Introduction

Institutional Overview

The University of Maryland, College Park (referred to throughout this report as UMD), is a public research university and the flagship campus of the University System of Maryland. As a land-grant university, UMD shares its research, educational, cultural, outreach, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with state, federal, private and non-profit partners promote economic development and improve the quality of life for its residents. The university is committed to the advancement of equity and diversity, and we value inclusion in all of our endeavors. As a Carnegie Doctoral/Research University (classified in 2015 as "highest research activity"), the university ranks among the best public research universities in the United States, and strives for excellence in all of its activities, including academics, the creative and performing arts, and athletics.

As with many institutions, the University of Maryland is responding to a changing landscape within higher education. We have a growing number of professional degree programs, both traditional, in classroom programs and distance education programs. We offer a suite of Massively Open Online Courses (MOOCs) as non-credit offerings. Faculty are developing blended and flipped course offerings for the core curricula in undergraduate programs. Growing experiential learning, internships, and global education are priorities, as is a commitment to continuing traditional outreach through our land-grant roots. We aim to educate all of our students to thrive and work effectively in a diverse world. Like most "brick and mortar" campuses, we must articulate the value of the campus experience to students, parents, to our Board of Regents, and to state legislators. And, as with many public universities, we face a changing budget climate and nearly continuous calls for demonstration of effectiveness and efficiency in support of our mission.

As of 2014, UMD is a member of the Big Ten Conference, through which the university has joined the parallel academic organization, the Big Ten Academic Alliance (BTAA).[1] Membership in the BTAA allows us to share best practices, engage in initiatives with a common purpose, and collaborate in a variety of ways that create efficiencies in achieving the common goals of public research universities. The BTAA also provides a new set of peers against which we now benchmark our performance. We are still in the early stages of this new relationship, but it has begun to permeate many aspects of our institutional culture and is broadening and deepening our goals of institutional excellence.

The remainder of this introduction includes a brief overview of the landscape of higher education in the state of Maryland, and the organizational structure and some defining characteristics of UMD. It concludes with a few highlights of developments since the last accreditation visit in 2007.

---

[1] Formerly the Committee on Institutional Cooperation (CIC).

HIGHER EDUCATION IN THE STATE OF MARYLAND[2]

