of language. Distinguished University Professor (Human Development) Nathan Fox is the principal investigator of the project that involves at least half a dozen colleges and centers at Maryland. The College of Behavioral and Social Sciences will administer the grant.

The U.S. Department of Agriculture [has awarded](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2036) (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2036>) a \$5.16 million grant to a team of researchers led by Maryland plant science Professor John Lea-Cox to develop automated irrigation systems that will help farmers reduce overwatering and retain their crops' valuable nutrients.

The University () [has been awarded](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2058) (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2058>) \$10.3 million in stimulus funds by the U.S. Commerce Department's National Institute of Standards and Technology (NIST) to build an advanced quantum science lab. The lab will be located within stage one of a new Physical Sciences Complex, scheduled for construction beginning in the summer of 2010. In addition, [NIST announced](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2085) (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2085>) an award of \$15.5 million to the University, also from stimulus funds, to develop and implement a national NIST measurement science and engineering fellowship program. These two awards reflect the extremely close collaboration between the University and NIST that has developed in recent years.

The American Cancer Society [has awarded](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2115) (<http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2115>) \$1.8 million to Associate Professor Cheryl Holt of the School of Public Health, to develop and evaluate "spiritually themed health interventions" specific to prostate cancer for men attending 20 predominately African American churches in Prince George's County, Md.

Professor John Carlo Bertot, of the College of Information Studies, was awarded \$970,000 from the American Library Association and the Bill & Melinda Gates Foundation to conduct the 2009-2012 Public Library Funding and Technology Access surveys.

Assistant Professor Silvia Muro (joint, Fischell Department of Bioengineering and University of Maryland Biotechnology Institute) [has been awarded](http://www.eng.umd.edu/news/news_story.php?id=4793) (http://www.eng.umd.edu/news/news_story.php?id=4793) a \$1.72 million, 5-year National Institutes of Health (NIH) Research Project Grant to develop new therapies for the treatment of rare genetic diseases that affect the lungs and brain.

The Plant Genome Program of the National Science Foundation has awarded (<http://www.psla.umd.edu/AboutUs/nsfGrant.cfm>) \$3.23M to the interdisciplinary team of Drs. Gary Coleman and Jianhua Zhu (Plant Science and Landscape Architecture), Dr. Ganesh Sriram (Chemical and Biomolecular Engineering), and Dr. George Ude (Bowie State University) for studies of ways to turn poplar trees into high-yield crops for biofuels.

A team of Clark School faculty from the Institute for Systems Research, electrical and computer engineering and mechanical engineering has won (http://www.eng.umd.edu/news/news_story.php?id=4390) a three-year, \$1.5 million National Science Foundation grant for "Ant-Like Microrobots ♦ Fast, Small, and Under Control." Assistant Professor Nuno Martins (ECE/ISR) is the principal investigator. Co-PIs are Associate Professor Pamela Abshire (ECE/ISR), Associate Professor Elisabeth Smela (ME) and Assistant Professor Sarah Bergbreiter (ME/ISR).

Based on a cooperative agreement (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2162>) between Waters Technologies Corporation and the Joint Institute for Food Safety and Applied Nutrition (JIFSAN), the University has received over \$3M to create the International Food Safety Training Laboratory (IFSTL). The IFSTL will train scientist from countries exporting food to the US in chemical and biological testing techniques to satisfy US FDA requirements. The IFSTL will be built in the Patapsco Building in the M-Square Research Park. JIFSAN Director Professor Jianghong Meng, Nutrition and Food Sciences, is principal investigator.

Five New National Academy Members: *{See Strategy C}* Five additional faculty were chosen for membership in the National Academies. Professors Ben Schneiderman and Ali Moseleh and Emeritus Professor John Anderson were inducted (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2083>) into the National Academy of Engineering. Geology Professor Roberta Rudnick and Neil Gehrels, a NASA scientist, who also is an adjunct professor of astronomy at the university, were elected (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2148>) members of the National Academy of Sciences (NAS)

Faculty Win Other Prestigious Awards: *{See Strategy C}* University faculty continue to be named for other highly prestigious awards. Among major awards in FY10: Distinguished University professor of English Stanley Plumly was named (<http://www.newsdesk.umd.edu/UndergradExp/release.cfm?articleID=1980>) Poet Laureate of Maryland. William Dorland, Professor of Physics and Director of the University of Maryland Honors College was one of six winners (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2047>) of the E.O. Lawrence Award, which is given for "exceptional contributions to the development, use, control, or production of energy in basic and applied research supporting the Department of Energy and its mission." Emeritus Professor Jos ♦ Emilio Pacheco (Department of Spanish and Portuguese) has been awarded (<http://www.newsdesk.umd.edu/Culture/release.cfm?articleID=2035>) the prestigious Premio Cervantes Prize for 2009. It is the highest literary honor in the Spanish-speaking world. Distinguished University Professor Rita R. Colwell has been awarded (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2104>) the 2010 Stockholm Water Prize, widely recognized as the world's premier award for water related research or policy work. The University now annually celebrates ([CelebrateScholarship.pdf](#)) the many research and scholarly accomplishments of its faculty.

Division of Research Support for Faculty Creative Efforts Continues to Expand: *{See Strategies B, D, F, & H}* The Faculty Incentive Program (<http://www.umresearch.umd.edu/policies/facultylist.cfm>), continues to provide material support for proposal development and project support. Faculty in disciplines where external funding historically has been scarce are particularly encouraged to apply. As of early May, close to \$600,000 (including some college matching funds) was awarded in FY10 in support of 13 projects. A restricted Library of successful proposals (https://www.umresearch.umd.edu/proposal_library/index.cfm), organized by agency and proposal type, can be accessed by University faculty as an aide in proposal preparation. A regular Seminar Series (https://www.umresearch.umd.edu/seminar_series/index.cfm) covers such research related issues as: grant writing, federal agency programs and priorities, federal research policies, funding strategies with corporations and foundations, research ethics, and commercialization of intellectual property. Division staff are also available to mentor faculty in grant preparation, to identify funding opportunities, and to provide linkages to funding agencies and potential research partners.

Enhancing the Post Doctoral Experience: *{See Strategy I}* A committee representing the VP for Research, the Graduate School, and the Provost's Office of Faculty Affairs is finalizing a set of recommended actions, most of which have already been implemented in full or in part. In place are: The University is now carefully tracking post doctoral appointments by College and by appointment type; A website (<http://www.gradschool.umd.edu/postdoc/>) has been established with a considerable amount of information helpful for post doctoral researchers and scholars, including a manual for postdoctoral scholars (<http://www.gradschool.umd.edu/postdoc/Manual/Index.html>); the University has joined the National Postdoctoral Association (NPA); the postdoctoral position has been carefully defined, following the NPA guidelines; the University has made progress in establishing guiding principles for the post doctoral experience and guiding principles for postdoctoral appointments; agreements are in place to help balance the benefits available to post doctoral appointees in different employment categories.

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.*

View Goal 2 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=22>) for the Research, Scholarship, and the Creative and Performing Arts Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Major New Interdisciplinary Efforts Are In Place or Being Organized: *{See Strategies A, B, C, & D}* New or developing broad based research efforts with important societal impact include:

The Energy Research Center (<http://www.umerc.umd.edu/>) is administered by the College of Engineering. It includes faculty (<http://www.umerc.umd.edu/faculty/>) from all Clark School departments, as well as from the College of Agriculture and Natural Resources, the College of Chemical and Life Sciences, the College of Computer, Mathematical and Physical Sciences, the School of Public Policy, and the College of Behavioral and Social Sciences. Research by Center members ranges from the development of new materials and structures for energy efficiency; through the use of sustainable energy sources such as biomass, wind, and solar; to economic analysis of the effects of climate change; to strategic policy choices for dealing with them.

The Center for Food Safety and Security Systems (<http://cfs3.umd.edu/>) is addressing the security of food supplies and systems from the field to the dinner table, with an emphasis on food manufacturing. Center researchers from across the University (including ARHU, ENGR, AGNR, BSOS, CMPS AND SPH) are looking at potential threats, such as bioterrorism and intentional contamination, to the nation's food supply and will work closely with the Department of Homeland Security, the Food and Drug Administration's Center for Food Safety and Applied Nutrition, the Department of Agriculture, and the food industry. On hand at the inaugural meeting in November, 2009, were representatives from Mars, Inc., USDA, FDA, ConAgra Foods, the Coca-Cola Company, the Campbell Soup Company, PepsiCo, Inc., General Mills, and a host of other industry, government agency and trade organization representatives.

The University's Climate Adaptation project, Climate Information: Responding to User Needs (<http://climateneeds.umd.edu/umclimate/>) or CIRUN was inaugurated at an October 13, 2009 meeting (<http://climateneeds.umd.edu/umclimate/minutes.php>) that included over 40 participants (<http://climateneeds.umd.edu/umclimate/participants.php>) from nine colleges and several associated centers. Already a major player in climate research through numerous well established centers and laboratories, the University expects CIRUN to consolidate current activities and facilitate additional collaborations.

An "Initiative for Consumer Driven Healthcare" was launched in April, 2010 with a public forum ([Health_IT_Initiative.pdf](#)) that attracted more than 60 faculty members from across the University. Building on the existing Public Health Informatics Research Laboratory (<http://phi.umd.edu/>) and the Center for Health Information and Decision Systems (<http://www.rhsmith.umd.edu/chids/>) (Smith School). The initiative is meant to address the core challenges associated with the digital transformation of healthcare. Its goals include the development of rigorous solutions that accelerate and facilitate the transformation of healthcare, with a specific focus on the design, introduction and integration of information and decision technologies that improve the quality and safety of care, health literacy, the exchange and usefulness of health data, and the advancement of clinical research. A strong effort will be in health equity, spearheaded by a core group of five new faculty ([ResourceYear2.cfm#HealthEquity](#)) recently recruited to the School of Public Health in the Departments of Health Services Administration, Family Sciences, and Public and Community Health.

