MARYLAND HIGHER EDUCATION COMMISSION

Report to The Governor and The Legislature

Mission Statement Review

January 2002

MARYLAND HIGHER EDUCATION COMMISSION
16 Francis Street, Annapolis, Maryland 21401
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EXECUTIVE SUMMARY

In January 1999, the *Task Force on the Governance, Coordination, and Funding of the University System of Maryland* (Task Force) submitted its final report to the Governor and the Legislature. The Task Force made numerous recommendations, some requiring legislative action for implementation. In addition, the Task Force discussed the Maryland Higher Education Commission's (Commission) role in the development of mission statements for public 2- and 4-year higher education institutions.

During the 1999 session of the Maryland General Assembly, Senate Bill (SB) 682 was introduced by the Administration to implement a number of the recommendations offered by the Task Force. Among other things, SB 682 provided that mission statements, in accordance with *§11-302 and §11-303* of the *Education Article*, would be developed by the presidents of the public institutions of higher education, submitted by the appropriate governing boards, and reviewed by the Commission no later than June 30, 1999 as required by the law in effect prior to July 1, 1999. Since the State Plan for Higher Education was to be developed in April 2000, mission statements were to be revised, to the extent necessary, based on the new State Plan, and submitted by June 30, 2000 for review by the Commission. On or before January 1, 2002, the Commission will submit a report to the Governor and General Assembly on the impact of the mission statement development and review process on the quality and accessibility of postsecondary education in Maryland.

As indicated in this report, the responsibilities for mission statement review were implemented consistent with the spirit and intent of the Task Force and SB 682. Mission statements submitted by the State's public colleges and universities were found to be highly compatible with and supportive of the State Plan for Higher Education. Mission statements were found to be clear, precise and succinct and describe an institution's distinction and commitment to providing the highest quality academic experiences to all students (see attachment). They also describe an institution's unique strengths that contribute to the State's diversity of programs.

A number of mission statements relate the efforts of the institutions to regional and national prominence and recognition as institutions offering academic programs of the highest quality. Institutions make commitments through their mission statements to improve the quality of their offerings and to increase access through technology, through the delivery of courses and programs through the State's regional higher education centers, and to improve access to higher education to underserved regions of the State. Further, the mission statements describe an institution's teaching, research, and public service functions as they relate to the State Plan for Higher Education. The refinement and clarification of institutional mission statements results in Maryland's higher education needs being met more effectively and efficiently.

The link between an institution's approved mission and its aspirations for new program development is critically important to the program review process. The program review process is critically important to the State in avoiding unnecessary and unreasonable academic program duplication, and to ensure that the State and Federal equal educational opportunity obligations are fully met.

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BACKGROUND

In January 1999, the *Task Force on the Governance, Coordination, and Funding of the University System of Maryland* (Task Force) submitted its final report to the Governor and the Legislature. The Task Force made numerous recommendations, some requiring legislative action for implementation. In addition, the Task Force discussed the Maryland Higher Education Commission's (Commission) role in the development of mission statements for public 2- and 4-year higher education institutions. The Association for Governing Boards (AGB) reported that the Commission should not have approval authority for institutional mission statements, whereas the Education Commission of the States (ECS) reported that the Commission should retain this responsibility.

Recommendations of the Task Force

While the Task Force believed that the final adoption of mission statements should be the responsibility of governing boards, it also recognized that institutional mission statements should lend support to the State Plan for Higher Education. Accordingly, the Task Force recommended that the Commission should review mission statements to determine consistency with the State Plan for Higher Education. The Task Force also concluded that the contents of a mission statement should not be contained in statute and that, with the assistance of institutional presidents, the Commission should periodically develop a format for mission statements germane to the existing educational and economic environment.

Legislative Recommendations

Legislation necessary to implement the recommendations of the Task Force included the following:

- Revise the Commission's authority over mission statements. The Commission's approval is no longer required: however, the Commission must review mission statements for consistency with the State Plan and may reject a statement if it is inconsistent with the State Plan *(§11-302* of the *Education Article* of the *Annotated Code of Maryland);*
- Delete the current detailed requirements for mission statements set forth in *§11-303* of the *Education Article;* and
- Substitute language requiring the Commission, with the assistance of the institutional presidents, to periodically develop a format for mission statements.

SENATE BILL 682

During the 1999 session of the Maryland General Assembly, Senate Bill (SB) 682 was introduced by the Administration to implement a number of the recommendations offered by the Task Force. SB 682 provided that mission statements, in accordance with *§11-302 and §11-303* of the *Education Article*, would be developed by the presidents of the public

institutions of higher education, submitted by the appropriate governing boards, and reviewed by the Commission no later than June 30, 1999 as required by the law in effect prior to July 1, 1999. Since the State Plan for Higher Education was to be developed in April 2000, mission statements were to be revised, to the extent necessary, based on the new State Plan, and submitted by June 30, 2000 for review by the Commission. On or before January 1, 2002, the Commission was required to submit a report to the Governor and General Assembly on the impact of the mission statement development and review process on the quality and accessibility of postsecondary education in Maryland.

This report describes the Commission's 1999 and 2000 mission statement reviews of Maryland's public institutions of higher education. In 1999, the Commission assessed the viability of mission statements based on their consistency with the Charter and the statewide plan, and the extent to which they avoided unreasonable duplication of academic programs and promoted the efficient use of the State's higher education resources. In slight contrast, the Commission's 2000 review of mission statements focused on the consistency of institutional mission statements with the then recently approved State Plan for Higher Education. The specifics of both the 1999 and 2000 mission statement reviews follow.

1999 MISSION STATEMENT REVIEW PROCESS

At the Commission's September 21, 1999 meeting, institutional mission statements were approved. Recommendations for approval included the mission statements for each of the sixteen community colleges as submitted, the mission statements for St. Mary's College of Maryland and Morgan State University as submitted, and the mission statements for 8 of 13 University System of Maryland (USM) institutions identified as having no major changes to missions as submitted.

