THE STRATEGIC PLAN FOR
THE OFFICE OF UNDERGRADUATE STUDIES:
NEW LEVELS OF EXCELLENCE
FOR UNDERGRADUATE STUDENTS

OFFICE OF UNDERGRADUATE STUDIES
The Office of Undergraduate Studies Strategic Plan

May 4, 2009

Vision

Undergraduate Studies engages all students in a premier program of undergraduate education that is and is known to be among the best in the top 20 public research universities in the nation.

Mission

Undergraduate Studies develops and directs programs that are essential to undergraduate education, providing students with academic experience, rigor, and challenge that will prepare them to achieve their educational, personal, and professional goals.

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Executive Summary

The Office of Undergraduate Studies Strategic Plan

The Office of Undergraduate Studies supports and enhances undergraduate education at the University of Maryland by providing a rich array of programs for undergraduates at every level of academic development. Our nationally recognized programs for incoming freshmen include the living-learning communities of University Honors, College Park Scholars, Gemstone, and Honors Humanities, as well as the advising and guidance offered by Letters and Sciences and Orientation. These programs set an important tone and standard in making Maryland known nationwide for high quality undergraduate education; all are central to the recruitment and retention to graduation of exceptional students. Undergraduate Studies provides management of general education, working with faculty and departments to make courses of great currency and interest available to our students. The Dean for Undergraduate Studies oversees programs that support retention and graduation rate goals, including advising policy and practice, and leads the Planning Cycle process that ensures instructional capacity and course access. The Dean leads the Provost’s Commission on Learning Outcomes Assessment, continuing to provide a steady stream of research on what students are learning.

Undergraduate Studies is also the home of engaging and timely programs of specialty studies, including Asian American Studies; both Air Force and Army Reserve Officer Training Corps (ROTC); Beyond the Classroom, Federal Semester, Lesbian, Gay, Bisexual and Transgender (LGBT) Studies; and Individual Studies for students who design and propose unique majors. The several federally funded TRIO programs for both admitted and pre-college students serve first-generation and low income students. Further support for students is available through the Undergraduate Student Ombudsperson, located in the Office of the Dean. Our curricula and services enrich undergraduate education through 20 or more signature programs, engaging students in academic work to provide firm foundations for success in meeting their educational, personal and career goals. Our programs involve students in the scholarship and practice of civic engagement and social change in a global context. We support faculty work with students, through initiatives in the National Scholarships Office, the Center for Teaching Excellence, and the Maryland Center for Undergraduate Research.

The separate operations of the Dean’s office in combination with our many and varied programs are united in our goals and objectives to raise the academic experience of all Maryland undergraduates to a new level of excellence. All programs find themselves already engaged in refining and extending their work with students: Air Force ROTC has just begun its new academic minor in Military Studies. Popular minors, recently approved, are underway in Asian American Studies and in LGBT studies. Federal Semester will launch a new concentration in “U.S. Policy and the Israeli-Palestinian Conflict,” as well as the FIPSE grant-funded Federal Service Fellows program. Many new initiatives are described in the program plans that follow, all dedicated to providing exceptional academic opportunities. At the same time, our programs will be engaging faculty at new levels with increased opportunities in general education and in innovative courses and programs of study.
The Office of the Dean

Vision

Undergraduate Studies engages all students in a premier program of undergraduate education that is and is known to be among the best in the top 20 public research universities in the nation.

Mission

Undergraduate Studies develops and directs programs that are essential to undergraduate education, providing students with academic experience, rigor, and challenge that will prepare them to achieve their educational, personal, and professional goals.

Goals

Undergraduate Studies has set the following goals for development of programs, faculty, staff and students:

- Increase the intellectual scope and challenge of undergraduate education through learning communities, general education, programs, and research.
- Implement and maintain a general education curriculum reflecting the strengths and goals of our world-class university.
- Act to ensure that students meet their educational goals in a timely fashion and communicate high expectations for student academic success.
- Foster an academic climate where differences are valued and studied, increasing student understanding and appreciation of multiculturalism on campus and beyond.
- Provide strategic communication to the University community and the public about academic opportunities and achievement at the University of Maryland.
- Maintain high levels of engagement among staff through strong communication and programs of professional development.

Objectives

To achieve the strategic goals, the faculty, staff, and programs of Undergraduate Studies will:

1. Implement the new program of general education with a goal of making Maryland’s program among the best in the nation (FY11).

2. In every Undergraduate Studies program, provide compelling out-of-the-classroom opportunities that add great dimension to the undergraduate experience. (See unit plans.)
3. In every Undergraduate Studies program, provide academic experiences that prepare students for life in a diverse, multi-ethnic and multicultural world.
   - See unit plans.
   - Document the progress of the University in building a diverse University. (A history of the Intensive Educational Development program will be released Spring 2010.)

4. Provide the Provost and colleges with exceptional service and information about instructional needs.
   - Provide a revised and more efficient Planning Cycle process (Fall 2009).
   - Revise annually to meet changing needs.

5. Provide advising and information systems that ensure strong retention and graduation rates.
   - Provide clear and timely instructions for students and advisers to use in the development of academic plans. Revise “Current Students” section of Home Page (by December 2009).
   - Ensure consistent, campus-wide implementation of the Student Academic Success-Degree Completion Policy. Reviews completed FY07, FY09; next review FY11.
   - Promote consistent application of benchmarks in all programs across the campus. Establish Benchmark Committee (Fall 2009).
   - Through Pre-Admission Transfer Advising, increase the percentage of transfer students who have a draft of their graduation plans by the time they matriculate at Maryland (ongoing).
   - Under the leadership of the Office of Undergraduate Studies and the Provost’s Coalition for Student Success, expand efforts to close the achievement gap. Foster the development of student academic organizations and improve retention rates (FY10).
   - Provide leadership in setting standards for student academic recovery programs in each college (ongoing).

6. Provide students in all colleges with clear and easily accessible information on academic resources, timelines, processes and opportunities.
   - Revise “Current Students” section of Home Page (by December 2009).
   - Provide leadership to standardize academic program and advising information across the campus (Spring 2010).
   - Lead students to opportunities and resources by providing frequent and timely academic messages for the University’s Home Page. (Systems developed Summer 2010.)

7. Facilitate creative faculty efforts in Undergraduate Studies, in all colleges, and across colleges to design and teach exceptional undergraduate courses.
   - Support the development of courses that connect students to the campus research mission. Special project in FY11.
   - Lead initiatives to advance innovative teaching with technology, with a goal of providing national leadership in this area. Special project in FY12.
   - Foster models that encourage collaboration and joint responsibility for teaching and learning among tenured/tenure-track faculty and lecturers. Special project in FY13.
8. Recognize excellent teaching.
   - Publicize the contributions of faculty who create and teach general education courses. (Publicity in The Advisor, Between the Columns, CTE Newsletter, current/ongoing.)
   - Develop an award for outstanding teaching in general education. (Nov. 1, 2009)
   - Develop an award for outstanding teaching in Undergraduate Studies. (Nov. 1, 2009)
   - Promote Maryland’s exemplary undergraduate programs at national conferences: Reinvention Center, November 2008; National Living-Learning Conference, October 2009; SENCER, March 2010; Reinvention Center, November 2010, and ongoing; Undergraduate Vice Presidents meetings, annually and on Board; ACCIAC representation.
   - Seek an endowment/funds for a professorial chair in general education. (By FY13)

9. Provide exemplary administrative practices to ensure effective communication, customer service, training activities and business processes across Undergraduate Studies. (New Administrative Assistant/Coordinator schedule of meetings, website, and blog, Fall 09.)

10. Work toward each of the stated strategic objectives through strong collaboration and coordination across all Undergraduate Studies programs. The following pages outline strategic plans for these programs.
Academic Achievement Programs

The Program: Academic Achievement Programs includes two state-funded programs (Summer Transitional Program and Intensive Educational Development Program) and three federally-funded TRIO programs (Educational Opportunity Center, Student Support Services, and Ronald E. McNair Post-Baccalaureate Achievement Program). Through its programs, AAP promotes and facilitates educational access and opportunities and academic excellence from entry point through graduation. Academic initiatives and services include providing college application and financial aid assistance; intensive summer bridge experiences; academic advising and counseling; supplemental instruction; tutoring; research training with faculty mentors; and preparation for graduate school.

