Strategic Plan Implementation: Third Year (FY 2011)

November 9, 2011

To the University Community:

At the three-year mark, we have made significant progress toward implementation of the University's Strategic Plan, *Transforming Maryland: Higher Expectations*. We have recruited a more talented and diverse undergraduate student body, enriched educational opportunities, and increased retention rates. Over the past three years, we have expanded research activities, grant funding, and the scope of our private- and public-sector partnerships. Notwithstanding budget reductions, we have increased faculty hiring and improved campus infrastructure.

These successes reflect a number of factors: the development of creative and focused implementation plans at all levels in the University; the targeted commitment of resources consistent with agreed-upon goals and assessment of progress; the dedication and hard work of our talented faculty, students, and staff; and the invaluable support of our alumni, friends, and external partners. We are very grateful for the shared commitment of so many to the bold vision in the University's strategic plan.

We can all take pride in our progress and accomplishments. It is my privilege to work with you in pursuit of our shared goals.

Respectfully,
Ann G. Wylie
Senior Vice President and Provost

Implementation Details

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Strategic Plan Implementation: Third Year (FY 2011)

Executive Summary

Progress towards goals in the Strategic Plan continued in the third year of implementation, with faculty and staff energetically pursuing both new and existing initiatives. The University improved undergraduate and graduate education, expanded research activities through major new research partnerships, improved campus teaching infrastructure, increased the size of the faculty, and expanded connections with the surrounding community.

Undergraduate and Graduate Education. Implementation of the new General Education program began under the leadership of the Dean for Undergraduate Studies. Faculty committees developed learning outcomes and reviewed proposed courses. Instruction in I-Series courses was expanded, with 4,000 students enrolling in I-Series courses in FY 2011. Planning is ongoing to develop seat targets for the new course categories and an associated financial plan. The new General Education program will be first offered to freshmen in Fall 2012.

The entering freshman class in Fall 2010 was the most talented and diverse in the University's history, with SAT 25th and 75th percentiles (1120/1380) reaching a new high. 38% of the incoming class self-identified as non-white. Based on preliminary data, the profile of the Fall 2011 class will be similar. The newly expanded Honors College successfully recruited students in its new subject area programs. A new honors program to serve outstanding students interested in biological research and biomedicine, Integrated Life Sciences, enrolls its first class in Fall 2011.

The University launched a new initiative to offer Blended Learning courses, which combine traditional classroom and online interactions and provide more opportunities for student-faculty interaction. The Office of Information Technology and the Center for Teaching Excellence provided assistance to faculty in developing and piloting components of the new courses. Ten undergraduate courses will be offered in FY 2012.

Over 400 honors and scholarship students participated in the Mobility Initiative, which provides students opportunities to work on mobile devices. Students received iPod Touches, iPhones, or iPads for their course work. A number of students created applications.

First-year student retention rates increased sharply in FY 2011 to 95.2% compared to 93.2% in the prior year. First-year retention rates for African-American and Hispanic students averaged 94.5%, the highest level ever. New retention initiatives provide additional advising to students with academic challenges, including increased use of mid-semester grades, mandatory advising for students with a GPA below 2.3, and continued attention to students on probation. The College of Letters and Sciences expanded required advising for second-year students and created a Transitional Advising Program to assist students with 60+ credits who are switching colleges.

A new undergraduate housing project, the Oakland Hall Residence, was completed, adding 709 new beds. Renovation of housing in the Ellicott Community (Ellicott, Hagerstown Hall, and La Plata) allowed a number of honors programs to be located together.

As part of the Graduate School review of doctoral programs, enrollment targets were set for new admissions in each program in Fall 2010, based on program quality and capacity. Targets across all programs were designed to reduce enrollment of new doctoral students by 10% from its current level of approximately 800 students. New doctoral enrollment in Fall 2010 of 741 students was a very successful first step toward meeting this goal. The Graduate School continues to increase the number of fellowships it supports. This includes cost-sharing with the Smithsonian Institution to create a $600K fund to support a Smithsonian Institution Graduate Training Fellowship.

Research. UM faculty continue to be recognized for their innovative research. The faculty received $471 million in research awards in FY11, representing a $73M decrease from FY 2010. This decrease reflects a comparable reduction in federal Recovery Act funding. Research expenditures increased 12% ($38.3M) in fiscal year 2011 (to $453.5%M). Interdisciplinary awards, which address large research areas such as energy, the environment, health, climate change, food safety, and national security are increasing in number. As one salient example, the National Science Foundation awarded $27.5M to establish the Socio-Environmental Synthesis Center, which will provide national leadership in addressing large-scale environmental challenges.

The University's research activities and related educational opportunities will be further enhanced by new and expanded agreements with major private and public sector partners. New agreements include a partnership developed this year with

Canon Life Sciences and the Fischell Department of Bioengineering. The goal of the first project funded under this partnership is to assist in the development of an integrated and highly automated system that performs point-of-care diagnosis of infectious disease. Our partnership with the National Cancer Institute was expanded to include funding for graduate students working with the Institute of Arthritis and Metabolic Diseases (NIAMD).

Several new research collaborations are underway that involve joint proposal submission and joint center development with UMB. A joint center on non-invasive neural engineering will provide advancements to prosthetics. A new alliance with NIST, to be located at the UM Institute of Bioscience and Biotechnology Research (IBBR), will accelerate the development of complex therapeutics and diagnostics to focus on protein biologic drugs and vaccines. A joint proposal was submitted to the FDA to create a Center for Excellence in Regulatory Science and Innovation.

Global Engagement. Education Abroad programs served 2,000 students in FY 2011, approximately the same as in the prior year. A new Freshmen Abroad program enrolled 96 students in Destinations-in-London, Maryland-in-Barcelona, and Maryland-in-Beijing.

New educational programs will enrich the international dimension of the undergraduate curriculum. The Global Communities Living-Learning Program was restructured to be a two- year program for incoming freshmen examining global affairs from a social science perspective. Its inaugural class in Fall 2011 included 75 students, the program's capacity. A Global Minor Program was approved, comprised of four tracks examining different topics, with enrollment beginning in two programs in Fall 2011: International Development and Conflict Management and Global Terrorism.

President Loh's visit to China renewed existing and opened new connections with academic and governmental institutions, exploring possibilities for education, research, and other activities. The President created a China Task Force, charged with developing a vision and strategies for deepening the University's partnerships with China. Selected topics include developing Asia-related curricula, faculty research collaborations, education abroad, innovation/economic development activities, and alumni relations. The task force is to report in December 2011.

Infrastructure. The University has a strong commitment to sustainability, which influences decisions on energy conservation, design and renovation of buildings and other facilities, recycling, and many other factors. The University Sustainability Council provides a forum for consideration of the University's sustainability vision, long-term goals, and implementation plans, and it reports its analyses and recommendations to the President and the University community. The Office of Sustainability also supports the development of plans and implementation in collaboration with campus departments.

An update of the Facilities Master Plan (FMP) is near completion; Senate review and final University approval are expected early in Fall 2011. The Plan focuses primarily on transportation systems, promoting more public transit use from off-campus as well as facilitating vehicular (including bicycles) and pedestrian circulation and connectivity on campus.

The State of Maryland allocated $5 million in FY 2012 , the first year of a multi-year commitment, to help the campus address very serious deficiencies in the University's aging infrastructure. As a part of its continuing plan to improve classroom infrastructure, the University initiated two major classroom renovation projects: the lecture halls in H. J. Patterson Hall and Jiménez Hall will each be modernized to become multimedia-capable classrooms.

The Office of Information Technology (OIT) has now installed built-in information technology equipment in 242 classrooms across campus. In Spring 2011, OIT installed 128 Technology Classrooms with capture cameras and microphones to allow students to view the lecture at a later time through the Enterprise Learning Management System (ELMS).

In FY 2011, the University Libraries reorganized departments, developed new service models, and assessed skill needs and staffing requirements. With funds from the Library Technology Fee, approved in 2010, the University Libraries devoted more than $2 million to purchase (and pay continuing fees for) databases on a wide range of academic disciplines. The University Libraries opened the Terrapin Learning Commons in September 2010 and expanded its infrastructure and services throughout FY 2011. A new position has been created to supervise activities in the Terrapin Learning Commons.

Faculty and Staff. The University hired 89 faculty with expected start dates in FY 2012, 30% above the average number of hires in the two previous fiscal years. This success reflects the resource reallocations in FY 2009 and FY 2010, which provided funds for hiring in high priority areas. Faculty were hired in all colleges.

Two major academic reorganizations designed to advance goals of the Strategic Plan were completed at the end of FY 2011. The integration of the Colleges of Chemical and Life Sciences and Computer, Mathematical, and Physical Sciences created the College of Computer, Mathematical, and Natural Sciences. The new college is one of the largest and most highly rated colleges in the physical and natural sciences worldwide. Dr. Jayanth R. Banavar, a world-class physicist from Penn State University, became the new dean on August 1, 2011.

The College of Education's reorganization, effective July 1, 2011, created three departmental units in the College. The reorganization was designed to create new synergy and to promote cross-disciplinary work and interaction of faculty with overlapping interests. Realignment of budgets and staff is underway, and faculty are actively considering new programs and curricula.

The University's ten-year diversity strategic plan, Transforming Maryland: Expectations for Excellence in Diversity and

Inclusion, was approved by the Senate and the President in Fall 2010. The Plan calls for the appointment of a Chief Diversity Officer to lead diversity efforts at UMD. A national search was begun in May 2011. Interim Associate Provost for Equity and Diversity Lee Thornton met with representatives from each of the colleges and compiled reports that discuss aspirations and ideas, challenges, and suggested best practices. The new Chief Diversity Officer will have the benefit of this extensive assessment effort.

The UM Advance Project is a multi-year project to promote a more inclusive environment for faculty of color and women, supported by an NSF grant and funds from the Provost and the Vice President for Research. The project will focus on work-life issues as well as how the University can better invest in the professional development and leadership skills of participating faculty. In FY 2011, women faculty mentors were identified in each college, and seed grant funds were provided to each college to support selected research projects.

Resource Allocation. State budget actions in FY 2011 included a reduction of $19 million in one-time funds and $10.3 million in faculty and staff furloughs. These reductions were less severe than in the two previous years. Three years of budget reductions have reduced the flexibility of colleges to pursue new initiatives and have increased the risks of faculty and staff being recruited away.

Resource reallocation in FY 2011 within the Division of Academic Affairs designated 1% of funds within each college/school that were to support initiatives consistent with the Strategic Plan, including projects already underway and approved. An additional ½% was charged to all divisions campus-wide to finance unfunded mandatory cost increases. A second ½% was returned to the Provost for reallocation to advance goals in specific categories: the international agenda, General Education, OIT, completion of dean searches, salary adjustments for faculty promoted or for retention, and recruiting truly outstanding faculty.

At the request of the University System of Maryland, the University is developing plans for a significant increase in enrollment over the next ten years. (Any plan to increase enrollment is dependent on additional state funding.) The Provost's Enrollment Planning Committee is considering faculty, staff, and infrastructure needs to accommodate additional students, support a high quality education, and promote student success. At present, enrollment targets remain at current levels.

Review of academic programs has an important role in promoting academic excellence. Ten academic department reviews and accreditation reviews of programs in five colleges were successfully completed in FY 2011. The Provost's Committee on Living-Learning and Other Special Programs reviewed 24 living-learning programs, providing assessments and recommendations.

Surrounding Community. With the leadership of President Loh, the University has entered into a "Community Visioning" process to promote communication between the University and the College Park community. The College Park City/University Partnership includes participation from the City of College Park, the 21st District legislative delegation, and the Prince George's County Council and County Executive. Workgroups are addressing issues in transportation, safety, housing and economic development, education, and sustainability and will report to the President in Fall 2011.

The campus has engaged in an extensive discussion of issues related to the alignment of the Purple Line. With the support of President Loh, the USM Board of Regents has endorsed any alignment that maximizes the chance of federal funding. The University awaits the decision of the U.S. Department of Transportation on the proposed project.

Promoting safety on and around the campus remains a high priority. Late-night crime near the campus remains a challenge. The Department of Public Safety is expanding infrastructure to promote safety: increased lighting, monitored cameras, increased coordination with the City of College Park and the Prince George's County Police Department, and a campaign to increase student awareness of safety risks.

Partnerships, Outreach and Engagement. The Research section above includes details of research partnerships. In addition to research partnerships, we are developing educational programs in part through industrial partnerships. For example, cybersecurity is a national threat that impacts all sectors of our economy and country. To address this threat, the Maryland Cybersecurity Center has established partnerships with Lockheed Martin, SAIC, Google, Tenable, and MIT Lincoln Laboratory. These partnerships contribute to creating a graduate certificate, a professional masters program, a week-long Cyber Camp for high school students, and a Cyber Scholars program. We have also partnered with the Maryland Workforce Development Corporation, DBED, and TEDCO on a cybersecurity cluster proposal for the State of Maryland which could lead to formal designation as the nation's first cyber security cluster.

To increase economic development benefits to the State, UM entered a partnership with Mid- Atlantic Venture Association to develop linkages with venture and angel capital firms in the region and access to funding for UM technologies. We also completed the third year of collaboration with the US Army Research Lab (ARL)-Adelphi which provides proof of concept funding to USM institutions.

The University's outreach and engagement activities included hosting a National Summit on Vital U.S. Language Needs, a number of public lectures on critical policy issues such as diplomacy in the Middle East, and the new health care law. The University also held a public forum to discuss the Purple Line light rail system.

External Relations, Development, and Communications. The University is expanding the scope of its marketing and

communications to target audiences in the region and beyond. A marketing plan with refined "Fear the Turtle" brand marketing stresses academic excellence at the University, research on today's major academic and policy challenges, and support for economic development in the State. Communications with alumni stress the lifetime value of engagement with the University.

The Division of University Relations improved the UMD home page, is rebuilding the Admissions website, and communicated University highlights through op-eds. New television programs were created to highlight University accomplishments and communicated over the UM Home Page and on UMTV. University communication through Facebook and Twitter followers has grown dramatically.

The University received gifts and pledges from 35,000 donors totaling $106 million in FY 2011, which exceeded the prior year's total. The Great Expectations Campaign exceeded $850,000 million in FY 2011. Use of new technologies and student-led, cause-driven giving has been successful. University Relations has a fast and secure online gift system, which allows donors to easily target their gifts.

October 26, 2011

Return to Links to Implementation Details (index.cfm) .

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Goals and Progress: Third Year (FY 2011)

Plan Goals and Year Three Implementation Progress

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View the Entire Plan in a Bookmarked Compact Version (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf) .   *Return to* Introduction (index.cfm) .

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

Part 1: Institutional Priorities

Undergraduate Education (UndergradYear3.cfm)
Graduate Education (GradYear3.cfm)
Research, Scholarship, and the Creative and Performing Arts (ResearchYear3.cfm)
Partnerships, Outreach, and Engagement (PartnershipsYear3.cfm)

Part 2: Strategic Initiatives

General Education (GenEdYear3.cfm)
Maryland in the World-Engaging the Global Community (GlobalYear3.cfm)
The Surrounding Community (CommunityYear3.cfm)

Part 3: Critical Enablers

Faculty and Staff (Faculty-StaffYear3.cfm)
Infrastructure and Academic Support (InfrastructureYear3.cfm)
Resource Allocation and Administrative Efficiency (ResourceYear3.cfm)
External Relations, Development, and Communications (ExternalYear3.cfm)

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Task Forces, Councils, and Committees

Established During Implementation Year Three
Center for Innovation and Entrepreneurship Committee

President Loh charged this committee to provide advice to guide the University in formulating the transformational vision and goals for establishing innovation and entrepreneurship as an internationally recognized, highly valued, signature feature of the University of Maryland. The members of the committee come from off and on the campus and are people with broad experiences in innovation and entrepreneurship, and in universities.