During this review process, the Secretary of Higher Education initiated further discussion with the USM Board of Regents to resolve concerns raised by the expansion of missions by five USM institutions: Bowie State University (BSU), Towson University (TU), University of Baltimore (UB), University of Maryland Eastern Shore (UMES) and University of Maryland University College (UMUC). The proposed mission expansions included the development of applied doctoral degrees. Issues of concern related to consistency with the statewide plan, unnecessary duplication of programs, and the efficient and effective use of State resources.

At a discussion session held with the Secretary of Higher Education and Commission staff, the presidents and provosts of the five USM institutions, whose mission statements had not yet been recommended for approval, presented their arguments in support of their proposals for expanded missions. Commission staff reviewed the documentation and rationale presented. A summary of this analysis and recommendations with respect to each of the five USM institutions can be found in the Appendix.

2000 MISSION STATEMENT REVIEW PROCESS

Mandate

Pursuant to Education Article, 11-302 and 303, Annotated Code of Maryland, the Maryland Higher Education Commission, with the assistance of the presidents of the public institutions of higher education, is required to develop mission statements, and to establish and periodically update the format of mission statements.

Review Process-Statutory Requirements

The presidents of each public institution are required to develop a mission statement. The governing boards review, adopt, and submit the mission statement to the Commission. In the case of the University System of Maryland, the Chancellor reviews the mission statement prior to its consideration by the Board of Regents and makes recommendations as appropriate. Before adopting the mission statements, the Board of Regents review the statements to assure that: (1) they are consistent with the Maryland Charter for Higher Education and the USM systemwide plan; and (2) they will promote the effective and efficient use of the institution's and USM resources.

The Commission reviews each mission statement to determine whether the mission statement is consistent with the State Plan for Higher Education. In order to implement the purpose and intent of the controlling statutory provisions, the Commission reports the formal outcome of such reviews to the General Assembly.

Mission Statement Format-Statutory Requirements

In accordance with *§11-303* of the *Education Article*, the format of the mission statements includes specific short-term and long-range goals and measurable objectives to be achieved through the implementation of the institution's performance accountability plan. In the case of the University System of Maryland, the mission statements include information necessary to meet the requirements of the program development and review process contained in *§11-206.1* of the *Education Article.*

State law provides that the State Plan for Higher Education be consistent with the Charter, and the mission statements must be consistent with the State Plan. For the constituent institutions of the University System of Maryland, the law requires incorporation of those legislative mandates identified in *§10-209* (Maryland Charter for Higher Education) and *§12-106* (Plan for an Administration of University). Specifically, *§10-209* requires the University System of Maryland to achieve and sustain national eminence with each component fulfilling a distinct and complementary mission. It further mandates that the System develop a mission for each campus which builds upon the unique strength of the campus and embodies a diversity of programs. Moreover, *§12-106* requires the System to develop an overall Plan which incorporates specific priorities. These priorities must be articulated in the distinct mission statement of each constituent institution as well.

Additionally, all public colleges and universities must develop mission statements that describe: (1) the institution's capabilities to meet the State's present and future needs for postsecondary education and research; (2) the short-term and long-range objectives and priorities for postsecondary education; and (3) the methods and guidelines for achieving and maintaining them, as set forth in the State Plan for Higher Education. Mission statements must also demonstrate compliance with the State's equal educational opportunity obligations under State and federal law, including Title VI of the Civil Rights Act.

Proposed Mission Statement Format

Mission statements should be consistent with prevailing statute, and be developed in clear, precise, and succinct language, specifically demonstrating the congruence of the institution's mission with the State Plan for Higher Education, and incorporating the applicable mandates and priorities established by the General Assembly. To this end, the Commission, in cooperation with the Presidents, agreed to the following:

- **INSTITUTIONAL IDENTITY**
  Provide a brief description of the institution as a distinct entity, including those unique strengths which contribute to the State's diversity of programs. Institutional priorities for instructional program emphasis and aspirational degree levels should be included. Identify specifically how each priority addresses initiatives outlined in the State Plan.

  The institution's continuing and further commitment to equal educational opportunity obligations should be expressed and specific action or program priorities clearly indicated.

- **INSTITUTIONAL CAPABILITIES**
  Describe the institution's teaching, research, and public service functions as they relate to the goals and objectives of the State Plan. Specify the unique strengths of the institution, as outlined above (in first bullet, INSTITUTIONAL IDENTITY), that apply and contribute to the goals and objectives specified in the State Plan. Focus on those matters which have been identified in the State Plan as having the greatest importance and potential for societal benefit, i.e., workforce training; economic development; K-16 partnerships; and collaborative efforts with government, business and industry, etc.

- **INSTITUTIONAL OBJECTIVES AND OUTCOMES**
  List short and long-range goals and objectives that warrant the investment of State resources. Address to what extent these objectives will meet the State's present and future needs as outlined in the State Plan for High Education.

- **ILLUSTRATIVE MISSION STATEMENT FORMAT**
  To assist institutions in revising their mission statements, an illustrative mission statement format is included to provide clarification and to be used as guidance when preparing mission statements in accordance with the statutory requirements.

RESULTS OF THE 2000 MISSION STATEMENT REVIEW

Section 11-302 of the Annotated Code of Maryland provides for the Commission to review the mission statement of each public institution to determine whether the mission statement is consistent with the State Plan for Higher Education. The mission statement is deemed approved within 30 days of receipt unless the Commission finds that the statement is not consistent with the State Plan for Higher Education. If the Commission finds that the statement is not consistent with the State Plan for Higher Education, the Commission shall return the statement together with its objections that include the specific areas of inconsistency with the State Plan for Higher Education to the governing board. The governing board and the institution president will negotiate with the Commission and amend the statement or prepare a new statement.