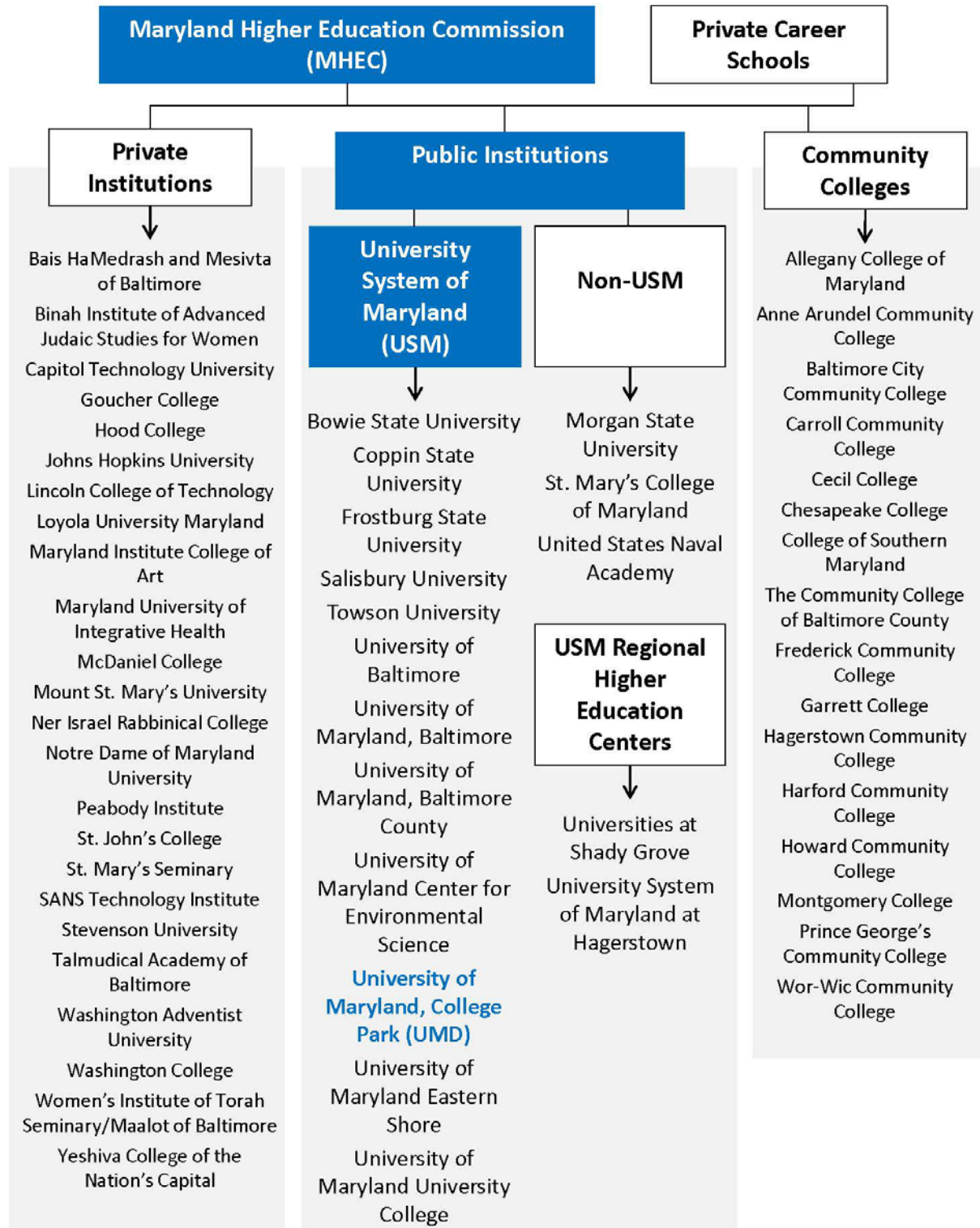### MARYLAND HIGHER EDUCATION COMMISSION

The state of Maryland has 57 colleges and universities and more than 151 private career schools. These institutions are overseen at the state level by the Maryland Higher Education Commission (MHEC), which is the state's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers the state's financial aid programs. The commission's 12 members are appointed by the governor. MHEC coordinates the growth and development of postsecondary education in Maryland. In keeping with the goals outlined in the state Plan for Postsecondary Education, the commission establishes statewide policies for public and private colleges and universities, and for private career schools. The commission reviews and approves the start-up and continuation of new colleges and universities in Maryland as well as requests for new academic programs at established schools, including those in the University System of Maryland.

UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland (USM) was established by the Maryland General Assembly in 1988 from the merger of the five university of Maryland institutions and the six members of the state University and College System of Maryland. Today, the University System of Maryland comprises a system office led by the chancellor, two regional higher education centers, and 12 institutions, including the University of Maryland, College Park, as the flagship campus. The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by providing a comprehensive range of high-quality, accessible, and affordable educational opportunities; engaging in research and creative scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions. USM's programs and activities have a significant impact on the quality of life in Maryland, creating social and economic benefits for people throughout the state and beyond. A 17-member Board of Regents, including one full-time student, governs the University System of Maryland. Appointed by the governor, the regents oversee USM's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents at each of USM's institutions. With the exception of the student member, each regent is appointed for a term of five years, and may not serve more than two consecutive terms. The student regent is appointed for a one-year term, and may be reappointed. Regents serve on the board without compensation.

---

[2] The text describing MHEC and institutions within Maryland, including the graphic of HIGHER EDUCATION INSTITUTIONS IN MARYLAND is borrowed with permission from the Self-Study of the University of Maryland, Baltimore. The text describing USM is also borrowed from UMB's Self-Study, with the exception of the reference to UMD.

