Celebrating the Journey of the Past 125 Years
and Charting Paths to the Future

2011-2016 STRATEGIC PLAN
UNIVERSITY of MARYLAND EASTERN SHORE
The University of Maryland Eastern Shore (UMES) has a rich and worthy history, having been founded 125 years ago as the Delaware Conference Academy on September 13, 1886. In this, the university’s quasquicentennial, we honor our founders by charting a path toward new aspirations grounded in learning, discovery and engagement.

The UMES 2011-2016 Strategic Plan embraces an institutional belief that deprivation, inequality and prejudices - both past and present - have no place on this campus. The Plan speaks pointedly to solutions addressing a demand for higher education; changing demographics that will increase enrollments of minority and non-traditional students; and providing a workforce that will enable America to regain its competitive edge on the world stage in areas that drive innovation such as Science, Technology, Engineering, Agriculture and Math (STEAM). The UMES 2011-2016 Strategic Plan aligns with the goals and themes of the University System of Maryland (USM), while supporting the goals of the Maryland State Plan for Postsecondary Education.

From its inception to present day, the University of Maryland Eastern Shore has been a beacon for many. Thousands of students from every walk of life studied within its hallowed walls and have since gone out into the world to enjoy successful careers. Its mission, one that grew out of a strong land-grant foundation, is noble and relevant to a world that embraces diversity and globalism. UMES’ academic programs speak to local, and regional, and national needs. The Strategic Plan charts a path toward a robust future in higher education that defines the University of Maryland Eastern Shore as an engaged educational institution serving its local community, the state of Maryland, the nation, and the world.

The strategic planning process began with a shared commitment to a common goal: identification and implementation of strategies designed to move the university toward a more complete realization of its mission. While at times arduous, the process involved participants campus-wide giving voice to their ideas, optimisms, and concerns for the university’s next phase of development; and validating their roles as stakeholders in UMES’ success. I join the UMES Strategic Plan Committee in expressing appreciation to all members of the Board of Visitors, faculty, students, staff members, administrators, alumni, and other stakeholders who invested of themselves and their time to the development of this plan.

Mortimer H. Neufville, Ph.D.
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The UMES Planning Model

Institutions of higher education are driven to engage in strategic planning by a variety of critical forces, both external and internal, to their environments. The forces driving the UMES 2011-2016 Strategic Plan for the University of Maryland Eastern Shore (UMES) include, but are not limited to, the demand for higher education that is fueled by the economic downturn and high unemployment; changing demographics; and the need for a workforce that will enable America to regain its competitive edge on the world stage. These areas include Science, Technology, Engineering, Agriculture, and Math (STEAM).

The UMES 2011-2016 Strategic Plan is grounded in the following best practice principles:

1. Effective strategic planning requires identifying and implementing strategies that will move UMES to a better desired future as an educational enterprise on the Eastern Shore, in the state of Maryland, nationally, and globally.

2. Strategic planning is not a “once-and-done” event. It is a continuous process involving planning, implementing, assessing outcomes and using results and lessons learned for further planning and adjustment of strategies.

3. Measurement and/or assessment are key to strategic planning. Therefore, identifying key indicators for sub-goals and identifying responsible divisions/units will ensure effective monitoring and evaluation of outcomes or the plan will remain a pipe dream.

4. The University should focus on a few but bold sub-goals and strategies. Resources, including funds and time, are limited. Therefore, prioritizing of strategies and focusing on those that have the potential of being game changers are critical.

5. Since the execution of strategies is at the division or unit level, the strategic planning process has to be participatory to ensure shared vision, as well as shared ownership of and commitment to the plan by stakeholders throughout the University.

The university community recognizes that progress depends on the success of its accountability practices. Therefore, strategic planning, assessment, and evaluation are keys to measuring progress and success. The strategic planning process ensures that we use a methodical approach to engage in systematic, ongoing, dynamic, and comprehensive assessment of the annual UMES strategic operational plan. Goals and sub-goals are carefully tracked; and reports are regularly disseminated to assist faculty, staff, and administrators in using data-driven decision making and to mapping progress. To ensure accountability for implementation, a matrix was prepared that matches goals, sub-goals and strategies with UMES divisions, departments or units that have primary and secondary responsibilities for accomplishing respective goals.
The Strategic Planning Process

To enhance the measurability of goals and objectives, the planning process was infused with campus-wide participation and shared governance in determining the University’s goals, sub-goals and strategies. Critical to this process were the University Strategic Plan Steering Committee, its ten Taskforces chaired by members of the Steering Committee, and the Strategic Plan Timeline.

The 2011-2016 Strategic Plan represents the collective effort of administrators, faculty, staff, students and community stakeholders. The process began when the Steering Committee identified and aligned UMES goals with the USM goals and themes. Ten Taskforces worked diligently to add sub-goals and strategies. The Steering Committee built consensus on sub-goals and strategies, shared the first draft for feedback from stakeholders (e.g., faculty, staff, students, alumni and strategic partners) and prepared a second draft. The second draft was shared with the university community via email and discussions at three forums: Faculty Assembly, UMES Senate, and a special strategic planning session. Recommendations from these forums were incorporated in the final document.

