

Over the Fall 2022 semester, members of the Long-Range Academic Planning Committee reviewed three key documents related to SU's future: *The Blueprint for Maryland's Future*, the *USM Strategic Plan*, and the *SU Strategic Plan*. Working with the information in those documents, we have noted potential complications for SU, most particularly in terms of a shifting student profile. We provide our summary of those documents and their key complications below. In light of this review, we also request the included charges from the Faculty Senate, so our committee can better explore these areas and report back with more actionable suggestions.

1. ***The Blueprint for Maryland's Future***. This document focuses on K-12 education, but has powerful implications for higher education. One possible outcome is the creation of a track in which 11th and 12th grade students will begin formal, perhaps even full-time college coursework. The Blueprint is implicitly influencing the USM Strategic Plan, which references the need to “expand signature pipeline programs connecting USM universities with Maryland preK–12 school” (*USM Strategic Plan*).

- Complications include: Students who are less prepared for college life and coursework; narrowed student profile, as those interested in CTE (career and technical education) may not seek the more academic route.

2. ***USM Strategic Plan***. In the context of the “fast-changing higher education landscape” (*USM Strategic Plan*) this document supposes that increased enrollment is by its nature good and expected. Primary concerns are for increased “access” (*USM Strategic Plan*) to higher education and, at the same time, increased “achievement” (*USM Strategic Plan*) of those at university. Additional notes on this document are provided in the attachment.

- Complications include: SU raising enrollment while also maintaining high standards for students. This is made difficult by the USM's lack of comprehensive enrollment management across campuses, and can easily lead to SU admitting students who might otherwise not be ready for college-level coursework. This can also include adult learners, and is presumed to emerge through continued delivery of online, often asynchronous coursework to cater to people who could otherwise not attend in-person coursework. At the same time,

3. ***SU Strategic Plan***. This document provides guidance for SU's key areas.

- Complications include: The University has accepted and is moving forward with a new program of General Education. Simultaneously, the University is engaging in a new strategic planning process, led by a new President, and that President's reorganization of the University has brought enrollment management under Academic Affairs. It seems important for faculty to better understand, at this moment, how SU faculty can help position our University for the near future.

Requested charges

Based on the above, and following conversations with the Provost and Vice President for Academic Affairs, the Long-Range Academic Planning Committee requests the following charges from Faculty Senate:

- Suggested charge: LRAP will identify other institutions, like Loyola University of Chicago, who offer a clinical faculty career ladder, and report on such practices. These positions can focus on teaching as the entirety of their work, perhaps with a focus on early career students. These might be contractual lecturers with longer contracts, or opportunities to move from "assistant clinical professor" to "associate/full clinical faculty." This has the downside of maintaining different tiers within the university, but offers more confidence and compensation.
- Suggested charge: LRAP will work with the Dean of the Seidel School of Education to understand current conversations with area high schools about student preparation, necessary supports, and the potential for programs like "Taste of College" or other dual-enrollment offerings. LRAP will prepare a report on the nature of those conversations, and include suggestions regarding their nature or how information is disseminated to campus.
- Suggested charge: LRAP will meet with Allen Koehler to better understand SU enrollment projections and targets, and report back concerning two key questions:
 1. What is the "right size" for SU?
 2. How might changes in delivery of curricula (e.g., online vs face-to-face) affect enrollment projections?
- Suggested charge: LRAP will explore options to identify students who need remediation during early coursework, and devise supports (perhaps to include purposeful courses, perhaps taught by the clinical faculty mentioned above) in key areas associated with established student outcomes in the General Education plan. Such supports could help SU supplement resources that students may have missed during their K-12 education and move towards the USM goal of "achieving true equity and an inclusive culture" (*USM Strategic Plan*).

Suggest charge: LRAP recommends an officially recognized and binding minimum percentage of tenure-track faculty instruction at SU, as per the suggestion in the previous Strategic Plan: "Aim to staff academic programs so that at least 75% of instruction is delivered by tenure-track faculty."