The Commission received the mission statements from the public institutions on or about October 30, 2000. The Commission staff analyzed the mission statements to determine compliance with the State Plan for Higher Education and found a high correlation for most institutions. Indeed, as indicated in the correspondence from the Commission to the University System of Maryland (USM) together with the Chancellor's response (see attached), it is apparent that the open and participatory process, which occurred over the six-month period between the Commission, USM and the campuses, has greatly assisted this process. In fact, that process was extended to and used by the community colleges, Morgan State University, and St. Mary's College of Maryland as well.

The State Plan emphasizes the need to enhance the missions and programs of Historically Black Colleges and Universities (HBCUs). Because the mission of Coppin State College is virtually unchanged and, therefore, enhancement of its mission is not readily apparent, there is Commission staff concern that the mission statement may not be consistent with the State Plan. Pursuant to the then proposed Partnership Agreement between the State of Maryland and the U.S. Department of Education - Office for Civil Rights (OCR), the USM Board of Regents, in collaboration with the Commission, conducted a comprehensive study of the revitalization of Coppin State College including enhancement of its mission. As a result, it is anticipated that Coppin's mission statement will be further revised in the next review cycle.

CONCLUSIONS

This report addresses the impact of the State of Maryland's mission statement development and review process on the quality and accessibility of postsecondary education. As indicated in this report, mission statement review was implemented consistent with the spirit and intent of the Task Force and SB 682. Mission statements submitted by the State's public colleges and universities were found to be highly compatible with and supportive of the State Plan for Higher Education. Mission statements were found to be clear, precise and succinct and describe an institution's

distinction and commitment to providing the highest quality academic experiences to all students (see attachment). They also describe an institution's unique strengths that contribute to the State's diversity of programs.

A number of mission statements relate the efforts of the institutions to regional and national prominence and recognition as institutions offering academic programs of the highest quality. Institutions make commitments through their mission statements to improve the quality of their offerings and to increase access through technology, through the delivery of courses and programs through the State's regional higher education centers, and to improve access to higher education to underserved regions of the State. Further, the mission statements describe an institution's teaching, research, and public service functions as they related to the State Plan for Higher Education. The refinement and clarification of institutional mission statements results in Maryland's higher education needs being met more effectively and efficiently.

The link between an institution's approved mission and its aspirations for quality new program development is critically important to the program review process. The program review process is critically important to the State in avoiding unnecessary and unreasonable academic program duplication, and to ensure that the State and Federal equal educational opportunity obligations are fully met.

APPENDIX

1999 MISSION STATEMENT REVIEW PROCESS FOR FIVE USM INSTITUTIONS

The Commission's Analysis

In preparation for the meeting held with the five USM institutions, eight discussion questions were provided to the institutions in order to focus the presentations and remarks. These discussion points included the unresolved issues identified by Commission staff subsequent to the initial mission statement review. Commission staff used the following criteria in conducting their analysis:

1) justification for diverting resources to develop costly applied doctorates in fields of study (information technology and business) where demand is not readily apparent or documented;
2) documentation of market demand for the applied doctorate in education when the most critical need in Maryland is for certified classroom teachers;
3) the need for market need documentation in identifying and justifying expansion of missions to include doctoral programs;
4) an assessment of the legitimate competition from out-of-state institutions;
5) consideration of the potential decline in state- level funding for higher education;
6) the appropriateness of goals to achieve representation of all Carnegie Classifications in the state;
7) economic development needs for higher education that incorporates both emerging technologies and current instructional delivery methods; and
8) incorporation of quality standards into mission statements.

The Issue of Market Demand

A significant issue emphasized by Commission staff in their analysis of mission statements was that of market demand, i.e., substantial evidence and documentation of need in disciplines targeted for doctoral degree development. It is the Commission's position that market demand, both from the industry standpoint and that of potential doctoral candidates, is critical to the decision-making process and should play a significant role in the shaping of mission statements. In this way, the mission statement can focus the direction of the institution and ensure an appropriate level of efficient planning and resource utilization.

In order to ascertain market demand, Commission staff compiled data on disciplines proposed for expansion. The disciplines in which documentation appeared most ambiguous or contradictory to data obtained by Commission staff were those of information technology and computer science. For example, as indicated in the Commission's report, *A Study of the Workforce Needs of Maryland Employers*, there is some need for qualified applicants with a doctorate in high technology fields, but chiefly in the area of research, scholarly degrees in engineering and the physical and biological sciences. Similarly, the 1999 publication of the Computing Research Association's *The Supply of Information Technology Workers in the United States* advocates the

development of focused, certificate programs at the graduate level and recognizes the master's degree as the degree adding the greatest value for information technology workers.

In yet another report, research conducted by Professor V. Sambamurthy of the University of Maryland College Park's (UMCP) School of Business indicated that the preferred background for new chief information officers includes technical expertise, experience, and a master's in business administration.. No need was identified in his study for the applied doctorate in information technology nor was a need apparent for the applied doctorate from a review conducted of advertised positions and qualifications listed in the *Chronicle of Higher Education.*

In contrast, the 1999 Commission *Review of Computer Science Programs* did suggest that, given the decline in production of Ph.D.s evidenced over the past five years, a need potentially exists for increased numbers of Ph.D. candidates in computer science to ensure that a greater supply of qualified faculty exists to serve the academy and to ensure greater numbers of research-trained candidates exist to stimulate research and development in the industry. The Review further recommended, however, that a thorough study be conducted to distinguish between the need for the applied and the research-based doctoral degrees.

The lack of definitive trend data on the need for advanced degrees in information technology supported the recommendation of the Commission staff to delay approval of applied doctoral programs in the computer science and information technology fields until results of further manpower studies were obtained and clarity of statewide directions were established as part of the new State Plan. It would be appropriate for institutions to identify the exploration of the feasibility of developing the applied doctorate in information technology as a future goal with development of that area as a program emphasis contingent upon appropriate documentation of need.