The President presented the UMES 2011-2016 Strategic Plan to the Chancellor and USM Board of Regents. The Final Phase of the Strategic Plan included publication and dissemination of the document by late June 2012. This task will be followed by the development of annual strategic operational plans in each division at the University. The Implementation Phase of the Strategic Plan begins July 2012 followed by an assessment data test for a mid-year progress report and revisions prior to full implementation.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>I. Preliminary Phase</td>
<td>• Assemble reference documents for use and review by the University Strategic Plan Steering Committee, taskforces, and stakeholders (August 16, 2010 – October 31, 2011); • Update charges and reappoint Steering Committee and Taskforce members (October 1-November 25, 2011)</td>
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<tr>
<td>II. Assessment Phase</td>
<td>• Conduct environmental scan • Convene Steering Committee and hold Taskforce meetings to develop strategic plan goals and sub-goals (November 26, 2011 – January 31, 2012)</td>
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<td>III. Reporting Phase</td>
<td>Report the recommended goals and sub-goals of the Taskforces to the Steering Committee for review and approval (February 1–28, 2012)</td>
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<td>IV. Prioritization Phase</td>
<td>Build consensus in the Steering Committee on the strategic goals and sub-goals and prepares first draft of the strategic plan (March 1 – March 15, 2012)</td>
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<td>V. Public Comment Phase</td>
<td>Shares first draft by the Steering Committee of the strategic plan with stakeholders (e.g., alumni, faculty, staff, students, and strategic partners) for their comments; to develop a second draft of the plan (April - May 2012)</td>
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<td>VI. USM Presentation Phase</td>
<td>Present final draft of the 2011-2016 Strategic Plan to the Chancellor and USM Board of Regents (June 2012)</td>
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<td>VII. Final Phase</td>
<td>Publish and disseminate the final Strategic Plan to campus-wide community, related institutions and general public (June 2012)</td>
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<td>VIII. Development of Annual Strategic Operational Plans by Divisions Phase</td>
<td>• Meet to develop their annual strategic operational plans • Plan and identify key milestones (June 2012)</td>
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<td>IX. Implementation Phase</td>
<td>Implement annual strategic operational plans (July 1, 2012)</td>
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<td>X. Assessment Data Test Phase</td>
<td>Review divisional mid-year progress reports (January 1, 2013)</td>
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<tr>
<td>XI. Revision and Full Implementation Phase</td>
<td>Implement adjusted annual strategic operational plans (January 1, 2013)</td>
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UMES aspires to be a doctoral research university and a national model for producing globally competent citizenry in the 21st century by
• Providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives;
• Recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and
• Creating a culture to develop a systematic approach to successfully close the achievement gap.

UMES continues to adhere to its purpose by
• Providing high quality undergraduate and graduate programs that will equip students with 21st century knowledge and skills necessary for the challenges of America and the world;
• Affirming its role as the State’s 1890 land-grant institution by providing citizens with opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally;
• Demonstrating shared-governance through recognition of the viewpoints that various members of the university community contribute to the institution;
• Appreciating diversity in its student body, faculty, staff and administration through civility, commitment to tolerance, freedom of expression, and celebration of other cultures;
• Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior;
• Promoting student-centeredness as the heart of the educational enterprise; and
• Focusing on character development through learning and leadership experiences.
Environmental scan

National and State Environment

Economy

Since 2007, the U.S. has been experiencing an economic downturn that has resulted in large job losses (8.5 million jobs), average national unemployment rates in excess of 9%, large numbers of home foreclosures (2.3 million homes) and losses of household net worth ($12.5 trillion). The budget surpluses experienced up to 2000 have turned into budget deficits (i.e., rising from 1.5% in 2008 to 10% 2010).

Maryland has not been spared. Its general fund revenue and other revenue sources fell by 5%, resulting in budget cuts for all public institutions including the University of Maryland Eastern Shore. The facilities maintenance schedule has been disrupted and faculty, staff, and administrators have been furloughed for days in each of four succeeding years (i.e., 2007-2011). For FY 2012, the State estimates a gap of $1.1 billion shortfall in its revenue which will necessitate budget cuts for public service organizations, including public colleges and universities. Consequently, public institutions do not expect increased State support any time soon.

Competitiveness

After leading the world for much of the 20th century, the U.S. finds itself in 12th position in college attainment, according to the Organization for Economic Cooperation and Development (OECD). In the critically important areas of knowledge economy/innovation and creativity (i.e., math, science, and critical thinking), the U.S. is ranked 21st out of 30 countries in "scientific literacy"; 24th in skills for complex problem-solving; and 25th in mathematics. To be competitive to become a world leader again, the U.S. needs to improve its K-20 education system significantly in these areas that drive innovation.

A review of the environmental scan conducted by the University System of Maryland (USM) for its “Powering Maryland Forward USM’s 2020 Plan,” and other analyses concerning assessments of economic, demographic, and technology trends and issues in the state of Maryland and their potential impact on higher education was undertaken. In addition, a focused environmental scan survey of the Eastern Shore of Maryland was conducted to provide insights on regional trends and how these would impact the University of Maryland and its programs over the next five to ten years.
Demographics

In light of the current economic downturn, enrollment in higher education nationally and in the state of Maryland is driven both by Generation X students returning to retool and refocus their career goals, and by Baby Boomers. Consequently, demand for higher education both nationally and in the state of Maryland will continue to grow even as high school graduation rates are projected to decline between 2008 and 2020, according to the National Center for Education Statistics' projections. Students enrolling in higher education in Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant minority students making up 40% in 2008 will constitute Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant projection. Students enrolling in higher education in Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant minority students making up 40% in 2008 will constitute Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant minority students making up 40% in 2008 will constitute Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant minority students making up 40% in 2008 will constitute Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant minority students making up 40% in 2008 will constitute Maryland will represent great diversity in terms of race. In 2008, almost 60% of the 2020 student body and a significant.