With the restructuring of the University of Maryland Biotechnology Institute, the University, in collaboration with the Medical School at UMB and with NIST, and drawing on current strong programs and infrastructure at College Park, will establish a new Institute for Bioscience and Biotechnology Research (IBBR) ([ResourceYear2.cfm#UMBI](#)). The IBBR is expected to create world-class research and economic development enterprises in three complementary areas: Nanobiotechnology; Pathobiology; and Structural biology, protein design, and drug discovery.

The Office of the Vice President for Research recently convened an interdisciplinary task force ([InformationWG.pdf](#)) on the **◆Future of Information◆** to explore how best to synthesize and leverage University pockets of expertise concerning the meaning of information and our relationship to it. Issues range from the preservation of cultural heritage, to the effective use of increasingly large information reservoirs, to the development of new mobile learning experiences, to the redefinition of open and participatory government, to the reconceptualization of libraries and archives. This group has recommended an integrated series of events during the upcoming academic year designed to engage our community in the potential formation of cross campus interdisciplinary working groups pursuing crucial issues concerning the future of information. As a first step, all interested faculty members are invited to an initial on-campus workshop and forum ([FutureOfInformation.pdf](#)) on September 24, 2010.

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.* *{}*

View *{}* Goal 3 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=22>) for the Research, Scholarship, and the Creative and Performing Arts Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Area Collaborative Agreements: *{}* *{See Strategies A & D}* Major new and enhanced agreements include the following:

A new [blanket cooperative agreement](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2098) (<http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2098>) was signed with the NASA-Goddard Space Flight Center. The broad guiding agreement will enhance both institutions' abilities to collaborate by providing greater access to the personnel and the facilities of the other and allow easier identification, development, and implementation of future partnerships. The pre-eminent joint activities that will come from this joint venture include space-based science; engineering research and development; bio-sciences; earth sciences, and education. A separate agreement, which creates a Joint Space-Science Institute (JSI), lays a blueprint for the two institutions to share resources and expertise in building a world-leading institute for space science. This new institute will build on the many existing research partnerships in high energy and particle astrophysics, space and black hole physics, cosmology, and planetary and solar system astronomy. The establishment of the JSI also will provide the possibility of unique undergraduate, graduate, postdoctoral and career employment opportunities in space science. The new joint institute's ability to provide Maryland students 'hands on' experience both on campus and in NASA Goddard labs is expected to be "an extremely attractive tool for recruiting the best and brightest" graduate and undergraduate students to the University of Maryland, according to officials.

In July, 2009 the University and the Beltsville Agricultural Research Center (BARC) formalized their 52-year partnership by signing a five-year cooperative agreement. The two organizations will work to create a leading center on agricultural, environmental and natural resources research. Additional agreements with BARC and the MARS Corporation (for work in food safety and security), with the Computer Sciences Corporation (CSC), and with other area agencies and organizations are in various stages of negotiation.

On May 19, 2010, the University [signed a Memorandum of Understanding](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2161) (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2161>) with the National Cancer Research Center at the National Cancer Institute that "establishes the Collaborative Research and Graduate Partnership Program in Cancer Technology between the University of Maryland and the Center for Cancer Research at the NCI. The program, only the second of its kind affiliated with the NCI, will send Maryland graduate students to the NCI laboratories in Bethesda, Md., for training and will provide for professional and academic exchanges between university faculty and NCI researchers." Maryland researchers expect to help the NCI do a quantitative analysis of the large amounts of raw data now available due to rapid-fire advances in genomics and cell imaging. These researchers include UM experts in statistical mechanics, chaos theory and nonlinear dynamics developing models that assist federal scientists as they look at healthy and cancerous cells. Other Maryland faculty will lend expertise in bioengineering and nanotechnology, using the university's sophisticated nanofabrication laboratories to expand knowledge in areas like targeted drug delivery and micro-photonics that can be used in cell imaging. A [kickoff workshop](http://www.cancertechnology.umd.edu/) (<http://www.cancertechnology.umd.edu/>) is scheduled for June 15, 2010.

On June 4, 2010, the University and the Lockheed Martin Corporation [signed an agreement](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2171) (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2171>) to "create a unique, strategic relationship between the two institutions." According to the news release, "The new agreement provides a strategic framework for current and future cooperation that leverages the resources, talent, and ideas of both institutions to produce innovative solutions for global and national security challenges. The agreement provides for work in three key areas: Centers of Collaboration, Joint Pursuit of Business Opportunities, and Enhanced Research and Development. The initial Lockheed Martin commitment is a minimum of \$1 million per year for three years. However, officials from both organizations agree that the relationship is expected to grow in terms of both collaboration and investment." The first of the planned centers, the Center for Logistics and Sustainment, has already been launched under the direction of Jacques Gansler, Roger C. Lipitz Chair in Public Policy and Private Enterprise in the School of Public Policy.

Seed Grant Collaboration With UMB Shows Continuing Success: *{See Strategy B}* The University and UMB continued their joint competitive [NIH Seed Grant Program](http://www.umresearch.umd.edu/sqp/UMBUMCP_2009_SeedAnnouncement_Jan14.pdf) (http://www.umresearch.umd.edu/sqp/UMBUMCP_2009_SeedAnnouncement_Jan14.pdf) in FY10. The initiative fosters teams of investigators crossing disciplinary boundaries and campuses to establish specific research foci, generate preliminary data, and submit research proposals to the National Institutes of Health, the National Science Foundation, or other federal funding agencies. This year's winners were announced on April 15 during a [seminar where the winners of the previous competition presented their research findings](#) ([SeedGrantPresentationAgenda.pdf](#)). Results in this third program year included seven funded proposals for a total of about \$500K. With eight awards in year 1 and nine in year 2, these 1 year awards have resulted in 31 NIH proposals submitted, 6 proposals funded, 2 invention disclosures, and 36 papers published and presented at professional meetings with many proposals and papers planned in 2010. The seed grant program has also resulted in regular meetings between College Park and the University of Maryland, Baltimore Medical School to explore additional funding opportunities. This collaboration has fostered several major NIH proposals. Examples are the Clinical and Transitional Science Awards (CTSA) proposal and the Physics Oncology Center proposal.

Smithsonian Agreement Initial Results: *{See Strategy C}* In April, the university and the Smithsonian Institution strengthened and expanded their longstanding ties with a memorandum of understanding. The first year of a [seed grant program](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2163) (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2163>) was established to enhance existing collaborations and foster new projects between researchers and scholars at the University of Maryland and the Smithsonian Institution. Each contributed \$105,000 for a total of \$210,000. Nineteen proposals were submitted from diverse areas of research representing 11 colleges and institutes at UMCP and 11 museums and galleries of the Smithsonian Institution. Funding decisions were made from the recommendations of the UM-SI Seed Grant Program Peer Review Panel, which was constituted of three panel members from UMCP and three panel members from the Smithsonian Institution, including experts in the arts, humanities, chemistry, life sciences, and engineering. *Ad hoc* reviews were obtained from experts in astrophysics. Four proposals were selected for funding and at least six of the other proposals were recommended for

follow up to encourage the teams to continue to move forward on their collaborative programs.

Strong Relationships With Agencies and Corporations: () *{See Strategy F}* Many University personnel have strong advisory relationships with the leadership of important organizations, providing the university with conduits for information, for establishing collaborations, and for recognition as an important player in research and development. As salient examples, Professor Jacques Gansler (PUAF) was named to the Defense Science Board (<http://www.defense.gov/releases/release.aspx?releaseid=13219>), Professor Jim Gates (PHYS) was named (http://www.whitehouse.gov/the_press_office/President-Obama-Announces-Members-of-Science-and-Technology-Advisory-Council/) to the President's Council of Advisors on Science and Technology (PCAST), Distinguished University Professor John Laub (CCJS) was nominated to be Director of the National Institute of Justice (confirmed on June 22, 2010), and Professor Susan Schwab (PUAF) was named to the Board of Directors of the Boeing Corporation. Professor Steve Fetter (School of Public Policy) is serving as Assistant Director in the White House Office of Science and Technology Policy. Professor Ed Montgomery (Economics) reports to President Obama as Director of Recovery for Auto Communities and Workers. Professor Tony Busalacchi (Atmospheric & Oceanic Science) is Chair of the Climate Working Group of NOAA's Science Advisory Board. Professor Mark Lewis (Aerospace Engineering) is Chief Scientist for the U.S. Air Force. Vice President Mel Bernstein serves on the boards of the Association of American Universities (AAU), the Association of Public and Land-Grant Universities, and the Oak Ridge organization. Associate Vice President Ken Gertz serves on the Board of the University Space Research Association.

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.*

View **Goal 4 strategies** (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=23>) for the Research, Scholarship, and the Creative and Performing Arts Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Strong Support Continues for Tech Transfer and Venture Creation: () *{See Strategy A}* Continuing services offered by the **Office of Technology Commercialization** (<http://www.otc.umd.edu/>) (OTC) and by the **Maryland Technology Enterprise Institute** (<http://www.mtech.umd.edu/>) (Mtech) include mentoring individuals, providing support services, and connecting with potential investors and clients. A typical **weekly Mtech sendout** ([MtechNews042710.pdf](http://www.mtech.umd.edu/news/042710.pdf)) illustrates its range of activities and services. An example of the impact of University developed technology on the region is the important use of the **Regional Integrated Transportation Information System** (<http://www.newsdesk.umd.edu/scitech/release.cfm?ArticleID=2079>) (RITIS) during February's snow emergency. Examples of significant up-and-coming technologies were highlighted in the April 13 **Inventions of the Year** (<http://www.newsdesk.umd.edu/scitech/release.cfm?ArticleID=2134>) presentation. Other significant inventions were presented during the **Professor Venture Fair** (<http://www.newsdesk.umd.edu/scitech/release.cfm?ArticleID=2023>), held during the annual **Bioscience Research and Technology Review Day** (<http://www.bioscienceday.umd.edu/>) on November 12.