Members of the Center for Innovation and Entrepreneurship Committee are:

Chair: C. D. Mote, Jr., Regents' Professor, Mechanical Engineering
Rajshree Agarwal, Professor, Management and Organization, Smith School of Business
William Bentley, Chair, Fischell Dept. of Bioengineering
Gilmer Blankenship, Professor and Associate Chair, Electrical and Computer Engineering
Michele Eastman, Assistant President and Chief of Staff
Miles Bilburne, Managing Member/Managing Partner, ZG Ventures, LLC
Brian Hinman, Venture Partner, Oak Investment Partners
David Kirsch, Associate Professor, Entrepreneurship, Smith School of Business
John LaPides, Principal, Shadow Point Capital
Paul Mandell, Founder and CEO, Consero Group, LLC
Phil Samper, Co-founder and Partner Emeritus, Gabriel Venture Partners
Thomas Scholl, Venture Partner, Novak Biddle Venture Partners
Mark Walsh, Founder and CEO, Genius Rocket
Allan Will, President and CEO, EBR Systems

China Task Force

The China Task Force was created to develop recommendations to guide the University as it broadens and deepens its partnerships with China's leading academic, governmental, and commercial institutions and strengthen its leadership position in China as one of America's top research universities. The University's China strategy aims to ensure (1) that UMD faculty are engaged in collaborative research in and about China, (2) that UMD students are prepared to understand and respond to China throughout their careers, and (3) that UMD leads in conducting collaborative work with China and in attracting top Chinese scholars to its programs.

Members of the China Task Force are:

Co-chair: Cheng-i Wei, Dean, College of Agriculture and Natural Resources
Co-chair: Darryll Pines, Dean, A. James Clark School of Engineering
Anand Anandalingam, Dean, Robert H. Smith School of Business
Charles Caramello, Associate Provost and Dean of the Graduate School
Robert Daly, Director, Maryland China Initiative
Bonnie Thornton Dill, Dean, College of Arts and Humanities
Michele Eastman, Assistant President and Chief of Staff
Don Kettl, Dean, School of Public Policy
Chuan Liu, Director, Confucius Institute
Patrick O'Shea, Vice President for Research
John Townshend, Dean, College of Behavioral and Social Sciences
Jonathan Wilkenfeld, Interim Associate Provost and Associate Vice President for International Programs

Chairs of the Seven Working Groups are:

1. Chinese Alumni Relations and Development: Darryll Pines
2. Undergraduate and Graduate Curriculum: Robert Daly and Bonnie Dill
3. Faculty Research Collaborations: John Townshend
4. Education Abroad: Jonathan Wilkenfeld

5. Institutional Collaboration including a Presence in China: Cheng-i Wei
6. Innovation, Entrepreneurship and Economic Development: Anand Anandalingam
7. Graduate Degree and non-Degree Professional Training: Don Kettl

Committee to Develop Plans for a Minor in Sustainability

The Committee to Develop Plans for a Minor in Sustainability was created in December 2010 with the goal of creating a challenging and exciting interdisciplinary program that provides students with special opportunities and that will be widely recognized.

Members of the Committee to Develop Plans for a Minor in Sustainability are:

Chair: Mahlon Straszheim, Associate Provost for Academic Affairs
Amy Gardner, Associate Professor, School of Architecture
Martha Geores , Associate Professor, Dept. of Geography
Ali Haghani, Professor and Chair, Dept. of Civil and Environmental Engineering
Nathan Hultman, Assistant Professor and Assistant Director, Joint Global Change Research Institute, School of Public Policy
Bruce James, Professor and Director, Environmental Science and Policy Program, College of Agricultural and Natural Resources
Michelle Kim, Undergraduate Student, Environmental Science and Policy Program
Kennedy Paynter, Jr., Associate Professor, University of Maryland Center for Environmental Science; Interim Director, Marine, Estuarine, Environmental Sciences Program (MEES)
Rachel Sampson, Associate Professor, Logistics, Business, and Public Policy, Robert H. Smith School of Business
Ross Salawitch, Professor, Dept. of Atmospheric and Oceanic Sciences and Department of Chemistry and Biochemistry, Earth System Science Interdisciplinary Center

Community Development Visioning Process

The continuing ascendancy of UMD as an educational and research powerhouse depends on our ability to attract and retain top faculty, staff, and students. In this regards, the revitalization of the neighborhoods around the University would be a very significant asset for the University.

Under the umbrella of CPCUP (College Park City-University Partnership), a Steering Committee was charged with overseeing and integrating the efforts of individual Work Groups (below) and developing an implementation plan, following the completion of the Shared Vision, expected by September 1, 2011.

Members of the Steering Committee are:

Chair: Jim Rosapepe, State Senator
Frank Brewer, Interim Vice President for Administrative Affairs, UMD
Andy Fellows, Mayor of College Park
Eric Olsen, Prince George's Council Council, District 3
David Iannucci, Asst. Deputy Chief Administrative Officer for Economic Development
Brian Darmody, Associate Vice President for Research
Kaiyi Xie, SGA Representative
Anna Bedford, GSC Representative

Chairs of the Work Groups formed around the five key areas to be addressed are:

1. Education: Donna Wiseman, Dean, College of Education, UMD
2. Public Safety: David Mitchell, Chief of Police, UMD
3. Transportation: Joseline Pena Melnyk, State Delegate
4. Housing and Economic Development: Eric Olsen
5. Sustainability: Andy Fellows

ELMS Evaluation Committee

In anticipation of the University's contract with Blackboard expiring in 2013, a faculty ELMS (Enterprise Learning Management System) evaluation committee was formed in Fall 2010 and charged with evaluating systems from competing vendors. The committee chose five vendors, representing both proprietary and open source systems, for a pilot test in Spring 2011.

Members of the ELMS Evaluation Committee are:

Chair: Janet Wagner, Associate Professor, Marketing, Smith School of Business
Elias Balaras, Visiting Associate Professor, Fischell Dept. of Bioengineering

Spencer Benson, Director, Center for Teaching Excellence; Professor, Cell Biology and Molecular Genetics
Carl Bovill, Associate Professor, Architecture
Zach Cohen, Undergraduate Student, SGA, College of Behavioral and Social Sciences
Bonnie Dixon, Lecturer, Dept. of Chemistry and Biochemistry
Chris Higgins, Manager, Learning Technologies, OIT
Ki-Yong Kim, Assistant Professor, Dept. of Physics
John Lea-Cox, Associate Professor, Dept. of Plant Science and Landscape Architecture
George Macready, Professor, Dept. of Measurement, Statistics, and Evaluation
Carson McDonald, Undergraduate Student, SGA, Clark School of Engineering
Marcio Alves De Oliveira, Research Assistant Professor, Dept. of Kinesiology
Jacqueline Orlando, Graduate Student, Creative Writing Program
Bill Powers, Executive Dean, School of Public Policy
Chuck Stangor, Professor and Associate Chair, Dept. of Psychology
Psyche Williams-Forson, Associate Professor, American Studies
David Yates, Assistant Professor, College of Information Studies
Nevenka Zdravkovska, Librarian III

General Education Implementation Committee

The General Education Implementation Committee was created in August 2010 and charged with developing guidelines for and overseeing the implementation of the University's new General Education Program, which will be required of all freshmen matriculating in Fall 2012 and thereafter.

Members of the General Education Implementation Committee are:

Chair: Donna Hamilton, Associate Provost and Dean for Undergraduate Studies; Professor, Dept. of English
Michelle Appel Director, Enrollment Policy and Planning, IRPA
Elizabeth Beise, Associate Provost for Academic Planning and Programs
Hugh Courtney, Professor of the Practice and Vice Dean, Smith School of Business
Colleen Farmer, Assistant Dean, School of Public Health
William Fourney, Professor and Associate Dean, Clark School of Engineering
Christopher Higgins, Interim Director, Academic Support, OIT
Robert Infantino, Associate Dean, College of Computer, Mathematical, and Natural Sciences
Stephen Koziol, Professor and Associate Dean, College of Education
Elizabeth Loizeaux, Professor and Associate Dean, College of Arts and Humanities
Katherine McAdams, Associate Professor and Associate Dean, Merrill College of Journalism
Wayne McIntosh, Professor and Associate Dean, College of Behavioral and Social Sciences
Douglas Roberts, Associate Professor and Associate Dean for General Education, Office of Undergraduate Studies
Madlen Simon, Associate Professor and Director, Architecture Program, School of Architecture, Planning, and Preservation
Leon Slaughter, Associate Professor and Associate Dean, College of Agriculture and Natural Resources
Paul Smith, Associate Professor and Associate Dean, College of Computer, Mathematical, and Natural Sciences
Jacqueline Vander Velden, Associate Registrar, Office of the Registrar
Richard Ellis, Professor and Associate Chair, Dept. of Physics (CMNS), Senate representative
Mark Leone, Professor, Dept. of Anthropology (BSOS), Senate representative
Laura Rosenthal, Professor, Dept. of English (ARHU), Senate representative

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

The membership of the Provost's Advisory Committee on Living-Learning and Special Programs was revised for FY 2011:

Chair: Donna Hamilton, Associate Provost and Dean for Undergraduate Studies
Elizabeth Beise, Associate Provost for Academic Planning and Programs
Theresa Coletti, Professor, Dept. of English
James Dietz, Assistant Dean, Undergraduate Studies
Francis DuVinage, Director, National Scholarships Office
Barbara Gill, Asst. Vice President for Undergraduate Admissions and Enrollment Planning
Bruce Golden, Professor, Smith School of Business
Mary Hummel, Assistant Vice President, Student Affairs
Wesley Lawson, Professor, Dept. of Electrical and Computer Engineering

Mahlon Straszheim, Associate Provost for Academic Affairs
Barbara Thorne, Professor, Dept. of Entomology

Shady Grove Development Committee

The Shady Grove Development Committee was appointed in June 2010 by the Provost to strategize on ways to enhance UMD academic offerings and strengthen existing programs at the Universities at Shady Grove.

Members of the Shady Grove Development Committee are:

Chair: Ann G. Wylie, Senior Vice President and Provost
Anand Anandalingam, Dean, Robert H. Smith School of Business
Betsy Beise, Associate Provost for Academic Planning and Programs
Charles Caramello, Associate Provost and Dean of the Graduate School
Linda Clement, Vice President for Student Affairs
Ed Eisenstein, Associate Professor, Institute for Bioscience and Biotechnology Research
Bill Fourney, Associate Dean, Clark School of Engineering
Barbara Gill, Asst. Vice President, Undergraduate Admissions and Enrollment Planning
Robert Gold, Dean, School of Public Health
Donna Hamilton, Associate Provost and Dean for Undergraduate Studies
Mona Levine, Associate vice President for Institutional Research, Planning, and Assessment
Bill McLean, Associate Vice President for Academic Services
Jennifer Preece, Dean, College of Information Studies
Mahlon Straszheim, Associate Provost for Academic Affairs
Chuck Wilson, Assistant Vice President, Extended Studies

Undergraduate Enrollment Planning Committee

The Provost's Undergraduate Enrollment Planning Committee was appointed in April 2011 and charged with the task of developing implementation plans and identifying the associated critical issues in preparation for possible changes in enrollment targets, both campus-wide and in specific disciplines (e.g., STEM).

Members of the Provost's Undergraduate Enrollment Planning Committee are:

Chair: Ann G. Wylie, Senior Vice President and Provost
Michelle Appel, Director, Enrollment Policy and Planning, IRPA
Jayanth Banavar, Dean, College of Computer, Mathematical, and Natural Sciences
Sarah Bauder, Asst. Vice President, Enrollment Services and Student Financial Aid
Betsy Beise, Associate Provost for Academic Planning and Programs
Kent Cartwright, Chair, Dept. of English
Linda Clement, Vice President for Student Affairs
Bill Fourney, Associate Dean, Clark School of Engineering
Barbara Gill, Asst. Vice President, Undergraduate Admissions and Enrollment Planning
Deb Grandner, Director, Resident Life
Donna Hamilton, Associate Provost and Dean for Undergraduate Studies
Mary Hummel, Asst. Vice President, Student Affairs
Bob Infantino, Associate Dean, College of Computer, Mathematical, and Natural Sciences
Bill McLean, Associate Vice President for Academic Services
Mahlon Straszheim, Associate Provost for Academic Affairs

Continuing From 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 Task Force submitted its report to the Provost in August 2010.

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

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

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

Return to Links to Implementation Details (index.cfm) .

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Undergraduate Education ()

View the full Undergraduate Education Section (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=13) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Undergrad.html) for Undergraduate Education.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/UndergradYear2.cfm) 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) for the Undergraduate Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Implementation of the New General Education Program. Following Senate approval of the General Education Task Force Report in April 2010, an extensive implementation process has been underway, led by the Dean for Undergraduate Studies. Faculty committees were created to establish learning outcomes and review proposed courses. The Dean will meet with all colleges/schools in August 2011 to discuss seat targets that will provide sufficient instruction to offer the program to Fall 2012 freshmen. Details are in the "General Education" section of this Implementation Report.

Honors College. FY 2011 marked the first year of operation of the recently expanded Honors College. The first class of students in two new living learning programs, Digital Cultures and Creativity and the Entrepreneurship and Innovation Program, completed their first year of study. A new program, Integrated Life Sciences, developed in partnership with the College of Mathematical, Computer, and Natural Sciences, will engage students interested in all aspects of biological research and biomedicine. This program's inaugural class will enroll in Fall 2011.

Curricula redesign of the program's 130 honors seminars included creation of a new set of courses in "World as Classroom" that take advantage of the metropolitan DC area and study abroad components. Topics included constitutional law, energy and climate policy, sustainability, and America and the Middle East. New targets for faculty participation in honors across all colleges were established. The first group of 12 University Honors Professors will be appointed to three-year appointments in Fall 2011.

College Park Scholars. A new program, Global Public Health, successfully completed its first year in Scholars in FY 2011. A record 481 students presented their research, internships, and service-learning projects in the College Park Scholars' (CPS) Annual Academic Showcase. The six-year graduation rate of Scholars students has risen to 85.9%. CPS continues to recruit talented students; 861 students have committed to enroll in 11 CPS programs in Fall 2011.

New Living-Learning and Other Special Programs. The Clark School of Engineering has created a two-year living-learning program to begin in Fall 2011 for male engineering students (Virtus) to be run jointly with the successful program for women in engineering (Flexus). The program is designed to promote community among first- and second-year engineering students and provide support and mentoring for academic and professional development.

Other new programs address global issues. The new Global Communities program was created in the College of Behavioral and Social Sciences, a two-year living-learning program for first-year students. The program provides an introduction to global issues from a social science perspective. The program will be fully enrolled as its first class begins study in Fall 2011. A Global Studies Minor Program was approved in FY 2011, an interdisciplinary program that offers four specialization tracks examining global issues from different perspectives and open to students from any discipline or major. Details are in the "Maryland in the World" section, under Goal 2, of this Implementation Report. A proposal to begin a Minor in Sustainability is presently under consideration by the colleges.

Management of Undergraduate Enrollment. Entry into the limited enrollment program in the Smith School of Business was altered by advancing the point of review forward from 60 credits to 45 credits. An earlier review date for students seeking entry to the Smith School allows students to better plan their programs of study. The introduction of a limited enrollment program in the (then) College of Chemical and Life Sciences has reduced the number of first-year admits directly admitted to life sciences majors, a first step in better balancing enrollment with instructional resources. High student demand for STEM majors continues to strain the capacity of STEM colleges.

Federal Semester Program Continues to Expand, Fueled In Part by a Large Grant. Federal Semester is a year-long interdisciplinary program combining academic exploration into federal policy with a professional internship experience in

Washington D.C. The program enrolled 80 students in Fall 2010 (from 40 in Fall 2008). Federal Semester launched a fourth concentration in energy and environmental policy, in addition to offering seminars in health policy, homeland security policy, and U.S. Policy in the Middle East. The number of students obtaining internships in Federal agencies increased from 41 (FY 2010) to 61 (FY 2011), with the rest interning in congressional or policy-related organizations. About half the students interning in federal agencies converted unpaid internships to paid internships or full-time federal jobs following graduation.

Undergraduate involvement. President's Promise participation data revealed that 71% of undergraduate students participated in at least one enrichment experience within six years of entering the University. (Data is for the cohort matriculating in Fall 2004.) Participation rates were 80% for students who started as freshmen and 48% for transfer students. The most popular experiences are research, internships, studying abroad, and community service-learning. Student Affairs sponsored 27 Alternative Break (AB) service learning trips for 335 participants, an increase from 24 trips and 300 participants in 2010. Seventy-three students participated in five international trips, which included: the Bahamas (focusing on environment, conservation, eco-tourism); Guatemala (sustainable community development); Dominican Republic (community development); Ecuador (community development and education); and Honduras (sustainable business education).