Responses and Justifications

Institutional representatives addressed the discussion points and provided the following justifications to their proposed mission statements:

Bowie State University

The proposed mission statement from Bowie State University (BSU) expanded its authority to include the offering of doctoral programs "in keeping with its strengths in teacher education and computer science." Commission staff raised questions regarding the need for the Ed.D. given the well-documented, immediate shortage in Maryland and nationally for certified teachers. Additionally, data reviewed by Commission staff supports the need for qualified graduates in the computer science fields at all levels except the doctoral level. The decline in the number of graduates with the Ph.D. in computer science over the past five years suggests that further analysis is needed as does

the issue of whether potential need exists to a greater extent at the applied doctoral level as opposed to the Ph.D. level.

Dr. Wendell M. Holloway, former Interim President, BSU, clarified the University's interest in developing the applied doctorate in Educational Leadership, building on the institution's expertise in teacher education and the existing Master's programs. He further explained that the need for developing the degree was precipitated by requests from both Montgomery County and Prince George's County Public School Systems. A large number of anticipated retirements as well as the growing need for well-trained educational administrators is driving the need for the applied doctorate. Dr. Holloway shared that the program is supported by superintendents and legislators alike; 58 requests from potential students have been received without publicity.

In addition, Dr. Holloway reiterated the University's interest in offering the doctorate in information technology. The institution's reputation of excellence in the field of computer science amongst the HBIs makes development of the doctorate in this area a natural direction. Dr. Holloway cited business needs for managers trained in the technical aspects of the organization as support for developing this degree; he offered also to solicit documentation of need from firms within the industry.

In response to questions about the opportunities for collaboration in delivering the Ed.D., Dr. Holloway distinguished the Bowie model from the existing program at UMCP referencing 1) a less traditional approach offering an intensive weekend format, 2) an environment which appeals to minorities, and 3) lower tuition costs.

With the explanation and documentation provided, the Secretary of Higher Education recommended and the Commission approved the development of the Ed.D. in Educational Leadership as a specific area of program emphasis. Additionally, as part of a future goal, the University plans to explore the feasibility of developing an applied doctorate in information technology and computer science.

Towson University

The Towson University (TU) proposed mission statement expands the institution's authority to include offering "applied doctoral programs that respond to changes in the disciplines and to workforce needs"...and that expand the University's "commitment to professional fields in the arts and sciences, information technology, education, the health professions, and business." The mission statement further specifies the development of doctoral degrees within the institution's academic program emphasis to include programs "offered in response to student demands and professional needs building on the strengths of the university in audiology, occupational therapy, education and key areas of the liberal arts and sciences, such as a Psychology Doctorate, a joint or collaborative doctoral program in environmental science and environmental studies, applied computer science/information technology and professional writing."

It was the Commission staff position that, while some specific program areas are targeted for the development of applied doctorates, broad areas in the liberal arts and sciences are not focused sufficiently to provide for efficient program development nor is adequate documentation of need for the degrees apparent. Similarly, the questions raised regarding the clear documentation of need for the applied doctorate in computer science and information technology remain. With respect to the program emphasis for a doctorate in education, Commission staff again raised questions regarding the need for the Ed.D. given the well-documented, immediate shortage in Maryland 'and nationally for certified teachers and questioned whether development of the Ed.D. would divert resources away from the University's undergraduate education program. The issue of opportunities for collaboration in offering the Ed.D. was raised.

In response to questions posed, Dr. Hoke L. Smith, former President, TU, cited the institution's reputation in the education field noting that the institution enrolls the largest number of graduate education students in the State. He affirmed the University's efforts over a five-year period to work collaboratively with UMCP; he distinguished UMCP's research focus for the national and international market from that of Towson's which can direct its program to the needs of the local community.

Dr. John D. Haeger, former Provost, TU confirmed Towson's commitment to K-12 teacher education, their efforts to enhance the Master's in Teaching degree, and their exploration of alternative routes to certification. He cited the interest indicated from surveys of 240 potential students for the Ed.D. and the need for supporting teachers in developing leadership skills.

With respect to the areas of information technology and business, Dr. Haeger explained that there is a need for graduates with the doctorate in information technology to fill the demand for qualified faculty in the academy. Significant numbers of Ph.D.s are recruited into industry as opposed to the higher education arena. Dr. Haeger distributed some documentation supporting the need for applied doctorates in business, information technology, and education.

Given the clarification and documentation provided, the Secretary of Higher Education recommended and the Commission approved the development of applied doctoral degrees in three specific areas of program emphasis. These included Audiology Doctorate, the Ed.D., and a Doctor of Science in Occupational Science. It was further recommended that approval be given for the future goals of 1) the development of graduate programs that combine the institution's expertise in business with specific content areas and 2) the exploration of the feasibility of developing the applied doctorate in information technology.

University of Baltimore

The proposed mission statement of the University of Baltimore (UB) established as a future priority the expansion of advanced professional programs in "areas of UB's

particular strengths and societal needs, such as psychology, business, and public administration; and information management." The mission statement further specified the goal of enhancing "lower division core offerings...for the purpose of admitting freshmen..."

It was the Commission staff position that the institution's existing mission statement allows for the development of additional doctoral programs in fields of specialization already authorized. This expansion is not outside the scope of the institution's approved mission.

With respect to the change proposed to admit freshmen students, the Commission staff found no justification for the admissions of lower-division students. In fact, given the conditional amendment approved by the Commission on April 15, 1998, to permit admission of a limited number of sophomores for a five-year period, it is premature to adjust the admission policy to include admission of students with less than 24 credits until the trial time period provided for in the amended policy has elapsed and an assessment is completed.

Additionally, the community college segment has raised concerns regarding UB's proposal to admit freshmen students. The Commission has received two responses, one from Baltimore City Community College and one from Montgomery College, which speak to the potential demonstrable harm posed to community colleges should the UB mission be expanded to include the admission of freshmen students.

