UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

STRATEGIC PLAN
2019–2022
# TABLE OF CONTENTS

3  Message from the President

4  CHAPTER 1  
The Growth and Evolution of a Global University in Maryland

7  CHAPTER 2  
Mission, Vision, and Values

9  CHAPTER 3  
Environmental Scan  
10  Environmental Scan: External  
11  Environmental Scan: Internal  
12  Environmental Scan: Trends in Innovation

14  CHAPTER 4  
Strategic Goals

16  CHAPTER 5  
Strategic Initiatives

19  APPENDIX  
Academic Quality White Paper
Dear Colleagues and Friends,

On April 18, 2019, Maryland Governor Larry Hogan signed a measure formally changing our institutional name from University of Maryland University College to University of Maryland Global Campus (UMGC). Our new name affirms both our roots as a respected public institution in the state of Maryland and our global footprint.

This change comes at a pivotal moment in our history—a history that spans eight decades and that has been shaped and guided, from the first, by a single, unifying mission: serving the needs of adult students in the workforce and the U.S. military for whom a traditional education was impractical or impossible.

This strategic plan builds on that institutional history and on the progress we have achieved, working together to fulfill our mission. It continues a transformation that has spanned my presidency, one that responds to changing demographics and increasing competition, and seeks to broaden our reach, foster quality, keep tuition low for students, and ensure the long-term sustainability of the university.

Over the past eight years, we have established one global university, eliminating redundancies across our three divisions—Europe, Asia, and stateside—while centralizing our business operations. We have embraced an academic model based on experiential learning and taken substantive steps to nurture a culture of academic integrity across our university community. At the same time, we have drawn national attention by moving away from costly publisher textbooks and adopting electronic learning resources, including open educational resources (OERs), across all of our programs, saving students millions of dollars annually.

We established the Ventures organization, focused on identifying and developing enterprises with the potential to generate new revenue streams for the university. We have “unbundled” our analytics and technology teams, creating for-profit organizations that serve our institutional needs while benefiting financially from external partnerships and fee-for-service client contracts. Guided by data analytics, we have refocused our marketing efforts to maximize return on investment, streamlined our business operations, and optimized our utilization of space.

Now, we look ahead to new challenges and new opportunities, guided by the vision and perspectives of our key stakeholders—faculty, staff, students, and alumni. I am particularly grateful to Academic Advisory Board Chair Daniel Mintz, who led a team in developing a white paper (see Appendix) that offers a faculty perspective on academic quality at UMGC.

The landscape of adult higher education continues to evolve, and we face unprecedented competition from new institutions with innovative offerings, from for-profit schools reborn as non-profits, and from peer institutions newly armed with sophisticated recruiting technologies borrowed from other market sectors.

Together, we have sacrificed, we have innovated, and we have grown, and we stand ready now to expand our operations on a global stage, seeking always to bring the promise of a quality, affordable education within reach for all who have the will and desire to achieve.

Thank you for your support, your vision, and your belief in the mission of University of Maryland Global Campus.

Sincerely,

Javier Miyares
President, University of Maryland Global Campus
CHAPTER 1
The Growth and Evolution of a Global University in Maryland
CHAPTER 1
The Growth and Evolution of a Global University in Maryland

In 1947, the University of Maryland established a new unit—the College of Special and Continuation Studies (CSCS)—within the College of Education. Its purpose was to administer a variety of programs and address specific needs across the state.

- It served as the home for the College of Military Science and Tactics, which had been established in 1944 to meet the needs of the military
- It responded to the need for access to higher education for adult students, many of whom were veterans returning to civilian life
- It accommodated traditional students under the Division of General Studies who applied for admission but failed to meet entrance requirements
- And it responded to high demand from African American students, who were barred by segregation from attending the state campuses in College Park and Baltimore.

Demand exceeded expectations, and just two years later, in 1949, CSCS became a separate entity from the College of Education. That same year, at the request of the Department of Defense, CSCS began sending faculty overseas to teach American troops in post-War Europe.

Such are the roots of the newly renamed University of Maryland Global Campus (UMGC), which is guided to this day by the same public mission, offering an affordable, accessible, quality education to adults in the workforce and the U.S. military. Today, the university serves some 90,000 students each year, graduates more minority students than any other Maryland institution, and enrolls some 35,000 active-duty military personnel on bases in Maryland, across the United States, and in more than 20 countries and territories around the world.

In the intervening years, the institution expanded its overseas operations, establishing an Atlantic Division in 1951 (serving Greenland, Iceland, Bermuda, and the Azores) and a Far East Division in 1956 (serving Japan, Okinawa, and Korea).