Technology

New and emerging technologies pose special challenges and opportunities to higher education. Futurists suggest that postsecondary education, now comprising technology-facilitated approaches to delivery of instruction, including web-facilitated, blended/hybrid and online learning, are gaining ground. For example, according to the Sloan Consortium study (2010), the enrollment of students taking online courses grew by 17% between 2008 and 2009, compared to only 1.2% for the overall higher education student population for the same period. The numbers of online courses/programs online are projected to continue to grow from 4.6 million in 2008 to 7 million in 2015, and 12 million students are projected to take all their courses/programs online.

Eastern Shore Environment

A focused environmental scan conducted was studied to complement external information on national and state trends and to support the UMES 2011-16 Strategic Plan. The focus of this survey was on the non-urban Eastern Shore region (Dorchester, Wicomico, Somerset and Worcester counties). It was designed to obtain information from participants concerned anticipated changes and their impact on UMES over the next five to 10 years in demographics, state and federal funding, and workforce needs in region and state. Also included in the survey was an assessment of current and future UMES academic program and workforce needs by stakeholders, and critical issues and challenges facing UMES as it attempts to continue to provide high-quality education to its students to meet regional and Maryland workforce needs. The survey was administered to UMES alumni, students, faculty, staff, student government association, members of the Board of Visitors, Eastern Shore employers, business and industry representatives, chambers of commerce, state government representatives. A total of 446 responses were received. The highlights of the survey results are as follows:

(1) Findings of the environmental scan reveal that participants in the survey “agree” or “strongly agree” that: the state population is (49.3%) demographics (74.3%), cultural (73.5%) and industry changes will have significant impact on UMES and its programs over the next five to 10 years.

(2) A majority of respondents “strongly agree” or “agree” that the non-urban academia technology will have a major impact on the types of programs UMES offers (90.8%); changes in federal guidelines and/or university compliance will have an impact on the budget (86.2%); budget cuts will be the order of the day for the next five to 10 years (65.8%); qualifications of students enrolling at UMES will change drastically in the coming decade (63.5%) and there will be a huge increase in the requirement of qualified workforce on the Eastern Shore in the coming decade (63.5%).

(3) A majority of respondents agree that high workforce needs for the Eastern Shore (i.e., Dorchester, Wicomico, Somerset and Worcester counties) will be in health care (65.9%), agriculture/field science (72.5%), teaching (65.8%), business and hospitality (51.4%).

(4) A majority of respondents agree that high workforce needs for the Eastern Shore will be in health care (65.4%), science, technology, engineering, and math (68.3%), teaching (70.4%), cyber security (61.3%) and leisure and hospitality (51.4%).

(5) Finally, a significant number of respondents “strongly agree” or “agree” that current initiatives, programs, and plans are in line with the direction of anticipated changes in internal and external environment (98.3%), and that current research initiatives and plans are in line with the direction of internal and external environment (98.4%). A few respondents “strongly agree” or “agree” that current initiatives, programs, and plans are in line with the direction of anticipated changes in internal and external environment (98.4%).

These findings support the strategic imperatives identified in this quinquennial plan, including but not limited to the expansion and strengthening of programs in health care, agriculture and food science, science, technology, engineering, mathematics, teaching, other security for the State, and leisure and hospitality. The findings also support the need for enhancing research and outreach initiatives. Since funding will remain a major challenge during the next 5-10 years, the research and outreach initiatives that are strongly supported in this quinquennial plan will require the aggressive pursuit of grants and partnerships with grant-makers, such as state and federal government agencies, international partnerships/collaborations, and business and industry.
Strengths

- **Strong academic programs and dedicated faculty and staff.** UMES has experienced continuous growth in the Academic Affairs division as evidenced by new degree programs and, the initial accreditation of four new programs and reaffirmation of 22 programs including NCATE, over the past five years. Dedicated faculty and staff continue to be productive in their scholarly and creative work, and engaged in improving the learning environment for students.

- **Diversity in the academic community.** UMES takes pride in the diversity of its faculty, staff and students with representation from 37 states and 47 countries. UMES values people of different ethnicities, orientation, cultures, and perspectives.

- **Acquisition of external funds to enhance academic programs and support research.** As state funding for public universities in Maryland decreases, faculty are acquiring external funds and finding ways to extend limited resources by "doing more with less."

- **Top tier ranking among America’s Best Historically Black Colleges and Universities.** UMES has remained in the top tier for the past five years and continually uses institutional data to improve performance.

Challenges

- **Limited resources for operations.** Historically, resource allocations have not supported institutional growth in enrollment and new academic programs. Therefore, UMES has experienced shortages in space for academic programs, limited support for physical and technological infrastructures, and inadequate funding for more full time faculty and staff.

- **Absence of a structured communications and marketing office.** Two of UMES’ major challenges are the lack of adequate resources to market programs/events effectively; and insufficient campus and external communications.

- **Location.** UMES is located in a small rural town and the poorest county in the State. The community is very limited in its offerings to support the university. Most students come from city and urban communities and often find it challenging to remain at UMES.

- **Low retention and graduation rates.** Although enrollment continues to increase each year, UMES lags behind USM and peer institutions in student retention (less than 70%) and graduation (less than 35%) rates.