HIGHER EDUCATION IN MARYLAND: THE BIG PICTURE

Maryland Higher Education Commission (MHEC)

Private Career Schools

Private Institutions

Bais HaMedrash and Mesivta of Baltimore

Binah Institute of Advanced Judaic Studies for Women

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Lincoln College of Technology

Loyola University Maryland

Maryland Institute College of Art

Maryland University of Integrative Health

McDaniel College

Mount St. Mary's University

Ner Israel Rabbinical College

Notre Dame of Maryland University

Peabody Institute

St. John's College

St. Mary's Seminary

SANS Technology Institute

Stevenson University

Talmudical Academy of Baltimore

Washington Adventist University

Washington College

Women's Institute of Torah Seminary/Maalot of Baltimore

Yeshiva College of the Nation's Capital

Public Institutions

University System of Maryland (USM)

Bowie State University

Coppin State University

Frostburg State University

Salisbury University

Towson University

University of Baltimore

University of Maryland, Baltimore

University of Maryland, Baltimore County

University of Maryland Center for Environmental Science

University of Maryland, College Park (UMD)

University of Maryland Eastern Shore

University of Maryland University College

Non-USM

Morgan State University

St. Mary's College of Maryland

United States Naval Academy

USM Regional Higher Education Centers

Universities at Shady Grove

University System of Maryland at Hagerstown

Community Colleges

Allegany College of Maryland

Anne Arundel Community College

Baltimore City Community College

Carroll Community College

Cecil College

Chesapeake College

College of Southern Maryland

The Community College of Baltimore County

Frederick Community College

Garrett College

Hagerstown Community College

Harford Community College

Howard Community College

Montgomery College

Prince George's Community College

Wor-Wic Community College

USM and UMD AT A GLANCE

FY 2016	University System of Maryland	University of Maryland, College Park
undergraduate students	122,835	27,443
graduate/professional students	41,664	10,697
full-time faculty	8,658	3,291
part-time faculty	8,545	1,018
staff	17,246	5,515
operating budget	$5.13 billion	$1.91 billion
buildings	nearly 1,000	253

UNIVERSITY OF MARYLAND, COLLEGE PARK

The University of Maryland, College Park (UMD), was established in 1856 as the Maryland Agriculture College, and then became the state's original land-grant institution in 1864. Today, UMD enrolls approximately 27,000 undergraduates, and over 10,000 graduate students. There are no branch campuses, but the university offers programs off-site at regional higher education centers as well as internationally. The curricular inventory includes 93 bachelor's degree programs, 105 master's programs, 82 doctoral programs, as well as certificates at all levels of instruction. Sponsored research activity surpassed $500M in annual expenditures in FY15, and the university enjoys substantial partnerships with a number of federal laboratories, non-profit organizations, and corporations throughout the region as well as nationally. The university offers faculty and students a vibrant ecosystem that nurtures and encourages innovation and entrepreneurship in a variety of ways. As a public flagship campus, the university is committed to providing high quality educational opportunities that are affordable to all students regardless of family income. The university counts the diversity of its faculty, staff and students as among its strengths and as an essential component of its excellence. Providing equal educational opportunity, hiring and retaining a diverse faculty and staff of exceptional achievement, and recruiting and graduating talented students from traditionally underrepresented groups are institutional priorities.

As seen in UMD Student Trends data, undergraduate and graduate enrollments and degrees, and undergraduate retention and graduation rates have been increasing steadily over the past ten years. Additional data are available on the "Campus Counts" page of the Office of Institutional Research, Planning and Assessment.

EDUCATION

The vast majority of the university's instructional offerings are delivered on the main campus in College Park, by faculty located in its 12 academic colleges. All undergraduate major programs are tied to a General Education curriculum with a common set of overarching learning objectives. As a major research university, the scholarly and educational agendas of the campus are tightly connected, with many opportunities for undergraduate research, engagement of graduate students in instruction, and numerous other opportunities for students that rely on the scholarly expertise of the faculty. Among the newest innovations in the undergraduate curriculum are "Fearless Ideas" courses, led by the Academy of Innovation and

Entrepreneurship, that embed "Design Thinking" and "Lean Startup" methodologies into a wide array of courses, and the new First Year Innovation and Research Experience (FIRE), that provides an inquiry-based research experience and mentorship to first-year students through faculty-led projects. The university has long been known for its outstanding living-learning opportunities that serve over half of all incoming freshmen. An annual review process, established in 2008, ensures that the suite of offerings remains vibrant, fresh, challenging, and relevant. A wealth and diversity of other special experiences create tremendous additional value in partnership with the academic majors. The text within Standard III includes specific examples, along with a description of evaluation and assessment strategies to maintain quality and enable continuous improvement.