In 1959, CSCS was renamed University College, a term borrowed from British usage to describe a school that carries the curriculum beyond the walls of a brick-and-mortar institution. In 1970, it was accredited as University of Maryland University College, an institution separate from what is now University of Maryland, College Park, and in 1988 it became a constituent institution of the newly established University System of Maryland.

For much of its history, University of Maryland Global Campus has received little or no public funding, and today receives less than 11 percent of its operating budget from state appropriations. By necessity, it developed a highly efficient and tuition-driven business model that leverages online technologies and economies of scale to offer in-state tuition and fees that are among the lowest of all University System of Maryland schools. Its curriculum is delivered primarily by adjunct faculty, typically scholar-practitioners who work in the fields in which they teach—a model that is greatly favored by adult students.

In 2012, confronted by the realities of what President Javier Miyares termed a “perfect storm” in higher education—rising costs, declining enrollments, shifting demographics, and reductions in public sources of funding—the university began a seismic transformation, guided by the power of data analytics. Marketing efforts were refocused to maximize return on investment, business operations were streamlined, and space utilization was optimized.

Redundancies were eliminated across the institution’s three divisions—Europe, Asia, and stateside—and business operations were centralized. A new business model was proposed and adopted that provided greater flexibility for the university to thrive in the increasingly competitive market of adult higher education, and a nonprofit supporting organization, UMUC Ventures, was established to explore, identify, and develop enterprises with the potential to generate new revenue streams. Our analytics and technology teams were
“unbundled”—spun off into for-profit companies that continue to serve institutional needs while benefiting financially from external partnerships and fee-for-service client contracts. At the same time, the institution embraced an academic model built on experiential learning; replaced costly publisher textbooks with electronic learning resources, included open educational resources (OERs), across most coursework, saving students millions of dollars each year; and took substantive steps to nurture a culture of academic integrity across the university community.

Growth has always been key to the university’s success, and in 2018, the University System of Maryland Board of Regents and the Maryland Board of Public Works approved a bold plan by the university to expand beyond its regional and global military markets, driven by national advertising efforts. Market research clearly showed that the name University of Maryland University College was a source of confusion for prospective and current students alike.

The institution’s new name, University of Maryland Global Campus—reflecting both the school’s historic roots as a state institution and its global and growing footprint—was proposed, tested, and on April 18, 2019, Maryland Governor Larry Hogan signed the measure into law, effective July 1, 2019.
CHAPTER 2
Mission, Vision, and Values

MISSION
The mission of University of Maryland Global Campus is improving the lives of adult learners. We will accomplish this by operating as Maryland’s open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.

VISION
UMGC will be a global leader in adult education focusing on career-relevant programs that enable students to realize their professional aspirations.

VALUES
STUDENTS FIRST
These are the people who make our work possible.

ACCOUNTABILITY
We are each responsible for our overall success.

DIVERSITY
Each individual brings value to our efforts and results.

INTEGRITY
Our principles and standards are never compromised.

EXCELLENCE
Quality is the hallmark of our work.

INNOVATION
We advance so others can benefit from our leadership.

RESPECT
The rights and feelings of others are always considered.

PEOPLE ALWAYS
Our faculty and staff represent our differentiator and competitive advantage.
CHAPTER 3
Environmental Scan
CHAPTER 3
Environmental Scan

ENVIRONMENTAL SCAN: EXTERNAL

University of Maryland Global Campus is one of the nation's largest providers of online degrees to adults in the workforce and the military, and online education continues to represent a growing and resilient sector of the education market. We have positioned ourselves for continued growth by investing in academic quality, data analytics, leading technology, and innovative strategies for developing new revenue streams.

That said, the university faces a complex and increasingly competitive landscape, marked by changing demographics and punctuated by a handful of large national institutions, reemerging for-profit competitors, regional universities partnered with for-profit enablers, and nontraditional providers seeking to reshape the higher education market.

Over the course of more than 70 years, UMGC has earned the trust and respect of the military and intelligence communities—among our most ardent supporters and innovation partners. Now other institutions are targeting these markets, and as we again bid for these U.S. Department of Defense contracts, which are so central to our mission and vital to our success, we expect to encounter greater competition.

Online program managers (OPMs)—third-party vendors who offer marketing, enrollment, student advising, and course development services to traditional institutions—are helping big universities get bigger while allowing smaller, regional schools to go national. As for-profit schools have shrunk or closed, many of their investors and leadership teams, already experienced in the higher education sector, have reemerged as OPMs. Similarly, some for-profit institutions are splitting into two entities—a for-profit OPM and a university organized as a nonprofit, public, or public-benefit corporation.