- **Unstable state funding.** When state funding is unstable and reduced, stability of programs and personnel is threatened. State funding also impacts retention and graduation rates.

- **Continued questioning of the need for HBCUs.** As majority institutions in the State become more integrated, some people continue to question the need for HBCUs such as UMES. Much time and effort are spent justifying the existence of this historical university that has made a major impact in higher education for more than 125 years.

Opportunities

- **An Office of Communications and Marketing.** Telling the UMES stories and marketing its accomplishments are critical strategies included in the strategic plan.

- **"Best and brightest!" students.** It is important to establish relationships with school systems early to promote UMES’ programs and target high performing students during recruitment.

- **External funding.** Increase external funding through internal collaboration and partnerships with other Universities. Take advantage of the University’s close proximity to Washington, D.C. where federal agencies are housed.

- **Distance Education.** UMES needs to increase its offering of on-line courses, develop distance education degree programs, and consider joint programs with other institutions.

- **Globalization opportunities.** UMES has made progress in internationalizing its curricula, but needs to seek funds for student study abroad programs and expand globalization opportunities for faculty.

- **University engagement and outreach.** UMES is in a unique position to make a difference in Princess Anne Township, Somerset County, and the Eastern Shore of Maryland through the use of skills and expertise of its faculty, staff, and students.
The UMES Institutional Effectiveness Management Model and UMES Student Learning Outcomes Assessment Process are presented in Figures 1 and 2.
UMES' overarching goals that are consistent/aligned with the goals and themes of the University System of Maryland have been carefully developed through shared governance to address UMES' priorities over the next 5-10 years. The goals reflect the analyses of both the environmental scan and S.W.O.T. In addition, the goals are also aligned with the 2009 Maryland State Plan for Postsecondary Education including investing in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) and health care programs.

USM 2020 Plan Goal

GOAL I
USM academic programs will respond to meet the changing educational and leadership needs of our state, our nation, and a growing and increasingly diverse undergraduate and graduate student population.

GOAL II
Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy, who understand the importance of and the responsibilities inherent in citizenship and community; and who have the knowledge, skills and integrity to lead effectively the people and organizations they serve.

GOAL III
USM research and scholarship will position Maryland as a national and international leader in science and technology, the arts and humanities, and the professions, creating and disseminating knowledge to ensure the State's continued economic growth, sustainable development, and international competitiveness.

GOAL IV
The USM will achieve national eminence as mandated by the State legislature and will relentlessly pursue its fundamental mission to serve the public good.

GOAL V
The USM will adhere to the highest standards of stewardship in all of its endeavors, and will promote the effective, efficient, and principled use of state and private resources.

USM 2020 Plan Strategic Theme

Theme 1: Access, Affordability, and Attainment
Access, Affordability, and Attainment—Helping the State of Maryland Achieve Its Goal of 55 Percent College Completion (Associate’s Degree Through the Baccalaureate) While Maintaining Quality.

Theme 2: Economic Development and Competitiveness
Maryland’s Economic Development and the Health and Quality of Life of Its Citizens—Ensuring Maryland’s Competitiveness in the New Economy.

Theme 3: Academic Transformation

Theme 5: National Eminence
Most Importantly, Achieving and Sustaining National Eminence Through the Quality of Our People, Our Programs, and Our Facilities

Theme 4: Efficiency and Effectiveness
Identifying New and More Effective Ways to Build and Leverage the Resources Available to the USM for the Benefit of Maryland and Its Citizens.

UMES Goal

GOAL I
Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.

GOAL II
Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness.

GOAL III
Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.

GOAL IV
Enhance academic and administrative systems to facilitate learning, discovery and community engagement to gain national and international eminence.

GOAL V
Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.
UMES Goal I
Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are optimally structured for sustainable quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.

The five year academic plan (i) reflects the University’s land-grant mission and allocates resources necessary for successful implementation of programs essential to meeting the needs of students in the State and region, (ii) ensures that all academic offerings are current and relevant to a competitive global workforce and intellectual expectations that all academic offerings are current and relevant to a competitive global workforce, (iii) provides traditional and nontraditional students with opportunities for intellectual growth and development and cultural enlightenment by offering flexible and innovative curricula, co-curricular and extra-curricular programs, (iv) promotes an environment of personal and academic integrity among students and faculty, (v) promotes excellence in all areas of scholarship, (vi) promotes, support and build a PreK-12 pipeline to postsecondary education, (vii) increases scholarship, (vi) promotes, support and build a PreK-12 pipeline to postsecondary education, and (viii) increases scholarship.

Sub-Goal 1.1 Promote and support college readiness and retention rates.

Strategies
1.1.1 Develop and implement a plan for university engagement in local schools that focuses on career exploration from Pre-K 12, college preparation, and parent involvement.
1.1.2 Establish a “Freshman College” (academic enrichment program) to build a Pre-K-12 pipeline to postsecondary education.
1.1.3 Develop and implement a comprehensive university academic enrichment program for incoming students to improve their academic skills and success in college.
1.1.4 Implement a university-wide enhanced mentoring and intrusive advising program for students from freshmen through senior years.

Sub-Goal 1.2 Expand the capacity to offer unique and/or critical undergraduate, graduate, and professional academic programs.

Strategies
1.2.1 Conduct a needs assessment/sensitivity study to identify new critical academic programs.
1.2.2 Identify and implement complimentary healthcare programs, advancing medical and pharmacologic knowledge through research, and training.