An International Incubator Was Opened With DBED Collaboration: () *{See Strategy C}* Located on Route 1 near the main entrance to the campus, the **Maryland International Incubator** (<http://www.mii.umd.edu/>) was officially inaugurated (<http://www.choosemaryland.org/pressroom/Documents/International%20incubator.pdf>) in October, 2009. A collaboration with the State's Department of Business & Economic Development (DBED), the mission of the International Incubator is to connect Maryland and International companies for successful joint ventures through a targeted array of business services, state-of-the-art facilities, and world-class resources. Anchored by the **Maryland-China Research Park** (<http://umcrp.umd.edu/>), the 7,500 square-foot incubator has the potential to accommodate between 20 and 25 foreign tenants when fully occupied. As of mid May, it was already close to full. The University's interest is in opportunities for collaboration and for student participation and support. The State's interest is in economic development; attracting foreign-owned companies and new jobs to Maryland.

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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. View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Infrastructure.html\)](http://sp07.umd.edu/Implement/Infrastructure.html) for Infrastructure and Academic Support.

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.*

View [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35) for the Infrastructure and Academic Support Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Efforts and Progress in Sustainability, Energy Efficiency, and Greening: () *{See Strategy A}* With the advice of a new [Sustainability Council \(http://www.sustainability.umd.edu/content/about/sustainability_council.php\)](http://www.sustainability.umd.edu/content/about/sustainability_council.php) the [Office of Sustainability \(http://www.sustainability.umd.edu/content/about/office_of_sustainability.php\)](http://www.sustainability.umd.edu/content/about/office_of_sustainability.php) has coordinated widespread efforts to save energy and reduce waste. Salient examples include [energy use reduction and sustainable energy source \(http://www.sustainability.umd.edu/content/campus/energy.php\)](http://www.sustainability.umd.edu/content/campus/energy.php) projects, new [policies \(http://www.sustainability.umd.edu/content/about/policies.php\)](http://www.sustainability.umd.edu/content/about/policies.php) related to building temperature and lighting levels and environmentally preferable procurement, a commitment to [green building construction \(http://www.sustainability.umd.edu/content/campus/green_buildings.php\)](http://www.sustainability.umd.edu/content/campus/green_buildings.php) with the newly opened Knight Hall expected to receive LEED Gold certification, [storm water runoff mitigation \(http://www.sustainability.umd.edu/content/campus/stormwater.php\)](http://www.sustainability.umd.edu/content/campus/stormwater.php), and [greatly expanded recycling \(http://www.sustainability.umd.edu/content/campus/recycling.php\)](http://www.sustainability.umd.edu/content/campus/recycling.php). (The most recent figure on recycling is over 57%). See the [Campus Infrastructure & Operations \(http://www.sustainability.umd.edu/content/campus/index.php\)](http://www.sustainability.umd.edu/content/campus/index.php) section of the Office website for more details concerning the tremendous range of institutional efforts under way and the very substantial achievements to date.

A [broader view \(http://www.sustainability.umd.edu/\)](http://www.sustainability.umd.edu/) of the institutional commitment shows that it is pervasive, including educational, research, and outreach activities among others. The enthusiasm and commitment of students, faculty, and staff to this effort led to the University [being named \(http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=1996\)](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=1996) a winner of the "America's Greenest Campus" contest. Furthermore, after a second place finish in the 2007 Solar Decathlon, the University [has been chosen \(http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2132\)](http://www.newsdesk.umd.edu/SciTech/release.cfm?articleID=2132) as one of 20 teams selected to compete in the 2011 contest.

Far-Reaching Climate Action Plan Was Approved: () *{See Strategy B}* The University's extensive and far-reaching [Climate Action Plan \(http://www.adminaffairs.umd.edu/newsletters/spring2010/University%20of%20Maryland%20Climate%20Action%20Plan.pdf\)](http://www.adminaffairs.umd.edu/newsletters/spring2010/University%20of%20Maryland%20Climate%20Action%20Plan.pdf) (CAP) was completed in August, 2009, and was then approved by the University Senate and adopted by President Mote in September. The document includes over 40 strategies for how the campus will work toward carbon neutrality by 2050 by improving energy efficiency and conservation, investing in new technologies and integrating sustainability into campus research, teaching and service. Carbon neutrality is defined as reducing greenhouse gas (GHG) emissions as much as possible and offsetting any remaining emissions so that net emissions to the atmosphere are zero. As a signatory to the American College and University Presidents Climate Commitment the University has committed to conduct greenhouse gas inventory updates every two years and milestone reporting in off years.

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.*

View [Goal 2 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35) for the Infrastructure and Academic Support Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Construction of New Teaching Facilities, Completed and in Progress: () *{See Strategy A: Also Goal 4, Strategy A}* Knight Hall (<http://vimeo.com/10388662>) has been opened with state-of-the-art facilities for teaching in Journalism. The [Michelle Smith Collaboratory for Visual Culture \(http://www.newsdesk.umd.edu/undergradexp/release.cfm?ArticleID=2136\)](http://www.newsdesk.umd.edu/undergradexp/release.cfm?ArticleID=2136), an innovative facility for

teaching and research, opened in the Department of Art History and Archaeology in March. It supports faculty and graduate students who are experimenting with virtual modeling that can "react." Construction has begun (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2164>) on a major new Physical Sciences Complex (<http://www.cmps.umd.edu/psc.htm>), while funding to begin planning the University Teaching Center is in the state's Capital Improvement Plan (CIP) for Fall, 2011. Placement of the Teaching Center in the CIP was facilitated by an anticipated \$10M capital gift to the University. Almost half the cost of Knight Hall was covered through capital gifts from private individuals and foundations.

Major Facilities Renovations, Completed and in Progress: () *{See Strategy C}* A complete renovation of Tawes Hall completed in Fall, 2009 provides space for the English Department and many modern teaching and office spaces. Recent extensive renovations (<http://betweenthecolumns.umd.edu/2010/03/10/publichealth/>) to the School of Public Health building have put all its academic units under one roof for the first time. A thorough renovation of the old Journalism Building, with eventual use by the College of Behavioral and Social Sciences, will get under way in summer, 2010. Also beginning this summer, Marie Mount Hall will be reconfigured and upgraded to house several units of the office of Undergraduate Studies.

Five-Year Networking Infrastructure Upgrade Project Under Way: () *{See Strategy C}* The University is completing year one of an ambitious five-year Network Refresh (<http://www.oit.umd.edu/networkrefresh/index.html>) project, which is bringing Gigabit Ethernet speeds to the desktop in campus buildings. New data switch gear being installed supports advanced networking features and possesses enhanced security capabilities, which are essential for the delivery of such services as VoIP and video streaming. The refreshed infrastructure also supports enhanced emergency (E911) services and the interconnection of email, calendaring, video, and voice services. Annual installation priorities are set by a Network Refresh Advisory Committee (<http://www.oit.umd.edu/NRAC/>) representing campus-wide constituencies. The refresh is being financed through user fees, the student technology fee, and state budget allocations. It is facilitated by low interest loans and favorable pricing provided by networking partner CISCO, Inc.

Teaching Facility Upgrades: () *{See Strategy C}* Classroom technology upgrades continue on a regular basis. Close to 200 of the total 350 University classrooms now have built in IT equipment, with many others serviced with portable equipment on carts. Technology support is offered by a designated support person for each room. Scheduled for this summer are major physical and technology upgrades in large lecture halls in the Shoemaker Building and in the School of Public Health. Efforts are also being made to identify a new dedicated source of funding to allow this activity to expand. The third floor of the H.J. Patterson Building is being renovated this summer to create new Bioscience teaching laboratories. OIT is also conducting a lecture capture pilot using Panopto Coursecast. Nine faculty members are participating in the pilot this semester. Over forty classrooms (http://www.oit.umd.edu/tc/capture_classrooms.htm) are currently equipped for lecture capture.

Relief Asked for Serious Infrastructure Deficiencies: () *{See Strategy C}* The University has documented the need for very substantial capital funding to deal with serious infrastructure failures, particularly in the historic core, which was constructed before 1950. Issues involve inefficient heating and cooling systems, outdated and unsafe electrical systems, failing building foundation drains, and underground piping systems that regularly fail. These issues will be presented to the Board of Regents and State authorities with the aim of securing appropriate relief.

New Student Housing Opened and Under Construction On- and Off-Campus: () *{See Strategy D}* See the Undergraduate Education ([UndergradYear2.cfm#HousingConstruction](#)) section of this Implementation Report for details.

Designation as an Arboretum and Botanical Garden: () *{See Strategy E}* The University of Maryland campus was designated an Arboretum and Botanical Garden in December 2007 by the American Public Garden Association. In 2008, it was accepted in the inaugural year as a "Tree Campus USA" designee. A web page (<http://www.arboretum.umd.edu/>) includes tree and plant species lists and maps. Recent activities include the planting of three new native species gardens and the completion of Mayer Mall, a multi phased effort to recapture parking lots near Van Munching Hall and turn them into green spaces with a dedicated landscape crew. Similar work is being carried out in an area behind the new Knight Hall.

Facilities Master Plan Ten-Year Update is Under Way: () *{See Strategy E}* The Plan update (<http://www.facilities.umd.edu/MasterPlan3/index.cfm>) is being undertaken by a steering committee and subcommittees (http://www.facilities.umd.edu/MasterPlan3/Docs/FMP_2010_Update_Roster.pdf) that draw on the substantial expertise of the University community and by consultants being chosen through an RFP process (<http://www.facilities.umd.edu/MasterPlan3/Docs/PreProposalPresentationFacilitiesMasterPlan.pdf>). The update will focus on the campus landscape and on transportation issues. A salient and long-standing feature of the current plan (<http://www.facilities.umd.edu/Masterplan/>) is the proposal to close Campus Drive to general traffic. As part of the study for the update, the University will close Campus Drive for eight weeks (<http://www.facilities.umd.edu/CampusDrive/>) during the summer of 2010, although this plan did cause controversy ([CloseCampusDrive.pdf](#)) when initially proposed.