Internships. The University Career Center provided need-based support for undergraduate students pursuing unpaid summer internships through the Summer Internship Scholarship program. Sixty-six recipients were selected from a pool of 106 applicants, with awards ranging $250-$1250. Internship placements included: the White House, Smithsonian National Museum of American History, Food and Drug Administration, Maryland Department of Juvenile Services, Pan American Health Organization, Center for Environmental Farming Systems, National Alliance on Mental Illness, and Children's Hospital Foundation. The University Career Center conducted biweekly "How to Find a Job or Internship in..." programs as part of an Industry Networking Series. Session topics included Federal Government, Media, Smithsonian Institution, Consulting, Public Health, Environmental Services, Information Technology, Sports and Entertainment, and Game Development.

Education Abroad. Education Abroad enrolled 2032 UM students in FY 2011, a small increase. A number of new programs were created, expanding student opportunities. Details are in the "Maryland in the World" section, under Goal 1, of this Implementation Report.

Blended Learning Initiative. In FY 2011, the University launched a new initiative to develop innovative learning opportunities for students. A suite of innovative courses will introduce blended learning methodologies to enhance student learning. A blended learning course involves a combination of traditional classroom and online interactions. These online elements are built upon a technology-enriched collaboration environment featuring multimedia data offerings, computer simulations, and advanced computerized visualization that enable both individual and collaborative learning. Such an environment can enhance student-faculty interaction, improve student learning, and use institutional resources more efficiently and effectively.

Joseph JaJa, Interim Vice President and Chief Information Officer, and Jenny Preece, Dean of the iSchool, led a campus committee that outlined the scope of the initiative and developed a process for soliciting proposals. Ten challenging undergraduate courses from across the campus were selected for the initiative and will be offered in FY 2012. Faculty leading these efforts will constitute a corps of Blended Learning Faculty Fellows, serving as the catalyst for technology-based innovations on campus. The Center for Teaching Excellence has developed a Summer Institute series that provides support, direction, and feedback for faculty who want to increase student learning through pedagogies that implement new technologies.

Pilot for Computer-Based Learning in Pre-Calculus Mathematics. A pre-calculus course, Math 115, taken by more than 400 students each year, will be taught in a hybrid course design with one lecture and 4-5 hours per week in a computer-based Learning Center. The pilot will be offered in Fall 2011 and, if successful, will be a model for other high enrollment entry-level mathematics courses.

University Mobility Initiative. Over 400 honors and scholarship students participated in the University's Mobility Initiative with approximately 205 students receiving iPod Touches, iPhones, or iPads for their coursework. The program provides students with opportunities to work on mobile devices in their educational experience and to create new applications that can be used by others. Details are in the "Infrastructure" section, under Goal 4, of this Implementation Report.

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 Talented and Diverse Students. The academic talent level of incoming freshmen again

reached a new high in Fall 2010, with an average GPA of 3.97 and SAT scores in the 25th and 75th percentiles reaching 1120 and 1380 respectively. Current data indicate that the Fall 2011 entering freshman class will have a talent level similar to the levels of the last two years. 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 and co-curricular engagement. A renewed partnership with University Communications resulted in stronger undergraduate recruitment branding, marketing and communications, enhanced publications and a new recruitment video. Campus visit programs and an increase in contacts with prospective students by current students, faculty, and staff have an important role in supporting the University's yield rate.

Transfer Admission Attracts More Talented Students. A new transfer admission process was implemented that included improved communications with potential students, a fixed schedule for admission decisions, and pre-enrollment advising and earlier registration for many accepted students. These improvements have helped to recruit a stronger entering transfer class. The mean GPA for confirmed transfer students is 3.39 in Fall 2011, compared to 3.37 a year earlier. With the exception of students admitted under MHEC guidelines, entering transfer students will have completed Fundamental Studies in English and mathematics.

Outreach Increases Diversity in Undergraduate Programs. Diversity in undergraduate enrollment reached an important milestone in FY 2011, with 38% (the goal of the Strategic Plan) of incoming freshmen in Fall 2010 self-identifying as non-White. It is likely that the diversity level in FY 2012 will again reach the level in FY 2011. Among the confirmed group of freshmen for Fall 2011, 15% are African American (compared to 13% last year at the same time), 9% are Latino (compared to 8% last year), and 15% are Asian (the same as the last year).

Throughout FY 2010 and FY 2011, the Assistant Director for Freshman Admission and Diversity Initiatives designed and implemented a new program to increase the yield rate of admitted students of color. Meet-and-greet sessions have been held in targeted cities and communities in Maryland and throughout the East Coast. Fifty-nine families were hosted in individual family meetings with this staff member in FY 2011. The University continues to host admitted students of color in two day/overnight campus visits.

International Student Recruiting. International student enrollment remains far below the targets in the Strategic Plan. The Office of Undergraduate Admissions expanded its recruiting of international students. Several successful recruiting trips abroad (China twice and Thailand) were made in FY 2011. Undergraduate applications for Fall 2011 increased by almost 25%; admits are up 17.5%; and enrollment is projected to increase by more than 10% from Fall 2010 levels. Additional plans for expanding recruiting and enrolling international students are being developed.

The Young Scholars Program is Growing and Reaching Out to Students of Great Academic Promise. The Young Scholars Program, administered by the Office of Extended Studies, enrolls high school students in a three-credit course that allows them to sample college life and explore career interests. The program serves as an effective tool for recruiting talented students, with approximately 25% of all participants later enrolling in the University. Students in the eighth and ninth grades enroll in a non-credit course and participate in a series of interactive seminars to discuss topics such as diplomacy, globalization, and world geography. The Young Scholars Program increased its Summer 2010 enrollment to 530 students, 13% more than the previous year.

Freshmen Connection is Growing and Successful. 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. Courses are offered after peak classroom utilization time, (Monday-Thursday after 3:00 p.m. and Friday after 10:00 a.m.). Students live off the campus but have access to all University resources, organizations, and other activities. From its inception in 2006, the program has grown to 746 students enrolled in the program for Fall 2010, approximately two-thirds of all Spring admits. Freshman Connection students perform well academically and graduate on schedule with Fall Semester admits.

STEM Enrollment. Enrollment in STEM colleges/schools (AGNR, CMNS, and ENGR) continues to increase, with FY 2011 enrollment 17% above three years earlier. The number of majors in ENGR increased 21.4% during this same period and is accelerating; enrollment at the Freshmen/Sophomore levels is 9.9% higher in FY 2011 than in the previous year.

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) for the Undergraduate Education Section of the Plan.

GOAL 3 AREAS OF PROGRESS

New Initiatives to Increase Retention and Graduation Rates. The Provost's Task Force on Student Retention and Graduation conducted an extensive analysis of student retention and progress to degree, examining the role of student preparedness, special academic programs, academic policies, advising, and other factors that affect student progress. Conclusions and recommendations to increase retention and graduation rates were presented to the Council of Deans in Fall 2010.

The Student Academic Success-Degree Completion Policy requiring that students develop four-year plans which, include benchmark courses and timetables, remains the cornerstone of the University's retention policies. The Dean for Undergraduate Studies continues to provide leadership in promoting advising activities.

A number of new initiatives were undertaken in FY 2011 that focused on students facing academic challenges. Mid-semester grades were reviewed for all freshmen students. Grade information on students with Ds, Fs, or low GPAs was distributed to all the colleges, allowing advisers to provide assistance in mid-semester. End-of-semester grades for all Fall and Spring freshmen admits were reviewed immediately at the conclusion of each term, and students with GPAs below 2.30 were identified. These students were designated to receive mandatory advising by their college before the next semester began. These initiatives will be continued in FY 2012 and their effectiveness evaluated. University policy requires that students on academic probation receive advising before they register for a subsequent semester (or change their schedule if already scheduled). Colleges and schools were encouraged to devote special attention to these students.

Student Success Office Established. The Student Success Office was created and will begin serving students in FY 2012. The office will maintain the tutoring website, providing up-to-date information on tutoring services and assessment of tutoring needs. The office will also provide advising to students beyond their fourth year who have not yet graduated. In addition, the office will provide an advising component to the reinstatement process that will help returning students select an appropriate major and providing a liaison to colleges. Contacts will be made with students who have left the University to analyze why students leave and to ascertain student interest in returning.

College of Letters and Sciences Initiatives Promote Higher Retention. The College of Letters and Sciences (LTSC) introduced a number of new services to students to increase retention. LTSC revamped its UNIV 100 program to include a unified syllabus for its 30+ sections, focusing on academic planning, campus resources, student involvement, and tools for success. Starting in Fall 2010, LTSC required all sophomores see their advisors during each semester and develop updated four-semester plans when necessary.

LTSC created the Transitional Advising Program to provide comprehensive academic advising and support to high-credit (60+) students who are changing majors across colleges. This program will help students whose interests have changed, who are unable to meet benchmarks, or who have a GPA below the entry standard. The office is establishing liaisons for each college/school. The program will serve students in FY 2012. These and other advising initiatives have contributed to an extraordinary increase in retention rates in LTSC, with first-year rates increasing to 93.5% for Fall 2009 admits (vs. 89.9% the previous year).

Increased Student Use of Counseling Services. During FY 2011, the Counseling Center provided assistance to a growing number of help-seekers when compared to the previous year. The Counseling Service experienced a 10% increase in the number of students seeking assistance for personal, emotional, and career-related concerns and a 24% increase in the number of students seeking assistance with learning strategies and study skills.

Increase in Guided Study Sessions. The Counseling Center's Learning Assistance Service provided peer-led Guided Study Sessions (GSS) including 18 sections of eight biology, chemistry, and physics courses during the Fall Semester and 22 sections of ten courses in the Spring. New GSS sections were offered in ANSC 212 and MATH 113. A total of 35 leaders provided 8886 GSS visits to 1918 students (a 110% increase in the number of students served and a 151% increase in the number of visits). Students who participate in GSS earn higher grades than students in those same courses who do not participate.

Progress in Closing the Achievement Gap. Retention rates increased sharply in FY 2011 for underrepresented student groups, closing the gap at a time when retention rates are rising for all students. First-year retention rates for African-American students (94.8%) and Hispanic students (94.2%) are approximately 4% higher than a year earlier, and are only slightly below the campus average of 95.2%. Second- and third-year retention rates are higher for most student groups as well. For all students, retention rates of first- through third-year students have increased approximately 2% over the past two years, an improvement that will translate into higher graduation rates in the next several years.

The Office of Multi-Ethnic Student Education (OMSE) continues to expand its academic and personal support activities, which contribute to student success. OMSE has been the home on campus for a large and diverse group of students who receive tutoring, guidance, and assistance in developing goals and plans to promote academic success. Over 2500 students were served by OMSE in FY 2011, including 1700 walk-in students seeking tutoring. With the assistance of a grant from the Latin American Studies Center, La Familia worked with Latino high students from Prince George's County and their families as part of a high school-to-college pipeline to UMD.

Success@Maryland Targets Black Male Students. Launched in AY 2010-11, this initiative is a targeted marketing campaign providing access to tools and information that can help avert the prospect of dropping out. An e-newsletter, Success@Maryland, was launched at mid-year, with an associated Facebook page and Website. The e-newsletter is being sent at regular intervals directly to all Black male undergraduate students (approximately 1600). Four male administrators of color offer individual guidance and support to students who come to them through Success@Maryland.

Student Success in Prestigious National Scholarship Competition Continues Rising Strongly in FY 2011: Focus on International Awards. Since the establishment of the National Scholarships Office in FY 2009 and its successful engagement of faculty and administrative leaders within the colleges/schools, the number of prestigious awards received

by our students has increased sharply. In FY 2012, Maryland students earned two major United Kingdom awards: a Marshall Scholarship (won by Dylan Rebois) and a Churchill Scholarship (won by Ethan Schaler). The University continued its remarkable growth in Fulbright awards, the nation's flagship international award for study, research, and teaching abroad; a record 19 Maryland students and alumni received Fulbright offers in FY 2011. The University achieved numerous record achievements in a range of international scholarship competitions: the Gilman Scholarship competition, with 23 awards for study abroad to Pell grant recipients; the Boren Scholarship and Fellowship programs for language study in critical regions, with seven and six recipients respectively (these results place Maryland among the top four recipient institutions nationally for both awards); and the Critical Languages Scholarship, with eight awardees. In total, UMD students and alumni earned more than 75 awards for international study, research, or teaching in the past year.

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)* *for the Undergraduate Education Section of the Plan.*

GOAL 4 AREAS OF PROGRESS

New and Renovated Undergraduate Housing and Related Services. A new undergraduate housing project, the Oakland Hall Residence, was completed and is scheduled to open in Fall 2011, adding 709 new beds. The project (230,000 GSF, $80M) is expected to receive LEED Gold certification. Renovation of Fraternity/Sorority Phase 8 was also completed, renovating two sororities housing undergraduate students (~21,000 GSF, $11M), with LEED Silver certification expected. Renovation of the Shoemaker Building, an academic building housing the University Counseling Center, was completed in January 2011 (~23,000 GSF, $10M). Renovation of Denton Dining Hall (~44,000 GSF, $17M), which serves undergraduate students, was completed and will be open in August 2011 (with LEED Silver certification expected).

Resident Life completed the move of Honors College students housed in North Campus from Denton Hall to the Ellicott Community (Ellicott, Hagerstown Hall, and La Plata) for the beginning of the Fall Semester 2011. A number of student rooms were converted to office/program space, including seminar rooms and space for Honors College faculty and staff leadership. This relocation allows a number of Honors programs to be located in a geographically consolidated space.

Participation in Collaborative Study Groups. Resident Life experienced a 22% increase in participation in the Collaborative Study Group component of Syn*Quest Collaborative in Denton Community and reported 3194 visits to Resident Life's Math Success tutoring service.

Identity Development Across Cultures. Resident Life established a new campus-wide, peer-led offering focused on individual student identity development as part of the Common Ground Dialogue Program with more than 160 students participating in the new one-session programs. More than 250 students participated in four-session and one-session Common Ground Dialogue Groups. In addition, the Stamp Student Union assisted multicultural student organizations and departmentally based units and programs to promote the celebration of Latino Heritage Month, Black History Month, Pride Month, Asian Pacific American Month, and Multiracial Biracial Heritage Month.

Services for Diverse Student Populations. The Counseling Center continued to provide a variety of services and programs for our diverse student body through its counseling services and consultation relationship. These include: (1) walk-in hours--the Students of Color, Rainbow (LGBTQ), and Veterans; and (2) support groups for International Students, Black Women Students, Incentive Awards students, Returning Students, and women students who have experienced trauma. A new group for students who are mothers was also offered this year.

Local Community Service Activities. Undergraduate students engage in a wide variety of activities. Approximately 140 Terps for Change student volunteers completed 2948 service hours working with eight community partners in Prince George's County and Washington, D.C. America Reads*America Counts (AR*AC) utilized approximately 327 college student mentors (up from 226 in FY 2010) at 18 schools in Prince George's and Montgomery Counties. Approximately 450 elementary students participated in the AR program, and approximately 232 elementary students participated in the AC program. Resident Life collected more than 2000 holiday gift bags for donation to local charities through the From Our Heart to Yours program.

Center of Excellence for Veteran Student Success Program. Through the U. S. Department of Education, the University of Maryland received a three-year, $400,000 grant as one of 14 universities funded to be a Center of Excellence for Veteran Student Success Program. The Center will direct the University's efforts to offer programs to address the academic, financial, physical, and social needs of veteran students. Board of Trustee member and former Secretary of the Navy Gordon England made a generous donation of the University of Maryland Veterans Center "In Honor of All Who Serve." Located in Cole Fieldhouse and opened in April 2011, the Center is a space designated for our Maryland veterans to gather while on campus.