Vision

Building on its successes in providing equal educational opportunity and access to higher education, AAP will be a campus leader and a national model among the top 20 public research universities for retaining and graduating first generation, low income and underrepresented students and students with disabilities.

Mission

The mission of Academic Achievement Programs is to provide educational services which enhance the academic potential and personal growth of each student and participant served.

Goals

Academic Achievement Programs will achieve the following goals:

- Contribute to increasing the first-year retention and six year graduation rates and graduate school enrollment of underrepresented students.

- Promote a continuous message of high expectations and excellence through a holistic approach in communications, services and interactions with all students/participants and their families.

- Increase the number of academically talented students in diverse academic disciplines.

- Collaborate with the campus’ TRIO programs to promote an educational pipeline for students from entry point pre-college programs (Talent Search and Upward Bound) to the point of exit (McNair Program).
Objectives

In support of these stated goals, the following objectives will guide AAP:

1. Provide leadership in delivering academic skill enhancement initiatives to increase retention/graduation rates of undergraduates and preparation for graduate school (ongoing).
   
   - Provide a premier and challenging curriculum of academic skill enhancement instruction in English, mathematics, college reading/study skills, tutoring, and supplemental instruction in high-risk courses during the first two years (each semester).
   - Provide intrusive advising/counseling to students and participants (first two years and each semester).
   - Engage alumni and “friends of AAP” to create supplemental resources for students (by Nov. 30 of each year).
   - Promote undergraduate research through cross-collaboration between colleges (ongoing).
   - Implement an academic monitoring/Early Warning System/Academic Recovery Plan (enhance system Fall 09 and continue each semester).

2. Ensure completion of first two years of each student’s Four Year Academic Plan and declaration of major within 60 credit hours.
   
   - Partner with colleges/departments to plan/implement workshops each semester focused on declaring a major and developing academic success strategies. (Strengthen AAP-College relationships with a new initiative Fall 09 and ongoing.)
   - Expand pre-major initiative to expose students to career/major choices. (Enhance effort during FY10, continue each semester and 3-4 times per year).

3. Create a sustained culture of academic and personal excellence for students/participants and their families by delivering focused workshops and activities each semester.
   
   - Engage family members of students/participants in select AAP activities.
   - Increase the number of students participating in study abroad opportunities.
   - Increase the number of students participating in Honors/research programs.

4. Partner with the Admissions Office to identify and select a larger pool of academically talented under-represented students with potential to earn a baccalaureate degree (Nov.-April each year).
   
   - Develop a pool of eligible applicants using traditional and non-traditional criteria (by April 30 each year).
   - For the Intensive Educational Development and the Federal Student Support Services (SSS) programs, AAP will work to ensure the purpose, mission and eligibility criteria are continued in the evolving emphasis on university competitiveness (ongoing).
5. Collaborate with campus TRIO programs to increase access, retention and graduation of low-resource students and students who face academic challenges (Strengthen cross-TRIO program communication FY10.)

- Research, establish and document practices that identify, connect, track, and monitor TRIO students from outreach to graduation (ongoing).
- Organize an annual academic enrichment/outreach event with all TRIO programs (by May 10 each year).
Air Force Reserve Officer Training Corps

The Program: Air Force Reserve Officer Training Corps (AFROTC) is the largest of the three units commissioning officers in the United States Air Force. The AFROTC unit at the University of Maryland is one of 144 units located at colleges and universities throughout the United States and Puerto Rico and maintains 17 cross-town agreements with colleges and universities to bring students from across the region each week to study the AFROTC leadership program. With a staff of nine (five Air Force officers, two noncommissioned officers, and two university civilians), the program averages 140 students annually, commissioning an average of 22 second lieutenants while distributing $425,000 in scholarships.

Vision

To provide the U.S. Air Force with the next generation of leaders, committed to the support and defense of the Constitution and to the core values of integrity, service before self, and excellence.

Mission

To recruit, train, and commission as Air Force second lieutenants the very best college graduates from the University of Maryland and partnership institutions.

Goals

AFROTC will achieve the following goals:

- Implement initiatives to improve the scope, challenge, and rigor of University of Maryland undergraduate education by providing engaging opportunities for students.
- Attract students who are academically talented.
- Increase enrollment of cadets from minority groups.
- Increase the diversity of the student population through recruitment and further development of an academic climate where differences are valued and studied.
- Maintain high expectations for student success and act to ensure that undergraduate students meet their educational goals in timely fashion.
- Develop an exciting website that serves current and potential participants with various interactive functions, program and scholarship descriptions, links to Air Force career descriptions, and contact information for assistance from AFROTC faculty.
- Attract transfer students who are academically talented.
Objectives

1. Implement the newly approved Military Studies Minor, an enriched special program to assist students in all fields with knowledge about the U.S. military (November 2008 to Fall 09).

2. Establish a publicity campaign to inform students about the Minor and the opportunity to study the U.S. military (Spring 09-November 09).

3. Expand the $425K average annual scholarship by advertising among university staff the opportunities for students to receive targeted scholarships for strategic languages and technical specialties such as engineering and nursing (May 2009-March 2010).

4. Work with the Center for International Development and Conflict Management and the Study of Terrorism and Response to Terrorism to enhance the Minor (December 09).

5. Enhance and expand experiences outside the classroom for cadets, encouraging them to participate in activities such as service learning and study abroad and alternative Spring break trips (completed September 09).

6. Actively promote summer professional development training for all AFROTC students, including programs ranging from language and cultural immersion (previous countries visited included Chile, China, Argentina and Germany) to science and technical seminars (initiated June 09, completed Sept. 09, ongoing).

7. Broaden participation in study abroad (not to exceed one semester) and provide administrative support and active counseling for a student’s participation (new initiative Fall 09 and ongoing).

8. Collaborate with the A. James Clark School of Engineering to include non-AFROTC engineering students in the Summer Technical Recruiting Internship Program (TRIP) with an Air Force Research Laboratory (initiated September and October 09 and will continue).

9. Encourage AFROTC student clubs (Arnold Air Society and Silver Wings) to serve the campus and local community specifically by fundraising for campus improvements and by volunteering for local causes such as Habitat for Humanity, school lunch programs, and “Operation Welcome Home” for veterans. (New initiative launched Fall 09)

10. Expand AFROTC diversity numbers beyond the current 36 percent minority and 29 percent female by enhanced recruiting efforts, focused training, and outreach to the feeder community colleges. (September 09 and ongoing).
11. Ensure that Aerospace Studies 400 prepares graduates for a globalized world where knowledge of diversity is key to successful military service. At least 30 percent of studies at this level will include diverse regions, cultures, religions, economics, health, environmental issues, and world affairs. (Extensive curriculum review completed August 09; updating to continue annually.)

12. Team up with Project GO, a Department of Defense-funded initiative that promotes global awareness and language proficiency. (Completed March 09, follow-up scheduled for October 2009)

13. Establish cross-town agreement with Montgomery College with emphasis on transfer students to engineering and languages. (Negotiations initiated Spring/Summer 09; draft of agreement Fall 09; first students expected Spring 10.)
Army Reserve Officer Training Corps

The Program: The Army Reserve Officer Training Corps (Army ROTC) is the largest officer-producing organization within the American military. Army ROTC produces second lieutenants who join the active Army, the Army National Guard and the U.S. Army Reserve. More than 40 percent of current active duty army general officers were commissioned through ROTC. Today Maryland’s Army ROTC program has a staff of eight (three Army Reserve Officers, two Active Duty Officers, two Active Duty Senior Non-Commissioned Officers, and two Department-of-the-Army Civilians). The average number of cadets has increased to 75 each year, with approximately $395,000 in scholarships awarded each year. The program is projected to increase to more than 100 cadets in 2011, with awarded Army ROTC scholarships to exceed $500,000.

Vision

Army ROTC will increase its membership to 100 or more cadets by AY 2011 through aggressive recruiting by staff/cadre and cadet recruiting teams; extensive management and care of our current cadets for retention; and through providing continued training that results in commissioning quality leaders for the military and society. Awarding of Army ROTC scholarships will reach a historic high, ensuring that deserving cadets continue excellence as scholars, athletes and leaders.