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.*

View Goal 3 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35>) for the Infrastructure and Academic Support Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Development of Quali Administrative Systems: () *{See Strategies A & B}* Development of several Quali systems reported in year one (<http://sp07.umd.edu/Implement/Kuali.html>) continues. In particular, an "insiders" release of the Curriculum Management module at the end of April will allow local configuration of the module in preparation for its public release and phased introduction in September. In addition, the University Libraries recently announced their participation in Kuali OLE (http://www.lib.umd.edu/PUB/PUBLICATIONS/Pressreleases/kuali_OLE_press_release.html), a new collaborative project, funded in part by a \$2.38 million grant from The Andrew W. Mellon Foundation, to develop software created specifically for the management of print and electronic collections for academic and research libraries around the world.

New "PeopleAdmin" Web-Based Hiring System is Operational: () *{See Strategies A & B}* University Human Resources instituted the new PeopleAdmin (<http://www.personnel.umd.edu/peopleadmin/whatispeopleadmin.cfm>) employment system in late March, 2010. The new system moves many aspects of all faculty and staff searches to an online environment. The system will improve the efficiency and effectiveness of all facets of the university's current hiring and classification processes, streamlining cumbersome practices, and increasing value for each stakeholder group. PeopleAdmin was developed to meet the unique needs of the higher education community, and it is the hiring system currently used by over 500 public and private universities across the country.

Merger of ARS and PHR Personnel Systems is In Process: () *{See Strategies A & B}* One of the long term goals for the Payroll & Human Resource System (PHR) has been to merge Academic Resource System functionality into PHR. Now that the appointment, time entry, gross pay, and post reporting modules of PHR have been completed, the work on effecting the merger has begun (http://www.provost.umd.edu/pers-bud/ARS/ARS-PHR_Merge/). The project goals are to streamline the current ARS appointment processes, eliminate duplicate departmental data entry and processing in ARS and PHR, reduce programming resources currently needed to maintain both systems, and reduce service office staff time spent reconciling data between ARS and PHR.

Software Infrastructure Developments: () *{See Strategies A & B}* The University has adopted Microsoft Applications as the basis of its communication and collaboration infrastructure. Faculty have been migrated (<http://www.oit.umd.edu/ITforUM/2010/spring/exchange.html>) from Mirapoint email to Exchange Email, a more robust and versatile system. It is expected that the many current users of unit-based email systems will find it favorable to transition to Exchange as well. During the summer faculty will be migrated from the current Oracle calendar system to the calendar system that is part of Exchange. The new system will also integrate well with the Avaya VOIP telephone system being deployed as the Network Refresh (<http://www.oit.umd.edu/networkrefresh/index.html>) project proceeds through the campus. Available other Microsoft applications include SharePoint, an extensive collaboration system that includes file sharing, the ability to set up work flows, personal spaces, etc. Available to the whole community, deployment of this powerful tool is still at an early stage. In addition, the University has an enterprise license with VM Ware for server virtualization software, with more than 100 implementations already across campus, providing more efficient use of hardware and energy saving in server applications. Furthermore, among other system enhancements, OIT has instituted remote assistance and enhanced problem tracking for its help desk services and is unifying its billing systems for more efficient service.

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.*

View Goal 4 strategies (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=36>) for the Infrastructure and Academic Support Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Enterprise Learning Management System (ELMS) Expands in Scope, Coverage, and Penetration While Additional Tools Are Deployed: () *{See Strategy B}* Since the online learning systems were consolidated into Blackboard (https://elms.umd.edu/webapps/portal/frameset.jsp?tab_id=_40_1) in 2007, coverage has increased (as of Fall, 2009) to 63% of University courses and 67% of course sections. The system is used by 89% of all students and 40% of all faculty. This year ELMS has been ported to mobile systems, while pilot projects associated with the University's Mobility Initiative (<http://mobility.umd.edu/>) and its extension (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2146>) to the next academic year are testing new approaches to student faculty interaction and the use of mobile devices as teaching and learning tools. A variety of other technology based learning tools (<http://otal.umd.edu/supported-tools>) are also available or being developed.

Special Purpose Facilities Being Upgraded or Developed: () *{See Strategy C}* The animal care facilities in the Biology-Psychology Building are being upgraded, using the \$3M grant reported in the Year One Progress Report. The University is preparing with confidence to apply for AALAC accreditation, which is an essential requirement for a first-class animal research enterprise. Other significant special-purpose facilities being developed include the Brain Imaging Center (<http://www.newsdesk.umd.edu/scitech/release.cfm?articleID=1949>) mentioned in the Research section of this report and the high performance computing clusters described just below.

High Performance Computing Clusters, Current and Being Developed: () *{See Strategy D}* The existing high-performance computing cluster (<http://www.oit.umd.edu/hpcc/>), nicknamed "Deep Thought" and based on processors contributed by individual University units, has a fifteen teraflop capacity with 37 terabytes of SAN storage. Open to all campus

researchers, time on the cluster is allocated by the [HPCC Allocations & Advisory Committee](http://www.oit.umd.edu/hpcc/AAC_about.html) (http://www.oit.umd.edu/hpcc/AAC_about.html). A wide variety of software packages are installed for use on the cluster. During 2009 110,000 jobs were run on the cluster for a total of 570 "compute years." During 2010 the University will install a new computer cluster, called Evergreen, a joint project of the Department of Energy and the University's [Joint Global Change Research Institute](http://www.globalchange.umd.edu/) (<http://www.globalchange.umd.edu/>). To be used to support integrated assessment of human drivers of climate change and the consequences of those changes, Evergreen has 224 nodes, 1792 cores, and a theoretical peak performance of 20 teraflops. It will have 2.1 petabytes of storage. How widespread community use of this resource will be is yet to be determined.

IT Infrastructure Becoming More Secure and More reliable: () *{See Strategy F}* The [Network Refresh Project](#) ([#NetworkRefresh](#)) is converging voice and data communications onto a single, more supportable, and more secure network. As part of this effort, evaluations are underway to select next generation packet shaper and intrusion prevention systems that will be able to enhance security and availability as the data traffic volume continues to grow. OIT is also deploying a new e-mail security infrastructure designed to identify and remove a variety of security threats, including viruses and "phishing" messages. Furthermore, OIT continues to expand the utilization of its Secondary Data Center (SDC). Replicas of many of campus' essential data systems have been moved into the SDC to ensure continued service in the event of a service disruption in the Primary Data Center where the majority of OIT's servers are housed.

Compliance with USM and State IT security requirements and best practices has become central to OIT thinking, following a highly critical external audit five years ago. A comprehensive plan to assure compliance was adopted and staff added for this purpose. The most recent state audit, completed in July, 2009, focused on relatively minor residual issues, and was characterized as "a very good result" by the legislature's director of IT audit. During FY10 OIT focused on implementing the 27 suggestions made in this past audit. This included a number of changes in the security infrastructure within our data centers, the addition of more monitoring to systems, and changes to the operation of our network.

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.*

View [Goal 5 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=36) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=36>) for the Infrastructure and Academic Support Section of the Plan.

GOAL 5 AREAS OF PROGRESS

University Has Begun Participation in National Digital Library Consortia: () *{See Strategy A}* The University is negotiating the final details of its participation in the [Google Books Library Project](http://en.wikipedia.org/wiki/Google_Books_Library_Project) (http://en.wikipedia.org/wiki/Google_Books_Library_Project). Approximately 200,000 items in the Library collections, not available in the current member libraries, will be scanned and made available, as appropriate, through Google Book Search. The University is also becoming a member of the [Hathi Trust](http://www.hathitrust.org/) (<http://www.hathitrust.org/>), a repository for archiving and sharing digitized collections created by a collaboration of major research libraries. Through its membership, the libraries will have a well curated and secure home for its digital information, will provide access to the community to the vast content and efficient search tools available through the Trust, and will also become a strong participant in shaping the national information environment for higher education in the future.

Improved Technology and New Data Bases: () *{See Strategy A}* An increase in the student technology fee will bring an additional \$3M to the libraries annually, earmarked for improvements in technology-based information access. A substantial portion of this will go for new data bases and electronic books, as well as to a fund for on-demand purchase of electronic materials.

Terrapin Learning Commons Under Construction: () *{See Strategy B}* The University is transforming (<http://www.lib.umd.edu/MCK/mckrenovations.html>) much of the second floor of McKeldin Library into the "Terrapin Learning Commons," a substantial, comfortable, and attractive student work area that will include multi-media computers, large format printers, and scanners to facilitate creative work, as well as computer work stations, group study rooms, multiple power outlets, and other improvements to facilitate collaboration and information access and use. The Writing Center will also be an integral partner in this space. Furthermore, by moving equipment from areas of less demand and by opening up training room facilities when they are not otherwise being used, the libraries have already almost doubled the number of computer work stations available within McKeldin, the location where demand is the highest.

Aligning Resources With Strategic Priorities: () *{See Strategy B}* This year the libraries moved significant resources into such new priority areas as Public Health and Persian Studies. More than 50% of the acquisitions budget now is for materials in digital form, which responds to an increasing emphasis on access rather than ownership while providing a flexible environment for addressing changes in strategic priorities.

Improving Access to Information; Longer-Term and Current Progress: () *{See Strategy C}* The University has joined (http://www.lib.umd.edu/PUB/PUBLICATIONS/Pressreleases/kuali_OLE_press_release.html) the [OLE Project](http://oleproject.org/) (<http://oleproject.org/>). A \$2.38 million grant from The Andrew W. Mellon Foundation to Indiana University, as the lead institution of an international

consortium, will be used to develop software created specifically for the management of print and electronic collections for academic and research libraries around the world. The result will be improved discovery of and access to information. The timeline for project completion is likely to be two years plus. In the interim, the libraries continue to enhance current access systems. Thus, this year faculty have been able to make course materials available to students through streaming videos (<http://betweenthecolumns.umd.edu/2010/3/10/digitizedfilms/>), a large number of ebooks is available, the interfaces on library public work stations have been enhanced, and search of our databases was improved through the addition of such tools as WorldcatUM (<http://umaryland.worldcat.org/>), a google-like search engine that searches holdings on OCLC and highlights those owned by the University or within the University System collections. Some of these enhancements resulted from improved collaboration between OIT and the Libraries.