Sub-Goal 1.3 Increase student enrollment, retention and graduation rates in the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) fields.

Strategies
1.3.1 Promote global competency among faculty, staff and students by enhancing/integrating international opportunities and perspectives into curricular and co-curricular programs.
1.3.2 Continue to promote the global expertise and resources to critical areas of research and development through the University’s comprehensive plan.

Sub-Goal 1.4 Increase student enrollment, retention and graduation rates in the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) fields.

Strategies
1.4.1 Recruit students from schools with high achievers in Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) fields.
1.4.2 Enhance student support services including co-curricular and extracurricular activities charged with developing the University’s comprehensive plan.
1.4.3 Increase the number and funding level of graduate assistants for both teaching and research.
1.4.4 Establish a Center of Excellence in STEAM.
1.4.5 Hire a STEAM director to lead internal and external efforts for recruiting, retaining, and graduating STEAM students, particularly those in the underrepresented population.

Sub-Goal 1.5 Obtain and retain the Carnegie Doctoral Research University (DRU) Classification.

Strategies
1.5.1 Hire an Associate Vice President for Academic Affairs/Research.
1.5.2 Convene a campus-wide committee for research and creative activities charged with developing the University’s comprehensive plan.
1.5.3 Produce a minimum of 20 research/scholarship publications.
1.5.4 Support university membership in the Engagement Scholarship Consortium and other national affiliations on outreach and engagement.
1.5.6 Obtain and retain the Carnegie Doctoral Research University (DRU) Classification.

Strategies
1.6.1 Hire an Associate Vice President for Academic Affairs/Research.
1.6.2 Convene a campus-wide committee for research and creative activities charged with developing the University’s comprehensive plan.
1.6.3 Produce a minimum of 20 research/scholarship publications.
1.6.4 Support university membership in the Engagement Scholarship Consortium and other national affiliations on outreach and engagement.
1.6.7 Obtain national program endorsements for eligible programs and reaffirmation of accreditation for existing programs.

Strategies
1.7.1 Continue to provide support to programs seeking accreditation and reaffirmation.
USM Goal II
Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy; who understand the importance of and the responsibilities inherent in citizenship and community; and who have the knowledge, skills and integrity to lead effectively the people and organizations they serve.

Sub-Goal 2.1 Develop a culture of innovation and entrepreneurship.

Strategies
2.1.1 Introduce entrepreneurship concepts across the curriculum and establish an Entrepreneurship Center to engage the University and community.
2.1.2 Involve faculty and students in research that leads to innovation.
2.1.3 Continue steps to establish a formal incubator and/or technology park on the Eastern Shore.

Sub-Goal 2.2 Enhance existing successful research initiatives to become recognized centers of excellence.

Strategies
2.2.1 Identify and strengthen research initiatives that have the potential to become centers of excellence.
2.2.2 Enhance the research and development infrastructure to advance productivity in research, and technology development and transfer.

Sub-Goal 2.3 Expand partnerships with (i) business and industry, (ii) governmental agencies, (iii) community-based organizations, and (iv) other institutions of higher education.

Strategy
2.3.1 Increase collaborative partnerships in research and engagement initiatives.

UMES Goal II
Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness.

UMES is committed to (i) attracting and retaining high caliber faculty whose teaching and research contribute to improving the quality of life for Maryland citizens, (ii) providing adequate research and development infrastructure that promotes productivity, and (iii) providing opportunities for professional development to strengthen and improve the learning environment.

The University is committed to providing educational services and new research initiatives that attract, support, and sustain economic development while addressing environmental issues critical to the Eastern Shore and the State.

Sub-Goal 2.4 Enhance interdisciplinary research opportunities to impact the quality of life for all Maryland citizens.

Strategies
2.4.1 Develop programs that will prepare faculty and students to address environmental problems in the State.
2.4.3 Seek and/or strengthen on-campus collaborative grant opportunities.
2.4.4 Use the skills and knowledge of faculty, staff, and students to work in collaboration with communities to improve the quality of life for Maryland citizens through outreach activities.

Sub-Goal 2.5 Increase revenue opportunities for faculty and students.

Strategies
2.5.1 Continue to allocate DRIF funds, reinstitute sabbaticals, and support other opportunities that provide incentives and promote productivity in research and other scholarly work among faculty.
2.5.2 Establish specialty training centers that are funded through corporate contracts (e.g., culinology, air traffic control, and unmanned aerial systems).
2.5.3 Establish annual goals for Maryland Industrial Partnerships (MIPs), Small Business Innovation Research awards (SBIR), and patent disclosures and awards.
2.5.4 Increase efforts to enter revenue sharing and license agreements.
2.5.5 Secure external funding to obtain regional venture capital funds (including the Maryland Hawk).
UMES Goal III
Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.

USM Goal III
USM research and scholarship will position Maryland as a national and international leader in science and technology, the arts and humanities, and the professions, creating and disseminating knowledge to ensure the State’s continued economic growth, sustainable development, and international competitiveness.

Sub-Goal
3.1 Support online course transformation and redesign.

Strategies
3.1.1 Continue implementation of course redesign initiatives and evaluate them for impact and "best practices."
3.1.2 Infuse more research and creative activities in courses to improve learning experiences of undergraduate students.
3.1.3 Increase funding to support current and future transformational initiatives and encourage more faculty participation.
3.1.4 Increase the number of online courses offered at the university.
3.1.5 Develop and offer online degree programs.