UMD's graduate programs are centrally focused on doctoral research training, although master's degree programs have become an increasingly important within the portfolio of offerings. A major undertaking since the last accreditation review was a comprehensive review of each doctoral program, to determine appropriate program size based on capacity for supporting and mentoring students and on quantitative and qualitative measures of student success. Enrollment goals were implemented at the start of fall 2010. Now, in 2015, the total number of entering students has decreased by about 10%, but the 10-year completion rate for doctoral students has climbed six points to 65.1%, well above the national average of 56.6%, and the median time to degree is 5.3 years. "Field Committees" are used to provide new opportunities for growth in research and scholarly areas that cut across disciplinary boundaries, in which doctoral programs do not yet exist, allowing students and faculty to work at new boundaries of their fields.

In addition to on-campus offerings, UMD offers complete degree programs, or portions thereof, at twelve additional locations throughout the state and internationally. The majority are for specific programs for which a particular site is most convenient for the select cohort of students to be served. The most significant additional location is the Universities at Shady Grove, a regional higher education center operated by the University System of Maryland, with programs delivered by nine USM partner schools. In all instances, programs and curricula at off-site locations are subject to the same faculty oversight and university review processes as are used for on-campus instruction, as well as to state regulations for faculty credentials and academic integrity.

RESEARCH AND INNOVATION

Research and scholarship are core aspects of university's mission, requiring first and foremost a focus on attracting and retaining the best and most productive faculty. Accomplishments are measured by faculty recognition, research funding, collaborations and partnerships, and the impact of the scholarship: how it pushes the boundaries of knowledge, experience and technology, and how it informs academic and public conversations on societal issues and cultural heritage.

Despite a prolonged period of constrained federal funding, faculty research productivity has continued to increase since the last accreditation review. Research awards in FY15 hit an all-time record of $550 million—up 15 percent over $479 million in FY14 and up 18 percent over $466 million in FY13. The Nature Index of Academic Productivity ranks UMD 15th among all universities, sixth among U.S. public universities, second in the Big Ten and fourth in research productivity among all universities without a medical school. UMD's federally funded research expenditures ranked fourth in 2013, up from sixth in 2006, among universities without a medical

school. UMD is currently ranked first among all U.S. universities in active Advanced Research Projects Agency-Energy (ARPA-E) awards, both as lead organization and for total active awards.

While the total number of tenured and tenure-track faculty has essentially remained unchanged since 2008, the number of faculty with research titles has grown by 50 percent. Much of the increase in UMD's research portfolio is a direct result of a targeted effort to develop a network of strategic partnerships with federal agencies, government labs and the private sector.

One of the most significant and transformational partnerships since the last accreditation review has been the creation of a strategic partnership with the University of Maryland, Baltimore, called *MPowering the State* (or MPower). Because of the existing complementarity of missions of the two campuses, MPower has greatly expanded research and educational opportunities in an array of fields from bioscience and engineering to law, public health, and agriculture. An example of a major research initiative is the Center for Health-Related Informatics and Bioimaging, which combines advanced computer expertise and resources at College Park with clinical data and biomedical expertise in Baltimore. The existing partnership within the Institute for Bioscience and Biotechnology Research has been re-energized by combining expertise in engineering, medicine, quantitative sciences, bioscience, and technology in pursuit of advanced research and commercial-governmental partnerships. There are now some 70 joint faculty appointments, compared to only a handful a few years ago, further accelerating opportunities for joint research. The tables below, also found in the 2016 Self-Study Report of the University of Maryland, Baltimore, give a snapshot of the accelerated research and innovation productivity resulting from this exceptional partnership. As of 2016, this partnership between the two institutions has been codified into Maryland state law as the "Strategic Partnership known as The University of Maryland."