Materials Gifts to the Libraries Support Strategic Priorities: () *{See Strategy D}* Recent gifts include a collection of Confucius related materials that will be unique in the western hemisphere, supporting substantial University outreach and scholarship related to China. A series of music-related gifts enhance the status of the University as a center for scholarship and practice in the performing arts.

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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.

View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Partnerships.html\)](http://sp07.umd.edu/Implement/Partnerships.html) for Partnerships, Outreach, and Engagement.

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.

AREAS OF PROGRESS

Activities Described in the Year-One Report are Still in Full Force: Some examples of ongoing partnerships and outreach activities are listed in the [Year One Implementation Report \(http://sp07.umd.edu/Implement/Partnerships.html\)](http://sp07.umd.edu/Implement/Partnerships.html).

New and Expanded Area Research Partnerships: New or expanded research partnerships are described in the [paragraphs about Goal 3 progress \(ResearchYear2.cfm#G3\)](#) in the Research, Scholarship, and the Creative and Performing Arts section of this Implementation Report. In particular, agreements with the NASA-Goddard Space Flight Center, the Beltsville Agricultural Research Center, the National Cancer Research Center at the National Cancer Institute, the Lockheed Martin Corporation, the University of Maryland, Baltimore, and the Smithsonian Institution are highlighted.

Selected Continuing Research Collaborations Addressing National Needs: ()

The [Joint Institute for Food Safety and Applied Nutrition \(JIFSAN\) \(http://www.jifsan.umd.edu\)](http://www.jifsan.umd.edu), established between the United States Food and Drug Administration (FDA) and the University in April 1996, works to provide the scientific basis for ensuring a safe, wholesome food supply as well as provide the infrastructure for contributions to national food safety programs and international food standards. A major new cooperative agreement ([ResearchYear2.cfm#JIFSAN](#)) on food safety training was recently incorporated within JIFSAN.

The [Earth System Science Interdisciplinary Center \(ESSIC\) \(http://www.essic.umd.edu/\)](http://www.essic.umd.edu/) is a joint center between the University and the Earth Sciences Directorate at the NASA/Goddard Space Flight Center. ESSIC also administers the [Cooperative Institute for Climate Studies \(CICS\) \(http://essic.umd.edu/cics/\)](http://essic.umd.edu/cics/), which is sponsored by the NOAA National Satellite, Data, and Information Services (NESDIS) and the NOAA National Centers for Environmental Prediction (NCEP). The goal of ESSIC is to enhance our understanding of how the atmosphere, ocean, land, and biosphere components of the Earth interact as a coupled system and the influence of human activities on this system. This is accomplished via studies of the interaction between the physical climate system (e.g., El Nino) and biogeochemical cycles (e.g., greenhouse gases, changes in land use and cover).

The [Center for Advanced Study of Language \(CASL\) \(http://www.casl.umd.edu\)](http://www.casl.umd.edu) was founded at the University in 2003 as the first and only national resource dedicated to addressing the language needs of the Intelligence Community (IC). One of 12 University Affiliated Research Centers (UARC)s, its mission is to support national security by improving our language readiness and capabilities.

The [National Consortium for the Study of Terrorism and Responses to Terrorism \(START\) \(http://www.start.umd.edu/start\)](http://www.start.umd.edu/start) is a U.S. Department of Homeland Security Center of Excellence, tasked by the Department of Homeland Security's Science and Technology Directorate with using state-of-the-art theories, methods, and data from the social and behavioral sciences to improve understanding of the origins, dynamics, and social and psychological impacts of terrorism. Based at the University, START aims to provide timely guidance on how to disrupt terrorist networks, reduce the incidence of terrorism, and enhance the resilience of U.S. society in the face of the terrorist threat. Two recent reports about [terrorist de-radicalization \(http://newsdesk.umd.edu/global/release.cfm?ArticleID=2194\)](http://newsdesk.umd.edu/global/release.cfm?ArticleID=2194) and about [rates of coordinated terrorist attacks \(http://newsdesk.umd.edu/bigissues/release.cfm?ArticleID=2196\)](http://newsdesk.umd.edu/bigissues/release.cfm?ArticleID=2196) show the scope and significance of the work of START.

The [Joint Quantum Institute \(JQI\) \(http://www.jqi.umd.edu\)](http://www.jqi.umd.edu) is a research partnership between University of Maryland (UMD) and the National Institute of Standards and Technology (NIST), with the support and participation of the Laboratory for Physical Sciences. The almost 30 [JQI fellows \(http://www.jqi.umd.edu/about-us/people/fellows-gallery.html\)](http://www.jqi.umd.edu/about-us/people/fellows-gallery.html) have collaborated very successfully on projects across the field of quantum information. This partnership with NIST includes other research collaborations, and was further enhanced by [two large new awards \(ResearchYear2.cfm#NIST\)](#) that the university received this year.

New Collaborative Programs in the School of Public Health: () The School of Public Health is reaching out to local,

national, and international communities to create collaborative programs aimed at improving health care in underserved areas. New programs to improve health outcomes in underserved communities include:

The [Madieu Williams Center for Global Health Initiatives](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2007) (<http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2007>).

Established through a partnership among the Madieu Williams Foundation, the University, Prince George's County, and the Embassy of Sierra Leone, the Center will focus on local, state-wide and global health initiatives, with particular attention to public health initiatives in Prince George's County, Md. and Freetown, Sierra Leone.

The School of Public Health has joined a new [Maryland Alliance to Transform the Health Professions](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2153)

(<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2153>), which will focus on expanding the pipeline of "diverse, fully-prepared and qualified candidates for the health professions," as well as expand educational and training opportunities for them. According to the MOU creating the Alliance, "Creating a future health care workforce that is increasingly proficient in cross-racial and cross-cultural interactions, is intended to reduce Maryland's disparities in health status and care."

The School has recruited five new faculty who will create the [Maryland Center for Health Equity](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2154) (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2154>) as a base for extensive community-level research and outreach focused on reducing health disparities. Maryland has the fourth largest concentration of medically underserved racial and ethnic minorities in the nation. In addressing these disparities, the center also plans to develop models for use by other states.

Public Forums on Critical Policy Issues Contribute to the National Dialogue: () The University has sponsored or cosponsored a series of public forums where significant issues of public policy have been debated by recognized experts. Among this year's events were the Forum on [Deficit Cutting After Health Reform](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2107) (<http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2107>), cosponsored by the School of Public Policy and the non-partisan Concord Coalition and featuring House Majority Leader Steny Hoyer as one of five main speakers. Also [Domestic Dysfunction in the Israeli-Palestinian Conflict - The Peace Process Meets Anti-Politics](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2145) (<http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2145>), sponsored by the Maryland School of Public Policy Saul I. Stern Professorship of Civic Engagement in collaboration with the University's Gildenhorn Institute of Israel Studies, and [Iran at 30: Domestic, International Hurdles](http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2001) (<http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2001>), sponsored by the University's Roshan Center for Persian Studies and The Sadat Chair for Peace and Development. Similarly, the University cohosted a [National Leadership Summit on Military Families](http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2013) (<http://www.newsdesk.umd.edu/SocIss/release.cfm?articleID=2013>) with the Department of Defense and the Department of Agriculture in late November.

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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.

View [Year One Implementation Progress \(http://sp07.umd.edu/Implement/Resource.html\)](http://sp07.umd.edu/Implement/Resource.html) for Resource Allocation and Administrative Efficiency.

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.*

View the [Goal 1 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=37\)](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=37) for the Resource Allocation and Administrative Efficiency Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Resource Allocation Planning and Implementation: () The President, vice presidents and deans engage in comprehensive planning to advance the long-term goals of the Strategic Plan and assure that resources will be efficiently used. Planning considers assessment of activities in progress as well as new initiatives. A retreat in August, 2009 focused on major priorities and initiatives for FY2010 and subsequent years, as well as specific responsibilities for each division. Specific decisions on budgets and responsibilities for administrative leaders within each division are made by each Vice President. All divisions participate in the 2% resource reallocation mandated by the Strategic Plan.

The Budget Challenge in FY2010: () The University's State supported budget was reduced \$48.2 million in FY2010, including \$10.2 million in furloughs for faculty and staff; base budget reductions of \$11.2 million, and one-time reductions of \$26.8 million. These reductions, most of which were announced in July, were especially difficult following FY2009 reductions of \$29.2 million in FY2009, which included \$7.9 million in base budget and \$14.5 million in one-time reductions.

The President, vice presidents and the deans reaffirmed the University's commitment to the goals of the Strategic Plan as the foundation for how the University would address budget challenges. Notwithstanding budget reductions, some investment would continue to be made in selected new initiatives. The University Strategic Plan, the plans of all divisions and colleges, and the priorities agreed upon for Year Two of the Plan's implementation were the point of reference for budget decisions at all administrative levels.

Budget Reductions in Academic Affairs and Other Divisions: () Academic Affairs' share of the budget reduction was \$28.8 million (\$8.6 million in permanent base budget, \$13.1 million in one-time reductions; and \$7.1 million in furlough actions.) The Provost asked the deans for budget proposals which protected activities that were central to the University's mission, minimized the number of layoffs, and resulted in the least reductions to graduate assistant budgets. All proposed reductions were to be rank-ordered by the severity of their adverse impact. While reductions were not costless, the approach to identifying reductions provided a means for both the deans and the Provost to carefully assess consequences. The Provost sought the advice of APAC on reductions. Budget principles were discussed with the Campus Senate in October, and detailed budget reduction decisions were posted on a Provost budget-website in December, 2009. A similar process was followed in other divisions, with vice presidents weighing choices given planned goals and priorities.