Mission

Army ROTC recruits, trains, and retains cadets in order to commission them as the future officer leadership of the United States Army.

Goals

Army ROTC will achieve the following goals:

- Supplement the University’s traditional education with subjects of value to the student in civil or military pursuits; teach cadets to communicate effectively both orally and in writing; and motivate cadets to become leaders throughout their lives.

- Develop in each cadet a strong sense of duty and the attributes of character inherent in Army leadership, including integrity, discipline, and motivation to succeed in the profession of arms. Ethical leadership is the foundation of Army ROTC service.

- Develop in each cadet the stamina and fitness essential for a physically demanding career as an Army Officer. Physical fitness is a way of life in Army ROTC.

- Provide cadets with the broad-based military science and military leadership education required as a prerequisite of commissioning.

- Unite in closer relationship with the other departments at University of Maryland.
Objectives

1. Enhance program linkage between AROTC and other University departments and programs including Beyond the Classroom, Study Abroad, The School of Languages, Literatures, and Cultures, the faculty in military history and military sociology, and with cultural awareness programs on campus.
   - Establish links on the Army ROTC website to specific opportunities, such as internships, that will expand their experiences and improve their professional development as future leaders (Spring 2010).
   - Partner with departments teaching modern languages in an effort to have all cadets study foreign language (Spring 2010).
   - Collaborate with the faculty in military history and military sociology to ensure maximum use of academic opportunities for cadets (Spring 2010).

2. Establish an annual community project that will enhance and improve the community. Select a project that will engage all cadets and build each cadet’s moral character (Fall 2009).

3. Improve physical fitness individual performance through the reduction of stress and improved mental and physical well-being.
   - Collaborate with high schools (Junior ROTC) in surrounding areas to provide opportunities for Army ROTC cadets to teach physical fitness, enhance a healthy way of life for the high school students, and also provide instructional experience for AROTC cadets (Fall 2009).
   - As part of enhancing the Physical Fitness portion of ROTC, continue to partner with the Kinesiology Department to leverage expertise in physical training programs (Spring 2010).
   - Enhance awareness of scholarships and leadership opportunities among athletes at the University (Spring 2010).

4. Preserve and develop essential qualities of good, efficient officers; prepare ourselves as educated men and women to take a more active part and have greater influence in military affairs of the communities in which we reside; and, above all, spread intelligent, accurate information concerning the military requirements of our country.
   - Support the Annual Military Order of World Wars Leadership Conference (Fall 2009).
   - Coordinate with leadership programs on campus and internship opportunities off campus (Spring 2010).
   - Expand participation of Color Guard at events which represent the University and AROTC to the public in the D.C. area (Fall 2009).
   - Collaborate with the University’s Coordinator for Leadership Development Programs, to enhance development of future leaders as change agents (Spring 2010).
Asian American Studies Program

The Program: The Asian American Studies Program (AAST) at the University of Maryland provides students with the opportunity to study critically the experiences of Asian Americans. AAST offers an undergraduate minor for students who wish to develop a specialization in Asian American Studies alongside their degree pursuits.

Vision
Asian American studies will become the largest, most highly regarded and comprehensive academic program in Asian American Studies in the United States.

Mission
The mission of AAST is to foster excellence in research, teaching, and service about ethnic Asians in the United States and the Americas. Asian American Studies inquires into the lives, histories, and cultures of Asians in the Americas from a comparative point of view.

Goals
In the coming decade, the Asian American Studies Program (AAST) at the University of Maryland will facilitate the best in teaching, research, community engagement, and development support for the study of the Asian American experience. We will do this by setting high expectations for undergraduate and graduate student learning and academic success through innovative curricular, programmatic, research, and experiential and leadership opportunities, coupled and enhanced by a thorough professionalization of the program and by the implementation of a development model of program sustainability and growth that infuses all of our opportunities.

Objectives
1. Develop strategies for improving the academic curriculum of Asian American Studies consistent with the Strategic Plan of the University of Maryland.
   - Revise, rationalize, and streamline existing courses in AAST (FY10); integrate CORE requirements into existing courses in the appropriate areas (FY10); add new courses that expand the ethnic-specific, intersectional, and transnational content of Asian American Studies, explore the creation of a major in Asian American Studies (Spring 2009-Spring 2011); have in place the appropriate affiliate, adjunct, and tenure-track faculty to deliver an excellent curriculum to our students (Spring 2009--Spring 2012).

2. Develop strategies for improving the event programming for the Asian American Studies Program.
   - Enhance our distinguished speakers series with support from our new Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant (FY10-12); enter into strategic partnerships with on-campus and off-campus entities to expand outreach and awareness of our events (FY10-12); tie the events into an integrated development plan that understands that these are opportunities for alumni and donor cultivation (Spring 2010-Spring 2012).
• Continue with the ethnic-specific publication and research series that began with the publication of *A Portrait of Chinese Americans*; continue to expand ongoing research and publication and dissemination initiatives (FY10-12).

3. Develop strategies for improving the experiential learning opportunities of undergraduate and graduate students within the Asian American Studies Program.
   • Create clear documentation and accountability for the experiential learning selection, review, and evaluation process (FY10); expand and update our directory of experiential learning opportunities and make it available on the Internet (Fall 2009); incorporate a study-abroad component for experiential learning related to Asia and Asian Americans (Summer 2009).

4. Enhance the professionalization of the Asian American Studies Program so that it can respond to the needs of all of its constituencies.
   • Provide opportunities for our students to participate in the National Association of Ethnic Studies (NAES), East Coast Asian American Student Union (ECAASU), and the Association for Asian American Studies (AAAS) conferences (FY10); plan to host the 2010 NAES and 2012 AAAS conferences (Fall 2009-Spring 2012); host major academic publications and series (Fall 2009-Spring 2012); hire staff to enhance our budgetary, programming, research, and development efforts (FY10); train our students through engagement in conferences, symposia, and community research projects (Fall 2009-Spring 2012); develop a public relations and marketing program for Asian American Studies Program (Spring 2010-Spring 2012); expand our physical space and facilities to accommodate initiatives fostered under the AANAPISI program (subject to University planning and space allotment); explore the possibility of departmental status (FY11-12).

5. Implement a development model of program sustainability and growth that infuses all of our opportunities.
   • Suffuse and infuse each aspect of our teaching, research, community engagement, and leadership activities as part of a comprehensive development model (FY10-12); delineate how each is related to fundraising and development that will support the expansion and enhancement of AAST (FY10-12); hire consultants and staff trained in development issues in conjunction with University Relations (Spring 2010-Fall 2011); work closely with the Office of Undergraduate Studies and University Relations in cultivating key alumni and donors (FY10-12); construct a corporate and community nexus of support that supplements and complements the alumni base (FY10-12); build a comprehensive database and build upon the information in that database to enhance and make successful our development efforts (Spring 2010-Spring 2012).
Beyond the Classroom Living-Learning Program

The Program: Beyond the Classroom (BTC) is a selective interdisciplinary program dedicated to equipping upper-level undergraduate students with educational and professional leadership skills that support understanding and constructive contribution to civic engagement and social change in a global context. By drawing on the University of Maryland’s comparative advantage in the Washington, D.C., metropolitan area, students address significant civic and social issues through internship, community service, and civic learning experiences in the world’s largest nonprofit and civil society sector. BTC allows students from all disciplines to develop and realize their potential for responsible civic leadership at the local, national and global levels through a two-semester program of academic, experiential, and service components that offer catalytic and transformative learning opportunities outside the classroom.

Vision

Beyond the Classroom engages talented and diverse undergraduate students from across the University in a nationally recognized program focused on civic engagement and leadership, preparing them to be active and responsible citizens and leaders in a complex, multi-cultural and global context.

Mission

Beyond the Classroom develops and provides catalytic and transformative curricular and co-curricular learning opportunities with academic experience, rigor, and challenge that will prepare students to achieve their educational and professional goals as active citizens and leaders.