MPOWERING THE STATE RESULTS IN RESEARCH FUNDING

	Total FY12	Total FY13	Total FY14	Total FY15	Total FY12-15
Joint Proposals Submitted	4	68	114	112	298
Joint Proposals Awarded	1	18	26	36	81
$ Awarded	$2,949,998	$14,552,295	$27,090,060	$26,178,105	$70,770,458

MPOWERING THE STATE RESULTS IN TRANSLATING RESEARCH

	2011	2012	2013	2014	2015
Invention	206	265	264	366	306
Startups	5	7	11	8	10
Licenses	28	34	41	51	56

COMMUNITY PARTNERSHIPS, ENGAGEMENT, and SERVICE TO THE STATE

As a public flagship university, UMD has a special responsibility to promote economic development in the state, to support an open and welcoming environment for local residents, and to engage with the community (local and regional) in business, educational, and societal goals. In 2012, a "University District 2020 Vision" was created, through the College Park Community

University Partnership (CPCUP), to establish a shared set of ideas and values for the campus and local residents that will improve quality of life for all who live and work nearby. Initiatives include direct investments and facilitation of private investments in development projects, as well as a range of efforts in public safety, transportation, education and sustainability.

Numerous redevelopment projects have already begun to transform College Park into a vibrant, walkable mixed use hub of activity including retail, office and housing options. These include public/private housing, a hotel and conference center, and the creation of a master plan for an "innovation district" adjacent to campus with incubator space to attract new businesses. To support improved public safety, UMD's police force now has an expanded jurisdiction to cover a number of city neighborhoods. The campus has expanded its Code of Conduct throughout the City of College Park to promote family-friendly behavior in local neighborhoods.

The Office of Community Engagement (OCE) was created in 2012 to support and facilitate collaborative activities that link the university, College Park, and the wider diverse community for the benefit of all. OCE now has an integral role in developing College Park into a top-tier college town. In partnership with several campus offices, and with the volunteer efforts of faculty, staff, and students, OCE organizes programs and activities to foster stronger ties with the local community. These include the College Park Dream Team, a basketball partnership designed to strengthen relationships between community youth and officials from a team of local law enforcement agencies; Good Neighbor Day which focuses on service-learning projects; the Center for Educational Partnership offering a range of academic enrichment programs; and formal partnerships with Northwestern High School and with Paint Branch Elementary School through which the university provides service learning, professional development for teachers, and broader educational opportunities for College Park residents.

The University of Maryland Extension (UME), which operates in partnership with the University of Maryland, Eastern Shore, has long been an important outreach partner to the local community and beyond, tracing its roots to the university's original land-grant mission. In 2014, the UME Initiative on "Resilient Communities and 4-H Youth Development" offered 380 community club programs focusing on activities that support nearly 80,000 youth across the state to learn about science and technology, healthy living, and citizenship. These include hands-on programs in urban communities to teach participants about Maryland agriculture, 4-H sponsored robotics teams and leadership programs, environmental education with a focus on the Chesapeake Bay, and food safety initiatives for the farming and fishing professional communities.

The scholarly expertise of the faculty contributes directly to the social well-being of the citizens of Maryland, not only through outreach and engagement but through applying the expertise of the faculty directly to societal needs. For example, the College of Education provides professional development for teachers and school administrators in 44 schools and school districts throughout the state, including executive level instruction through a professional doctoral program. Within the School of Public Health, the Maryland Center for Health Equity applies its research to eliminate racial and ethnic health disparities in Maryland and increase inclusion of racial and ethnic minorities in health research. In 2012, the Center was designated a "Center of Excellence in Race, Ethnicity, and Health Disparities Research" by the National Institutes of Health's National Institute on Minority Health and Health Disparities.