Further contributing to competition for new students, a new breed of middleman has appeared on the scene—companies that seek to act as matchmakers between universities and potential corporate partners. And we expect to see new competitors from outside of higher education, as well, with large companies like LinkedIn, Google, Facebook, and Amazon—agile and always seeking new markets and products—now offering or exploring instruction and/or educational services. Against this increasingly crowded backdrop, it is the largest players that are gaining the most market share. According to the U.S. Department of Education’s National Center for Education Statistics, the 10 largest institutions enroll one of every five online students, and the top 100 universities accounted for 47 percent of all online students in 2016, up from 43 percent in 2012. This trend is expected to continue.

At the same time, student and employer expectations are changing, with corporations and the military emphasizing badges, certificates, and one-off credits rather than full degree programs. This is an ongoing trend, and the Lumina Foundation reports an 800 percent increase in the past 30 years in the number of certificates awarded by learning providers, with supply and demand both expected to grow. And as workplaces evolve and automation increases, new jobs and skill sets are emerging, with employers seeking employees who have practical, hands-on training and combine technical sophistication with human skills.

Student expectations are changing on other fronts, as well. Adult students tend to enroll with the first school that contacts them after they request information, and online institutions increasingly use sophisticated technology, processes, and marketing strategies in response to student inquiries. Students expect and demand a user experience (UX) that is seamless and intuitive as they move from marketing sites to applications to online classrooms, libraries, and career service units.

As workplaces evolve and automation increases, new jobs and skill sets are emerging, and the most valuable workers will be those who combine technical sophistication with...
human skills. This trend, coupled with the rapid pace of technological change, suggests that the learners of tomorrow will approach higher education with an on-demand mindset, seeking out instruction when it is specifically valuable to them and based on their satisfaction with the experience previously provided.

**ENVIRONMENTAL SCAN: INTERNAL**

The *Chronicle of Higher Education* rightly characterizes University of Maryland Global Campus (UMGC) as a “mega-university,” serving some 90,000 students each year. Academic quality represents a differentiator and competitive advantage in our market, and our size is key to our ability to fulfill our public mission and maintain quality while keeping tuition low. Our success hinges on our ability to grow enrollments and leverage economies of scale, and we plot our strategic path with that reality in mind.

Today, a majority of our students are recruited from two primary markets—residents of the D.C., Maryland, and Virginia area (stateside) and U.S. military personnel and dependents (worldwide). These populations are relatively small when compared to the overall higher education market, and in the interest of continued growth, we now seek to expand nationally and have increased our advertising outside the Washington Metropolitan region while seeking out new corporate partnerships and other growth opportunities.

Given UMGC’s size and complexity, skillful leadership and management are critical, and the institution has recruited new senior leaders with broad skillsets while undertaking a series of initiatives aimed at streamlining operations, positioning the university for further growth, improving educational outcomes, and addressing the challenges that often accompany organizational expansion—the emergence of silos, breakdowns in communication, increases in redundancy, etc.

We have committed to developing a data-driven culture across the university, underpinned by our relationship with HelioCampus (a for-profit company spun off in 2015 from our data analytics unit), and analytics informs decision-making at all levels of the institution. At the same time, we have adopted a new student information system, CampusNexus, which promises to integrate critical systems, simplify business processes across our organization and ultimately enhance the student experience.

While investments in technology have allowed us to automate many processes, people remain the linchpin for achieving strong service levels, and opportunities exist for us to leverage staffing metrics and technologies to optimize the performance and impact of our teams in enrollment, financial aid, and advising.

On the academic front, we are realigning our operations to make them more nimble and efficient, restructuring the undergraduate and graduate schools into three schools organized by discipline—focused on fields related to cybersecurity and information technology, business, and arts and sciences, respectively. A Student Affairs unit has consolidated student-facing services, including tutoring and library services; the course development unit has been restructured, with new development processes in place to better ensure course and curriculum quality, while at the same time improving capacity; the academic and co-curricular assessment functions have been centralized, better enabling consistency and scalability of assessment and establishing shared best practices as we partner with faculty to drive continuous improvement across the three schools.

At the same time, we are now guiding students to proven degree pathways, allowing us to focus more time and resources in the most promising course areas. Through an initiative we call "Qualified," we are simplifying and consolidating credit granted for prior learning, saving students money and shortening their time to degree.
Retention levels have improved in four of the past five years, and beginning in the fall of 2019, new students will be guided to PACE 111, a standard first course offering that teaches the skills used by successful students.