Expanding Career Center Services. 18,000+ currently registered students are subscribed to the University Career Center's weekly Career News e-newsletter. The Center hosted 21 webinars on federal internships and student employment

programs. The Center conducted targeted outreach to encourage employers to include non-technical positions in the Fall and Spring Career and Internship Fairs. Approximately 65% of employers offered non-technical positions at these fairs. The Career Center held résumé clinics for 250 students in the Stamp Student Union the day before the Career and Internship Fairs.

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Graduate Education ()

View the full <u>Graduate Education Section</u> (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=16) of the Plan.
View <u>Year One Implementation Progress</u> (http://sp07.umd.edu/Implement/Grad.html) for Graduate Education.
View <u>Year Two Implementation Progress</u> (http://sp07.umd.edu/Implement2/GradYear2.cfm) 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 <u>Goal 1 strategies</u> (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=17) for the Graduate Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Graduate Learning Outcome Assessment. The Graduate School has assumed responsibility for graduate learning outcome assessment as part of the work of the Provost's Commission on Learning Outcomes Assessment. A plan developed by the Graduate School was tested with multiple focus groups and outlined to the Council of Deans and Graduate Council. The plan will be implemented in AY 2011-2012.

Database to Track Graduate Fellowship Funding. The Graduate School developed a process for campus-wide annual data collection on graduate programs, including new enrollment, quality indicators, fellowships and their funding, and placements. This system will allow the Graduate School to account for all fellowship funds, to track specifics of support for individual students, and eventually to conduct a databased assessment of fellowship funding in relation to student success. Baseline data for 2010 have been collected and entered into a database.

Graduate Training Fellowships Created. The Smithsonian Institution Graduate Training Fellowship at the University of Maryland was created with an endowment comprising $300k from the Smithsonian Institution and $300k from the University. Additional graduate training fellowships include $25k in financing from the Maryland Mediation and Conflict Resolution Office (MACRO) and continued support of the City of Annapolis Training Fellowship for a second year with $25k financing from the City.

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

GOAL 2 AREAS OF PROGRESS

Progress on Right-Sizing Doctoral Programs through Targets on New Admissions. Based on an extensive analysis of doctoral programs beginning in FY 2009, enrollment targets and targets on new admissions were agreed upon for FY 2011. Targets for Fall 2010 doctoral admissions were established, designed to reduce admissions by approximately 10%. This goal was virtually met in this first year; total new doctoral enrollment in Fall 2010 numbered 741 students, down 7.5% from the five-year (Fall 2005-Fall 2009) average of 800 new students.

Special Assistance Programs Designed to Assist Graduate Students with Health or Family Issues. The Graduate School dedicated funds to enable recipients of Wylie Dissertation Fellowships with exceptional health circumstances to retain health insurance comparable with insurance for assistantships. The Graduate School created a new policy on Parental Accommodation for Graduate Students, enabling students to remain enrolled during a stipulated accommodation period. Consideration is also being given to creating a possible additional policy on Parental Accommodation for Graduate Assistants, allowing graduate assistants to retain stipends through a stipulated accommodation period. This topic will be considered further in Fall 2011.

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

New Graduate School Website. A new graduate school website has been designed and launched. The new website provides an inviting and direct portal to UM graduate programs for prospective students and other external constituencies. It also serves current students, directors and coordinators of graduate studies, graduate faculty, and other internal constituencies.

Improved Processing of Graduate Applications. A $15 increase in the graduate application fee provides new resources to be used to improve recruitment and application processes. A Program Management Specialist has been appointed to triage, route, and/or directly handle the increasingly large volume of telephone and e-mail inquiries related to admission and other student services. Other improvements include immediate web notification of acceptance or rejection and online collection of application fees.

Services to international applicants were approved. The Graduate School assumed full responsibility for international graduate admissions in 2010 and hired two admissions staff to process international applications (~10,000 annually). The Graduate School collaborated with the Institute for International Programs and colleges/schools to promote international degree, research, and exchange programs. It revised English proficiency requirements, testing, and remediation for international students to create more flexible and streamlined processes while maintaining high standards.

Financial Support for Graduate Students. The Fellowship Tuition Remission Account has been transferred to the Graduate School budget, providing resources to leverage external fellowships and grants as well as providing internal funding to colleges/schools and departments for graduate education and graduate students.

The Graduate School revised the University and Dean's Fellowship program piloted in 2009 to provide increased flexibility and effectiveness in attracting the very best students, including the creation of a discretionary fund for truly exceptional recruitment cases or activities. Thirteen Flagship Fellows were recruited in FY 2011, the highest yield in the program's five years. The University of Maryland McNair Graduate Fellowships program, a cost-sharing partnership between the Graduate School and graduate programs to recruit and retain the top McNair alumni/ae nationally, was established. The recipients are outstanding, and mostly minority, students from disadvantaged backgrounds.

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) for the Graduate Education Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Graduate Student Writing and Professional Development Workshops. Graduate School task forces on Writing for Graduate Students and RCR and Scholarly Integrity have provided recommendations for new activities that will be implemented in FY 2012. In collaboration with the International Graduate Student Association, an international graduate student peer program in writing and editing support will be implemented in FY 2012.

Twelve Ph.D. Completion Project Workshops on Professional Development (six sessions) and Dissertation Writing (six sessions) were conducted in FY 2011. The Graduate School collaborated with the Center for Teaching Excellence on further development of pilot programs. The Graduate School/Lilly Graduate Fellows program was offered in FY 2011, and Teach-With-A-Mentor Program for International Graduate Teaching Assistants was converted into a peer-mentoring program.

Graduate Space in McKeldin Library. Two dedicated graduate student spaces in McKeldin Library were created and renovated: a multi-cubicle space for individual and small group study and an all-purpose room for study and group events. The newly renovated space will open in September 2011.

Support for Graduate Student Participation in Professional Conferences. The Graduate School created and implemented an International Conference Student Support Award, which covers student registration fees at international conferences. Funding for this highly productive and popular initiative was increased to $20k in FY 2012. Goldhaber Travel Awards have been enhanced, increasing a student's eligibility from one to two awards.

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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) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Research.html) for Research, Scholarship, and the
Creative and Performing Arts.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/ResearchYear2.cfm) 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) for the Research, Scholarship, and the Creative and Performing Arts Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Research Awards and Expenditures. UMD faculty continue to be recognized for their innovative research. The faculty received $471 million in research awards in FY 2011, representing a $73M decrease from FY 2010. This decrease reflects a comparable reduction in federal Recovery Act funding. Research expenditures increased 12% ($38.3M) in FY 2011 (to $453.5M).

Significant Research Awards include: National Science Foundation award to establish the Socio-Environmental Synthesis Center, which will provide national leadership in addressing large-scale environmental challenges ($27.5 million five-year award); Federal Aviation Administration (FAA) award for the National Center of Excellence for Aviation Operations Research (up to $60 million over seven years); NASA award to further develop a mission proposal known as Comet Hopper in the Discovery Program ($3 million); Lockheed Martin award to support three centers of collaboration and the joint pursuit of research opportunities ($3 million); National Science Foundation award to advance women in science ($3.2 million for five-years); and Office of the Director for National Intelligence award to a consortium, of which START is a major partner, to expand and improve the nation's bio-surveillance capability and address emerging threats to the intelligence community ($75 million).

New Academy Members and Other Prestigious Awards. Mark Lewis, Professor and Chair of Aerospace Engineering, was elected to the International Academy of Astronautics. Matthew Kirschenbaum, Associate Professor of English, and Heather Nathans, Professor of Theatre, received Guggenheim Fellowships for 2011. Jim Gates, the John S. Toll Professor of Physics, and Roberta Rudnick, Professor of Geology, were elected to the American Academy of Arts and Sciences. Heven Sze, Professor of Cell Biology and Molecular Genetics, Steven Rokita, Professor of Chemistry and Biochemistry, Hanan Samet, Professor of Computer Science, Richard Greene, Professor of Physics, and Abolhassam Jawahery, Professor of Physics, were elected Fellows of the American Association for the Advancement of Science. Alberto Balatto, Assistant Professor of Astronomy, and Kevork Abazajian, Assistant Professor of Physics, received NSF Career Awards. And John Laub, Professor of Criminology and Criminal Justice, was awarded the 2011 Stockholm Prize in Criminology.

Faculty Support Programs. The Division of Research provides briefings on the current funding environment, linkages to funding agencies and research partners, internal support to maximize funding success, and resources to enhance the University's research visibility and impact. This includes a faculty incentive program, which provides funding for proposal support as well as annual operating support, funding alerts, on-campus presentations by federal and private thought leaders to campus, grantsmanship training, limited submission coordination, and publications that highlight the research enterprise to the campus and our external audiences.

Research Seminars included: Strategic Planning at the National Institute of Standards and Technology (NIST); Department of Homeland Security Science and Technology Priorities for Border and Maritime Security; Energy Programs and Priorities at the U.S. Department of Energy; and Future Research Priorities and Directions for the National Institutes of Health.

Grantsmanship Training included a program on Successful Fulbright Applications.

The Faculty Incentive Program provided critical proposal development support (funds to support team travel, video-conferencing, technical writers, graphic artists, red team review, and site visit support) instrumental in securing the $27.5M NSF Environmental Synthesis Center (SESYNC) dedicated to creating synthetic, actionable science related to the structure, functioning, and sustainability of socio-environmental systems. Similar support was provided to secure a

prestigious NIH P-01 grant in neuroscience in which UMD researchers will study development of the mirror neuron system in human infants, children and adults.

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

Interdisciplinary Research. Tier III incentive funding, which comes from the deans, the Vice President for Research, and the Provost, supported the launch of two new research themes, which included disciplines from across the campus. These themes have high visibility and impact as well as the potential to bring significant funding and recognition to campus. The two themes are Health Information Technology Research, led by faculty in the School of Business and the School of Public Health, and the Future of Information Alliance, led by faculty in the College of Journalism and the College of Information Studies.

The Health Information Technology Initiative is a campus-wide, interdisciplinary research effort with a mission to develop solutions that accelerate and facilitate the transformation of health and healthcare. The specific focus will be on the design, introduction, and integration of information and decision technologies into the health system that address the challenges of health care quality, cost, patient safety, access, as well as health literacy, health equity, and health promotion.

The Future of Information Alliance is a new cross-campus research initiative to foster interdisciplinary networking, dialog, and research on pressing information-related issues. Funding under the Tier III Faculty Incentive Program was provided to undertake a number of activities to foster this emerging research initiative. These include organizing opportunities for discussion, creating a database that allows researchers with intersecting interests to find each other, and establishing a seed grant program to foster research with a premium on collaboration across disciplinary lines. This initiative will encompass research strengths across the campus in areas such as developing new communication technologies, information use and management, social networking, and information processing.

The Maryland Cybersecurity Center has established partnerships with Lockheed Martin, SAIC, Google, Tenable, and MIT Lincoln Laboratory. In addition, Google has funded a Cybersecurity Seminar Series featuring speakers from industry, academia, and government. Graduate educational programs are being established to offer a Professional Master's in Cybersecurity in the Office of Advanced Engineering Education and a Cyber Supply Chain Graduate Certificate in the Smith School of Business. This summer the Center hosted a week-long Cyber Camp for High School Students and a Cyber Scholars program. The Cybersecurity Club has over 300 UM undergraduate members.

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

Seed Grant Funding. Over the past three years, recipients of UMCP/UMB seed grant funding submitted 62 proposals to federal and private funders; 10 of these proposals have been funded, 41 conference presentations have been given, 22 papers have been published, and two inventions have been disclosed. The Smithsonian Seed Grant program announced second year awards for five projects. Results of the five first year awards include two externally-funded joint proposals and five additional joint proposals submitted to external agencies.

Research Collaborations. The UMD/NASA Goddard Council on Collaboration was established to implement the growing research and education activities outlined in the MOU signed in 2010. These activities include various joint initiatives such as a seed grant program, high visibility events, student internships, and visiting scientists.

Industry Partnerships. In June 2010 the University signed a partnership agreement with Lockheed Martin to create new centers of collaboration, enhance teaming for federal awards, offer joint conferences, and establish a program of visiting scientists and student internships. In the past year, collaborations in the areas of health care efficiency, genomics, robotics, neuroscience, and cybersecurity have been initiated. These areas involve numerous departments, colleges, schools, and centers.

A new partnership developed this year with Canon Life Sciences and the Fischell Department of Bioengineering. The goal of the first project funded under this partnership is to assist in the development of an integrated and highly automated system that performs point-of-care diagnosis of infectious disease.

SAIC has provided support to the Maryland Cybersecurity Center, the Cybersecurity Club, and to the new Cyber Supply Chain Graduate Certificate program. SAIC would like to expand its partnership with UMD in accordance with its I-95 strategy, mirroring its outreach efforts on the west coast.

Talks are underway to finalize an agreement with Booz Allen Hamilton to support a Cyber Residency Program that is similar to a medical residency.

Federal Government Partnerships. Our partnership with the National Cancer Institute on cancer technologies has been expanded to include graduate students working with the Institute Arthritis and Metabolic Diseases (NIAMD). Faculty from ENGR, ARHU, EDUC, CMNS, CLIS, and the Libraries have been in discussions with personnel from the Smithsonian Institutes (SI). The SI CTO, a senior systems architect, and the director of research and scientific data management toured UMD robotics labs, the Libraries, MITH, and the Collaboratory for Visual Culture to develop future collaborations. Of special interest to SI and UMD is increasing internship opportunities.

UMD-UMB Partnerships. A joint center with UMB on non-invasive neural engineering explores the neural/machine interface that will provide unique capabilities to prosthetics as demonstrated by Jose Luis Contreras-Vidal's research in the School of Public Health.

The National Institute of Standards and Technology (NIST), the University of Maryland, College Park (UMD), and the University of Maryland, Baltimore (UMB) proposed the establishment of a new alliance to be located at the UMD Institute of Bioscience and Biotechnology Research (IBBR) with the mission of accelerating the development of measurement science, technologies, and standards in the area of complex therapeutics and the diagnostics that support their clinical utility. The initial focus will be on protein biologic drugs and vaccines.

UMD submitted a response to FDA's funding announcement to create a Center for Excellence in Regulatory Science and Innovation. This multidisciplinary effort will include over 24 UMD faculty members from Bioengineering, Biology, Chemistry, Chemical Engineering, Electrical and Computer Engineering, the Institute for Systems Research, Maryland Technology Enterprise Institute, Mechanical Engineering and the School of Public Health as well as collaborators from the UM School of Pharmacy and the UM School of Medicine in Baltimore.

Develop Close Relationships/Faculty Service. The Division of Research is developing a program, similar to the Intergovernmental Personnel Act (IPA), which will detail federal scientists to the University. This year a pilot with the National Security Agency was successful in placing a senior scientist at UMD.

Jim Gates was named to President Obama's President's Council of Advisors on Science and Technology (PCAST) Committee. PCAST is an advisory group of the nation's leading scientists and engineers who directly advise the President and the Executive Office of the President. Bonnie Dorr and Avi Bar-Cohen are now at the Defense Advanced Research Projects Agency (DARPA) serving as program managers. Steve Fetter is now Assistant Director at the Office of Science and Technology Policy (OSTP).

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.

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GOAL 4 AREAS OF PROGRESS

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Innovation, Technology Commercialization, Entrepreneurship Center for Innovation and Entrepreneurship. Former President Dan Mote is leading a strategic vision advisory committee, composed of UMD faculty and external entrepreneurs, to develop the vision for a campus-wide center devoted to the education, enhancement, and creation of value through innovation and entrepreneurship across the University and beyond. The current plan is for the Center to be linked to University programs where creative innovation and entrepreneurship are common threads, to support the timely need for access to education and services in the innovation and entrepreneurship environments, and to move innovation and entrepreneurship from its status as an "auxiliary enterprise" to a "core plus auxiliary enterprise." The committee will provide a draft report and recommendations to the President by the end of the Fall 2011 semester.

UMD partnered with the Maryland Workforce Development Corporation, DBED, and TEDCO on a cybersecurity cluster proposal for the State of Maryland submitted to the US Dept. of Economic Development, SBA, and the Dept. of Labor. If successful, the State (and, by implication, UMD) will be formally designated as the nation's first cybersecurity cluster. Funding would support cybersecurity start-up companies, small business development, and work force development in cybersecurity.