RELATIONSHIP TO STRATEGIC PLANNING

Our 2007 Self-Study was followed by a campus-wide initiative resulting in a Strategic Plan, entitled *Transforming Maryland: Higher Expectations*, finalized in May 2008 with an enthusiastic endorsement by the University Senate. This document served as the context for our 2012 Periodic Review Report. Now, eight years later, the 2008 Plan continues to provide the fundamental benchmarks around which the university strives for continued institutional improvement.

In 2015, President Loh engaged the campus in a major strategic initiative to revise – but not rewrite – the 2008 Plan, along with a comprehensive review of our budget model and a focused effort to identify innovations and efficiencies that will position the University of Maryland as a "top ten" flagship university. This initial work, named the Flagship 2020 Commission, was completed in early 2016. As part of this effort, a 2016 Strategic Plan Update was created following a series of community vision sessions, focus groups, online surveys, and open forums. The Update was endorsed by the Senate on April 7, 2016. Four additional Flagship 2020 workgroups focused on identifying opportunities for new revenue generation; for innovation and efficiencies in administration, in research, and education; and for revising and rationalizing the budget model. The 2016 update and the processes and outcomes identified by the other workgroups have informed many aspects of this Self-Study and will be referred to throughout the remainder of the document. A number of the findings identified by the Flagship 2020 Commission are now under further analysis by the Administration Modernization Program team, an operational body whose stated goal is to develop, prioritize, and execute a comprehensive set of projects aimed at generating revenue, saving cost, supporting efficiency and improving academic planning to position UMD among the best public universities in the nation.

Steering Committee membership and Working Group Organization

Steering/Organizing Committee

- Betsy Beise, Prof. Physics, Associate Provost for Academic Planning & Programs (co-chair)
- Sharon La Voy, Assistant Vice President, Institutional Research, Planning & Assessment (co-chair)
- Rebecca Ratner, Prof. Marketing, Assistant Dean, R.H. Smith School of Business (co-chair)
- Mary Ann Rankin, Prof. Biology, Senior Vice President & Provost
- Alex Triantis, Prof. and Dean, Robert H. Smith School of Business [Area 1 Chair (Standards I and VI)]
- Lucy Dalglish, Prof. and Dean, Phillip Merrill College of Journalism [Area 2 Chair (Standards II and VII)]
- Ben Bederson, Prof. Computer Science, Associate Provost for Learning Initiatives [Area 3 Chair (Standards III and V)]
- Linda Clement, Vice President for Student Affairs [Area 4 Chair (Standard IV)]
- Gary Attman, University System of Maryland (USM) Regent, and President of FutureCare Health and Management Corporation
- Nicole Pollard, Alumni Association Representative
- Donald Webster, Marine Science Agent, 2014-2015 Chair of the University Senate
- Bill Cohen, Prof. English, Associate Provost and Dean for Undergraduate Studies
- Chuck Caramello, Prof. English, (former) Associate Provost and Dean of the Graduate School
- Mike Colson, Committee Staff
- Lynn Mullineaux, Committee Staff

Standard I: Mission and Goals
- Mary Ann Rankin, Prof. Biology, Senior Vice President & Provost (chair)
- Bill Cohen, Prof. English, Associate Provost and Dean for Undergraduate Studies
- Eric Denna, Vice President and CIO, Division of Information Technology
- Adrienne Hamcke-Wicker, Associate Director, Center for Leadership and Organizational Change
- Angus Murphy, Prof. and Chair, Plant Sciences and Landscape Architecture
- Robert Orr, Prof. and Dean, School of Public Policy
- Jenny Preece, Prof. and (former) Dean, School of Information Studies (the iSchool)
- Kumea Shorter-Gooden, Associate Vice President and Chief Diversity Officer, Office of Diversity and Inclusion

Standard II: Ethics and Integrity
- Steve Marcus, Prof. Electrical and Computer Engineering, (former) Interim Associate Provost for Faculty Affairs (chair)
- Jude Cassidy, Prof. Psychology
- Adrian Cornelius, University Registrar
- Andrea Goltz, Coordinator, Office of Faculty Affairs
- Andrea Goodwin, Director, Office of Student Conduct