Goals

Beyond the Classroom will achieve the following:

- Enhance the overall academic scope, challenge and rigor of its educational program through its courses, internship opportunities, and its living-learning community activities.
- Advance curricular transformation and integration through its focus on learning about and analyzing issues of concern in the world that may be influenced by personal action and commitment.
- Increase its engagement of faculty, staff, and community partners in its mission of interdisciplinary teaching, research and civic service.
- Enable students to develop their knowledge building, problem-solving, and critical thinking about vital civic issues at the local, national and global levels.
Objectives

1. To increase student awareness of issues in a global context, Beyond the Classroom will sponsor Study Abroad and international exchange opportunities in parts of the world that are influential but unfamiliar to most students.
   - Beyond the Classroom will develop a cross-regional, experiential model of education that prepares students for understanding civic engagement and global issues in different settings through active learning communities and global service learning (beginning Summer 2010).
   - Beyond the Classroom will develop new Study Abroad Programs, beginning with a program to Indonesia on “Civil Society, Democracy and Sustainable Development (Summer 2010).

2. Beyond the Classroom will build and expand relationships with key departments, faculty, staff and community partners to support students’ active civic engagement and service.
   - The program will engage faculty, staff, and community partners with teaching about applied research agendas that deal with solving key civic and policy issues (beginning Spring 2010).
   - Faculty and nonprofit leaders will be asked to participate in Study Abroad trips and field trips, as well as in on-campus program events, such as the ongoing “Critical Conversations on Civic Issues” and “Take an Activist to Lunch” Series (ongoing).

3. Beyond the Classroom will design and seek approval for a proposed minor for the interdisciplinary study of civic engagement and democracy. The proposed minor will contribute to new courses and opportunities aligned with the goals of the University’s new General Education curriculum.
   - Beyond the Classroom will develop and support new cross-college curricular and co-curricular initiatives for students who are interested in civic leadership (Spring 2010).
   - Beyond the Classroom will develop department partnerships (ongoing) and provide seed grants for new courses with an experiential component (contingent on funding availability).

4. To keep students up-to-date on global issues, Beyond the Classroom will communicate regularly in seminars and online about collaborative, interdisciplinary curricular and co-curricular opportunities at this and other campuses; about activities that prepare students for engaged and effective citizenship; and about matters related to civic engagement, social justice, and democratic leadership in a diverse multi-cultural and global context.
   - The program will continue to offer timely issue-oriented courses and civic learning experiences through local, national and international sites (ongoing).
   - The program will use information technologies (i.e., wikis, blogs, videos) to develop new interactive forums to engage students in the program’s ongoing activities (Spring 2010).
5. Beyond the Classroom will develop measures for assessing and promoting student progress in the program.
   • The program will place students in high-caliber internships that prepare them for professional leadership in their respective fields, and that provide employment opportunities (increase internships 25% by 2011).
   • Mentoring and advising will enhance students’ development of peer and professional networking, as well as leadership skills (2011).
Center for Teaching Excellence

The Program: The Center for Teaching Excellence (CTE) is the campus’ central partner for improving undergraduate education. CTE responds to the needs of all colleges, schools, and programs to ensure that the University of Maryland remains an international model of excellence in teaching and learning. CTE facilitates and supports new innovations in teaching, helps faculty teach more efficiently and effectively, works to ensure that all graduate teaching assistants develop as excellent teachers, and oversees faculty learning communities as they address current and future educational needs of the University. CTE works with campus units to recognize excellence in teaching through workshops, ceremonies, and awards. CTE administers more than 20 programs for faculty, graduate students, and undergraduate teaching assistants and is a portal for vetted resources for teaching and learning.

Vision

Our vision is excellence in teaching by all members of the University of Maryland academic community, engaging all students in enduring learning inside and outside the classroom.

Mission

CTE develops and leads campus-wide venues and exchanges on teaching and learning in support of the University’s efforts to provide a premier undergraduate education to all students. CTE works with faculty to ensure continued innovation in teaching and learning, a new foundation of the scholarship that defines world-class universities. CTE facilitates the campus’ exchange of findings and ideas on teaching and learning in order to foster and support faculty learning communities as they develop, document, and advance scholarly teaching practices.

Goals

- Continue to promote innovative advances in teaching and learning through application of new pedagogies and technologies.
- Sustain and enhance communities of faculty, graduate students, and staff as they address important issues in teaching and learning.
- Work with campus units to increase student engagement and academic rigor in undergraduate courses by promoting transparency in course and program expectations and learning outcomes.
- Continue to provide leadership and resources that foster continuous professional development of faculty and graduate students engaged in teaching.
- To celebrate achievements in teaching and learning, continue to provide forums to record, discuss and disseminate effective teaching strategies.
- Help faculty contribute to the University’s national presence in the field of scholarship of teaching and learning (SoTL).
- CTE will develop and support initiatives that foster peer-to-peer teaching among undergraduate students.
Objectives

1. Promote the development and exchange of emerging and promising tools and strategies for effective teaching and enhanced student learning (Fall 2010; assess Jan 2011).
   - Challenge conventional thinking about teaching.
   - Collaborate with campus partners.
   - Host leaders in educational reform.

2. Provide robust and indispensable support and resources for the University’s teaching faculty and graduate students (Fall 2009; assess 2012).
   - Consult, advise, and assess efforts of innovative teachers as they design and use new approaches.
   - Maintain and enhance digital and print resources, including a dynamic web presence, *Teaching & Learning News*, and *Teaching Resource Guide*, for the exchange of news and events, the dissemination of innovative practice, and the collection and review of proposals to transform teaching and learning.
   - Showcase promising teaching tools and events.

3. Create effective networks of learning communities (Fall 2010; assess June 2011).
   - Encourage and support faculty and students collaborating to develop projects in response to current educational demands across the campus.
   - Organize and support peer teaching initiatives, including undergraduate teaching assistantship programs.

4. Support enhanced teaching and learning in critical campus courses and programs (Fall 2010; assess June 2011).
   - Guide the implementation of transformational strategies that specifically target areas of need on campus, including critical high-impact courses.

5. Publicize the world-class identity of University of Maryland teaching faculty and graduate students (Fall 2010 through Summer 2012).
   - Present University of Maryland pedagogical innovations at regional, national, and/or international teaching conferences on a regular basis.
   - Further integrate the scholarship of teaching and learning into the CTE portfolio through workshops, speakers, and publications.
   - Serve as the campus resource for teaching portfolio development.

6. Enhance, promote and publicize a more challenging academic culture for students at the University (Fall 2009; assess Spring 2010).
   - Showcase campus courses that demonstrate enhanced rigor and advise faculty as they increase the academic challenge of their courses.
   - Continue to contribute to campus efforts to assess programs and learning outcomes, including critical thinking and student engagement.
College Park Scholars

The Program: College Park Scholars is an academic residential community for select freshmen and sophomores. Invited freshmen matriculate into one of 12 interdisciplinary programs, each housed in the Cambridge Community on North Campus. The curriculum and activities for each program -- and for Scholars overall -- provide the interpersonal benefits of a small college paired with the intellectual advantages of a major research university. Each Scholars program is directed by a faculty member appointed by the sponsoring college’s dean, and supported by a small staff. Programs each admit about 75 first-year students, annually.

Vision

College Park Scholars will provide a national model for living-learning programs that promotes the scholarly and interpersonal growth of each student through active learning and intellectual exchange. Academic excellence, assessment, and program innovations will advance Scholars’ already stellar set of interdisciplinary programs that encourages new students to thrive in and beyond the University.

Mission

College Park Scholars provides intellectual challenges and collegial support for engaged and academically talented freshmen and sophomores. Each program fosters a scholastic community where students first encounter University life. Once adjusted to campus, individual Scholars actively thrive in, and beyond, the University. Learning in Scholars is challenging in its interdisciplinary inquiry, and rigorous in its focus on critical and integrative thinking. Practical experiences such as internships, research, community service and study abroad, emphasize the interdisciplinary nature of knowledge, and promote the early development of professional competencies. The community among students, and between students and faculty, multiplies students’ learning and provides ongoing support to meet the challenges of their academic experiences at Maryland.

Goals

To accomplish its mission, College Park Scholars will achieve the following goals:

- Provide an exceptional array of Scholars programs, drawing on the breadth of intellectual opportunity at Maryland, that: readily recruits students to the University; maintains high academic standards; and promotes the value of community that is the hallmark of College Park Scholars.

- Strengthen students’ learning through innovative teaching and mentoring.