UMD developed a partnership with Mid Atlantic Venture Association (MAVA). MAVA represents venture and angel capital firms in the region, and the partnership with UMD will help develop linkages for possible funding of UMD technologies.

We have completed the third year of our collaboration with the US Army Research Lab (ARL)-Adelphi, which provides proof

of concept funding to USM institutions. Titled "The Maryland Proof of Concept Alliance," and with $5.1M in federal appropriations, this partnerships seeks to move the most promising technologies developed at University of Maryland and other System institutions out of the lab and into the arms of potential investors - in this case the ARL as the initial buyer - to help bring these innovations to market. New sensors, battery storage devices, and vaccines have been developed. ARL funds provide technical support needed to help advance these developing technologies and discoveries at their most critical junctures in the innovation pipeline, and the collaboration has won an award from the US government for best university-federal lab partnership. UMD faculty have won seven awards this year to move promising technologies to market.

UMD OTC staff was expanded by two positions. One of the positions is also responsible for managing IBBR-related technology. This position includes outreach to IBBR researchers to increase awareness of services available to entrepreneurs at UMD.

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Partnerships, Outreach, and Engagement ()

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

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

View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/PartnershipsYear2.cfm) 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

Partnerships

New and Expanded Area Research Partnerships. New or expanded research partnerships are described in the "Research, Scholarship, and the Creative and Performing Arts" section, under Goal 3, of this Implementation Report. In particular, industrial research partnerships with Lockheed Martin, Canon Life Sciences, SAIC, and Booz Allen are highlighted. Federal research partnerships with the National Cancer Institute and the Smithsonian Institution have been expanded and are highlighted in the same section.

Selected New Research Collaborations Addressing National Needs.Newly initiated research collaborations that address national needs are described in the "Research, Scholarship, and the Creative and Performing Arts" section, under Goal 3, of this Implementation Report. In particular, UMD has begun collaborations with UMB and NIST in the area of complex therapeutics, focusing on biologic drugs and vaccines and with the UMB Schools of Medicine and Pharmacy and the FDA to create a new center in regulatory science and innovation.

Several centers that address national needs are also described in the same section: the Maryland Cybersecurity Center, the Health Information Technology Initiative, the Socio-Environmental Synthesis Center, and START's new consortium to address emerging threats to the intelligence community.

Outreach

Odyssey of the Mind World Finals Expands Visibility of the University. Conference and Visitor Services hosted our eighth Odyssey of the Mind World Finals - a five-day program that attracts about 16,000 people to campus, nearly half of whom are high achieving middle and high school students. This World Finals attracted teams of young people from every state and 16 countries. Odyssey of the Mind typically generates more than $3 million in direct revenue to campus.

President Loh's Trip to China. In June 2011, President Loh joined Governor O'Malley on a seven-day trip to China. The purpose of the Governor's visit was to promote China's direct investment and job creation in Maryland. The President's purpose was to expand and deepen the network of UMD-China relationships in order to advance the educational, research, and economic development missions of the University. Following the trip, President Loh formed a China Task Force and looks forward to receiving from this faculty/staff group a strategic China vision and plan for UMD in the context of the broader internationalization of our University.

Engagement

University of Maryland Center for Educational Partnership. The Center houses a number of non-profit organizations that serve the community. The Maryland Multicultural Youth Center offers youth programs focused on academic and cultural enrichment, including the AmeriCorp Program, Workforce Investment Act for high school students, Women in Non-Traditional Occupations, and the Summer Enrichment Camp. Programs provide remedial math, reading/writing, and homework assistance, serving more than 1,000 people annually. The GapBuster Learning Center offers programs on academic advancement in math and reading, test preparation skills, tutoring program, HIV/AIDS Peer Education, Free Rapid HIV Testing, and Summer Enrichment Camp. These programs serve approximately 500 people yearly. Maryland Extension Programs at the Center include the Expanded Food and Nutrition Education Program (EFNEP), Food Supplement Nutrition Education (FSNE), Community Garden/Master Garden Program, 4-H Robotic, and Bike Program. Units provide nutrition, gardening, cooking, and bike programs to the students from neighboring communities, working in collaboration with the non-profits. The Community Garden, also known as the Sheridan Street Community Garden, has been totally revamped and is in bloom during the growing season.

National Summit on Vital U.S. Language Needs. University of Maryland President Wallace Loh opened a summit, co-sponsored by the Central Intelligence Agency and the University of Maryland's Center for Advanced Study of Language (CASL), which brought together policymakers, members of Congress, Intelligence Community officials, language educators, faculty, and staff to explore how government and academia can better collaborate to advance the study of foreign languages. Among the dignitaries welcomed by President Loh were keynote speakers Leon Panetta, Director of the Central Intelligence Agency, and Arne Duncan, Secretary of the U.S. Department of Education.

Public Lectures on Critical Policy Issues Contribute to the National Dialogue. The University has sponsored or co-sponsored a series of public forums where significant issues of public policy have been debated by recognized experts. One of this year's events was The Sadat Lecture for Peace, sponsored by the College of Behavioral and Social Sciences, which featured The Honorable Madeleine K. Albright speaking about the current situation in the Middle East and the status of Israeli-Palestinian peace talks at a time when U.S. diplomacy seems to be at a standstill.

A special Sadat forum was held with Dr. Jehan Sadat, former first lady of Egypt, and Ms. Barbara Walters, ABC News correspondent, in which the two women shared experiences and compared Egypt then with Egypt now, the challenges and the dreams, and how American perceptions of Egypt and the Egyptian people have evolved over the decades.

A forum was held to celebrate the new health care law, under the Patient Protection and Affordable Care Act, that allows young adults under age 26 years old to access health care insurance coverage through their parents. Sponsored by the School of Public Health, it featured U.S. Surgeon General Dr. Regina Benjamin, Maryland lawmakers, university officials, students, and advocates.

Several ambassadors participated in college-sponsored lecture series on campus. The College of Arts and Humanities sponsored the Dublin Lecture Series featuring His Excellency Dr. Michael B. Oren, Israel's Ambassador to the United States. Ambassador Oren, an eminent historian, addressed the peace process in the context of U.S.-Israel relations. The Institute for International Programs sponsored, through its Ambassadorial Lecture Series, H. E. Meera Shankar, Abassador of India to the United States. Ambassador Shankar addressed the future of India and its relationship to the United States.

Campus Public Forum. Faculty, staff, students, and members of the community were invited to a town hall meeting, hosted by the President's Office, to discuss the proposed Purple Line light rail system, which would run between Bethesda and New Carrollton, passing through Silver Spring, Takoma Park, the College Park campus, and Riverdale. A formal program opened the meeting, providing information about the federal competition for light rail funding, factors affecting the decision about the University alignment, and the pros and cons of at least two campus alignments. The panel of experts included representatives from the federal government, the Maryland Transit Administration, Hatch Mott MacDonald (engineering consulting firm), as well as our faculty and staff. Don Kettl, Dean of the School of Public Policy, served as the moderator.

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General Education ()

View the full <u>General Education Section</u> (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26) of the Plan.
View <u>Year One Implementation Progress</u> (http://sp07.umd.edu/Implement/General.html) for General Education.
View <u>Year Two Implementation Progress</u> (http://sp07.umd.edu/Implement2/GenEdYear2.cfm) 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 <u>Goal 1 strategies</u> (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=26) for the General Education Section of the Plan.

GOAL 1 AREAS OF PROGRESS

General Education Implementation Directed by the Dean of Undergraduate Studies. Following Senate approval of the General Education Task Force Report in April 2010, the implementation of the new General Education program was turned over to the Dean for Undergraduate Studies in May 2010. The Dean established the General Education Steering Committee, comprised of General Education Task Force members and members of the Dean's senior staff. In collaboration with the colleges/schools, the Dean established 11 committees in May and June involving 67 people to develop the learning outcomes for each of the General Education categories in Fundamental Studies and Distributive Studies. Learning outcomes were distributed to the campus at the end of July 2010.

Development of the General Education Implementation Plan. In August 2010, with the Provost's and the Senate's agreement, the Dean established the General Education Implementation Committee, comprised primarily of associate deans from all the colleges/schools and chaired by the Dean. This committee met biweekly throughout the year. The General Education Implementation Committee developed the General Education Implementation Plan as required in the Senate's approval of the new general education program. The Implementation Plan was approved by the Senate with a very strong positive vote in February 2011.

Faculty Board Review and Approval of Proposed Courses. The Office of Undergraduate Studies and the Center for Teaching Excellence held 14 workshops throughout the academic year to introduce faculty to the new General Education categories, with special emphasis on I-Series courses, Scholarship in Practice, and the new Diversity categories. Workshops drew large attendance. I-Series Faculty Seminars were held five times each semester, with large attendance and enthusiastic responses from the faculty. As part of the Implementation Plan, Faculty Boards for each of the course categories were appointed (included 62 faculty). The Dean for Undergraduate Studies and the Associate Dean met collectively and individually with the Boards throughout the Spring Semester to discuss procedures.

An online course submission system was created by the Associate Dean for General Education, and colleges/schools were instructed that all courses to be offered were to be entered into this system and approved by colleges by April 15. By May, over 500 courses had been submitted, and many more followed. Faculty Boards were busy reviewing proposals. This extensive course solicitation and review process has ensured a major faculty role in establishing the new curriculum.

Coordination with Maryland Community Colleges. Meetings to review the structure of the new program and the requirements for transfer students were conducted with other institutions in the State, providing information important to a smooth transition. In June, the Dean for Undergraduate Studies, her staff, and representatives from Admissions and IRPA held two-hour meetings with five community colleges to discuss the elements of the new program and the various issues it raises for transfer articulation. Colleges included: Montgomery College, Prince George's Community College, Howard Community College, Anne Arundel Community College, and the College of Southern Maryland.

Planning Seat Targets for Initiation of the Program in Fall 2012. The General Education Steering Committee has turned its attention to developing college seat targets for the launch of the program in FY 2013. The initial review of these targets will occur in meetings with individual colleges/schools in late August, with subsequent discussion at Council of Deans in the Fall.

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

GOAL 2 AREAS OF PROGRESS

Creating I-Series Courses for the new General Education Plan. The "I-Series" courses (http://iseries.umd.edu) are a signature component of the new General Education Plan. 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 feature engaging topics that include both present day problems and timeless dilemmas of human society. They focus on intellectually engaging materials, and all employ pedagogies that lead to active learning and student engagement. I-Series courses carry General Education Distributive Studies credit and are distributed across the Humanities, Sciences, and interdisciplinary and professional areas.

I-Series courses have now been offered for three semesters, with a total inventory of 63 courses spread across all of the academic colleges on campus, involving as many faculty and experienced instructors. In FY 2011, 4062 students enrolled in 69 I-Series courses. During the academic year, I-Series faculty met on a regular basis to learn from each other and discuss common teaching goals, progress, and issues. Additional course proposals are being reviewed as part of a continued effort to expand offerings for delivery in the 2011-2012 academic year. Beginning in Fall 2012, all entering freshman will be required to take two I-Series courses as part of the new General Education Program.

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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) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Global.html) for Maryland in the World-Engaging the
Global Community.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/GlobalYear2.cfm) 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) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Institute for International Programs (IIP): Professor Jonathan Wilkenfeld (Government and Politics) was appointed Interim Associate Provost and Associate Vice President for International Programs on July 1, 2011. Activities of IIP in FY 2011 described below were successfully carried out under IIP's new organizational structure, comprised of four administrative units: Confucius Institute at Maryland, Office of International Services, The Maryland China Initiative, and Education Abroad.

Education Abroad expanded in FY11. 2032 UM students enrolled in a year adversely affected by the economy, a small increase from the prior year (2015 in FY 2010). Education Abroad continues to work with the colleges to increase the number of courses that have been pre-approved for Maryland resident credit. The number and types of opportunities for students continues to expand. Over 50 faculty-led short term programs were offered between summer and winters terms in FY 2011, with new programs launched in Azerbaijan, Norway, Dubai, India and Turkey. A new Freshmen Abroad program (Destination London, Maryland-in-Barcelona, and Maryland-in-Beijing) enrolled 96 students. A new pre-college summer study abroad program, Terrapin Takeoff, including two programs (Granada and London) was developed and launched in July 2011. To help prepare students enrolling in the University's semester programs, a cross cultural learning course was offered in Spring 2011.

Funding provided by the Office of Academic Affairs, matched by Education Abroad Program funds (totaling $250,000), was used to provide grants to allow more students to participate in study abroad. Expanding student financial support remains an important requirement to successful expansion of study abroad.

Opportunities for Travel Abroad for UM Students: The Office of Resident Life sponsored student leader trips to Scotland, the Dominican Republic and Morocco. Campus Recreation Services Outdoor Recreation Center taught a summer "Adventure Leadership" class/trip to Norway, co-sponsored by the Office of International Services. The University Career Center partnered with Education Abroad in support of 17 international internships that complemented the 2010-2011 Maryland-in-London study program. Work sites included: a publishing firm, performing arts company for people with special needs, digital marketing organization, and a social welfare charity. The University Career Center in conjunction with the Stamp Student Union, administered the Capital One Internship Leadership Program. Seventeen undergraduate students integrated two academic leadership courses, a Fall internship experience, and an international service-learning immersion in Uganda, during Spring Break.

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) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 2 AREAS OF PROGRESS

The Global Studies Minor Program provides opportunities for students to study how evolving global connections affect the well-being of people throughout the world. Students in the program develop an understanding and appreciation of how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development,

and conflict. Two minors are operational as of Fall 2011: International Development and Conflict Management, and Global Terrorism. Two additional minors have been approved and funded, and will admit their first students in Fall 2012: International Engineering and Global Poverty. The Global Minors Program is funded to enroll over 300 students each year. The program is designed so that it can be readily expanded by adding minors on additional topics.

Global Communities Program: The Global Communities Living-Learning Program is being restructured as an academically ambitious residential experience with the theme of "globalization." Students examine global issues in active learning experiences, including student teams engaged in simulation games that demonstrate interconnections on a worldwide basis. Global Communities will offer a diverse program of activities both on campus and in the greater Washington DC region, as well as internationally oriented internships and study abroad opportunities.

Confucius Institute at Maryland Provides Enriching Educational and Cultural Programs. The Confucius Institute (CIM) offers an extensive set of teaching programs, focused on Chinese language and culture. In FY 2011, the main CIM program served 200 adult students in courses in Beginning, Intermediate, and Advanced Chinese, and approximately 100 children ranging from 3 to 14 year of ages were taught in-house on weekends. In The Confucius Classrooms program, 450 students in several area secondary schools were assisted. CIM taught 6 credit hours of classes in the School of Language, Literature, and Cultures. CIM participates in many cultural events on and off campus serving a wide variety of audiences.

International Recruitment. Maryland ranks low in comparison to peer institutions in terms of the number of international students on campus, and this is particularly true for undergraduates. Development of a comprehensive plan for the recruitment of international students is under consideration.

Developing Partnerships. The University has developed many international programs involving faculty, students, and research and policy units across campus. In FY 2011, IIP's International Visitors Program hosted more than 20 groups of scholars and leading administrators from around the world in meetings with university faculty and administrators to explore opportunities for collaboration.

Continued attention is being directed toward increasing the effectiveness of both existing and new agreements, including an increased focus on including action items in agreements and a simplified process of formal review and communication about new agreements. Developing strategic partnerships with a few key institutions that yield significant impacts remains an important objective.

China Task Force. Following President Loh's very successful visit to China with Maryland Governor Martin O'Malley in June 2011, the President created a China Task Force charged with developing recommendations to guide the University as it broadens and deepens its partnerships with China's leading academic, governmental, and commercial institutions. The task force includes seven sub-committees covering the following areas: Enhancing Asia- and China-related curriculum, faculty research collaborations, education abroad and student recruitment, institutional collaborations including College Park infrastructure and physical presence in China, innovation/entrepreneurship/economic development, professional training, and alumni relations and development. A report is expected in December 2011.

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) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Maryland China Initiative Executive Training Programs. The Maryland China Initiative continued its successful training program for leaders in higher education institutions. Twenty-eight institutions made visits to the University in FY 2011, bringing 663 visiting leaders to spend one to three weeks at the University and nearby sites. The program's activities met budget targets. Consideration is being given to a significant expansion of the program in FY 2012.