Sub-Goal
3.2 Upgrade instructional technology services.

Strategies
3.2.1 Improve technical support and faculty training for classroom instruction and student engagement.
3.2.2 Provide more SMART classrooms.
3.2.3 Increase staffing for information technology, instructional technology and classroom technology to ensure adequate support levels for faculty, staff and students.

Sub-Goal
3.3 Increase student retention to impact four and six-year graduation rates.

Strategies
3.3.1 Develop an implementation plan that improves student support and advising services, enhances students’ level of satisfaction, and results in higher retention and graduation rates.
3.3.2 Appoint a university-wide retention committee to develop, implement, and assess changes to positively impact retention and increase four- and six-year graduation rates.
3.3.3 Provide additional scholarships for academic and need-based students.
3.3.4 Improve the pass rate in gatekeeper courses with special programs designed to meet students at their level and prepare them to excel in their academic areas.
3.3.5 Increase resources and continue to provide a summer bridge program in math and science for incoming students.
3.3.6 Review and adopt innovative pedagogy models that have proven success with increasing the retention of under-represented populations.
3.3.7 Identify reasons why students leave after their 2nd year and factors that lead to poor academic performance; plan appropriate programs to address the problems.
3.3.8 Conduct analyses to identify variables (e.g., GPA, SAT, etc.) that show what incoming students need to be successful.
3.3.9 Create student contracts for graduation.
3.3.10 Initiate a seamless process to enrollment management, using student-centered approaches from application to admission, advising, matriculation, and graduation.

Sub-Goal
3.4 Improve the teaching/learning environment.

Strategies
3.4.1 Reduce faculty teaching loads.
3.4.2 Reduce faculty/student ratios to meet the national average.
3.4.3 Hire additional faculty in critical needs areas, especially general education.
3.4.4 Promote a culture of civic engagement by implementing service learning as a component of the academic experience tied to the curriculum and university outreach efforts.
3.4.5 Increase financial support for students, faculty, and staff who present research papers at regional,
national, and international conferences.

**Sub-Goal**

3.5 Develop and implement the "Maryland Compact for Student Learning, Leadership Development, and Civic Engagement."

**Strategies**

3.5.1 Become a Maryland Compact campus member.
3.5.2 Establish a unit in the President's office to promote, support, and coordinate university outreach and lifelong learning activities.
3.5.3 Target new program initiatives to enhance the campus environment through student engagement and community partnerships.
3.5.4 Develop and implement a plan to hold students and faculty accountable for meeting stated goals.
3.5.5 Incorporate activities to improve civility, citizenship, and ethics in the University diversity plan.

**Sub-Goal**

3.6 Enrich the campus and community environment.

**Strategies**

3.6.1 Continue to develop the visual and performing arts to enrich the cultural environment for students and the larger community.
3.6.2 Develop and conduct ongoing customer service training workshops for all campus personnel.
3.6.3 Continue to maintain, and enhance physical facilities to ensure a safe, healthy, and attractive place for living and learning.
3.6.4 Develop First Year Interest Groups (FIGS) and learning communities.
3.6.5 Develop marketing materials designed to highlight the academic rigors and expectations of UMES.
3.6.6 Construct and enhance residence halls to support living and learning communities.
3.6.7 Implement an enhanced enrollment management plan.
3.6.8 Support private development of graduate student housing close to the campus.
**UMES Goal IV**

Improve academic and administrative systems to facilitate learning, discovery and community engagement; to gain national and international eminence.

An effective infrastructure for high quality academic programs, innovative research, and mutually beneficial engagement requires ongoing reviews of administrative systems in order to maintain progress towards eminence. Excellence is created and sustained by systematic synergy between resource capability and stability, resource allocation, curricular reform and program review, faculty recruitment and retention, and philanthropic and entrepreneurial partnerships. All of these components are crucial to sustained excellence and essential to the support of student learning. Administrative systems will be consistently reviewed and adjusted to ensure a firm infrastructure capable of sustaining progress and excellence throughout the University. The redesign of administrative systems will target enhancement in the areas of strategic planning and resource allocation; faculty recruitment and retention; faculty development and scholarship; capital planning and improvement; technology infrastructure and resiliency; commercialization and entrepreneurial innovation; and community collaboration/partnerships.

**USM Goal IV**

The USM will achieve national eminence as mandated by the State legislature and will relentlessly pursue its fundamental mission to serve the public good.

**Sub-Goal**

4.1 Improve structure for attracting, developing and retaining high quality and diverse students.

**Strategies**

4.1.1 Improve the admission process for prospective students with early admission, competitive scholarships, frequent communications, and pre-assigned advisors.

4.1.2 Secure funding for competitive scholarships to attract and support the best and brightest students.

4.1.3 Enhance honors undergraduate programs.

4.1.4 Increase research and experiential learning opportunities for undergraduate students.

4.1.5 Increase financial support for graduate students.

**Sub-Goal**

4.2 Improve the structure for attracting, developing and retaining high quality and diverse faculty and staff.

**Strategies**

4.2.1 Establish a teaching-learning center in Academic Affairs to focus on enhancing the learning environment.

4.2.2 Enhance faculty and staff development programs and provide recognition for productivity in learning, inquiry, and engagement.