Our faculty represent the heart and soul of our academic operations, and we continue to seek out talented and experienced scholar-practitioners who work in the fields in which they teach. The adoption of competency-based learning and open educational resources (OERs) has broadened the spectrum of what faculty embrace today, and because research demonstrates the importance to adult learners of the “three Rs”—relationships, relevance, and responsiveness—we have prioritized this in our faculty training and development and recognition.

Program directors act as stewards of program quality and relevancy, and to assist them, we are establishing new advisory boards and faculty committees to seek input from the labor market and share employer feedback and market analysis with academic leaders, thus guiding the development and redesign of both new and existing programs.

Operationally, we are guided by our new business model, which provides for greater flexibility and agility across the institution. We established UMUC Ventures with the goal of identifying, creating, and nurturing companies with the potential to generate new revenue streams for the university, and to date we have successfully transitioned our analytics unit and technology teams to HelioCampus and AccelerEd, respectively. Going forward, similar opportunities will be identified, evaluated, and pursued as appropriate.

Finally, as we move forward, we will continue to evaluate ways to best communicate our brand to broader audiences—including our status as a respected state institution, our understanding of and focus on the needs of adult learners, and our history of service to the military—while also exploring strategic partnerships with institutions and corporations and assessing the potential benefits associated with establishing strategic “storefront locations” that can increase brand awareness, drive enrollment growth, and support student engagement.

**ENVIRONMENTAL SCAN: TRENDS IN INNOVATION**

Innovation has long been a mainstay of UMGC’s service to adult learners, and our success has hinged on our willingness to explore new frontiers and embrace change. Today, that pioneering spirit continues to guide the university, even as the pace of technological change raises the stakes for institutions and students alike.

Learning science, in particular, offers the potential for enormous benefit. Large, online universities with standardized curricula become, in effect, gigantic learning laboratories, able to isolate the impact of specific techniques or technologies.

Adaptive learning—a form of personalized training that uses computer algorithms to customize resources and learning activities to the demonstrated needs of each student—also shows promise, and UMGC has embedded the ALEKS (Assessment and LEarning in Knowledge Spaces) system in a new math course while pilot testing a number of other adaptive learning platforms. Now, we are exploring ways to integrate these technologies into our broader curriculum and add increased scale and curricular scope to our pedagogical use of personalized learning.

Predictive analytics offer faculty and administrators alike a window into student attributes and engagement behaviors that may correlate with learning outcomes, persistence, and professional success after graduation. Through HelioCampus, UMGC now has access to student risk scores and other data-driven indicators, and we will continue to explore new ways to use this information to greatest effect in support of student success.
The growing emphasis in adult higher education on customer relationship management (CRM) that spans the student lifecycle also offers opportunities and, as we transition from Salesforce to the Microsoft Dynamics platform, we are exploring ways to extend the system and its capabilities beyond recruiting and financial aid to all student-facing staff.

As employers and students alike place increasing emphasis on real-world experience and learning, our undergraduate and graduate schools have been working with the Career Services unit to incorporate a set of job-seeking competencies into courses and programs. At the same time, Career Services is working with several companies to offer micro-internships—small, paid, online projects that can be completed remotely. Students bid for the jobs by completing a short application and stand to gain valuable work experience, while employers are offered the opportunity to evaluate a student’s skillsets and performance firsthand.

Finally, in developing a culture of academic integrity across the university, we have also highlighted the market for technology tools that combat contract cheating and the peer-to-peer sharing and sale of course materials, and we are exploring the feasibility of developing identity verification tools and technology and/or methods that protect intellectual property and detect student use of plagiarized content.

Several other trends deserve attention, and we will continue to evaluate and explore these and other developments going forward:

- Artificial intelligence (AI) has exciting potential, particularly from a student engagement standpoint, with conversational interfaces allowing students to complete certain tasks simply by talking to an application like Apple’s Siri or Amazon’s Alexa. Student support applications can offer automated guidance—by e-mail, chat, etc.—around everything from coursework to university policies and academic integrity.

- Learning analytics will provide granular insight that informs instruction, intervention, and ongoing student success by building on the data model and technology foundations that HelioCampus has created for the university.

- Sophisticated labor market tools now track and predict job growth and salary prospects across various market sectors. An opportunity exists to integrate these tools, advising solutions, and curricula, bringing alignment to career choices and educational pathways for students.
CHAPTER 4
Strategic Goals
CHAPTER 4
Strategic Goals

QUALITY EDUCATION/STUDENT SUCCESS
UMGC will provide innovative, affordable, career-relevant education that aligns with accreditation standards and leads to the achievement of desired competencies, helping students earn the degrees or certificates they seek and, ultimately, reach their professional goals.