- Continue on-going improvement initiatives through implementing recommendations from annual reports and learning outcomes assessments, and expanding recognized best practices.
• Recruit and admit future classes of steadily increasing academic talent and diversity of demographics, intellectual interests, experiences, and backgrounds.

• Expand the opportunity to provide the College Park Scholars experience to future classes of academically talented students admitted to the University of Maryland.

**Objectives**

1. Enhance emphasis on the strength of faculty innovative teaching to advance students’ intellectual and personal development (FY10).

2. Expand the use of Scholars’ Best Practices -- intentional community-building, qualitatively unique and strong academic rigor, active and reflective learning -- to include peer teaching, undergraduate research, internships, and service learning (comprehensive focus for calendar year 2010;).

3. Foster relationships with campus faculty and staff to ensure continued faculty commitment to College Park Scholars, and strengthen connections to the local community and region -- both programmatically and on behalf of individual Scholars students -- through off-campus service, internship, and research activities.

4. Expand existing campus partnerships such as the libraries; the Career, Counseling, and Health Centers; the Center for Teaching Excellence; the Young Scholars Program; Study Abroad; and the Department of Resident Life.

5. Ensure a qualitatively distinct learning experience for sophomore Scholars that accelerates the development of professional competencies through research, internships, study abroad and other experiential-learning practica.

6. Tap the available resources within sophomore classes to mentor first-year students (peer mentoring focus Spring 2010)

7. Cultivate College Park Scholars alumni to enhance the initiatives of the College Park Scholars Alumni Association (at award events, Service Day, and in Alumni Assn).

8. Expand Scholars recruitment and admissions efforts to matriculate increasingly talented and diverse classes of students (increase collaboration with Honors College FY10).

9. Collaborate with the University System of Maryland, campus colleges and TRIO programs on STEM outreach initiatives (FY10).

10. Enhance Scholars Web presence and print materials (February 2010).

11. Assess the capacity and opportunity for expansion of College Park Scholars to 14 programs (FY10 develop Global Health program; foster new proposals for FY10 RFP).
Educational Talent Search Program

**The Program:** Educational Talent Search Program (ETSP) is a grant funded federal TRIO program supported by the U.S. Department of Education, and sponsored by the University of Maryland. ETSP is a pre-college program designed to provide information about college admissions, scholarships and various student financial aid programs to help participants to plan and prepare for postsecondary education opportunities. ETSP primarily serves low-income and first generation potential college students ages 11 to 27 years old. Presently, ETSP is charged to serve 800 students per year at ten target high schools in Prince George’s County Public Schools (Northwestern, Duval, Forestville, High Point, Bladensburg, Central, Suitland, Fairmont Heights, Parkdale, and Potomac H.S.’s). ETSP has been hosted by the University of Maryland since 1986.

**Vision**

ETSP will serve as the premiere pre-college program working in partnership with Prince George’s County Public Schools to help students to discover academic potential and purpose to pursue high education opportunities.

**Mission**

ETSP will serve as a catalyst to expose participants and their families to programs and services designed to help enhance their academic performance by pursuing a rigorous academic schedule; while learning the processes and procedures necessary for them to actualize and fulfill their plans for pursuing higher education goals.

**Goals**

- ETSP will partner with Prince George’s County Public Schools to identify feeder middle schools that serve the ten target high schools to improve and enhance the pipeline for connecting earlier with primarily low-income and first generation populations to help them improve their academic performance and plan for higher education.
- ETSP will develop a cutting-edge tutorial program that will help participants to be better prepared for taking rigorous academic coursework; and planning for achieving future personal, social, educational and career goals.
- ETSP will strategically partner with other offices and units of the university to leverage the resources of the university and most importantly tap into the human capital of faculty, staff and students to help prepare participants for their educational and career goals.
- ETSP will provide strategic communication to all program stakeholders (i.e., parents, students and school based staff) to enhance the reach and impact of program outcomes.
- ETSP will maintain a high level of engagement to promote professional development and excellence among the staff.
ETSP will increase the number of participants who apply for admissions to selective institutions; and increase the number of participants who compete for prestigious national and local scholarships.

Objectives

1. 95% of participants of non-secondary students served during the budget year will be promoted to the next grade level
   - Conduct a needs assessment and educational plan for each participant (Fall 2009 & Spring 2010).
   - Academic homework tutoring as needed
   - Workshops that focus on academic goal setting, time management and study skills (Fall 2009 & Spring 2010).

2. 95% of high school seniors will graduate from secondary school or receive a high school equivalency during each budget year
   - Meeting with participants and/or parent/guardian to discuss graduation requirements and curriculum program selection including on-line courses (Fall 2009 & Spring 2010).
   - Require 12th grade participants to participate in a graduation preparation workshop (Fall 2009).

3. 85% of “College Ready” participants will apply for financial aid during each budget period
   - Early awareness informational sessions; FAFSA workshops; State financial aid workshops; local and national scholarship workshops. (Spring 2010)
   - Group and individual appointments

4. 85% of “College Ready” project participants will apply for postsecondary school admissions during each project period
   - Needs assessment (Fall 2009 & Spring 2010).
   - Each participant will be required to maintain a career and college achievement plan; take the PSAT by the 11th grade; take SAT by second semester of 12th grade; to participate in workshops and informational sessions; college & career fairs; campus tours; issuance of PSAT, SAT, ACT and TOEFL fee waivers; college selection sessions; and test prep sessions (Fall 2009).

5. 85% of “College Ready” participants will enroll in a program of postsecondary education during each budget period (or during the next Fall term).
   - Each participant will be required to maintain a career and college plan; academic profile sheet; participate in a college transition seminar and college application workshops; become familiar with college admission and financial aid vocabulary; participate in college visits and career fairs (Fall 2009 & Spring 2010).
6. ETSP will collaborate with other TRIO programs on campus to establish a strategic partnership to maximize the resources and services available to serve program participants and to develop each staff (Fall 2009 & Spring 2010).
Federal Semester Program

The Program: This selective year-long program combines a seminar on federal policy with a Washington internship for college credit, and includes workshops, meetings on Capitol Hill and in federal agencies, conversations with leaders in public policy, and supporting coursework. The program encourages applications from juniors and seniors of all majors, with a minimum GPA of 3.0. The program is offering three seminars in 2009-10: “Federal Health Policy,” “Federal Homeland Security Policy,” and “U.S. Policy in the Israeli-Palestinian Conflict.” Previous student internships include congressional offices, the House Armed Services Committee, the Department of Education, the Department of Defense, the FDA, and the NIH. Trips include meetings with top officials at DHHS, FEMA, DHS, the State Department, the Capitol Building, and the Hall of States. A new FIPSE Department of Education grant will enable this program to expand significantly.

Vision

The Federal Semester Program educates Maryland students to be effective, public-spirited leaders and citizens, mindful of their global responsibilities. The program also provides a pipeline of exceptional talent to public service organizations, including the federal government.

Mission

The Federal Semester Program offers a cohesive set of Washington experience programs that inspire and enable University of Maryland undergraduates to gain hands-on government and community-based experience. The program capitalizes on the University’s proximity to Washington, D.C., and on student interest in the federal government and public service.

Goals

- Educate students about major federal policy issues.
- Provide access, intensive preparation, and support for securing and engaging in meaningful internships in the Washington area.
- Establish a cohesive community of engaged and committed students; foster leadership skills and public spiritedness.
- Motivate and inspire first and second year students to the kind of high achievement that will enable them to engage in Washington internships in their junior and senior year.
Objectives

1. Enhance the Federal Semester Program by creating new seminars on topics of national and global urgency and by increasing student knowledge of and engagement with Capitol Hill. (Expand to 3 seminars in FY10, to 4 in FY11 budget permitting).

2. Expand and enhance professional development workshops, drop-in clinics, and other community building and mentoring activities.

3. Foster a diverse, multidisciplinary mix of students to enable them to consider issues from a multitude of perspectives and to develop the ability to talk persuasively and productively with diverse audiences (Fall 2009-Spring 2010).

4. Enhance current seminar partnerships with the Departments of Family Science and Public and Community Health, the National Consortium for the Study of Terrorism and Responses to Terrorism, and the Gildenhorn Institute for Israel Studies. (FY10)

5. Expand partnering across the University and Washington, D.C. to increase internship opportunities and extend the program’s scope and impact (Fall 2009-Spring 2010).