Resource Reallocation in FY2010: () A second year of 2% resource reallocation was conducted in Spring, 2010. Within Academic Affairs, budget reductions required of the colleges/schools to return funds centrally were not to be across-the-board. Proposals to receive reallocation funds were to advance specific goals of the Strategic Plan, with a focus on centrality of mission and promoting excellence and the quality of programs. Evaluation of proposals would also consider quality of leadership, the efficiency in use of resources, and the success that the college/school had in utilizing resources provided in the FY2009 resource reallocation. As in the previous year, the Provost sought the advice of APAC and a small committee of distinguished faculty. Reallocation funding in FY2011 was directed to faculty hiring, support for graduate students, undergraduate teaching and support for the new General Education program, and infrastructure for teaching and research activities. See the full [Reallocation Report \(Reallocation_FY2011.cfm\)](#) for details of these decision.

Reallocation funding in other divisions supported initiatives that provide infrastructure and services throughout the University and beyond. Examples of initiatives that represented significant investments include facility renewal projects; expanded information technology services and associated security requirements; and investments in residence halls that

promote sustainability goals. See the full [Reallocation Report \(Reallocation_FY2011.cfm\)](#) for details of reallocation decisions made in all divisions.

Success of FY2009 Reallocation Decisions: () The FY2009 reallocation provided funds for a significant increase of faculty hiring, as described in the [Faculty and Staff \(Faculty-StaffYear2.cfm#Hiring\)](#) section of this Implementation Report and in the paragraph just below. It also provided significant resources for the new Honors College and enhancements to College Park Scholars, described in the [Undergraduate Education \(UndergradYear2.cfm#Special\)](#) section.

Creation of the Maryland Center for Health Equity: () The School of Public Health [recruited a team of five faculty \(http://www.newsdesk.umd.edu/Unilni/release.cfm?articleID=2154\)](#) who previously had established a nationally-recognized program at the University of Pittsburgh. These faculty members will open a new Maryland Center for Health Equity to support extensive community-level research and outreach focused on reducing health disparities in Maryland. They will create action programs to improve primary care and expand public health outreach, so as to reduce the high rates of chronic disease in Maryland's medically underserved communities. The Center will have collaborations with local communities, with other USM institutions, and with established national partners, and with experts in other disciplines throughout the University.

Institute for Bioscience and Biotechnology Research: () The University of Maryland Biotechnology Institute ceases to exist as an independent institution on July 1, 2010. The University and UMB will assume joint oversight of the Center for Biosystems Research (CBR), located on campus in the Plant Science Building, and the Center for Advanced Research in Biotechnology (CARB), located at Shady Grove. Faculty currently in these centers will have half-time appointments in a new Institute for Bioscience and Biotechnology Research (IBBR), and half time appointments in a department at UMB or at the University. All nineteen faculty affected have chosen appointments at College Park and have reached agreements with their respective academic departments. Attracting this large group of excellent faculty represents an enormous contribution to the University's programs in bioscience and biotechnology. In collaboration with strong programs and infrastructure at College Park, and bolstered by a partnership with NIST, the IBBR is expected to create world-class research and economic development enterprises in three complementary areas: Nanobiotechnology; Pathobiology; and Structural biology, protein design, and drug discovery.

Tuition Revenue Sharing Agreement for Academic Entrepreneurial Programs: () The University has provided academic entrepreneurial programs for many years, providing valuable educational training and skill development to the work force in the State and beyond. Programs generate revenues that help to support teaching and research at College Park. Cost and revenue sharing arrangements developed over time are often complex and vary across programs. With the advice of a campus committee reviewing entrepreneurial programs, the Provost has established a tuition revenue sharing agreement that defines "entrepreneurial" programs, establishes tuition revenue sharing rules for on- and off-campus programs, and assigns responsibilities for covering costs. This new policy simplifies planning and accountability and is expected to encourage further activity.

UM Budget Central Website Created: () The University launched [Budget Central \(http://budgetcentral.umd.edu/\)](#), the University's budget website, in January 2010. Located on UM's homepage, the site features the FY2010 budget, a budget primer, budget flowcharts, a suggestion box, successful cost-saving and revenue generating strategies, and videos in which the President answers budget-related questions posed by the University community. The President has made many presentations to the campus on budget issues. The President's forums, breakfasts with the Senate Executive Committee and his meetings with various constituents have addressed budget challenges, including detailed discussions of the issues associated with furloughs.

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.*

View the [Goal 2 strategies \(http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=38\)](#) for the Resource Allocation and Administrative Efficiency Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Enrollment Planning and Resource Allocation: () Enrollment planning is led by the Provost. The Office of Undergraduate Admissions has been very effective in meeting enrollment targets. Decisions by the Enrollment Management Team have successfully addressed imbalances in student demands and teaching resources in a number of programs. At the graduate level, recently established targets for doctoral enrollment represent a major step in establishing the size of doctoral programs consistent with current and expected future resources. .

Supporting Undergraduate Teaching: () While most teaching resources are part of college base budgets, the Provost provides resources that meet critical short term needs through Planning Cycle funding (the allocation of one-time funds annually from the provost to assist programs with excess student demand). A much simplified approach to Planning Cycle funding was introduced in FY2010. The new approach allocates budgets based on overall seat targets in broad categories, with relatively few restrictions on seats offered in particular course. This decentralized and simplified approach was well

received by the colleges.

The Provost provides central funds to support (or to cost-share) development of new instructional initiatives, which is often a first step toward permanent budgeting within colleges/schools. Startup funds were used to support new Honors College and College Park Scholars programs. Support for creation of the 'I-series' courses included funds for faculty to develop new courses and TA support for courses taught in Spring 2010. It is expected that support of special kinds of instruction will be an important part of resource allocation planning in the immediate future as the General Education program is phased in and as the campus expands special offerings that promote study abroad, minor/certificate programs, and internships and other special programs.

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.*

View the [Goal 3 strategies](http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=38) (<http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=38>) for the Resource Allocation and Administrative Efficiency Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Year One Reviews Of Major Support Units Lead To Significant Changes: During FY09, the University convened internal and external [teams](http://sp07.umd.edu/Implement/TaskGroups.html#Library) (<http://sp07.umd.edu/Implement/TaskGroups.html#Library>) to review the Libraries. Informed by these reviews, a national search resulted in the appointment of a new Dean of Libraries, Patricia Steele, whose term began in Fall, 2009. During FY10 the Libraries have made important advances, some of which are described [under Goal 5 Progress \(InfrastructureYear2.cfm#G5\)](#) within the Infrastructure and Academic Support section of this implementation report. The Libraries have also developed a draft of a new strategic plan, laying out the principles for future progress. Both the plan and actions to date follow closely the recommendations of the two review reports.

During FY09 the University convened a [Committee on Living-Learning Programs](http://sp07.umd.edu/Implement/TaskGroups.html#Living-Learning) (<http://sp07.umd.edu/Implement/TaskGroups.html#Living-Learning>) to examine how these and similar programs serve to enhance student's educational programs. Based on the report of this committee and with the further input of the advisory committee set up as a result of this report, the University this year implemented significant changes in Honors and in College Park Scholars, [as reported \(UndergradYear2.cfm#Special\)](#) in the Undergraduate Education section of this implementation report.

As specified in the Plan, and as [described](http://www.provost.umd.edu/OIP_reorg.cfm%22) (http://www.provost.umd.edu/OIP_reorg.cfm%22) in the Provost's announcement of September, 2009, the University convened a committee to review the Office of International Programs. Very significant structural and organizational changes were put into place for this unit during FY10, [as described \(GlobalYear2.cfm#Reorganization\)](#) in the Maryland in the World-Engaging the Global Community section of this implementation report.

Year Two Reviews Of Major Support Units Have Been, or Soon Will Be Completed: Within the **Division of Academic Affairs**, a review of the Office of Information Technology is in its final stages. In addition, a high level Task Force has been studying the overall support environment for undergraduate students, with the aim of finding ways to further improve our retention and graduation rates. Within the **Research Division**, the Office of Research Administration and Advancement (ORAA) received thorough internal and external reviews. The external team praised ORAA's success but made a number of recommendations for changes to improve its efficiency and effectiveness, especially in the face of the rapidly expanding size, scope, and complexity of the University's research enterprise. The University Research Council generally concurred with these recommendations. Within the **Division of Student Affairs**, The Stamp Student Union - Center for Campus Life completed an 18-month departmental review that consisted of an extensive self study followed by a review by a team of external consultants. While most programs and services were viewed as being well-managed and appropriately focused to address campus needs, areas of development related to internal management systems were identified. The department is undertaking a strategic approach to address the areas of concern. Furthermore, Campus Recreation Services and the Department of Student Conduct will begin their comprehensive departmental reviews in FY11.

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011

In order to ensure that University resources are used efficiently, effectively, and in line with the University's strategic priorities, as stipulated in the University's Strategic Plan, a resource reallocation process was initiated in FY 2009 to affect budget decisions for FY 2010.

[Reallocation in Academic Affairs](#) ([Reallocation_FY2011_Academic_Affairs.cfm](#))

[Reallocation in Administrative Affairs](#) ([Reallocation_FY2011_Administrative_Affairs.cfm](#))

[Reallocation in Office of Information Technology](#) ([Reallocation_FY2011_Information_Technology.cfm](#))

[Reallocation in Research](#) ([Reallocation_FY2011_Research.cfm](#))

[Reallocation in Student Affairs](#) ([Reallocation_FY2011_Student_Affairs.cfm](#))

[Reallocation in University Relations](#) ([Reallocation_FY2011_University_Relations.cfm](#))

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: Academic Affairs

I. Reallocation Process. . Reallocation within Academic Affairs included all academic colleges and schools, the University Libraries, the Graduate School, and the Office of Undergraduate Studies. An amount equal to 2% of each unit's FY 2010 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 unit 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 units.