EXCELLENT STUDENT EXPERIENCE
UMGC will offer an intuitive, integrated, and supportive experience throughout the student lifecycle, beginning with first contact and continuing through application, enrollment, admission, learning, employment, and engagement as alumni.

INCREASED MARKET AGILITY
UMGC will pursue additional legislative flexibility and seek to develop new revenue streams that, together, position the university to continue to respond promptly and thoughtfully to shifts in the competitive landscape and emerging trends in education by adapting programs and services, refining operations, and deploying staff and faculty as warranted by market conditions.

STREAMLINED ORGANIZATIONAL CAPACITY/OPERATIONAL EXCELLENCE
UMGC will build its professional capacity by investing in its people, processes, and technology; leveraging its diversity to innovate and improve; and acting as a responsible steward of all assets and resources.

SUSTAINED GROWTH
UMGC will grow enrollments and refine its global operations through efficient recruiting and improved retention, by pursuing strategic alliances and corporate partnerships, by bidding aggressively to retain its contracts with the U.S. Department of Defense, and by nurturing its culture of quality and commitment, which earns the trust and confidence of stakeholders, thus protecting and enhancing its reputation.
CHAPTER 5
STRATEGIC INITIATIVES
CHAPTER 5
Strategic Initiatives

Employ innovative strategies and technologies to ensure and enhance academic quality and support student success
To ensure that students are prepared for the evolving demands of the workplace, we will expand our competency-based learning model by deploying personalized and adaptive learning modalities, with an emphasis on enhancing academic quality and learning outcomes. In addition, we will realign the undergraduate and graduate schools into three schools organized by discipline—focused on fields related to cybersecurity and information technology, business, and arts and sciences, respectively.

Leverage technology to enhance the student experience
UMGC will partner with AccelerEd and HelioCampus to provide students with an intuitive and seamless experience from first contact through alumni engagement. With AccelerEd, the university will implement a new Student Information System (SIS) that integrates systems and processes, offering students a clear and intuitive portal and seamless service interactions. The expansion of HelioCampus capabilities promises greater capacity for the continuous improvement of curricula and an innovative learning experience.

Expand credit for prior learning
UMGC will become a leader in recognizing and awarding credit for prior learning gained in academic, corporate, military, and other settings. The university will streamline its curriculum and catalog to clear paths to degree completion, evaluate processes for assessing military credit and joint degree pathways, and make it easier for students to predict and plan for the costs of their chosen degree programs.

Recruit and retain expert faculty
UMGC will continue its efforts to recruit, train, evaluate, support, and retain its strong cadre of full-time and part-time faculty who are distinguished by their professional experience, academic achievements, and ability to foster student learning.

Protect academic integrity
The university will seek to lead higher education in protecting the academic integrity of its curriculum, nurturing a culture of integrity across the learning environment, and developing technological tools and strategies, as appropriate, in response to the known and emerging tactics of deceptive operators.

Ensure affordable access
UMGC will develop a pricing and scholarship strategy that ensures its tuition is within reach for Maryland residents, military students, and adult learners across the United States. The university will expand its use of open educational resources (OERs), empowering faculty to improve the quality, currency, and accessibility of learning materials.

Scale operations to accommodate growth-through-expansion
UMGC will prepare its operations to support a larger and more diverse student population by creating a more nimble and efficient organization, adopting additional technologies to streamline processes. At the same time, the university will work to maintain its position as the premier provider of education to U.S. troops overseas.

Increase organizational flexibility and agility
UMGC will aggressively seek additional statutory and regulatory flexibility from the state to support more competitive positioning against other large online institutions, for-profits, and new entrants in the education market. We will explore strategic alliances and articulation agreements with corporate, government, and academic partners and, where appropriate, transition non-academic functions to the Ventures organization to reduce costs, increase agility, enhance the quality of the student experience, and create products and services that generate new revenue streams to help secure UMGC’s future.
Strengthen and differentiate our brand while burnishing our reputation

UMGC will articulate a unique and compelling value proposition for students, alumni, and prospective employers—further distinguishing our university from the competition—by emphasizing our focus on career readiness, our commitment to personalized attention to students and their needs, and our history of integrity and service to military students and veterans. We will encourage staff, faculty, students, and alumni to serve as “brand ambassadors” who advocate on behalf of our university, and we will continue to champion educational innovation, testing, tracking, and reporting on the effectiveness of new approaches to adult learning.

Invest in employees

UMGC will continue to provide a supportive and inspiring environment to faculty and staff, seeking out cost-effective avenues for professional growth and development, conducting periodic engagement surveys to track progress, and exploring new platforms with the potential to bolster internal communications overall and information-sharing across departments, divisions, and managerial strata.