- Diane Krejsa, Deputy Chief Counsel and Chief of Staff, Office of General Counsel
- Marc Pound, Senior Research Scientist, Astronomy
- Blakely Pomietto, (former) Chief of Staff, School of Public Health
- Juan Uriagereka, Professor of Linguistics
- Daryle Williams, Professor, History, Associate Dean, College of Arts and Humanities

Standard III: Design & Delivery of the Student Learning Experience
- Steve Roth, Professor of Kinesiology, Interim Director of the Maryland Institute for Applied Environmental Health (chair)
- Michelle Appel, Director of Enrollment Policy and Planning, IRPA
- Ralph Bauer, Professor, English
- Alex Chen, Associate Professor, Urban Studies and Planning, Associate Dean of the Graduate School
- Mike Colson, Senior Coordinator for Academic Programs
- Jay Kaufman, Professor, Geology
- Lisa Kiely, Assistant Dean, Office of Undergraduate Studies
- Allison LaFave, Graduate Student in Higher Education
- Marcio Oliveira, Assistant Vice President for Academic Technology & Innovation
- Katherine Russell, Associate Dean for Undergraduate Studies, College of Behavioral and Social Sciences
- Chuck Wilson, Associate Vice President for Records, Registration and Extended Studies

Standard IV: Support of the Student Experience
- John Zacker, Associate Vice President for Student Affairs (chair)
- Kelley Bishop, Director of the University Career Center
- Audran Downing, Assistant Dean, College of Arts and Humanities
- Barbara Gill, Associate Vice President for Enrollment Management
- Dave Eubanks, Associate Director, College Park Scholars
- Victor Mullins, Associate Dean, Robert H. Smith School of Business
- Cindy Stevens, Associate Professor, Business, Associate Dean, Office of Undergraduate Studies
- Wayne Taliaferro, (former) Research & Policy Analyst, IRPA
- Gary White, Associate Dean of the University Libraries

Standard V: Educational Effectiveness Assessment
- Ann Smith, Assistant Dean, Office of Undergraduate Studies (chair)
- Emily Foley, Research and Assessment Analyst, IRPA
- Chris Harvey, Lecturer, Philip Merrill College of Journalism
- Jeffrey Herrmann, Professor, Mechanical Engineering
- Sandra Loughlin, Associate Research Scholar, Robert H. Smith School of Business
- Jeffrey Lucas, Professor, Sociology
- Joann Prosser, Director of Assessment and Research, Resident Life
- Scott Roberts, Director of Instructional Excellence & Innovation, Teaching and Learning Transformation Center

- Mark Shayman, Professor, Electrical and Computer Engineering, Associate Dean of the Graduate School

Standard VI: Planning, Resources, and Institutional Improvement
- Cindi Hale, Associate Vice President for Personnel and Budget (chair)
- Denise Clark, Associate Vice President for Research Administration, Office of Research
- Jeff Franke, Assistant Dean and Chief of Staff, The Graduate School
- Bill Idsardi, Professor and Chair, Linguistics
- Warren Kelley, Assistant Vice President for Student Affairs
- Mike Passarella-George, Assistant Director, Enrollment Policy and Planning, IRPA
- Bob Reuning, Associate Vice President, Facilities Management
- Doug Roberts, Associate Professor, Physics, Associate Dean for General Education, Office of Undergraduate Studies

Standard VII: Governance, Leadership, and Administration
- Charles Delwiche, Professor, Cell Biology and Molecular Genetics (chair)
- Willie Brown, 2015-2016 Chair of the University Senate, Director of Office Automation, Division of IT
- Stephanie Dolamore, (former) Research and Assessment Analyst, IRPA
- Steve Fetter, Professor, Public Policy, Associate Provost for Academic Affairs
- Sarah Oates, Professor, Journalism
- Laura Stapleton, Associate Professor, Human Development and Quantitative Methodology
- Lindsey Templeton, Graduate Student in Higher Education
- Kanitta Tonggarwee, Assistant to the President
- Cynthia Trombley Allen, Assistant Director for Learning & Talent Development, University Human Relations