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) for the Maryland in the World-Engaging the Global Community Section of the Plan.

GOAL 4 AREAS OF PROGRESS

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The Surrounding Community ()

View the full The Surrounding Community Section (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=29) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Community.html) for The Surrounding Community.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/CommunityYear2.cfm) 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) for the Surrounding Community Section of the Plan.

GOAL 1 AREAS OF PROGRESS

East Campus Planning and the Cordish Companies. The University entered into an agreement in July 2010 with the Cordish Companies to serve as the master developer of its East Campus district. Extensive discussion and negotiations have been ongoing with the Cordish Companies throughout the year regarding the scope of the East Campus redevelopment sector. Negotiations continue regarding inclusion of graduate housing in the redevelopment sector.

Plans to Revitalize Downtown College Park. The College Park City-University Partnership (CPCUP) was created to promote communication between the University and the City of College Park. The University has entered into a "Community Visioning" process in collaboration with the City of College Park, the 21st legislative delegation, the Prince George's County Council, and the County Executive. The visioning process will investigate ways to improve the local community in the following five areas: transportation, public safety, housing and economic development, K-12 education, and sustainability. Workgroups have been established and are engaged in planning. Recommendations are expected to be made to the President by the end of 2011.

Staff from the Department of Facilities Planning and the Real Estate Office continue to have informal monthly interaction with the Director of Planning and the City Administrator to stay engaged with items of mutual interest. A City representative has actively participated on the University's Facilities Master Plan Steering Committee (Transportation and Districts Subcommittees). The Director of Facilities Planning serves as staff to CPCUP meetings and is involved in follow-up items and work activities of the Partnership, such as the visioning process.

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) for the Surrounding Community Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Promoting Safety. The Department of Public Safety has implemented a number of initiatives to promote public safety, including changes to the Alert Notification System (change in crime alerts, University wide notifications, and marketing of public safety). A partnership between the University of Maryland and the City of College Park resulted in a collaborative effort to facilitate security enhancements such as increased lighting, additional emergency phones, additional security monitored cameras, and landscaping improvements in the City of College Park. The Department of Public Safety initiated a First Observer Train-the-Trainer Program in 2011. The main goals of this program are Infrastructure Security (securing campus facilities and the campus as a whole), Community Policing (working with and within the community), and Crime Prevention (target hardening and detection).

The Department of Public Safety has completed the license plate reader (LPR) project. All ingress and egress points for the campus are covered by the LPRs. There are also four LPR camera systems located in key intersections within the City of College Park. Cameras have been added to areas within the City of College Park, monitored by the Department of Public Safety's Security Operations Center.

Community Attentiveness and Safety. Crime rates on campus have decreased steadily in recent years, but late-night crime in the immediate area remains a challenge. Statistics reveal that most street crimes occurred between the hours of 2:00 and 4:00 a.m. Partnering with Prince George's County Police, University Police, Resident Life, Transportation Services, the SGA, University Marketing, and Stamp, the Division of Administrative Affairs launched CRIME TIME and developed a

poster, promotional coasters, a print ad, and a press release reflecting this warning. Posters were distributed on campus, and the majority of retail shops on Route 1 agreed to display the posters and distribute the coasters.

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.

<div align="center">GOAL 3 AREAS OF PROGRESS</div>

City of College Park Partnership to Renovate Foreclosed Housing. The University and the City of College Park have forged a partnership to acquire foreclosed properties, to be renovated and sold to individuals who work in College Park. CPCUP staff have evaluated over twenty (20) properties, submitted bids on seven (7) properties, hold ratified contracts on five (5) properties, and have closed on three (3) properties. CPCUP received a $10,000 grant from Capital One towards the landscaping to improve each single family home, with the University providing pro bono landscape design services. CPCUP sent advance notice about the available houses to all those who have completed the home ownership counseling classes and reached out to University staff and faculty and City staff, attracting over 40 interested parties. The partnership submitted an application for state funds to finance this program.

Plans Approved for a Private Sector Graduate Housing Development. Hanover Construction Company is developing the Domain project at the corner of Mowatt Lane and Campus Drive. The site plan was approved by MNCPPC in February 2011; construction is scheduled to begin in Fall 2011. The University lane improvements to the adjacent Mowatt Lane will be completed in August 2011.

Paint Branch Elementary School (PBES) Partnership. With the leadership of the Office of the Vice President for Administrative Affairs and the College of Education, the PBES/UMD Partnership focused on three key areas: increasing the support provided by campus expertise, giving students additional opportunities to develop 21st Century skills, and providing students with a broader global perspective. College of Education students continue regular observations in classrooms and assisting with classroom instruction. Professor Andrew Egel from the Department of Special Education in the College of Education advises teachers and staff on strategies to support and enhance the Autism program at PBES. University faculty and students from the Clark School of Engineering, Smith School of Business, School of Public Health, ROTC, and CIVICUS have made classroom presentations as part of each grade's year-long projects. The Lakeland Stars program continued bringing PBES students to campus to participate in a long-standing mentorship program; 40+ students who participate each semester benefit from weekly meetings with their mentors and regular access to the University.

As part of Paint Branch's academic focus on China, UMD's Confucius Institute provided PBES with a Chinese language instructor, facilitated the creation of a sister-school partnership with the Nankai University's Elementary School, and provided China-related assemblies throughout the year. Two delegations of 50 students, teachers, parents, and administrators participated in a China Education Summit in China over Spring Break in 2010 and 2011. This trip was funded by the Confucius Institute, the City of College Park, and other community partners. In Spring 2011, a delegation of 30 people from Nankai University Elementary School that included students, teachers, and administrators visited PBES and toured the University of Maryland campus.

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.

<div align="center">GOAL 4 AREAS OF PROGRESS</div>

Purple Line Alignment. Positive dialogue and collaboration among the University, the Maryland Transit Administration, the City of College Park, and UMUC have taken place since January 27, 2011. The USM Board of Regents has endorsed any alignment that maximizes the chance of federal funding. Concept plans are being developed and the Locally Preferred Alternative (LPA) alignment is being refined by the Purple Line Team as a part of the Facilities Master Plan update. As a stakeholder, the University awaits the U.S. Department of Transportation's decision on the MTA's proposal seeking federal support to build the Purple Line.

Transportation Planning and the College Park Community. Integration of future phases (Phases 2 and 3) of the East Campus Town Center redevelopment are being refined as part of the Facilities Master Plan update to ensure connectivity of the surrounding physical environment with the University. Collaboration with the City of College Park is ongoing to integrate plans and improve the surrounding environment. South Gate Park landscape improvements will provide pleasant outdoor areas that will complement adjacent businesses and highlight unique specimens of the Arboretum and Botanical Garden. A new pedestrian bridge provides an important connection for the many students housed in complexes north of the campus on Baltimore Boulevard.

Shuttle Bus Improvements. The number of Shuttle trips increased by 280,447 (or 10.4%) from FY 2010. This increase

included new trips to the Mazza Grand Marc apartment complex (resulting in an additional 96,294 trips) and expanded routes to the Franklin Park apartments and the New Carrollton Metro station. In addition to telephone and computer access, an upgraded GPS system was added to the Shuttle system which can also be accessed through smart phone apps and text messaging. The new system tracks buses everywhere there is cell phone signal; allows passengers to view real time maps of bus locations in addition to just predictions; and allows the system to send messages to passengers via email and text messaging to advise them of service disruptions or other important information.

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

For joint sustainability initiatives, see "Infrastructure" section, Goal 1.

University Golf Course Events. The Golf Course hosted the state high school championship and provided a practice facility for local high school golf teams. For the second year, the Golf Course hosted the Nationwide Tournament, sponsored by the PGA, with proceeds benefitting Melwood. Community members were invited to participate in each of these events.

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) for the Surrounding Community Section of the Plan.

GOAL 6 AREAS OF PROGRESS

Plans for Expansion of M-Square Research Park. A detailed site plan was submitted to MNCPPC for three new buildings with 450,000 square feet to house private-sector partners in research areas including climate change, language, cybersecurity, food safety, and other related topics. Both the City of College Park and the City of Riverdale Park have expressed support for the request. The University has also submitted an application for increased density in the park. Riverdale Park supported this action with a letter to MNCPPC.

Construction of a new $4 million international Food Safety Training Center was completed and will be dedicated (in September 2011) at the Joint Institute Food Safety and Applied Nutrition (JIFSAN) managed by the FDA and UMD and located in the M-Square Research Park. The new training center will work with countries around the world to train food scientists in food safety lab based practices. UMD will manage the training conducted by FDA and UMD scientists.

We recruited an office of Booz Allen Hamilton to the Research Park, and expanded the presence of NOAA's National Climate Prediction Center in the Park.

We began development of a space science/earth science multi-tenant incubator in the Research Park with funding from the state which would be the nation's first NASA/NOAA Incubator.

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Faculty and Staff ()

View the full Faculty and Staff Section (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=33) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Faculty-Staff.html) for Faculty and Staff.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/Faculty-StaffYear2.cfm) 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) for the Faculty and Staff Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Faculty and Staff Compensation. As a result of continuing tight budgets in the State, FY 2011 marked the third year without cost-of-living or merit pay increases for University of Maryland employees. State employees were furloughed up to ten days in FY 2011, following up to five days in FY 2009 and up to 9.5 days in FY 2010. As in previous years, campus implementation of the State's furlough policy was developed by the President and vice presidents with consultation of the Senate Executive Committee. Furlough Plans in FY 2011 were structured to impose the least burden on lower paid employees, with the number of days furloughed related to salary. Graduate assistants were exempt from furloughs. Following System policy, faculty chose furlough days so as not to result in cancellation of any classes.

The University remains at risk of losing excellent faculty and staff to other institutions. Faculty promoted in-rank are eligible for a modest salary increase, and the University has made a limited number of retention salary increases to faculty who were being actively recruited by other institutions. Pay adjustments for promoted faculty are far below the adjustment needed for our salaries to be competitive with other highly ranked research institutions. There was no flexibility to adjust compensation of staff, many of whom sought employment opportunities at higher pay elsewhere in the Washington region. A return to a fiscal environment that provides merit funds to retain valuable faculty and staff is critical to the University's future success.

Faculty Recruitment. The University's faculty recruitment efforts in FY 2011 resulted in 89 faculty hired with expected start dates in FY 2012 (July1, 2011-June 30, 2012). This follows 77 hires in FY 2010 and 60 in FY 2009. (FY 2011 remains below the peaks years of FY 2005-FY 2008, with an average of slightly over 100 faculty recruited yearly.) The increase in faculty hiring reflects the development of priorities in the Strategic Plan and resource reallocation in FY 2009 and FY 2010, which provided funds for academic programs to conduct aggressive searches to meet faculty hiring priorities. Faculty were hired in all colleges and at all ranks, with approximately two-thirds of hires at the assistant professor rank.

Integration of Two Colleges into the College of Computer, Mathematical and Natural Sciences (CMNS). The integration of the Colleges of Chemical and Life Sciences and Computer, Mathematical, and Physical Sciences was completed in FY 2011. After the proposed integration was approved by the University Senate and executed at all administrative levels, a search for a dean to lead the new college of CMNS was begun in Fall 2010 and completed by Spring 2011. The new dean of the college is Professor Jayanth R. Banavar, former Chair of the Physics Department at Penn State University and a world-class physicist and complexity theorist.

Reorganization of the College of Education. Following a two-year review and discussion within the College of Education, the College developed a new organizational structure designed to enable further progress in achieving the goals of its strategic plan. The College is reorganized from seven departmental units into three departmental units. The reorganization is designed to advance new synergy, enable more focused cross-disciplinary work, and promote interactions between faculty with overlapping areas of interest and expertise. The new organizational structure will streamline administrative structures and department operations, use resources more efficiently, and support collaboration in course and curriculum planning and scheduling. Following approval by the University Senate, the new departmental organizational structure became effective July 1, 2011. Implementation steps are underway, including appointing new department chairs, establishing new plans of organization, revising curricula, and realigning resources.

Advocating for Retirement Plan Improvements. University Human Resources worked extensively with the University Senate in FY 2011 to draft a proposal to support changes to the University's Optional Retirement Plan (ORP). The proposal was detailed in Senate Document 10-11-30 titled, "Proposal for Changes to the Optional Retirement Plan (ORP)." The UHR draft plan endorsed by the Senate identified two areas of disparity in the ORP: (1) the 7.25% employer contribution being among the lowest in higher education and incongruous with the employer contributions in the State Retirement plans, and

(2) the inequities in the manner by which the health insurance subsidies are afforded to retiree dependents, with differences based solely on whether the retiring employee is enrolled in the ORP or a State Retirement plan.

The Maryland Legislation enacted changes in employee retirement programs in the FY 2012 State budget that reduced a number of retirement benefits. Modification of the ORP retirement program remains an important issue for recruiting and retaining faculty and staff to the campus.

Successful Inauguration of the New Family Care Resources and Referral Service (FCRRS). This program, which has provided family care support to campus faculty, staff, and students since beginning operations in FY 2011, has been remarkably successful and has received funding at a level that will provide additional programming in FY 2012. During FY 2011, the FCRRS provided 10 campus-wide seminars on childcare and eldercare issues, 240 personalized consultations on child and eldercare issues, and 10 lunchtime seminars on a range of critical subjects for parents (e.g., assessing the needs of aging parents and relatives). The program's website provides information on childcare and eldercare, including information on referral agencies and best practices.

Wellness Initiative Success. The campus-wide Wellness Initiative, co-led by the Division of Student Affairs and the School of Public Health, is in its third year and is attracting increasing interest from faculty, staff, and students, now numbering many hundreds. The program promotes healthy living through programs in exercise, healthy eating, and stress relief. The program has a wellness website, a social media presence, and an active information dissemination process to promote its educational programs and activities.

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

Implementation of the New Diversity Strategic Plan. The University's ten-year strategic plan for diversity, "Transforming Maryland: Expectations for Excellence in Diversity and Inclusion," was adopted by the University Senate in Fall 2010. The plan calls for the hire of a Chief Diversity Officer whose role would be to lead and coordinate diversity efforts at Maryland. A major responsibility is the annual implementation of the diversity strategic plan. A search committee appointed by the President began a national search in May 2011.

In addition, Interim Associate Provost for Equity and Diversity Lee Thornton, with the approval of the Provost, began preliminary implementation of aspects of the diversity plan concerned with the recruitment and retention of underrepresented faculty, particularly faculty of color and women. In cooperation with deans of the academic units, an extensive discussion was conducted in every college/school to analyze challenges, assess ideas, and identify opportunities, focusing on how the University can better attract and retain these faculty. A report from each college/school includes best practices in effect, aspirations for new initiatives, and approaches to cultivating the talent and skills for faculty to be future leaders. These findings will provide valuable insights for the new Chief Diversity Officer.

The Advance Project to Create a More Inclusive Academic Environment. The goal of the UMD Advance Project is to create more inclusive academic environments for all tenure-track faculty at the University of Maryland. The University recruits women and faculty of color at the same or better rate than our peers but is somewhat less competitive in their retention and advancement to Associate and Full Professor. External funding from NSF (which covers the STEM disciplines), from the Provost, and from the Vice President for Research (all other areas of campus) supports the project. In October 2010, the Advance Project began planning as well as research and evaluation activities designed to transform the commitment of departments, colleges/schools, and the University to invest in faculty professional growth (e.g., their learning, professional relationships, sense of agency, and recognition).

Two of the most ambitious activities successfully undertaken in FY 2011 include: (1) the appointment of Advance Professors, one for each college/school, to help mentor the young women in their respective units; and (2) funding Interdisciplinary Seed Grants of $20,000 per college/school to women faculty proposing projects with a strong emphasis on interdisciplinary and/or engaged research. In Spring 2011, a work environment survey was launched to assess the work environment for all full-time faculty. In Fall 2011, a committee will review existing work-life policies for tenure-track parents and make recommendations for reform to the Provost by Spring 2012. Plans for future collaboration between Advance and the Office of Faculty Affairs include the development of mentorship and leadership programs, and taking steps, as appropriate, to modify existing policies that adversely affect family life in general, from junior faculty to emeriti.