Dr. Ronald P. Legon, Provost, UB, responded first to the institution's interest in expanding the number of advanced professional programs available by affirming the capacity of the institution to develop additional applied doctoral programs. He specified the institution's interest in several targeted new fields of study including psychology, business, public administration, and information management. He indicated that the institution's focus on graduate education and the decline experienced at the undergraduate level allows for dedication of resources to the development of doctoral programs.

Second, in support of the proposal to admit freshmen students, Dr. Legon cited UB's concern about the growing competition from other four-year institutions for transfer students. The institution is exploring ways to proactively recruit students to the Baltimore campus. The goal in opening the institution to freshmen students is to recruit additional transfer students as opposed to new freshmen.

The Secretary of Higher Education recommended and the Commission approved a revised UB mission statement which specifies future goals including the development of advanced professional programs in areas of the institution's particular strengths and societal needs, such as psychology, business, and public administration. The mission statement clarifies the University's authority to admit a limited number of sophomore students as one constituency served; the future goal of admitting freshmen students has been deleted.

University of Maryland Eastern Shore

The proposed mission statement of the University of Maryland Eastern Shore (UMES) expands its offerings of the research Ph.D. in "...disciplines that are consistent with its 'mission and constituent needs." It was the Commission staff position that this open-ended statement inappropriately relieved the institution from its responsibility to focus the direction of the institution for efficient program development and to carefully assess and document the need for specific degrees.

In addressing this concern, Dr. Dolores R. Spikes, former President, UMES, provided a rationale for the institution's goals to expand doctoral programs. First, she discussed the significant benefits to the institution that result in improved capability to attract expert faculty to campus. Additionally, Dr. Spikes noted the funding provided through the Higher Education Act in support of Historically Black Institutions (HBIs) developing doctoral programs in areas in which minorities are underrepresented. Beginning this year, UMES will receive $1 million over five years which will be allocated to the doctoral program in Environmental Sciences.

Second, Dr. Spikes addressed the particular needs of the UMES student body and the needs of HBIs. Though collaborative degree programs are in place, for example, the electrical engineering program with UMCP, these programs do not appropriately fit the needs of the special population served at UMES. Dr. Spikes raised concerns that students are restricted from opportunities because of higher admission standards imposed by the partner institutions. She argued, therefore, for the appropriateness of a separate engineering program at UMES. Additionally, the institution has a goal of offering the Ph.D. in Agricultural Sciences and in Food Safety.

Dr. Spikes suggested amending the institution's proposed mission statement to include an expansion to 5-7 Ph.D. programs and to list specific priorities for program areas. Since the Commission staff recently learned of the institution's specific areas of interest for doctoral degrees at this meeting and had received no significant documentation of need for these degrees, it was not in a position to make a recommendation.

The Secretary of Higher Education recommended and the Commission reaffirmed the institution's existing mission statement and delayed approval for the development of 1) doctoral degrees in Organizational Leadership, Agriculture and Food Science, and Allied Health and 2) the engineering degree, as program emphases pending the development of the new State Plan for Higher Education. It is within the State Plan that present and future needs for postsecondary education and research throughout the State will be identified, present and future capabilities of the institutions and segments of higher education will be distinguished, and long-range and short-range priorities for postsecondary education will be established.

University of Maryland University College

The proposed mission statement of the University of Maryland University College (UMUC) expanded its authority to offer applied doctoral degrees "...in a broad array of areas that respond to the needs of the lifelong learner. " Again, it was the Commission staff position that this open-ended approach inappropriately relieved the institution from its responsibility to focus the direction of the institution for efficient program development and to carefully assess and document the need for specific degrees.

In response to questions raised specifically regarding the need in the industry for the applied doctorate in business and for the Doctor of Management proposed by UMUC, Dr. Gerald Heeger summarized the results of surveys and focus groups indicating the need and interest in the applied doctorate. Over 62% of the potential students queried indicated interest in advancement through this degree. Supporting documentation has also been submitted.

Dr. Heeger addressed two additional issues - resources and competition. First, UMUC has a proven record of success functioning as a business enterprise and is confident in its resource allocation decisions with respect to the applied doctorate. Second, UMUC is keenly aware of the particular competition posed to the institution by the out-of-state, for-profit institutions offering on-line degrees and targeting the adult audience. UMUC's Doctor of Management provides an on-line option for Maryland students.

Dr. Heeger indicated UMUC's intent to amend the Board of Regents adopted mission statement to specifically identify the applied doctorate in management as an academic program emphasis.

The Secretary of Higher Education recommended and the Commission approved an expanded mission statement to include the authority to offer the professional doctoral degree in the field of management as one area of academic program emphasis.

ILLUSTRATIVE MISSION STATEMENT FORMAT

In order to be consistent with the State Plan for Higher Education, an institution's mission statement must be direct, focused and specific, in those specifics, demonstrate a mission which is congruent with and implements the goals of the State Plan. The illustrative format has been prepared in an effort to guide campuses in developing mission statements. It will enable institutions to better understand the Commission's expectations, as to the format and expected content of mission statements. The format should form a reasonably comparable basis for the fair and consistent review of mission statements by the Commission.

INSTITUTIONAL IDENTITY

In describing the institution's identity, there is an opportunity for campuses to provide the institution's sense of purpose linked to a specific identity that sell it &part from other institutions in the State. What are the essential attributes that make the institution a distinct entity capable of serving the specific education and research needs Identified in the State Plan? What are the unique strengths of the institution, and how do they contribute to the State's diversity of programs?

This section is intended to be both descriptive of current offerings and is intended to assist in focusing programmatic emphases for development. The institution's priorities for academic program development, and the future direction of the institution in terms of fields of study and degree levels should be specified. Then academic priorities should be related to specific initiatives identified in the State Plan.

INSTITUTIONAL CAPABILITIES

Each institution participates in the three basic functions of instruction, research, and service activities. This section should state the relative emphasis the institution places on teaching, research, and public service, and how that primary function relates to the fulfillment of the goals and objectives in the State Plan.