6. Develop a Washington Internship website with Beyond the Classroom and the National Scholarships Program, and in consultation with the Career Center. (FY11)

7. Create an alumni database; encourage continued involvement with the program. (FY11)

8. Establish a Federal Semester speaker series, including alumni who have engaged in Washington internships and/or work in public service or the federal government. (FY11-12)

9. Develop physical facilities appropriate for fostering community, holding drop-in clinics, and other professional development initiatives, and also for highlighting the Washington experience at Maryland. (FY11)

10. With funding from FIPSE, launch the Federal Service Fellows Program, working closely with the School of Public Policy and the Partnership for Public Service. (FY10)
First Year Book Program

The Program: The First Year Book program selects one book each year for distribution to all new students. Through a series of programs, panel presentations, movies, discussions in courses, and an address by the author, the First Year Book program engages the University community in dialogue on a particular issue.

Vision

Undergraduate Studies will provide a unique First Year Book program that engages new students in the intellectual life of the university through challenging topics and thoughtful examination of ideas presented in the year’s selected book and in accompanying programs and community dialogue.

Mission

The First Year Book program focuses campus dialogue and learning on themes found in a well chosen First Year Book. The program provides the University community with a common activity each year, an opportunity to discuss selected issues in a thoughtful and respectful manner.

Goals and Objectives

1. With the assistance of a diverse and engaged faculty group, Undergraduate Studies will select an important book that encompasses issues that both resonate with first year students and challenge them (ongoing).
   - Invite exceptional faculty members to serve on the First Year Book committee, and the committee will recommend an appropriate book.
   - Survey other first year book programs to ensure that the committee does not select a book that has been over-used at other institutions.
   - Select a topic that challenges long-held beliefs of new students and encourages them to explore multiple sides of an issue.

2. The First Year Book program will develop comprehensive and exhaustive web resources to be used both as background information for instructors and as student resources for in-depth study of the book and related issues and topics (ongoing).
   - The website will provide a primer on the important themes of the First Year Book.
   - Through articles, websites, videos, interactive media, First Year Book resources and programs will provide ways to appeal to individual learning styles.

3. Through speakers, programs, course support, and the author’s address, the First Year Book program will provide opportunities for new students to engage in community dialogue (ongoing).
   - The First Year Book program will partner with colleges and departments to provide the disciplinary connections between the book and students’ general education courses.
• The First Year Book program will partner with campus and community experts in public forums for community dialogue about issues presented in the book.
Individual Studies Program (IVSP)

The Program: The Individual Studies Program enables self-directed students to design their own interdisciplinary majors in consultation with a Faculty Mentor and the IVSP staff. The process of applying to be an IVSP major involves developing a proposal for the major, with a set curriculum, and then presenting and defending the proposal before the IVSP Faculty Board. Self-evaluations and a Senior Capstone Thesis/Project are required of all majors; and internships, study abroad, service learning, and research are highly encouraged. IVSP is a degree-granting academic program, under the direction of the Office of Undergraduate Studies, which leads to a Bachelor of Arts or Bachelor of Science degree. Currently IVSP includes a wide variety of majors with such titles as Peace and Justice Studies, Asian American Public Policy and Advocacy, Global Health, and Studies of the Mind and Brain.

Vision

The Individual Studies Program enables exceptionally talented students to develop unique interdisciplinary majors that offer a solid foundation for personal and professional success. The program produces open-minded, creative individuals, able to engage productively in conversations and collaborations that transcend disciplinary boundaries and to contribute toward innovative solutions to societal and global challenges.

Mission

The Individual Studies Program combines academic rigor with the opportunity to pursue individually designed, interdisciplinary majors. The program encourages and supports creativity, innovation, flexibility of mind, integrative learning, and purposeful education.

Goals

- Offer exceptional students with a unique interdisciplinary vision the opportunity to build their own major.
- Engage faculty in interdisciplinary curriculum building and mentoring of students.
- Establish a vibrant and cohesive IVSP student learning community that enhances and increases students’ ability to succeed and achieve at the highest levels.
- Promote and support the incorporation of internships, study abroad, research, and public service in IVSP majors; encourage leadership skills and civic engagement.
Objectives

1. Enhance the scope and challenge of IVSP courses through academic workshops, drop-in clinics, peer mentoring, and presentations of capstone projects.

2. Foster a vibrant IVSP student learning community that includes a Student Advisory Board, interdisciplinary exchange and collaborations, professional development workshops, and other community building and mentoring activities (FY10).

3. Recognize outstanding student achievement through awards and scholarships (FY10).

4. Recognize and reward faculty serving on the IVSP Faculty Board and as Faculty Mentors (a service roughly equivalent to directing a master’s thesis) (FY10).

5. Develop the physical facilities necessary for building a strong student learning community, holding workshops, encouraging collaborative study projects and peer mentoring, and other enrichment activities. (FY11)

6. Enhance website messages to be more student-friendly, and establish new ways of reaching and informing active and potential audiences. (FY10-11)

7. Enhance partnerships across the university to increase student learning opportunities and extend the program’s impact.

8. Start an alumni database and encourage continued engagement of alumni with IVSP. (FY11)

9. Seek approval to develop a selective first-year learning community that offers unusually gifted and motivated entering freshmen the opportunity to create unique interdisciplinary majors—and thus enable UM to attract outstanding students who might not otherwise enroll. (FY11)
Lesbian, Gay, Bisexual, and Transgender Studies Program

The Program in Lesbian, Gay, Bisexual, and Transgender Studies offers undergraduate students opportunities for focused, interdisciplinary study of the lives, experiences, identities, and representations of LGBT people. The program is nationally distinctive in being a stand-alone program in LGBT Studies rather than being housed within a larger academic unit. Our location in the Washington, D.C., area and on the campus of the flagship institution of the State of Maryland is also a decided advantage over similar programs elsewhere.

Vision

A world-class institution of higher education needs world-class programs that attract and serve excellent students, further the University’s commitment to scholarly innovation and creativity, and foster the values of diversity, inclusiveness, and civility. The LGBT Studies Program will build on the strong foundation established in its first seven years on campus to become a leader nationally and internationally in studies of sexuality and sexual minorities.

Mission

Academically, the primary goal of the LGBT Studies Program as currently configured is to offer undergraduate students a credential (a 21-credit certificate or 15-credit minor) that will prepare them for further study in graduate or professional programs or for careers in, for example, public policy, personnel, social services, education, journalism, law, and public health. More broadly, the Program seeks to extend Maryland’s rich tradition of diversity education through its interdisciplinary focus on sex and gender variation as an aspect of social and cultural difference.

Goals

The LGBT Studies Program is small but feisty and ambitious. We pursue three major goals that are all aimed at getting bigger and establishing Maryland’s preeminence in a field that is still in the early stages of institutionalization in American higher education. The goals are:

- To expand the program on all levels;
- To raise its national profile by taking on a leadership role in LGBT Studies;
- To strengthen internal relationships and campus presence through collaborations with programs, departments, and faculty on campus.
Objectives

1. Continue to increase enrollments in the program and its courses by adding seats and developing new courses.
   - Initiate a lecture format (75-200 students) for LGBT200, Introduction to LGBT Studies (FY10).
   - Develop a new humanities-based introductory course, LGBT201, LGBT Art and Culture (FY11).
   - Create opportunities for team-teaching, particularly across departments (FY11).
   - Support faculty who wish to develop and teach courses in their home departments that will serve the program.

2. Set high expectations for students and faculty involved with the program and work to assure success in learning, teaching, and research.
   - Establish annual prizes for the best essay in LGBT Studies (grad and undergrad) (FY11).
   - Provide opportunities for students to participate in conferences, symposia, and research projects.
   - Develop strategies for and mechanisms for supporting faculty research in LGBT Studies (FY10).
   - Explore need for interest in a graduate-level certificate in sex/gender studies, in consultation with AMST, ENGL, WMST, and others (FY10-11).