College/Schools were invited to submit one brief proposal, which could include several initiatives, requesting funds from the reallocation pool to support new initiatives that are directly tied to the University's strategic priorities and their college's/school's strategic priorities. Advancing the "excellence" of what we undertake and placing the focus on the "quality" of our programs were key criteria in evaluating the strength of all proposals. Evaluation of proposals considered centrality to mission, quality of leadership, the efficiency and effectiveness with which resources are and will be used, and the expected impact of the initiative. The success of each college/school in using its FY 2010 reallocation funds was also an important factor in making reallocation decisions for FY 2011. Proposals for collaborative efforts between two or more colleges were welcome.

To assist in developing proposals, several important strategic goals were identified as priorities for our academic programs. Proposals were to establish a clear linkage between proposed initiatives and one or more of these strategic goals.

Undergraduate Matters:

- Improve undergraduate retention and graduation rates. This initiative is important throughout our academic enterprise, but especially critical in those programs where the retention and graduation rates are relatively low. Improving the quality of instruction in lower-level courses, improving student performance in gateway courses, expanding tutoring programs, and improving advising and mentoring are examples of possible initiatives.
- Enhance the quality of undergraduate education and experience. Examples are: support the proposed new General Education program (if approved by the Senate); increase academic rigor in instruction; increase the role of tenured/tenure-track faculty in undergraduate teaching and the number of undergraduate classes taught by tenured/tenure-track faculty; reduce undergraduate class size where appropriate; increase the global scope and content of our programs; and promote teaching activities that help to establish high standards and set high expectations for students in introductory courses.

Graduate Matters: Recruit outstanding graduate students; structure graduate financial aid to promote full-time study (including summer support) and multi-year support for doctoral students meeting benchmark progress standards; develop programs aimed at adjusting the workload of teaching assistants where it seems to be excessive; improve the mentoring and placement of graduate students; develop programs aimed at decreasing time-to-degree and increasing success and completion rates in graduate programs.

Research and Scholarship Matters: Improve the quality of research and scholarship in cutting edge areas; use creative approaches to appoint outstanding new faculty in strategic areas within disciplines or across multiple disciplines within a college/school or between them; facilitate and promote interdisciplinary programs and research; support and energize research and scholarship in the arts and humanities and other areas where external funding has been relatively low; increase partnerships between the University and other research organizations, and promote outreach and community interactions; and enhance technology entrepreneurship and commercialization activities.

Diversity Matters: Support initiatives that promote and strengthen diversity across the academic programs and advance the University's diversity and inclusiveness agenda. Examples are: programs aimed at recruiting a larger population of academically talented students from minority groups, both undergraduate and graduate; developing strong and innovative programs aimed at improving the retention and graduation rates of under-resourced students with the goal of closing the achievement gap; programs aimed at intensifying recruitment, retention, and promotion of minority and women faculty and improving the support for these faculty so as to ensure their success in our University; and programs aimed at creating a campus climate that values differences and encourages inter-group dialogue and understanding.

Leveraging resources also played a significant role in resource reallocation decisions. Colleges/schools were asked to provide matching commitments for the resources they request from the Provost. It was expected that a portion of funds retained by the deans be used to support their proposed initiatives.

Following last year's approach, the Provost sought counsel from both the Academic Planning Advisory Committee (APAC) and a small group of very distinguished faculty. The recommendations of these two groups were in agreement on many of the outstanding proposals. Input from these two groups constitutes the primary basis for the Provost's decisions.

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 - FY 2011

AGNR	\$340,687
ARCH	\$47,085
ARHU	\$468,738
BSOS	\$338,336
BMGT	\$500,541
CLFS	\$220,890
CLIS	\$24,925
CMPS	\$444,048
EDUC	\$159,616
ENGR	\$396,059
JOUR	\$32,360
PUAF	\$48,800
SPHL	\$85,406
GRAD	\$13,114
UGRAD	\$62,318
LIBRARIES	\$139,252
TOTAL	\$3,322,175

The above amount was supplemented by \$257,329, which was made available through a number of cost-saving measures by the Provost. A total of \$3.6 million in base budget funds as well as \$877,000 in one-time funds were then distributed to colleges/schools 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 reallocated to new initiatives for FY 2011 through the reallocation process is \$6.9million in base budget funds and \$877,000 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 2012 (and in each successive year), the Provost will ask each college to submit a report on how the FY 2011 reallocation funds were utilized (both the amount received from the Provost and each college's/school'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.

IV. Reallocation Funds Provided to Colleges.

College of Agricultural and Natural Resources. Reallocation funds of \$275,000 are to support faculty hires in two departments: (1) Agricultural and Resource Economics (\$200,000), in two targeted areas: Applied Microeconomics and Policy; and International Trade, development and Applied Econometrics, and (2) an assistant professor hire in Environmental Science and Technology (\$75,000), in Environmental Biology. The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

School of Architecture, Planning, and Preservation. Reallocation includes \$25,000 in base funds and \$25,000 in one-time funds are to support the School's contributions to the General Education program.

College of Arts and Humanities. Reallocation includes \$692,500 in base funds to support significant enhancement of financial support for graduate students, including reductions in teaching assignments and increases in minimum TA stipends to peer levels, as well as \$167,000 in one-time funds to increase support for graduate student professional development.

College of Behavioral and Social Sciences. Reallocation funds of \$640,000 are to support faculty hires in three departments: (1) Economics: two faculty hires, one lecturer hire, and department support (\$350,000); (2) Government and Politics: two faculty hires (\$180,000); and (3) Geography: one faculty hire (\$110,000). The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

Robert H. Smith School of Business. Reallocation funds of \$520,000 are to support reduction of the size of core business classes by hiring four assistant professors. The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

College of Chemical and Life Sciences. Reallocation funds of \$157,000 are to support three faculty hires in the Department of Cell Biology and Molecular Genetics. This includes a mid-career person in RNA molecular biology (host pathogen interactions) and two assistant professors (with specialties in RNA biology and in host pathogen interactions - plant pathogens). The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

College of Information Studies. Reallocation funds of \$25,000 are to provide resources to conduct planning, fund-raising, and related activities toward the development of the iLabSchool.

College of Computer, Mathematical, and Physical Sciences. Reallocation funds of \$435,000 are to support a senior faculty hire in particle physics theory (\$180,000) and the creation of a joint Maryland Cybersecurity Center (\$255,000). The Maryland Cybersecurity Center, a joint undertaking with the Clark School of Engineering, will include education initiatives at both the undergraduate and graduate level as well as major research and outreach activities. Four faculty will be hired for the Center. The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

College of Education. Reallocation funds of \$80,000 are to support undergraduate education initiatives that include an assistant/associate professor hire. The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

A. James Clark School of Engineering. Reallocation includes \$305,000 of base funds to support the following: (1) \$255,000 to create a joint Maryland Cybersecurity Center with the College of Computer, Mathematical and Physical Sciences; and (2) \$50,000 to increase faculty diversity in interdisciplinary research. The Maryland Cybersecurity Center will include education initiatives at both the undergraduate and graduate level as well as major research and outreach activities. Four faculty will be hired for the Center. Reallocation also includes \$140,000 in one-time funds to support a new Biotechnology Research and Education Program (BREP) scale-up facility at Shady Grove. The college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

Philip Merrill College of Journalism. Reallocation includes \$33,000 in base funds and \$167,000 of one-time funds to support the creation of the Maryland Video Communications Program (UMVC), which would include a revitalized UMTV, fed by Web-disseminated programming and accompanied by other communication media.

School of Public Policy. Reallocation funds of \$50,000 are to support faculty hires in health policy implementation. The

college will provide resources from its own 1% reallocation funds to support the faculty hiring above, as needed.

Maryland School of Public Health. Reallocation includes \$165,000 in base funds to finance the appointments of two senior faculty members (in biostatistics and health disparities, respectively) that were recruited in FY 2010, as well as \$120,000 of one-time funds to support additional graduate assistantships.

Undergraduate Studies. Reallocation funds of \$63,000 are to support creation of infrastructure needed to implement the new General Education Program.

University of Maryland Libraries. Reallocation includes \$100,000 of base funds and \$172,000 in one-time funds to support Phase II of the Terrapin Learning Commons development, which is now underway. Phase II includes investments in the physical plant as well as furniture for the Multimedia Room and Main Floor.

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: Administrative Affairs

I. Reallocation Process. Reallocation within Administrative Affairs was based on a review of priorities and possible initiatives across all units, with the objective of promoting further progress toward goals of the Strategic Plan. All department directors were asked to set aside 2% of the FY 2011 working budgets for reallocation. The reallocation target of 2% of the FY 2011 Working Budget for the division was \$1,290,000. Directors provided requests for reallocation funds for continuing and new initiatives to the Vice President. Decisions on reallocation are described below.

II. Reallocation for FY 2011.

Facilities Management. Reallocation of over \$720,000 for new efforts related to Facilities Renewal projects, changing our cleaning operations to the use of 100% green cleaning chemicals, training staff and upgrading equipment to utilize more green cleaning standards, upgrading to more efficient landscape equipment, and improving recycling efforts that reduce solid waste of the university. New software continues to be developed that will allow trade shops to create automated preventive maintenance schedules, resources will be directed to enhanced support of the aging HVAC needs of campus and funds will be used to meet new requirements of the Americans with Disabilities Act Transition Plan

Public Safety. Reallocation of more than \$170,000 to enhance and expand its surveillance camera program with the City of College Park and to fund a police academy for new officers. The agency as experienced a high number of retirements and resignations during the past year.