Within the context of the "Present and Future Capabilities of Institutions" identified in the State Plan, describe the unique strengths the campus contributes to the fulfillment of the Plan's goals and objectives. This is an opportunity for the campus to focus on those areas which have the greatest importance to the State.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In this section, the campus should list its goals for the next four years to which institutional resources will be committed. These goals should relate directly to the institution's unique focus, its unique strength, academic program priorities, and its equal educational opportunity commitments. The goals should be developed in the context of the State Plan.

Based on the goals, measurable objectives to be achieved and how they will meet the State's present and future needs as outlined in the State Plan. To continue to work towards the further desegregation of the institution, provide examples of the specific

actions or program priorities which will further the institution's commitment to equal educational opportunity.

UNIVERSITY SYSTEM
OF MARYLAND

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OFFICE OF THE SECRETARY M.H.E.C.

October 30, 2000

Karen R. Johnson, Esq.
Secretary of Higher Education
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401

Dear Secretary Johnson:

The Board of Regents of the University System of Maryland, at its meeting of October 27, 2000, reviewed and approved the new mission statements submitted by all thirteen USM institutions. I have enclosed final copies of each of these documents for review by the Maryland Higher Education Commission to ensure their consistency with the *State Plan for Higher Education*, as stipulated by law.

Three documents are provided for each USM institution. One is a grid developed to provide a checklist for the goals and objectives articulated in the *State Plan for Postsecondary Education*. The second is an annotated copy of the mission statement text with references to relevant goals and objectives of the *State Plan*. The third is a clean copy of the text itself. Since our Board members found that the first two of these documents were useful to them in reviewing each mission statement in light of the *State Plan*, I am including them to help facilitate review by the Commission if that would be useful.

I want to take this opportunity to commend you and your staff for working so collaboratively with System Office staff to ensure that the mission statement process progressed smoothly. I am especially grateful to the hard work and perseverance of Assistant Secretary Sabatini in personally overseeing the process of developing these mission statements in conjunction with the Office of Academic Affairs in the USM.

Your letter to Vice Chancellor Middleton of October 17, 2000, was most helpful to us as we prepared the final versions of these documents for consideration by the Board of Regents. Thank you for your words of appreciation about the process. This unquestionably has been a mutually satisfactory and collaborative effort.

I want also to respond to the particular issues raised in your letter on a limited number of specific mission statements. Both the presidents of the institutions and the Board considered these comments carefully as part of the final review process. Following is a summary of these deliberations.

300 METZEROTT ROAD • ADELPHI MARYLAND 20783-1690 • VOICE: 301.445.1901 • FAX: 301.445.1931 • WEB: WWW.USMD.EDU

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1. With regard to Bowie State University's intention to "explore" doctoral programs in computer science, information technology, and teaching, both the Board and BSU President Calvin Lowe commit the institution to sharing the results of its exploration with both the Board and the Commission prior to the development of any specific doctoral program proposal. Dr. Lowe discussed this matter with the Board, which chose not to alter the language of the mission statement with this understanding of the word "explore" in the context of this mission statement goal.

2. With regard to the University of Maryland, Baltimore County's aspiration to develop programs in emerging fields of study, the Board and President Freeman Hrabowski understand the Commission's cautionary warnings related to program duplication, especially in the context of the OCR Partnership discussions. Any program that UMBC develops, especially in the bio-science and environmental science areas, will be sufficiently distinctive to avoid program duplication. Because this commitment is unambiguous, the language of the mission statement was not changed.

3. In regard to the less prominent role that the University of Maryland, Baltimore appears to give to its successful and continuing collaboration with the University of Maryland, Baltimore County, both institutions are satisfied with each others' mission statement as currently written. It should be noted that both institutions are proceeding with their partnership efforts, as evidenced in the new, shared gerontology doctoral program approved by MHEC this past academic year. The Board wished to allow each institution to express its participation in this collaboration in language that is consistent with other phraseology in the respective documents.

4. In regard to several issues raised concerning University of Maryland Eastern Shore's mission statement, the Board and President Dolores Spikes have agreed to modify the mission statement to reflect UMES's aspiration to "explore" both a professional doctoral degree in pharmacy (PharmD) and undergraduate programs in engineering, using the term in the sense it was used by Bowie State University. UMES would certainly also welcome any information resulting from a forthcoming DHMH task force study on the issue of the manpower shortage in pharmacy and how best to address that statewide need.

   The reference to a potential master's degree in Business Management was an error and Dr. Spikes has deleted this field from the mission statement. The accounting master's degree expectation has been reworded to reflect the need for this change in light of new certification requirements in the profession, which is the driving force behind this change at UMES, and indeed, across the country.

   Finally, any development of programs in the allied health area by UMES will clearly take into consideration those programs that already exist at Salisbury State University. These

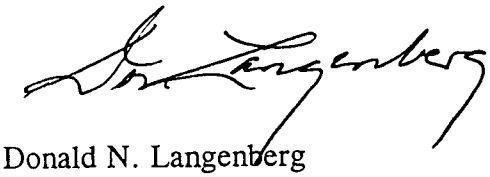
two universities have and will continue to work together as good neighbors to provide high-quality and non-duplicative program offerings in allied health to students on the Eastern Shore.

5. In regard to Salisbury State University, President Janet Dudley-Eshbach has made it very clear that she intends to work cooperatively with Dr. Spikes to assure fruitful collaboration where possible. SSU will also proceed with distinctive program development in areas that are non-duplicative of the UMES program inventory. In light of this specific commitment, the Board determined that there is no need to change the language of the SSU mission statement.

6. In regard to Towson University, President Hoke Smith, perhaps more than most USM Presidents, is keenly aware of MHEC concerns about "unreasonable" and "unnecessary" program duplication. He does not agree with the MHEC staff's view that "unique" is less ambiguous than "specialized" in describing programs that would be seen as unduplicative of programs at nearby institutions. This matter was considered fully by the Board, which concurred in President Smith's recommendation that Towson not modify its mission statement. However, it is understood that future programs submitted by Towson University will be sufficiently distinctive to meet the Commission's program approval criteria.