4.2.3 Establish a mentoring program for new and untenured faculty.

4.2.4 Provide professional training in grant writing and program implementation.

4.2.5 Encourage divisions to seek new ways of increasing resources continuously.
**Sub-Goal**

4.3 Promote philanthropy as a cornerstone of the university’s agenda.

**Strategies**

4.3.1 Develop and implement a targeted Philanthropic Communication Plan.
4.3.2 Utilize best practices to enhance the effectiveness of Institutional Advancement.
4.3.3 Determine and prioritize unmet needs on campus for scholarships, faculty and staff development, and library upgrades.
4.3.4 Engage all schools in fundraising initiatives supported by Institutional Advancement staff.
4.3.5 Add staff positions that support fundraising initiatives in academic units.

4.4 Develop and implement a comprehensive marketing plan that will "brand" the institution.

**Strategies**

4.4.1 Establish an Office of Communications and Marketing to help "brand" the university and better communicate a more positive image.
4.4.2 Develop an aggressive and integrated marketing and communications plan to highlight UMES’ programs.
4.4.3 Hire a director, web/graphic designer and an administrative assistant to develop, plan, and provide office leadership.
4.4.4 Implement policies on external and internal campus communications.
4.4.5 Merge current print media communications positions into a new communications office.
4.4.6 Create a budget to support an effective advertising campaign.
4.4.7 Collaborate with communities, including business and industry, and keep them informed of activities, events and programs at UMES.

**Sub-Goal**

4.5 Obtain reaffirmation of accreditation from Middle States Commission on Higher Education (MSCHE).

**Strategy**

4.5.1 Appoint a Steering Committee and taskforces for the preparation of the Self-Study Report.
UMES Goal V
Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.

Conventional wisdom indicates that the cost of higher education to students will increase in the future, while state and federal government funding may continue to decline. There will be cost increases in tuition, books, special fees and living expenses for students. In order to ensure that high quality education is accessible to all students, including those who are economically and socially disadvantaged, UMES will strive to explore and utilize a variety of methods to support student access and success. As necessary, current policies and procedures will be revised and developed that encourages efficient management of resources. Different technologically enhanced methods of delivering instruction/learning will be utilized to make the university enterprise more cost-effective. In addition, course redesign strategies that reduce instructional costs will also be explored. More resources will also be leveraged from partnerships with business and industry, through grants from philanthropic organizations, from alumni contributions, and from capital campaigns to ensure adequacy of resources to fulfill the University’s mission.

USM Goal V
The USM will adhere to the highest standards of stewardship in all of its endeavors, and will promote the effective, efficient, and principled use of state and private resources.

Sub-Goal
5.1 Enhance research and laboratory facilities.
Strategies
5.1.1 Allocate and monitor the use of resources to support academic programs and research.
5.1.2 Allocate resources to support and maintain consistency with the Maryland Technology Plan.
5.1.3 Review the institutional Capital Improvement Master Plan to ensure support of strategic initiatives in learning, discovery, and engagement.

Sub-Goal
5.2 Continue to implement cost savings/avoidance measures.
Strategies
5.2.1 Develop and implement a plan for addressing low producing degree programs.
5.2.2 Continue to use innovative technology for heating and cooling new and renovated facilities.

Sub-Goal
5.3 Reduce the campus carbon footprint.
Strategies
5.3.1 Engage faculty and staff by solidifying a Climate Action Plan (CAP) Implementation Team.
5.3.2 Promote existing alternative transportation solutions to stakeholders.
5.3.3 Develop and implement waste reduction targets and programs.
5.3.4 Create a smoke free campus.
5.3.5 Conduct climate-specific research programs on carbon capture and sequestration gas mitigation strategies.
5.3.6 Conduct research on the indirect impact of ammonia reductions in poultry houses and use of growth regulators on grass to reduce energy use for maintenance.

Sub-Goal
5.4 Improve teaching, research and learning facilities.
Strategies
5.4.1 Identify and remove physical barriers to academic facilities.
5.4.2 Broaden the application of new technologies to teaching, research, and engagement.

Sub-Goal
5.5 Invest in new teaching, research, living and learning facilities.
Strategies
5.5.1 Conduct an assessment of facilities needed for teaching, research, living and learning.
5.5.2 Use assessment data in developing the Campus Facility Plan.
Sub-Goal
5.6 Continue to implement an integrated institutional strategic plan which links planning, decision-making, enrollment management, budgeting, resource allocation, and evaluation.

Strategies
5.6.1 Engage campus-wide unit leaders in developing an implementation plan and monitoring progress.
5.6.2 Engage unit heads in the budgeting process by utilizing the bottoms-up approach.

Sub-Goal
5.7 Enhance the system for monitoring progress and institutional priorities.

Strategies
5.7.1 Continue to implement a comprehensive and integrated assessment process for institutional effectiveness and student learning outcomes.
5.7.2 Use results of assessment to make changes in programs and services.
5.7.3 Establish and implement policies and procedures that ensure the integrity, accuracy and completeness of institutional data used for accountability and to
## UMES Goal I

Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.