University Human Resources, Procurement and Supply, Business Services, and the Office of the Comptroller. These offices continue to reallocate over \$340,000 in the development of new administrative software that require multiple years of development:

- **University Human Resources** has implemented a major project that will streamline campus hiring and re-classification processes by utilizing a new web-based system called PeopleAdmin. The system will improve the efficiency and effectiveness of all facets of the university's current hiring and classification processes, streamlining cumbersome practices, and increasing value for each stakeholder group.
- The **Comptroller's** office is participating in the *Kuali Financial System (KFS)* project. This consortium is working to create a comprehensive suite of financial software that meets the needs of all Carnegie Class institutions. Its partner institutions are colleges, universities, and interested organizations that share a common vision of open, modular, and distributed systems for their software requirements. The goal of KFS is to bring the proven functionality of legacy applications to the ease and universality of online services
- **Procurement and Supply** is investigating new administrative software to improve e-market-place purchasing and inventory control needs for hazardous materials.
- **Business Services** will implement a new barcode scanner in Mail Services. The University processes approximately 1.6 million pieces of outgoing mail each fiscal year. In order to assess and assign USPS postage costs for outgoing mail, each mail piece must be accompanied by a Departmental Mail Service Charge card. In FY08, 57,461 Departmental Mail Service Charge cards were processed. The new system will reduce costs by \$15,000 per year with less labor and will improve fiscal accuracy of charges to units.

Environmental Safety will reallocate resources of \$60,000 in response to ever growing demands from increasing complexity of research, new research projects, increased federal reporting requirements, and expansion of research including establishment of IBRR.

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: Office of Information Technology

I. Reallocation process. OIT employs a year-long planning process with the following characteristics:

- During the fall semester of the preceding year, each OIT section creates a list of proposed projects for the next year with a targeted total budget amount required. Each OIT section utilizes the UM Strategic Plan to formulate its project list for the following year. The lists from all OIT sections are combined to create a list of possible projects for all of OIT.
- The project list is reviewed and modified by the OIT senior staff and the Vice President and CIO by the end of the calendar year, keeping in mind the UM Strategic Plan priorities.
- The projects remaining on the list are further investigated and a form is filled out describing the project, the effect of the project, the campus groups that would benefit from the project, and project budget.
- By April of the preceding fiscal year, the projects to be done in the following fiscal year are selected by the senior staff and the Vice President and CIO, and any further information needed on each project is obtained.
- When the OIT budget for the next fiscal year is obtained in April or May, a final selection of projects is made to ensure the OIT projects fit within the budget.

p>II. Reallocation for FY 2011

Funds allocated for continuing projects:

- Renovate and improve classrooms
- Refresh enterprise servers and student computer laboratories
- Develop, and implement a state-of-the-art administrative applications suite with Quali
- Develop and deploy a campus state-of-the-art network for education and research
- Develop and enhance mobility applications for teaching and learning as well as information delivery and access to campus administrative services

Reallocation to new projects included:

- Enhance campus-wide information technology security
- Purchase a mainframe computer
- Develop web design and content management services to facilitate the creation and maintenance of university websites by departments.
- Develop community source software for state-of-the-art course management system with Sakai

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: Research

I. Reallocation Process. The Division of Research consists of several offices: the Office of the Vice President for Research, the Office of Research Development, the Compliance Office, the Central Animal Care Facility, the Office of Technology Commercialization, and the Office of Research Administration and Advancement. In addition, two fully externally-funded research centers (Center for Advanced Studies of Language and Maryland Small Business Development Center), and one largely externally-funded research center (Institute for Governmental Service and Research), report to the Vice President. Resource allocation and reallocation occurs through consultation with the associate vice presidents/directors of these offices and is based on the Strategic Plan priorities. Reallocation resources were obtained through several vacant open positions.

II. Reallocation for FY 2011

Funds were reallocated to support costs associated with campus-wide preparation to apply for accreditation of our animal programs by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC). AAALAC Accreditation is a symbol of quality recognized around the world, promotes scientific validity, enhances the ability to recruit top tier faculty, and demonstrates accountability. Both NIH and National Science Foundation regard accreditation as evidence of a commitment to program excellence; achieving accreditation will enhance the success of our animal research proposals with these federal funding agencies as well as with corporations and foundations.

Through consolidation of several research compliance activities into one merged compliance office, funds were reallocated to support research development activities in the Division of Research. These research development activities support the strategic plan goals to increase the number and value of externally supported research programs across the campus, and to expand multidisciplinary research efforts across the campus and with other academic and research institutions.

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: Student Affairs

I. Reallocation Process. The FY 2011 Strategic Planning reallocation in the Division of Student Affairs is committed to furthering sustainability goals; enhancing the health and wellness, career and global opportunities of our students; supporting retention and graduation objectives; and building community on campus. Student Affairs continued the reallocation process of 2% of operating budgets similar to last fiscal year. Auxiliary operations identified projects for internal reallocation of 2% within their units. State-support units identified proposals for internal reallocation of 1%, and reverted 1% back to the Vice President of Student Affairs for central reallocation. State-support units submitted proposals for use of the central funds. The Vice President's office reviewed all proposals and distributed the central funds based on Strategic Planning initiatives. Collectively, \$1,784,000 was reallocated and initiatives are highlighted below.

II. Reallocation for FY 2011.

- **Sustainability.** Initiatives include substantial investment in dining, residence halls and recreation facilities. Pending the outcome of a dining services pilot program, funds are being earmarked to purchase machines that will convert food and other bio-degradable waste into water and fertilizer to be used on the campus (\$250K); plastic ware will be phased out and replaced with biodegradable to-go cutlery, as well as beverage cups and lids (\$250K); students will be engaged as active participants in sustainability initiatives through internships, educational campaigns and a farmer's market (\$50K); and funds will go toward a reusable carry-out program (\$50K). Residence halls will continue to be retrofitted to achieve energy savings with upgrades that also improve the quality of the environment for residents (\$395K). Funds will be set-aside to implement targeted, sustainability enhancements in recreation facilities (\$66K). Greater support will be provided to manage the bicycle shop in Cole and more bike racks will be placed outside the Stamp Student Union (\$12K). Inside the Stamp Student Union (SSU), paper towel dispensers will be replaced with energy efficient hand dryers (\$15K). The GPS system tracking Shuttle UM buses has been enhanced to encourage use of mass transit (\$100K).
- **Health and wellness.** Initiatives will include hiring additional mental health professionals (\$109K) and enhancing programs on smoking cessation and stress reduction (\$56K).
- **Career opportunities.** Student opportunities will be enhanced by increasing staff and funding for student internships in private and public sectors (\$42K), and greater support for service learning teaching opportunities in local school systems (\$11K).
- **Retention and graduation goals.** University goals will be supported by increasing peer-led study sessions for high-risk courses, enhancing study skills courses for students on probation, and researching the social networks that support underrepresented students of color (\$33K). Space will be allocated in the residence halls for a new Honors College program (\$102K). Ethics education efforts will be expanded (\$6K).
- **Community building.** Initiatives include expanding the well-regarded Common Ground Dialogue Program using peer student leaders (\$32K) and enhancing support for cross-cultural learning initiatives and ethnic-based student organizations (\$62K). Additional funds will be provided for student groups to create programs and activities in the SSU (\$55K). The virtual community of student groups will be enhanced through technology improvements (\$22K). Additional support will be provided for outdoor-recreation expeditions to help new and transfer students transition to the University and connect with others (\$20K).
- **Global education.** Initiatives will include hiring interns for the College Park Scholars Global Public Health Community (\$6K), enhancing global learning and study abroad experiences for residential students (\$33K), and supporting the medical needs of international travelers from the campus through additional funding for the international travel clinic (\$7K).

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Strategic Plan Implementation: Second Year (FY 2010)

Resource Reallocation for FY 2011: University Relations

I. Reallocation Process. The Vice President for University Relations (UR) worked closely with his senior staff (Development and Alumni Relations, Marketing and Communications, Administration and Financial Affairs, and University Relations) to identify reductions and opportunities for new investments. The senior staff in turn consulted with their staffs and invited recommendations. Our decisions were guided by how we could best strengthen our capacity to achieve the Strategic Plan goals for which we are directly responsible and the goals where we play a support role. Reductions were specific rather than across the board. We reallocated 2% of our state-funded budget, or \$177,000.

II. Budget Reduction to Support Reallocation.

Budget Reduction

- \$10,000 in the Alumni Hall of Fame budget achieved by changing the format of the event from a sit down dinner to an Academy Awards like reception and program. Expenses were reduced without diminishing the quality of the experience, and our guests had more opportunities to mingle.
- \$32,000 in the Vice President's Contingency Account.
- \$46,000 in expenses for travel, conferences, equipment replacement, and office supplies. This cut was possible due to the reduction of UR staff positions. The combination of state funding cuts and a sharp drop in fee revenue from endowment and operating gift accounts necessitated a workforce reduction of more than 20%.
- \$89,000 through the elimination of a position via attrition. This saving was made possible because of efficiencies gained through the use of new technologies.

Budget Reallocation for FY 2011

- \$80,000 to cover up-front costs associated with a major alumni event and awards program in New York. The event attracted more than 400 ticket-buying guests, was a pilot and a test of the feasibility of conducting large-scale events to connect alumni with their alma mater in a way that generates revenue to cover the event cost and provides gift support for student scholarships. Held on June 17, 2010, the event in fact covered all costs and produced a surplus of \$117,000 for scholarships. The reallocated up-front funds were recouped and will be used to support publication of the spring 2011 issue of Terp magazine, which had been eliminated as a result of prior budget cuts.
- \$35,000 for expanded publicity and media relations work associated with the performances of Shadowboxer, the opera based on the life of boxer Joe Louis commissioned by and premiered at the Clarice Smith Center. The investment generated significant news coverage highlighting the originality and quality of artistic work at the Center and helped stimulate ticket sales for the benefit of the Center.
- \$28,000 in high-level stewardship events and activities for the University's most generous benefactors. This activity is vital as we enter the stretch drive of the Great Expectations campaign and anticipate soliciting many of the campaign's

kick-off donors for gifts to put us over the top.

- \$22,000 in support of the new All Student Giving initiative. The funding resulted in a tripling of student giving participation in a single year. More than 1,100 students contributed \$22,700 for Keep Me Maryland (emergency student financial assistance) via a card-swipe initiative in two dining halls, and alumni matched the student support.
- \$12,000 to upgrade our online giving system in order to make it more customer-friendly (i.e., easier and quicker to use) and to enable school and college home pages to be directly linked to the system. The new online system will be in use by mid-September.

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