I hope that these responses have answered and/or allayed MHEC's concerns on these relatively few points. Again, let me emphasize how very pleased I am with the genuine cooperation between the Commission and the USM and how proud I am of the vision and aspirations of the public institutions that compose the University System of Maryland.

Sincerely,



Donald N. Langenberg
Chancellor

cc: Assistant Secretary John Sabatini, Jr., MHEC (w/o enclosures)
Vice Chancellor Charles R. Middleton, USM (w/o enclosures)
Regent Nathan A. Chapman, Jr., Chair, Board of Regents (w/o enclosures)
Regent Louise Michaux Gonzales, Chair, Education Policy Committee, Board of Regents (w/o enclosures)
Presidents, USM Institutions (w/o enclosures)
AAAC (w/o enclosures)

Enclosures

HE MARYLAND HIGHER EDUCATION COMMISSION

October 17, 2000

Dr. Charles R. Middleton
Vice Chancellor for Academic Affairs
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

Dear Dr. Middleton:

Thank you for the opportunity to comment on the mission statements submitted by the University System of Maryland institutions. I believe we can all take much pride in the positive outcomes of the collaborative process employed between the Maryland Higher Education Commission and the University System of Maryland institutions. As a result, consensus on the vast majority of institutional mission statements has been achieved. This process, which began in early April 2000, has been open and deliberative, and has resulted in much agreement on the future direction and aspirations of the constituent institutions of the University System of Maryland. The efforts made by both the System administration and the institutions are much appreciated.

In order to continue on this path toward agreement, there are a number of areas in which the Commission staff would like to receive further clarification. These areas in which questions remain relate to issues of consistency of mission statements with the Maryland State Plan and are identified below by campus:

Bowie State University: The proposed mission statement describes an intention to "explore" other doctoral programs in computer science, information technology and teaching. While the Commission would be supportive of the institution "exploring" these areas, it should be clear that the expectation is for Bowie State University to share with the Commission the final reports and studies conducted in these discipline areas and seek such approvals as necessary and appropriate prior to submitting any program proposals related to these doctoral programs. It is based on this understanding that a revised mission statement for Bowie State University would be found to be consistent with the Maryland State Plan.

University of Maryland Baltimore County: UMBC aspires to "develop offerings in emerging fields, such as bioscience and environmental science." As I indicated previously to you, the Commission recently approved a Ph.D. in Bio-Environmental Science for Morgan State University. This is an interdisciplinary program that focuses on a full range of environmental and biological problems. The purpose of the graduate program is to provide research doctorates with the knowledge and skills to better understand the various chemical, physical and biological factors that adversely affect our environment, and in particular, to critically assess the health effects of exposure to these different environmental factors on human life and the well-being of the animal species. Therefore, within the context of the Commission's State Plan and the proposed OCR Partnership

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Agreement, UMBC would need to seriously consider whether the proposed program unnecessarily and unreasonably duplicates offerings at a nearby HBCU.

University of Maryland, Baltimore: The graduate schools of UMB and UMBC, combined in 1985 as the University of Maryland Graduate School Baltimore (UMGSB) are clearly articulated in the UMBC mission statement, but do not appear in the UMB mission statement. Is this an oversight?

University of Maryland Eastern Shore: The Commission staff is supportive of the university developing independent doctoral programs in Food and Agricultural Sciences, Physical Therapy and Organizational Leadership. These programs build on the institution's 1890's Land-Grant mission and the needs identified on the Shore for doctoral training in these fields.

Several questions arise relative to the establishment of a School of Pharmacy at UMES. The Commission recognizes that the University of Maryland Strategic Plan identifies Pharmacy as a shortage area. However, while the USM strategic plan, *The USM in 2010*, describes the shortage of licensed pharmacists, it also identifies a number of strategies to meet this shortage, strategies applicable namely to the existing school at the University of Maryland, Baltimore. Three strategies identified are: 1) expanding enrollments, 2) increasing the number of pharmacists who graduate, and 3) establishing partnerships with hospital and community pharmacists to support increased internship opportunities. An expanded mission at UMES to establish a new School of Pharmacy is not one of the strategies, though this may be a potentially appropriate strategy for the enhancement of UMES. Prior to the State investing heavily in a second School of Pharmacy, one of the most costly professional programs (next to a School of Medicine) and one that would require extensive clinical internships, additional study and research needs to be conducted. The State needs to determine the magnitude of the manpower shortage in pharmacy and how best to meet that need. The issue of whether it is more efficient and prudent to meet shortage needs through expansion of current capacity at the existing school at UMB, through the establishment of a new school on the Eastern Shore or through a collaborative partnership, for example between UMB and UMES, should be considered. At this point, it appears that listing pharmacy under the category of programs "identified for initial planned, freestanding doctoral degree programs at UMES" is premature. Consequently, it will be necessary to fully explore more cost-effective models and to do so within the context of the State's goal of enhancing UMES programmatically.

Also, the Department of Health ad Mental Hygiene is planning to form a task force to study this issue. After the completion of their deliberations and recommendations along with an analysis of cost-effective strategies, the Commission will be in a better position to determine the appropriateness of UMES establishing a School of Pharmacy.