### Sub-Goals

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Primary Responsibility</th>
</tr>
</thead>
</table>
| 1.1 Promote and support college readiness and retention to graduation.   | • Office of the President  
 • Student Affairs and Enrollment Management  
 • Academic Affairs                                                      |
| 1.2 Expand the capacity to offer unique and/or critical undergraduate,   | • Academic Affairs                                                        |
| graduate, and professional academic programs that address regional       |                                                                          |
| workforce needs.                                                         |                                                                          |
| 1.3 Develop a comprehensive international program to support: (i) student | • International Programs  
 • Academic Affairs  
 • Student Affairs and Enrollment Management                             |
| study abroad, (ii) international students and scholars, (iii) globalization of the curricula, and (iv) linkages with international institutions. |                                                                          |
| 1.4 Increase student enrollment, retention and graduation rates in the  | • Academic Affairs  
 • Student Affairs and Enrollment Management                             |
| Science, Technology, Engineering, Agriculture, and Mathematics (STEAM)  |                                                                          |
| fields.                                                                 |                                                                          |
| 1.5 Increase enrollment of community college transfers, non-traditional  | • Student Affairs and Enrollment Management                               |
| students, and veterans.                                                 |                                                                          |
| 1.6 Obtain and retain the Carnegie Doctoral Research University (DRU)    | • Academic Affairs                                                        |
| Classification.                                                         |                                                                          |
| 1.7 Obtain national program accreditations for eligible programs and    | • Academic Affairs                                                        |
| reaffirmation of accreditation for existing programs.                   |                                                                          |
## UMES Goal II

Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1 Develop a culture of innovation and entrepreneurship.</td>
<td>Technology and Commercialization, Academic Affairs</td>
</tr>
<tr>
<td>2.2 Enhance existing successful research initiatives to become recognized centers of excellence.</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>2.3 Expand partnerships with (i) business and industry, (ii) governmental agencies, (iii) community-based organizations, and (iv) other institutions of higher education.</td>
<td>Academic Affairs, Technology and Commercialization</td>
</tr>
<tr>
<td>2.4 Enhance interdisciplinary research opportunities to impact the quality of life for all Maryland citizens.</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>2.5 Increase revenue opportunities for faculty and students.</td>
<td>Administrative Affairs, Academic Affairs</td>
</tr>
</tbody>
</table>

## UMES Goal III

Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.

<table>
<thead>
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<tbody>
<tr>
<td>3.1 Support online course transformation and redesign.</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>3.2 Upgrade instructional technology services.</td>
<td>Administrative Affairs, Technology and Commercialization</td>
</tr>
<tr>
<td>3.3 Increase student retention to impact four and six-year graduation rates.</td>
<td>Academic Affairs, Student Affairs and Enrollment Management</td>
</tr>
<tr>
<td>3.4 Improve the teaching/learning environment.</td>
<td>Academic Affairs, Student Affairs and Enrollment Management, Administrative Affairs</td>
</tr>
<tr>
<td>3.5 Develop and implement the &quot;Maryland Compact for Student Learning, Leadership Development, and Civic Engagement.&quot;</td>
<td>Academic Affairs, Student Affairs and Enrollment Management</td>
</tr>
<tr>
<td>3.6 Enrich the campus and community environment.</td>
<td>Student Affairs, Administrative Affairs and Enrollment Management</td>
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</table>
### UMES Goal IV

**Improve academic and administrative systems to facilitate learning, discovery and community engagement; to gain national and international eminence.**

<table>
<thead>
<tr>
<th>Sub-Goals</th>
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</table>
| 4.1 Improve structure for attracting, developing and retaining high quality and diverse students. | • Academic Affairs  
• Student Affairs and Enrollment Management |
| 4.2 Improve the structure for attracting, developing and retaining high quality and diverse faculty and staff. | • Administrative Affairs  
• Academic Affairs |
| 4.3 Promote philanthropy as a cornerstone of the university’s agenda. | • Institutional Advancement |
| 4.4 Develop and implement a comprehensive marketing plan that will "brand" the institution. | • Institutional Advancement |
| 4.5 Obtain reaffirmation of accreditation from Middle States Commission on Higher Education (MSCHE). | • All Divisions |

### UMES Goal V

**Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise.**

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<thead>
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<td>5.1 Enhance research and laboratory facilities.</td>
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<td>5.2 Continue to implement cost savings/avoidance measures.</td>
<td>• Administrative Affairs</td>
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<td>5.3 Reduce the campus carbon footprint.</td>
<td>• Administrative Affairs</td>
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<tr>
<td>5.4 Improve teaching, research and learning facilities.</td>
<td>• Administrative Affairs</td>
</tr>
<tr>
<td>5.5 Invest in new teaching, research, living and learning facilities.</td>
<td>• Administrative Affairs</td>
</tr>
</tbody>
</table>
| 5.6 Continue to implement an integrated institutional strategic plan which links planning, decision-making, enrollment management, budgeting, resource allocation, and evaluation. | • All Divisions  
• Institutional Research |
| 5.7 Enhance the system for monitoring progress and institutional priorities. | • Institutional Research |
UMES Family,

I am proud and privileged to assume the presidency of the University of Maryland Eastern Shore at this wonderful juncture in its illustrious history. UMES has a 125-year legacy of serving the citizens of this region, state, and nation by providing unique and relevant academic programs that prepare graduates to be productive citizens. This strategic plan will serve us well as we move through the next five years and beyond.

I thank all of those who participated in the development of this strategic plan and would particularly like to thank interim president, Dr. Mortimer Neufville, for his outstanding leadership at this critical time. I look forward to serving as the 15th president of UMES and to working with the entire UMES family as we create the next chapter in our history.

*From Excellence to Eminence — The Journey Continues.*

Sincerely,

Juliette B. Bell, Ph.D.
15th UMES President