Conversion to an Electronic Faculty and Staff Recruiting Process. The University completed a major project in FY 2011 that converted paper-intensive faculty and staff hiring and appointment processes into a single web-based system called "eTerp." This change is a significant efficiency and effectiveness initiative by the University. In addition, the eTerp system gives campus equity officials greater access to demographic information on applicants (in "real-time") so they can effectively monitor searches to ensure diversity in candidate pools and engage in proactive efforts to promote more diverse pools when appropriate.

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

Revising the Appointment, Promotion, and Tenure (APT) Guidelines. The Office of Faculty Affairs streamlined the functional aspects of the APT process and started updating web-based resources. The office led a concerted effort to revamp the APT guidelines in consultation with relevant constituencies and aided by active outreach to colleges and departments, including workshops and one-on-one meetings. The revised guidelines present a well-organized and up-to-date compilation of APT policies and processes, which will assist faculty in preparing a dossier and reviewers at all levels in carrying out their reviews. This activity is a first step towards revisiting broader policy issues. The Faculty Affairs website was also revamped as the first phase of an effort to provide a more inclusive source of policies and procedures with relevance to faculty, as well as faculty forms in general.

Review of Faculty Merit Pay. As recommended by the Faculty Merit Pay Taskforce appointed by the President and the University Senate in 2009, the Faculty Affairs Committee and the Office of Faculty Affairs coordinated the effort by each department to review and amend their Merit Pay Policy to be in compliance with existing policy. Except for colleges or units presently undergoing reorganizations, all units have complied with the request, and new procedures, consistent with University policies, are in place. The few units who have not yet completed their review will do so in Fall 2011.

Examination of Non-Tenure Track Faculty Issues. In Fall 2010, the USM approved the Policy on the Employment of Adjunct Faculty (paid course-by-course), the consequence of which is the creation of performance-driven categories emphasizing shared governance. Independently, the Faculty Affairs Committee of the University Senate produced a report on non-tenure track faculty at UMD (with an emphasis on policy II-1.00(F) on Full-Time and Part-Time Non-Tenure Track Instructional Faculty), which included a survey and a list of recommendations. The Office of Faculty Affairs drafted a policy consistent with the USM requirements which will be forwarded to the University Senate for its review. The Provost's Office is committed to providing new staff support to the Office of Faculty Affairs to pursue issues related to non-tenure track faculty.

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Infrastructure and Academic Support ()

View the full Infrastructure and Academic Support Section (http://sp07.umd.edu/StrategicPlanFinalCompact.pdf#Page=35) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Infrastructure.html) for Infrastructure and Academic Support.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/InfrastructureYear2.cfm) 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) for the Infrastructure and Academic Support Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Stormwater Projects Promote Sustainability Goals. A four-year study for the restoration of the Paint Branch Watershed was completed, funded by the City of College Park, the University of Maryland, and the Maryland-National Capital Park and Planning Commission. Stakeholders also included the Anacostia Watershed Society, the Army Corps of Engineers, the Council of Governments, the State Highway Administration, and the Prince George's Department of Environment. With grant and other funding by project stakeholders, four storm water projects will be completed on University property within the next year. Environmental Protection Agency (EPA) grant funding for stormwater treatment design received by the City of College Park was matched by the University. The University will receive roughly $1.2 million dollars of stormwater treatment projects for its contribution of $78,000.

A Lot 1 Rain Garden (3500 SF) was completed with participation of the student group Maryland Sustainability Engineers (formerly Engineers Without Borders); the rain garden treats the first 1/4" of stormwater runoff from a 400,000 SF parking lot drainage area. Facilities Management facilitated the design, review, approval, and construction.

Dr. Allen Davis received grant funding from the Chesapeake Bay Fund to study pollutant removal from stormwater using innovative stormwater design techniques. Facilities Planning is coordinating the design, review, approval, and construction of a 1000-square-foot rain garden and cistern, and a permeable paving parking lot project for Dr. Davis. Dr. Davis's rain garden project will be installed in conjunction with the School of Public Health Community Garden.

Energy Conservation and Recycling Initiatives. Environmental Safety provided marketing and communication staff support for energy conservation initiatives, including the Severn solar panel project, the classroom occupancy sensor and re-lamping project, and the energy dashboard for Cole Field House.

A number of conservation activities have been incorporated into the University's student resident life functions. Electric vehicles are being added to departmental fleets (trucks, cars, and buses). Improved lighting efficiencies and plumbing fixtures are being installed in all buildings, as are motion sensors, day lighting sensors, fluorescent fixtures and bulbs. Fixtures are being converted to more efficient options, such as utilizing LED technology when possible. Single-stream recycling and the use of "recycling bags" are being piloted in student residence hall rooms. South Campus Dining Hall has been equipped with a machine (e-Corect system) that converts salad room waste into soil amendment for use on rooftop gardens.

Air-Conditioning and Renovations of Undergraduate Housing. The first two high rise residence hall (1200 beds) renovations, installing air conditioning, energy-efficient windows, and new electrical services in student bedrooms, were completed. Work has commenced on air conditioning projects in the next two residence halls, and design has started on four more. Renovations follow a campus plan to renovate all high rise resident halls over a four-year period.

Environmental and Sustainability Career and Internship Day. A second annual Environmental and Sustainability Career and Internship Day was held on March 9, 2011. The fair welcomed 30 employers from public and private sector organizations and 231 student participants. This full-day event is designed to enhance student awareness of environmental and sustainability careers and employment opportunities.

Office of Sustainability Promotes the Development of Sustainability Planning. The Office of Sustainability continues its support of environmental policy and the development of sustainability policies, in consultation with campus departments and the University Sustainability Council. The Office prepared the 2nd campus-wide Greenhouse Gas Inventory and 1st

Sustainability Metrics Report; conducted the 3rd Chesapeake Project Workshop, a program to train faculty on sustainability issues and incorporate sustainability into current course offerings; and provided marketing and communication staff support to expand the campus recycling and compost program. In contemplation of possible new initiatives, the Office has analyzed the Sustainability Tracking and Assessment System, a national set of campus sustainability metrics prepared by the Association for the Advancement of Sustainability in Higher Education. A white paper is being prepared for the University Sustainability Council to consider campus adoption of the national standards. The Office also began developing a campus-wide Green Offices initiative.

The Office of Sustainability also supported administration of the University Sustainability Fund, which receives monies from a mandatory undergraduate student fee. Following a campus-wide open proposal period, nine projects submitted by faculty, students, and staff received funding. The Office expanded its activities in marketing and communications by providing staff support for the campus recycling and compost program and for preparing press releases, sustainability project graphics, and educational/outreach materials. The Office's sustainability lesson plan is being included in additional sections of UNIV100.

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) for the Infrastructure and Academic Support Section of the Plan.

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GOAL 2 AREAS OF PROGRESS

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Developing New Facilities Master Plan. Development of the proposed update to the Facilities Master Plan (FMP) of the University neared completion in FY 2011. The plan update was led by the FMP Steering Committee and Subcommittees, drawing on the substantial expertise of the University, local community, and an award-winning consultant team. The update will focus on the campus landscape and on transportation. Drafts of the plan were presented to the campus community in six open public forums throughout the year. Final reviews and endorsement of the plan by the University and local community are planned for the Fall 2011 semester.

The Plan's land use focus considers locations of new buildings and renovation that preserves an abundance of trees, plants, and open spaces and is consistent with the campus commitment to sustainability and environmental stewardship. It also includes a number of important improvements to the University's transportation systems, focusing on improving connectivity for all modes of travel. These include sidewalks, bicycle paths and roads to serve pedestrians, individuals with mobility challenges, bicyclists, public transit, scooters/motorcycles, cars, and service/emergency vehicles. The Plan will create a more efficient and transit-friendly campus; will support a high quality Shuttle UM system; will install infrastructure that supports and enhances the use of transit; increases collaboration with regional transit providers to ensure optimal service provision to the University community; and supports the optimal design of the Purple Line.

State Provides Support for Facilities Renewal Funds for Aging Infrastructure. Ongoing lobbying for additional Facilities Renewal funds (Invisible Crisis and Restore the Core documents, campus tours for State officials, etc.) helped secure significant additional funding for aging infrastructure with very serious deficiencies. The General Assembly allocated $5M in FY 2012, and the Governor and USM recommended a total of $10M annually ($5M in General Obligation Bonds and $5M in Academic Revenue Bonds) beginning in FY 2013.

Campus Network Infrastructure Refresh Initiative. The Office of Information Technology continues the five-year project to revitalize, modernize, and enhance the campus communications infrastructure on schedule and on budget. This effort installs modern wiring and fiber optic cabling, as well as replacing outdated equipment to provide better voice, data, and video services to the campus community. Significant progress in the completion of key academic and residential buildings on campus was made in FY 2011: 21 academic and administrative buildings were upgraded, as were 11 student residence facilities. The University's wireless network has logged up to 21,000 unique devices in one day, 31,000 in a week, and over 41,000 in a semester; Maryland's wireless network provides 'top-tier' mobility-enabling connectivity in a class matched by very few of our national (and global) peers. Key efforts over the past three years involve verifying fiber routes, installing in-building fiber, and installing fiber to buildings on East campus. This part of the effort will be completed by the middle of the coming fiscal year. Remaining hardware refresh and other components are scheduled to be completed in FY 2013.

Technology in the Classroom and Lecture/Class Capture Initiative. During FY 2011, technology to enhance teaching and learning was installed in 17 additional classrooms, bringing the total of such facilities to 242 across campus. To be responsive to a growing number of Apple Macintosh users, a small pilot test was begun using dual-boot Macs featuring both the Windows and Macintosh operating systems; based on positive feedback from users, the pilot is being expanded. The new classrooms mentioned above also featured the installation of class/lecture capture equipment (microphones and cameras).

After a successful pilot test in Fall 2010, implementation of the Class/Lecture Capture Project began in Spring 2011, with 128 Technology Classrooms installed with capture cameras and microphones. Remaining classrooms will be retrofitted as resources allow and should be completed in FY 2012. In addition, portable cameras and microphones are available for

faculty to use in rooms without capture equipment permanently installed, or to use with their own laptops. The software is also available for download by faculty who want to record outside of class. Class recordings are made available to students via the current learning management system, making access easy. This project quickly received tremendous interest and use by faculty and students. In the Spring Semester 2011, there were 166 recordings per week, 990 total recordings, and more than 8,700 views per week.

Garden of Reflection and Remembrance. In October 2010, the Garden of Reflection and Remembrance was officially dedicated during Homecoming Week. This project includes a labyrinth, a recognition of veterans, elements to recognize the religious diversity on campus, water fountains, benches with all-weather journals, and other components that will create spaces for contemplation.

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

Modernization of Key Enterprise Systems. The University of Maryland is undergoing an enterprise modernization effort due to the impending obsolescence of key enterprise systems. Enterprise modernization will replace all mainframe legacy systems with community/open-source software, commercial off-the-shelf software, and custom-developed applications. Projects are being carried out by the Office of Information Technology and constituent offices.

A core component of the enterprise modernization effort is the community source development project known as Kuali. Kuali is an international community of universities, colleges, and commercial affiliates that have partnered to build and sustain open-source software for higher education, by higher education. Initial implementation of Curriculum Management, the first phase of Kuali Student, focused on courses and curriculum systems, will begin in FY 2012. This application provides for the creation and routing of new course requests. It will also create a database of courses and programs that could include course prerequisites and learning outcomes. The Kuali Student technology will eventually replace SIS/Testudo, which has been used by the campus for over 20 years. Kuali solutions are planned for the following systems on campus: Finance, Research Administration, and Library Management. The underlying Kuali technology will also be used for the University's custom application development.

Other projects are ongoing. A significant upgrade to our financial aid system using a commercial product, ProSAM by Sigma Systems, is underway, and the University's undergraduate admission application is currently being replaced by the ApplyYourself product. A project to merge the University's payroll/human resource (PHR) and our academic appointments (ARS) systems into a single, integrated service continues.

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

Major Classroom Renovations. Funds were committed for two major upcoming classroom renovations projects. The H. J. Patterson Collaborative Classroom Renovation ($330,000) will result in a collaborative classroom that is a more effective and flexible teaching environment. The Jimenez Hall Lecture Hall Renovation and Upgrade ($550,000) will upgrade a very dated and worn lecture hall, which currently has an inaccessible and unsafe stage. The Jimenez Hall project will provide a modern, multimedia-capable classroom with increased capacity that offers a better learning environment and supports more effective teaching methods.

Enterprise Learning Management System (ELMS) Initiative. Traditional classroom learning and blended or fully online learning environments are enabled by the use of systems that help manage the processes of course delivery (providing online syllabi and course materials, course announcements and forums for faculty-student interaction, submission of assignments and tests, and class management features for teachers). These systems are pervasive in higher education today and are a keystone of Maryland's technology enablement of teaching and learning.

The Interim Vice President and Chief Information Officer (CIO) charged a faculty committee in October 2010 to evaluate current opportunities and solutions in this important area and to recommend solutions for the University's next ELMS product selection. That committee concluded its work and presented a report with recommendations in June to the Interim CIO. Following the arrival of Maryland's new Vice President and Chief Information Officer (Brian D. Voss) the report is being implemented, with the first step to verify required capabilities of targeted systems. It is expected that a formal announcement of UMD's future direction will be made in Fall 2011, and "cut-over" to a new ELMS will be initiated in Spring 201. Expected outcomes include the ability to have more influence over the functionality of the ELMS and financial savings

to devote to support for broader ELMS use and general IT enablement of teaching and learning.

University Mobility Initiative. As part of the University's initiative to study the effects of integrating mobile technology with the student education experience and further enhance the availability of information and online services to mobile (wireless) devices, the Human-Computer Interaction Lab, the Dingman Center for Entrepreneurship, and the Office of Information Technology launched the Mobility Contest at Maryland in Fall 2010. Cisco was the lead corporate sponsor. The contest involved over 100 students who formed teams and proposed 26 different applications to work on mobile devices (such as smartphones and tablet computers). Students were mentored and guided by faculty with expertise in computer science, journalism, entrepreneurship, information science, and the digital humanities. In April 2011, winners were announced featuring applications that served social networking purposes for the Maryland campus community, campus enrichment, and notification of needs for facilities repair and campus safety needs. More than 20 faculty members are designated as Mobile Learning Fellows. For more information about the Mobility Initiative, visit www.mobility.umd.edu.

Improvements to Special Facilities. Environmental Safety and Facilities Management supported the Division of Research's application for accreditation by AAALAC (Association for Assessment and Accreditation for Laboratory Animal Care). Improvements in facilities were praised during the site visit in Spring 2011, and the University expects to receive a notice of accreditation in the near future. Environmental Safety participated in the engineering assessment of Building 344, the campus hazardous waste storage facility. Funds have been committed to make necessary improvements.

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) for the Infrastructure and Academic Support Section of the Plan.

GOAL 5 AREAS OF PROGRESS

Strategic Realignment. The University Libraries completed its strategic plan, involving librarians and staff at all levels, to support the campus strategic plan and to realign the libraries for new demands, opportunities, and the changes in the way students and faculty find and use information. The University Libraries has begun the process of reorganizing departments, identifying new skills required of employees, and developing new service models. Among the completed actions were: a review of services related to special collections and a subsequent reorganization of staff within Hornbake Library; a budget review leading to the hiring of an assistant dean for administrative services; the hiring of an associate dean for information technologies; the naming of a Sustainability Officer to support the campus's green efforts; and the creation of an employee group to test emerging technologies related to research and instruction.

Improved Access to Scholarly Resources. With income from the Library Technology Fee, introduced by the campus in 2010, the University Libraries added more than 40 databases to support a wide range of research and learning. Purchases, subscriptions, and access fees for the databases represent an investment of more than $2 million. The databases, which include information in formats ranging from full-text articles and journals to e-books and videos, support every academic discipline and cross-disciplinary subject on campus.

Partnerships with Other Major Libraries and Library Organizations. The University Libraries are new members of two regional consortia: the Association of Southeastern Research Libraries and Northeast Research Libraries. The University Libraries also partnered with the National Library of Medicine, the Universities at Shady Grove, and Health Sciences and Human Services at the University of Maryland, Baltimore, to support medical and health education and access to health-related information. The ongoing partnership with the Maryland Institute for Technology in the Humanities (MITH) resulted in the creation of a jointly funded position and an agreement for MITH to move into newly improved space in Hornbake Library.