Likewise, the State needs to be assured that Maryland needs another School of Engineering separate and distinct from the five existing schools currently offering an array of engineering disciplines and distinct from the collaborative engineering programs that are

currently offered on the Shore at UMES and Salisbury in conjunction with UMCP. Moreover, a recent analysis of enrollment and degree trends for the five electrical engineering programs (University of Maryland College Park, The Johns Hopkins University, Morgan State University, Loyola College in Maryland, and Capitol College) confirm that student enrollments in Maryland's electrical engineering programs have declined from a high of 1,612 in 1994 to 1,376 in 1999. Also, during the period from 1989 to 1999, the number of baccalaureate degrees awarded in electrical engineering slipped from a high of 368 to a low of 279. Moreover, the transferability of students in engineering from community colleges to four-year institutions have dropped precipitously. From 1988 to 1998, enrollments in engineering transfer programs dropped 30% from 1,766 to 1,228. National trends appear to indicate that students may be shifting from electrical engineering to computer engineering curricula. These factors need to be further examined in light of existing programs and their capacity to meet the State's needs before new high cost programs are added to the inventory of existing academic programs.

Questions arise with regard to future Master's programs planned in Business and Management and Accounting. While it is important for UMES to be enhanced programmatically, how can this be accomplished without unreasonably duplicating programs at SSU? How, for example, does UMES plan to distinguish itself and avoid duplicating programs at SSU which currently includes business and management in its mission and currently offers the MBA? Further, how do UMES and SSU reconcile the statement that UMES plans to develop Allied Health Sciences at all levels, when SSU also offers programs in Nursing and Health Sciences, and how do the two campuses, operating in close proximity, intend to develop non-duplicative programs in the field of allied health.

Salisbury State University: With reference to "...exploring the possibility of offering doctoral programs, preferably in collaboration with other institutions", it is imperative to recognize the geographic proximity of SSU to UMES and the commitments the State has made to the enhancement of HBCUs.

Towson University: Clarity is needed in the statement which reads (on page two, first paragraph, line 6), "To meet the critical needs for more and better teachers in Maryland and in the Nation, the University has expanded programming in teacher education and currently plans additional specialized masters and doctoral programs responding to market demand and the Maryland State Plan." The word "specialized" will be subject to many interpretations, and therefore, should be replaced with "unique". In the current environment, the word "unique" has been interpreted to describe the avoidance of "unreasonable" and "unnecessary" duplication, including duplication of programs at geographically proximate HBCUs, and therefore, the substitution of wording is extremely important.

I look forward to continued discussions to clarify and resolve questions raised relative to the above-referenced campus mission statements. Keep in mind the Commission must review revised mission statements for consistency with the Maryland State Plan.

The collaborative nature of the mission process has enabled us to move forward productively under our prescribed timeframe. This approach coupled with ongoing dialog will be important aspects of reaching consensus on the remaining campus mission statements. Please feel free to direct questions to me at (410) 260-4566 or jsabatin@mhec.state.md.us.

Sincerely,

John A. Sabatini, Jr.
Assistant Secretary

Focused Review – Based on "Program Emphasis" and "Institutional Identity"

Public College and Universities	1993	1999	2001
Bowie State University	Business Education Nursing Social Work Computer/Information Sciences	Offer the applied doctorate in Educational Leadership as part of its academic program emphasis, as well as the future goal of "exploration" to develop the applied doctorate in Information Technology.	"Explore" doctoral programs in Computer Science, Information Technology and Teaching. (Final studies to be shared with Commission prior to submitting program proposals).
Coppin State College	Education Nursing Human Services	No Changes Requested	No Changes Requested
Frostburg State University	Education Business Environmental Studies Creative and Performing Arts	No Changes Requested	No Changes Requested
Salisbury State University	Education Nursing Business	No Changes Requested	No Changes Requested

Towson University	Education Business Fine and Performing Arts Writing Women's Studies	Offer three applied doctoral degrees in the areas of Audiology (a Doctor of Audiology), Occupational Therapy (a Doctor of Science in Occupational Science), and Education (an Ed.D.); approve the future goals of 1) the development of graduate programs that combine the institution's expertise in business with specific content areas and 2) the "exploration" of the feasibility of developing the applied doctorate in Information Technology.	No Changes Requested
University of Baltimore	Law Enforcement Legal Studies Business Law Public Administration Public Design Corp. Communication Commun. Design	Advanced professional programs in areas of approved program emphasis including Psychology, Business and Public Administration; reaffirm the University's authority to admit a limited number of sophomore students.	Develop the applied doctorate in Management Information Systems.

University of Maryland, Baltimore	Health Professions Allied Health Biomedical Science and Technology Social Work Law	No Changes Requested	No Changes Requested
University of Maryland Baltimore County	Sciences Mathematics Engineering Information & Computer Sciences Public Policy	No Changes Requested	Develop offerings in emerging fields, such as bioscience and environmental science (Provided proposed offerings may not be unreasonably and unnecessarily duplicate offerings at Morgan State University).
University of Maryland, College Park	Environmental Sciences Business Public Policy International Affairs Engineering Journalism	No Changes Requested	No Changes Requested

University of Maryland, Eastern Shore	Agriculture Marine and Environmental Sciences Hospitality Technology	Reaffirm the institution's existing mission statement and delay approval of the development of 1) the doctoral degrees proposed in Organizational Leadership, Agriculture and Food Science, and Allied Health and 2) the engineering degree as program emphasis pending the development of the new State Plan for Higher Education. It is within the State Plan that present and future needs for postsecondary education and research throughout the State will be identified, present and future capabilities of the institutions and segments of higher education will be distinguished, and long-range and short-range priorities for postsecondary education will be established.	Develop independent doctoral programs in Food and Agricultural Sciences, Physical Therapy and Organizational Leadership. "Explore" professional doctorate in Pharmacy and undergraduate engineering. (Final studies to be shared with Commission prior to submitting program proposals).

University of Maryland University College	General Studies Management Non-Credit	Develop the professional doctoral degree in management as one area of academic program emphasis.	No Changes Requested
Morgan State University	Arts & Sciences Selected Professional Fields Education Engineering Sciences Business	No Changes Requested	No Changes Requested
St. Mary's College	Liberal Arts	No Changes Requested	No Changes Requested
Community Colleges	Comprehensive (some specializations within Allied Health and Science and Technology) Teaching Transfer programs Career programs Certificate programs Continuing Education	No Changes Requested	No Changes Requested