3. Increase outreach and communication to local, regional, and national stakeholders.
   - Formalize DC Queer Studies and make Maryland its institutional home (FY11).
   - Connect with interested faculty and related programs at other UM institutions.
   - Develop relationships with major LGBT organizations based in DC – by, for example, increasing participation in internships, strengthening undergraduate research opportunities through liaison with the Rainbow History Project (FY11).
   - Enhance Web-based communications strategies for highlighting program activities and accomplishments to multiple audiences (FY10).

4. Formulate and implement a comprehensive development plan aimed at sustaining and expanding the program.
   - Continue working with University Relations to identify and cultivate alumni and other likely donors (FY10-11 and ongoing).
   - Work with LGBT Studies Oversight Committee and affiliate faculty to develop a fundable project that capitalizes on our strategic location (FY11).
   - Consult with funding experts to identify potential grant sources, including corporations, private foundations, and federal agencies (FY11).
5. Hire faculty and staff necessary to build and sustain a program that will be a magnet for the best students and a powerhouse of scholarly and pedagogical innovation.
   - Plan to do a national search for a new director within 5-7 years (FY14).
   - Collaborate with other units to secure funding for 1-2 new faculty positions within 5 years (FY14).
   - Explore hiring an assistant director or program analyst within 2-3 years (FY12).
Letters and Sciences

The Program: Letters and Sciences (LTSC) provides quality academic advising and support programs for nearly 4,000 talented and diverse students who are deciding on enrollment in degree-granting majors. Dedicated advisors assist students in developing a Four-Semester Plan, in satisfying general education requirements, in making a smooth transition to a degree-granting major, and in applying to Limited Enrollment Programs (LEPs). LTSC students are required to engage in co-curricular experiences that affirm their choice of major, to utilize electronic resources on campus and to make informed decisions about their academic future.

Vision

LTSC engages students in a comprehensive academic advising environment that is designed to empower students and to facilitate their choice and declaration of major prior to the end of their sophomore year.

Mission

LTSC promotes academic success and excellence through leadership, innovation and service to students, programs and colleges. We provide students with information, resources and services to assist them in the timely completion of an undergraduate degree. Through high quality academic advising and support programs, students actively explore their major options and are empowered to make informed decisions about their academic future.

Goals

- Support and facilitate the mission of the University to improve retention and graduation by continuing to implement comprehensive academic advising and by promoting support services with the purpose of enhancing student success and achievement.
- Continue to facilitate student engagement within programs sponsored by LTSC, Undergraduate Studies and across campus by creating programs, connecting students to resources and integrating a culture of engagement into academic advising.
- Actively engage in the recruitment and yield of academically talented and diverse students.
- Develop and enhance a culture in which students assume personal responsibility for their academic experience, including planning, decision-making, and taking advantage of opportunities while in LTSC.
Objectives

1. Promote clear and comprehensive support programs and messages to students to improve academic success, particularly those students facing probation and dismissal.
   - Refine the Student Academic Success and Degree Completion Policy implementation (ongoing).
   - Promote campus resources and support services to students; work cooperatively with Pre-Admission Transfer advisors to develop and expand programs to assist transfer students in their successful transition to the university (ongoing).
   - Maintain a staff member dedicated to oversee and coordinate the implementation of its academic success plan for students on probation or dismissal (ongoing).

2. Communicate high expectations for success to all students and promote a culture of responsibility for their academic planning.
   - Emphasize the importance of planning through the use of four-semester and four-year academic planning tools (ongoing).
   - Provide students with the most up-to-date information on policies and procedures (ongoing).

3. Increase LTSC student involvement in special opportunities available on campus, with a special emphasis on study abroad, externships, community service and cultural, social and recreational activities.
   - Integrate discussions of the value of student engagement in all staff/student interaction, including academic advising, UNIV100, and freshman and transfer orientations (Fall 2009).
   - Incorporate discussions of student engagement in staff meetings through relevant guest speakers and internal staff discussions (Fall 2009).
   - Engage in campus wide initiatives for transfer students and design/implement programs as needed (ongoing).
   - Update and refine the LTSC message to advertise various student engagement opportunities through mediums such as the website podcasts, mass e-mail and electronic message boards from a student-focused view (FY10).

4. Provide high quality recruitment and yield events in combination with the Office of Undergraduate Admissions.
   - Refine the LTSC message (FY10).
   - Assess LTSC’s contribution to University recruitment/yield goals (FY10).
   - Continue to enhance the use of multi-media techniques in the recruitment of prospective students (FY10).

5. Initiate new retention activities.
   - Raise advisor awareness about and readiness for closing the Achievement Gap. (Focus Winter 2010 retreat on this issue and plan year-long focus.)
   - Tie all efforts closely to University retention goals (ongoing).
National Scholarships Office

The Program: The National Scholarships Office (NSO) provides Maryland undergraduates with the best possible information, guidance and support as they learn about and compete for national scholarships. National scholarships are highly competitive, prestigious awards that provide support for a wide range of enriching experiences, including graduate study, federal employment, language learning, teaching, research, study abroad, and public service. The NSO provides information through our website, through a weekly listserv announcement, through outreach to Maryland’s many Schools, Colleges, Programs and Departments, and through group presentations and individual advising sessions. We also coordinate the efforts of faculty and administrators across the University in support of Maryland’s national scholarships applicants.

Vision

The National Scholarships Office fosters a culture of national scholarship awareness and aspiration among Maryland students, faculty and administrators and ensures that Maryland students are strongly represented among applicants for and recipients of these prestigious awards in relation to peer institutions.

Mission

The NSO develops and implements extensive outreach efforts and advising programs that educate students, faculty and staff about national scholarship opportunities, providing effective, personalized guidance that enhances the competitiveness of applicants.

Goals

- The NSO will steadily increase the numbers of qualified Maryland students who are aware of, who compete for and who receive a wide range of prestigious national scholarship opportunities.
- The NSO will provide outstanding information and personalized guidance and advice to students learning about and/or applying for national scholarships.
- The NSO will develop active partnerships with the University’s colleges and schools, special academic programs, academic departments, administrative offices to create widespread awareness of national scholarship opportunities.
- The NSO will develop active networks and partnerships among faculty and senior administrators across the University to increase faculty and staff support of national scholarship recruitment, advising and selection processes.
- The NSO will develop tracking and assessment tools to continually improve its performance and to provide effective feedback to partner schools, special academic
programs, academic departments and key administrative offices regarding student participation in national scholarship opportunities.

- The NSO will raise awareness about its work and about the accomplishments of Maryland’s students through highly visible and engaging media and events.

- Now under common leadership, the NSO and the Maryland Center for Undergraduate Research (MCUR) will closely coordinate outreach to student researchers and their mentors, and will collaborate in promoting new and expanded opportunities for undergraduates to engage in advanced learning through on and off-campus research experiences.

**Objectives**

1. The NSO will develop comprehensive recruitment and advising plans for national scholarship programs to steadily increase the numbers of qualified applicants and winners for a wide range of scholarships (target for 2009-2010 48% over 2008-2009).

2. The NSO will develop a comprehensive range of expert informational and advising materials, tailored to individual scholarship programs, and available through various media, to assist applicants and recommenders in preparing highly competitive applications (15 scholarships by Summer 2010).

3. The NSO will work in partnership with Maryland’s colleges and schools, academic departments, key administrative offices, and special academic programs to maintain a schedule of large- and small-group presentations across campus and in its offices. These presentations will ensure that students have frequent opportunities to meet and hear directly from NSO staff regarding a wide range of national scholarship programs (ongoing).

4. The NSO will offer the opportunity for personal, one-on-one advising to every student attending a large- or small-group presentation, to every student contacting the office independently, and to every student referred to the office by a faculty member or administrator (ongoing).

5. The NSO will develop a comprehensive range of qualitative and quantitative measures to continually assess and improve its performance (for 2009-2010, at least a 25% increased target for major programs with one or more winners in 2008-09; target of 1 successful applicant for major programs with no winners in 2008-09).

6. The NSO will develop a database of relevant information about students who inquire about and/or apply for national scholarships. This information will be used for the continuous assessment and improvement of recruitment efforts and to improve participation. In addition, the information will allow the NSO to recognize both the exemplary efforts and exemplary results of Maryland students who apply for prestigious scholarships (Summer 2010).