Terrapin Learning Commons and Additional Services. The University Libraries opened Phase 1 of the Terrapin Learning Commons in September 2010. This priority project, which provides a technology-filled collaborative learning space in McKeldin Library, is a model for new services and the potential of a renovated building. With the completion of Phase 2 in 2011, this high-demand space will include new furnishings, more than 100 computers, and equipment such as scanners and a large-format printer. A new position, Head of the Terrapin Learning Commons and Student Support Services, will coordinate services beginning in September 2011. Services such as video-streaming, which supports faculty needs by streaming films via ELMS, and a new laptop borrowing program complement the anytime/anywhere service model of the Terrapin Learning Commons. Such services are supported by the Library Technology Fee, with decisions made in consultation with a student advisory group.

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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)
of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/Resource.html) for Resource Allocation and Administrative
Efficiency.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/ResourceYear2.cfm) 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) for the Resource Allocation and
Administrative Efficiency Section of the Plan.

GOAL 1 AREAS OF PROGRESS

The Budget Challenge in FY 2011. FY 2011 was the third year of budget reductions by the State of Maryland. The
University's state-supported budget was reduced by $48.2 million in FY 2010, including $10.2 million in furloughs for
faculty and staff and $11.2 million in base-budget reductions. One-time reductions in FY 2010 were $26.8 million. FY 2009
reductions of $29.2 million included $7.9 million in base budget and $14.5 million in one-time reductions, as well as
reductions from furloughs.

Reductions in the University's state-supported budget in FY 2011 were significantly lower than in the two preceding years.
Base budgets were unchanged, and one-time reductions were $19 million. An additional one-time budget reduction of
$10.3 million was achieved through faculty and staff furloughs. Budget reductions are a very significant challenge for the
University. After three years of budget reductions and reducing expenditures on lower priority activities, it is increasingly
difficult for departments and colleges to identify resources that could be used to pursue new initiatives. The University
looks forward to FY 2012, which includes a tuition increase, a small increase in state funds, and the end of faculty and
staff furloughs.

Resource Reallocation Decisions for FY 2012. A third year of 2% resource reallocation (almost $10 million) was carried
out across all divisions. Within the Division of Academic Affairs, 1% of reallocated funds from each college/school's FY
2012 state-supported unrestricted budget was available to all colleges/schools to support initiatives consistent with
Strategic Plan goals. These could include initiatives that had been approved in the previous two years of reallocation
funding and were underway or involved multi-year funding commitments. Each dean was asked to submit a brief
description of how these funds were used to advance the strategic priorities of their college/school and the University.

One-half percent was reallocated from all divisions, including Academic Affairs, to meet mandatory cost increases
University-wide. A second one-half percent was returned to the Provost to meet reallocation needs in six broad categories:
(i) developing the University's international agenda and activities of the Institute for International Programs; (ii)
implementation and instruction needs of the new General Education program; (iii) support for the Office of Information
Technology; (iv) support for the successful completion of deans searches for the College of Arts and Humanities and the
College of Computer, Mathematical, and Natural Sciences; (v) salary adjustments for faculty promoted or for retention; and
(vi) salary and other costs associated with recruiting truly outstanding new faculty.

Reallocation in other University divisions advanced a variety of priorities. In Administrative Affairs, Facilities Management
reallocated funds for more efficient, effective, and environmentally preferred equipment used to maintain the current level
of services provided to campus. Environmental Safety replaced obsolete equipment, including a new radiation counter and
other emergency response sampling equipment. Business Services' reallocation was dedicated to upgrading servers.

Reallocation in Student Affairs focused on software used in a new room assignment system and in room and events
scheduling. The scheduling system is an enhancement in the Campus Reservations Office.

Within University Relations, a "strategic communications" unit was created, with three professional positions and expenses,
to proactively promote core messaging about the University and its impacts. The division is also investing in an automated
online disbursement request and tracking process for the University of Maryland College Park Foundation that will
accelerate the turnaround time from request to disbursement of funds to campus units.

The Division of Research reallocated funding to support the AAALAC accreditation process including funding to upgrade facilities and equipment. This reallocation was critical not only to sustain the quality the current animal care program, but also to position the University for anticipated growth due to increased extramural funding coupled with AAALAC accreditation.

The Office of Information Technology reallocated funds to support new technologies for instruction with the implementation of a new learning management system and support for blended learning initiatives; a private cloud to provide inexpensive data storage in support of instruction and research; a new student email system via Google's Gmail; and completion of the deployment of Microsoft Exchange for faculty, staff, and graduate student email.

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. At the request of the University System of Maryland, the University is developing plans for a significant increase in enrollment and degrees granted over the next ten years. The Provost's Enrollment Planning Committee is analyzing how additional students would be recruited as well as the resources needed to provide them with a high quality education. Additional outreach into markets throughout the state and beyond, supported by competitive levels of financial aid, will be required. Additional faculty and staff will be needed. Additional infrastructure needs include: more classrooms and laboratories, instructional support, student housing, advising, and a host of other student services. Requirements will depend on the areas of study of the additional students (e.g., the level of expected STEM enrollment). Advance planning will be required in order to effectively recruit additional students and to create the infrastructure needed when new students enroll. At present, FY 2012 enrollment targets remain at current levels. Any plan to increase enrollment is dependent on the University receiving additional state funding.

Funding Undergraduate Teaching Needs. Most teaching resources are part of college base budgets. The Provost provides resources that meet critical short-term needs through Planning Cycle funding (one-time funds). Funding needs may reflect an immediate and unexpected student demand or may reflect funding needs that have persisted for some time. Maintaining the level of Planning Cycle funding has been a continuing priority, notwithstanding tight campus budgets. Planning Cycle funding increased slightly in FY 2011.

The Provost continues to provide support for new campus initiatives (typically cost-shared), which often is subsequently included in sponsoring colleges' permanent budgets. Examples of commitments made in FY 2011 to new programs include: a new program in the Honors College (Integrated Life Sciences), the revised Global Communities Living-Learning Program, and the component minors that comprise the Global Studies Minor. Financial support was provided to develop and offer I-Series courses in the new General Education program in FY 2011.

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) for the Resource Allocation and Administrative Efficiency Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Review of Academic Units and Programs. The review of academic programs has received increasing emphasis under the Strategic Plan. Reviews focus on each program's goals, successes and challenges, future opportunities, and recommendations for implementation. This review process, managed by the Associate Provost for Academic Programs and Planning, includes both internal and external reviews, followed by a dean's review and a formal report by the Provost.

Nine academic department reviews were completed in FY 2011: Atmospheric and Oceanic Sciences, Materials Science and Engineering, Art History and Archeology, Economics, American Studies, English, Electrical and Computer Engineering, Astronomy, and Civil and Environmental Engineering. The Master of Chemical and Life Sciences program was also reviewed. In addition, two institutes were reviewed in the College of Computer, Mathematical, and Natural Sciences: the Institute for Physical Sciences and Technology (which includes doctoral programs in Chemical Physics and Biophysics) and the Institute for Research in Electronics and Applied Physics.

In the Division of Administrative Affairs, two units were reviewed: Department of Public Safety and Department of Capital Projects. The process includes both internal and external reviews. When complete, the Department of Public Safety is expected to receive accreditation for the fifth time. Approximately 15% of university public safety departments are accredited across the U.S. and our department has achieved accreditation four successive times in the past.

In Student Affairs, three units were reviewed: the Stamp Union, which included an internal and external review and resulted in the creation of a five-year strategic plan, and Campus Recreation Services and the Office of Student Conduct, both of which will be completed in Fall 2011.

Specialized Accreditations. Accreditations, an important milestone in professional programs, were successfully completed in five colleges/schools. These included: Music degree programs, by the National Association of Schools of Music in April 2011; Business programs, by the Association to Advance Collegiate Schools of Business in April 2011; Master of Public Policy, by the National Association of Schools of Public Affairs and Administration in July 2010; Journalism graduate and undergraduate programs, by the Accrediting Council on Education in Journalism and Mass Communications in May 2010; and Ph.D. in Counseling Psychology, by the American Psychological Association in August 2011.

Undergraduate Living-Learning and other Special Programs. The Provost's Committee on Living-Learning and Other Special Programs, chaired by Undergraduate Studies Dean Donna Hamilton, completed its second year of reviewing special undergraduate programs. All programs provided a summary of information on program instruction, co-curricular activities, student recruiting, student retention and completion, student assessment of the program, and plans for future program development. Twenty-three programs were reviewed in FY 2011: Honor College (five Honors programs); College Park Scholars (11 Scholars programs); and seven other programs (Beyond the Classroom, CIVICUS, Flexus, Global Communities, Hinman CEOs, Language House, and Jiminez-Porter Writers' House). These programs enroll more than 2000 undergraduates each year, enriching the undergraduate curriculum along many dimensions. All programs received positive assessments along with recommendations for further progress.

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Resource Allocation and Administrative Efficiency

Goal 1. Resource Allocation…

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Goal 2. Enrollment and Funding Instruction

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Goal 3. Review of Academic and Administrative Units.

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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) of the Plan.
View Year One Implementation Progress (http://sp07.umd.edu/Implement/External.html) for External Relations, Development, and Communications.
View Year Two Implementation Progress (http://sp07.umd.edu/Implement2/ExternalYear2.cfm) 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) for the External Relations, Development, and Communications Section of the Plan.

GOAL 1 AREAS OF PROGRESS

Great Expectations Campus Successes. The Great Expectations Campaign surpassed the $850 million mark, with new gifts and pledges of $106 million in FY 2011, exceeding the FY 2010 total. The "giving climate" improved in FY 2011. The downward trend in the total number of donors, a national trend experienced by virtually all colleges and universities, has essentially ended at UMD, with the 35,069 donor total in FY 2011 just a few hundred less than the prior year. Gifts at most levels, from modest to eight figures, increased.

Renewal of Investment Services Provided by the USM Foundation. After extensive review and negotiation, the Executive Committee of the University of Maryland College Park Foundation (UMCPF) renewed a three-year contract with the USM Foundation (USMF) Investment Pool. The UMCPF may designate six members of the USMF Investment Committee, and the UMCPF will rotate membership to ensure appropriate expertise and oversight.

Supporting President Loh's Fund-Raising Activities. Continuing an emphasis on seeking large gifts, the Office of Leadership Gifts prepared over 130 briefings over the past year. A comprehensive plan was created and executed to introduce Wallace Loh to the campus�s top donors and prospects. During his first ten months in office, President Loh had almost 100 individual or group meetings that were development related. This included lunches and dinners hosted by friends and alumni, college/school boards of visitors meetings, Board of Trustees meetings, Alumni Association meetings, and many athletic events. Dr. Loh was instrumental in securing a $10 million gift for the University Teaching and Learning Center.

New Technologies Increase Giving Participation: Facebook and Twitter Followers. UMD's Facebook fan page initiated in FY 2011 grew to more than 42,000 fans at the end of FY 2011. Successful Facebook strategies included offers to Facebook fans such as Fear the Turtle "shell" bumper stickers and free ice cream cones at the Dairy, each generating hundreds of email requests and new fans virtually instantly. Each month there are more than 900,000 page views and over 20,000 active users interacting with the University through Facebook.

Twitter followers grew to 7043 in FY 2011, creating 4464 tweets. According to KLOUT (the Internet standard for Twitter influence), the University of Maryland is a "thought leader." (According to KLOUT, "We are a thought leader in our industry. Our followers rely on UMD, not only to share the relevant news, but to give an opinion on the issues.") Plans are underway to extend use of new social media.

Increasing numbers of donors are choosing to give to charities via online systems. During FY 2011, University Relations introduced a secure, faster, easier-to-use online system that is more attractive visually and enables donors to make the fewest possible "clicks" to reach the giving designation (e.g., department, college, school, or program) of interest to them. We now have a state-of-the art system, with refinements ongoing. 1549 gifts totaling $571,977 were received online in FY 2011, a 20% increase in donors and dollars from the previous year.

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) for the External Relations, Development, and Communications Section of the Plan.

GOAL 2 AREAS OF PROGRESS

Refining the "Fear the Turtle" Brand Marketing Campaign. A comprehensive brand marketing campaign was implemented in FY 2011, strategically targeting high-achieving high school students and alumni. Tactics included television, radio, outdoor, transit, web, print, and cinema advertising. Close partnerships with Admissions, the Alumni Association, and a number of schools and colleges led to collaborations on a wide variety of projects, including a direct mail piece about outside-the-classroom learning, a new admissions video, and donor solicitation materials that had greater brand messaging consistency. A "marketing summit" of key campus marketers is planned to increase the collaborative efforts.

Web Site Development and Support for the Office of Admissions. High quality print publications and electronic communications are being created that convey University branding messages. Activities included improving the different areas of the UMD home page, posting compelling stories on feature areas, creating a mobile UMD home page and a UMD app, and developing an �economic impact� map of Maryland that demonstrates the University�s statewide reach. Work has begun on a new Admissions website that will provide quick and easy access to much more information about the University. Launch is planned for September 2012.

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) for the External Relations, Development, and Communications Section of the Plan.

GOAL 3 AREAS OF PROGRESS

Marketing the University's Academic Reputation. Communicating the University's value to the state among a range of stakeholders is a continuing and consistent priority. The following are some examples of op-eds from the past year: *Why College Park draws the best of the best* (Daily Record, October 2010); *Al-Qaida attacks: Rare but deadly* (Baltimore Sun, May 2011); *Building the global university* (Baltimore Sun, July 2011); and *WaterShed: The house the bay built* (Baltimore Sun, July 2011).

Create Health and Fitness Site in the 2011 Maryland Day. A Health and Wellness Festival on Hornbake Plaza was created to show how various colleges, schools, and departments impact the public's health and well-being and to offer educational demonstrations on how to live a healthier lifestyle. The anchor was the Dining Services Cooking Stage where our UMD chefs prepared nutritious fare for guests to sample. New York Times bestselling author and "Today" show contributor Joy Bauer '86 presented two nutrition talks to promote healthy eating and exercise. An additional 15 themed events were presented, including the College of Agriculture and Natural Resource's popular gardening program, *Grow It, Eat It;* the University Health Center's Wellness Hut; and the College of Behavioral and Social Science's *Pathways to Peace.* The School of Public Health partnered with area agencies to offer a variety of free health screenings.

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) for the External Relations, Development, and Communications Section of the Plan.

GOAL 4 AREAS OF PROGRESS

Support Student-led, Cause-driven Giving Initiatives. The number of students participating in the Dining Points program increased by 34% over FY 2010. The Dining Points program is driven by the Student Government Association in collaboration with Dining Services and the Maryland Alumni Association. Two new hires support student-led giving: a coordinator for student and young alumni programming, and an assistant director to support student philanthropy initiatives.

Carapace (the outer part of a turtle's shell) was introduced to the campus and alumni community as the alumni association's first student-empowered organization. Comprised of approximately 20 current students representing all class years, Carapace assists with student programming, giving, and other initiatives with the overriding objective to build lifelong relationships with the University. Carapace ambassadors inspired Beat Duke Week and managed the poster competition and pizza party with former Terps basketball player Byron Mouton.

Promoting Giving to Student Focused Causes. A new social-giving campaign was initiated to raise awareness, participation, and funds for five student-focused causes: Veteran's Initiative, Keep Me Maryland, Mighty Sound of Maryland, WaterShed, and Mtech's Entrepreneurship and Innovation Program. Promotional support included cause videos, direct mail postcards, and a Terp Magazine feature. A student-focused philanthropy web portal was developed to encourage giving to student causes. Plans for the formal roll-out are ongoing.

Web-disseminated Communications over the UMD Home Page and on Maryland Video Communications Program (UMTV). A new television program was developed to highlight unique people and stories from across the campus. Two episodes of TerpVision were produced in FY 2011, featuring stories on entrepreneurship, out-of-classroom experiences, the Chesapeake Bay, athletics, and the arts. Final 30-minute programs were aired on UMTV, the University's YouTube and Facebook pages, and the University home page. The programs were also aired in the D.C. and Baltimore markets on broadcast networks.