7. The NSO and MCUR will create effective advisory groups of senior faculty and administrators from across the campus to support their efforts in support of various scholarships and research opportunities, and to carry out their goals and objectives.

8. The NSO and MCUR will continuously foster relationships with faculty and other key stakeholders (target Fall 2010).
Orientation

The Program: The Orientation Office prepares students for the transition into the University community. Orientation introduces new students to the educational opportunities available, as well as to the intellectual, cultural, and social climate of the institution. Orientation accomplishes this mission through the following programs: Student and Parent Orientation Programs, Terrapin Trips, University 100 and 101 courses, and the Locator Service. In the last year, Orientation programs served 4,348 freshmen, 3,582 parents, and 2,537 transfer students. Some 500 parents participated in Terrapin Trips during the summer, and 2,366 students enrolled in UNIV 100 and 101.

Vision

The Orientation Office will provide exceptional and comprehensive programs to introduce students into the academic and social environment of the institution.

Mission

Orientation will enhance the reputation of the University of Maryland as a model for orientation programs and courses nationwide.

Goals and Objectives

1. Develop programs that communicate the University’s high intellectual expectations of students.
   - Implement the new program “Professors’ Perspective”. Selected faculty will lead a special session focusing on the high academic quality and range of opportunities available to students at a premier research university (Summer 2009, 2010 and ongoing).
   - Communicate regularly with departments involved in all Orientation program to ensure a consistent and strong message regarding high expectations for student success.

2. Improve the effectiveness of the University 100 and 101 courses.
   - Assess the current effectiveness of University 100 and 101 courses and suggest comprehensive curriculum revisions (Spring 2010).
   - Introduce the topic of scholarship and the importance of a student’s role in a premier research university in all University 100 and 101 courses, facilitating the development of a 4-year plan that will include internship and research opportunities (FY10-11).

3. Work with colleges and departments to enhance the First Year Experience for new students (2011-2014).

4. Lead the work of the Freshman Council to create a more cohesive first year identity and foster a sense of community among first year students (2011-2013).
Pre-College Programs

The Program: Pre-College Programs is the umbrella organization for three federally funded TRIO Programs comprised of two Upward Bound Programs and the Upward Bound Math and Science Program. TRIO programs provide education services to low-income and/or first-generation college bound students in an effort to overcome economic, social, and cultural barriers that impede the pursuit of higher education. Pre-College Programs provides high school students from the local community with academic counseling and support, career guidance, personal development seminars and college preparation workshops.

Vision

Pre-College Programs in Undergraduate Studies will serve as the exemplary model of innovation and creativity in college preparatory experiences for low-income, first-generation and under-represented groups in higher education.

Mission

Pre-College Programs increases the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Pre-College Programs designs and offers model programs that provide young students with the academic skills and personal social development necessary for success in college within an inclusive and diverse environment.

Goals and Objectives

1. Ensure that students acquire the essential academic skills required for high school completion and successful matriculation to a four-year college or university.
   - Enhance key fundamental skills relevant to academic progress and personal growth and development (comprehensive appraisal at entry in Fall 2009 & Summer 2010)
   - Reinforce students’ basic academic skills, critical thinking ability and assist them in studying with the help of tutorials (enhance diagnostic program in Fall 2009 & Summer 2010).
   - Provide preparations for High School Assessment and college entrance examinations such as PSAT, SAT and ACT.

2. Provide access to and support for students enrolled in honors-level high school courses, Advanced Placement courses, and dual enrollment opportunities to promote a climate or culture of academic achievement and rigor.
   - Expand the Summer Institute for Bridge Students (SIBS) and LIFT programs to include an increase in enrollment, credit course offerings and various non-traditional learning experiences and internships.
   - Collaborate with academic partners to increase student internships, research opportunities, and collaborative projects.
   - Offer innovative counseling and preventive educational services designed to empower students to realize their emotional and social potential.
   - Establish a peer-mentoring program to help new students get acclimated to the culture of academic excellence and high expectations in Pre-college Programs.
   - Establish summer learning communities designed to facilitate student’s growth and personal accountability for life choices (Spring 2010).
   - Provide students with an introduction to the world of work, area businesses and community organizations through job shadowing and internship experiences.
   - Identify and refer graduates to TRIO programs at post-secondary institutions prior to their arrival on campuses as freshmen.

4. Expand existing academic and cultural programs to increase global awareness, social enrichment, and leadership development.
   - Expand student leadership opportunities through community service efforts.
   - Expand leadership opportunities to develop participants’ self- and group-advocacy skills.
   - Coordinate student foreign exchange programs with the Study Abroad office.
   - Coordinate summer exchange opportunities with national pre-college programs.

5. Strengthen and expand partnerships to maximize resources for all stakeholders.
   - Partner with local businesses to advance and garner support for the Pre-college mission.
   - Partner with campus faculty and staff to assist with research and grant efforts, recruit mentors, and gain program support across campus.
   - Communicate and collaborate with fellow University of Maryland TRIO program staff to develop strategic initiatives, share resources and exchange ideas (Fall 2009).
   - Increase visibility on campus, at target school and community events, and at statewide meetings to promote the Pre-College Programs’ mission and services (by June 2010).

6. Ensure that administrative processes are streamlined and services are delivered with a high degree of excellence to meet the outcomes identified in our assessment plan.
University Honors

The Program: The University Honors Program is Maryland's highly acclaimed living-learning program for students with exceptional academic talents. The Honors Program welcomes students into a close-knit community of faculty and intellectually gifted undergraduates committed to acquiring a rigorous, broad, and balanced education both inside and outside of the classroom.

Vision

The University Honors Program combines the best of two educational options: the sophisticated academic offerings and friendly residential environment of a small liberal arts college nestled within the rich, diverse, boundless opportunities of an important research university (with the extra perks of the dynamite Terp spirit).

Mission

The mission of the University Honors Program is:

- To provide an academically enriched and intellectually challenging program for students with exceptional academic talents;
- To develop an intellectually stimulating, diverse, inspiring, and supportive community of outstanding students and excellent faculty;
- To offer curriculum choice and freedom, complemented by effective advising;
- To supplement coursework with broad scholarly, research, internship, artistic, international, service, and other experiential opportunities; and
- To build foundations for personal and professional growth and success in today's dynamic world.

Goals and Objectives

1. Attract students with exceptional academic talent to the University.
   - Increase the yield of the students offered admission to the Honors program (Fall 2010).
   - Incorporate the most academically talented transfer students into the Honors program as a way of integrating them into the life of the University (Fall 2009).

2. Engage the most outstanding faculty at the University in all aspects of the Honors mission.
   - Recruit a diverse group of faculty to teach Honors seminars (Fall 2010).
   - Establish shared Department/College and Honors responsibility for selection and evaluation of all Honors courses (Spring 2011).
   - Engage the best faculty members in ensuring that Honors students are competitive for and have access to high quality internship, research, and study abroad opportunities (Spring 2010).
• Offer top campus faculty the opportunity to work with outstanding students outside their departments (Fall 2009).

3. Provide a rigorous academic program and a strong intellectual community.
   • Strengthen the ongoing course review and revision process for Honors seminars and H-version courses (Fall 2010).
   • Develop new signature Honors courses in traditional disciplines (Fall 2010).
   • Support faculty efforts to create and develop innovative learning experiences on relevant special topics outside the constraints of larger classes and departmental curricula (Fall 2009).

4. Strengthen the sense of community for Honors students and faculty.
   • Establish an Honors Village in a single geographical location on campus to maximize student-faculty engagement, program identity, and the living-learning aspects of the community (Fall 2014).
   • Enhance the intellectual life of the campus by bringing outstanding guest speakers and well-known experts to campus (Spring 2010).

5. Engage alumni in the Honors program.
   • Develop a strong alumni organization: foster alumni-student relationships, involve alumni in campus activities, seek alumni assistance in providing internships and future employment opportunities, and provide opportunities for alumni who also wish to contribute financial support to the Honors Program (Fall 2010).

6. Develop the Honors College.
   • Create the Honors College identity with a new website, publications, and recruitment messages (FY10-11).
   • Bring Honors Humanities and Gemstone into the Honors College, fostering both their individual and College identities.
   • Foster the development of new themed programs for FY10.
   • Promote the development of new themed programs for FY11.